



**Legacy College Preparatory
Charter School**

**2024-25 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 16, 2025

By Summer Schneider

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Summer Schneider, Executive Director, 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)
David Camputo	Board Chair	Governance
Nikki Ho-Shing	Vice Chair	Governance
David Borsack	Secretary	Finance
Lauren Giovannitti	Trustee	Governance
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Tyrone Washington	Trustee	Finance
Michael Rakiter	Trustee	Finance
Ryan Brand	Trustee	Governance
Porsche Cox	Trustee	Academic Achievement
Tracy Kelley	Trustee	Academic Achievement
Amy Abraham	Trustee	Academic Achievement

Christian Toledo has served as the Middle School Principal from March 2021 until present. Summer Schneider served as the Interim High School Principal from July 2024 until June 2025. Long Tran was hired as the High School Principal in July 2025.

SCHOOL OVERVIEW

Legacy College Preparatory Charter (“Legacy College Prep”) is a charter school serving students in grades 6th – 12th in the 2024-2025 school year. We believe that all students regardless of race, background, or socioeconomic status can excel at high levels – achieving mastery of state standards, scoring competitively on college entrance exams, and earning acceptance to four-year universities. Our school incorporates high behavioral and academic expectations to ensure we are developing scholars to have strong character through the formation of successful habits. Our belief is that these habits are vital to a student’s ability to establish a strong foundation in middle school, achieve success within high school, and gain access to and graduate from the college or university of their choice.

Our school vision is driven by three core beliefs:

1. Rigorous instruction educates students to attend and graduate from college.
2. Values-based character development prepares students for school and life success.
3. Ambitious goals drive college readiness and the pursuit of professional aspirations.

These beliefs directly inform our vision and all elements of our school design.

Last year, the school served a population of which around **91%** of scholars were considered economically disadvantaged. The scholar population included 22% students with disabilities and 11.4% Multi-Lingual Learners (MLLs).

The school focuses heavily on literacy and mathematics in the middle school grades in order to ensure that scholars are performing on or above grade level before they enter high school. At the high school level, scholars have access to take rigorous AP courses, college courses at Syracuse University and Hostos Community College, and to learn skills that will be necessary for success in college and their future careers.

In all grades, Legacy College Prep prepares scholars for college through rigorous curriculum and instruction aligned to the New York State P-12 Common Core Learning Standards and New York State Learning Standards. Scholars become insightful and analytical readers of fiction and non-fiction, evidence-based writers who can articulate ideas across multiple texts, and mathematicians who can explain their conceptual reasoning and succeed in advanced high school math study.

In addition to the emphasis on literacy and mathematics, Legacy College Prep prepares scholars for the larger world as well as for the changing demands of society and the economy. Scholars take physical education each year of middle school and earn two credits in high school to develop healthy nutritional and exercise habits. Scholars take computer science in middle school and high school to gain exposure to and proficiency in computer skills that will help them be competitive for many of the jobs that will be available to them in the future. As the school has grown, so have the elective opportunities for scholars. At the high school level scholars have an opportunity to take business courses, psychology courses, public speaking courses, creative writing courses, to name a few. Many of these elective courses have become college level courses offered through the Syracuse University Project Advance (SUPA) program. This year the school has also added several elective courses that culminate in a College Level Examination Program (CLEP) exam allowing the scholars to earn college credit for the elective course. The high school would like to give every scholar the opportunity to earn a college credit before

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graduating from high school and this upcoming year 96% of graduating seniors will have the opportunity to do so.

Finally, this past school year was the first year where the school had an alumni cohort. The Alumni Coordinator worked to support scholar persistence in colleges and universities holding . The mission does not stop with high school graduation. Legacy College Prep continues to support scholars as they access opportunities post high school and beyond.

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	71	123	112	134	121	108	0	669
2023-24	0	0	0	0	0	0	85	93	115	128	132	103	102	758
2024-25	0	0	0	0	0	0	45	85	92	134	136	114	96	701

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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	N/A	N/A	N/A
2023-24	2020-21	2020	108	3	105
2024-25	2021-22	2021	97	1	96

TOTAL COHORT FOR GRADUATION

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

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2022-23	2019-20	2019	N/A	N/A	N/A
2023-24	2020-21	2020	89	2	91
2024-25	2021-22	2021	80	1	81

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Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2022-23	2018-19	2018	N/A	N/A	N/A
2023-24	2019-20	2019	N/A	N/A	N/A
2024-25	2020-21	2020	88	1	89

PROMOTION POLICY

Legacy College Preparatory Charter School has rigorous promotional standards. Scholars must take and pass a specific number of courses to be considered on track for the next grade level and for graduation.

Academic Promotion: In all academic classes, any grade lower than a 70% is considered a failing grade.

Credit Requirements for Promotion: Scholars earn 1.0 credit for passing a year-long class, and half a credit (.5) for passing a semester-long class.

- To be promoted from 9th to 10th grade:
 - Scholars must have earned 4.0 credits.
- To be promoted from 10th to 11th grade:
 - Scholars must have earned a minimum of 8.0 credits.
 - Scholars must have at least 2.0 credits in Global History.
 - Scholars must have at least 2.0 credits in English.
- To be promoted from 11th to 12th grade:
 - Scholars must have earned a minimum of 12.0 credits.
 - Scholars must have at least 3.0 credits in English.
 - Scholars must have at least 2.0 credits in Math.
 - Scholars must have at least 2.0 credits in Science.

Summer School: Scholars earning a failing grade of less than 70% in a class are required to attend and pass Summer School. Summer School takes place over 15 days during July. During this time, scholars review the subject area(s) in which they struggled and receive targeted interventions.

Summer School is one final opportunity for scholars to indicate mastery of a subject/course. Expectations for passing Summer School are rigorous. If a scholar required to attend Summer School fails to enroll in Summer School, that scholars will be retake the courses the upcoming school year and potentially be off track for graduation.

Graduation Requirements: To earn a high school diploma from Legacy College Prep Charter High School scholars must complete the course of study shown in the figure below, earning a grade of 70% or higher

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in each course in order to earn credit. To earn a New York State Regents Diploma from Legacy College Prep Charter High School, in accordance with the New York State high school regents diploma requirements, scholars must not only pass the course but also receive a passing score of 65% or higher on the specified number of Regents Exam.

High School Graduation Requirement

Subject Area	Units Required By NYS	Units Required by Legacy College Prep
English Language Arts	4	6
Mathematics	3	4
Science	3	4
Social Studies	4	4
Language Other than English (LOTE)	1	2
Visual Art, Music, Dance, and/or Theater	1	1
Physical Education (participation each semester)	2	2
Health	0.5	0.5
College Prep Electives	0	2.5
Electives	3.5	3
Total	22	29

Legacy College Prep offers five different diploma options:

Legacy College Prep Advanced Regents Diploma

- 29 credits with scores of 65 or higher on 9 NYS Regents exams.
- Honors diploma offered for Regents scores averaging 85 or higher
- Completion of 3 years of a foreign language
- Completed 45 hours of community service

Legacy College Prep Regents Diploma

- 29 credits with scores of 65 or higher on 5 NYS Regents exams
- Honors diploma offered for Regents scores averaging 85 or higher
- Completed 45 hours of community service

Advanced Regents Diploma

- 22 credits with scores of 65 or higher on 9 NYS Regents exams
- Honors diploma offered for Regents scores averaging 85 or higher
- Completion of 3 years of a foreign language
- Completed 45 hours of community service

Regents Diploma

- 22 credits with scores of 65 or higher on 5 NYS Regents exams
- Honors diploma offered for Regents scores averaging 85 or higher

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- Completed 45 hours of community service

Local Diploma

- 22 credits with scores of 55 or higher on 5 NYS Regents exams. *Only selected scholars with Individualized Education Plans approved by the school leader are eligible for the Local Diploma.*
- Completed 45 hours of community service

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GOAL 1: HIGH SCHOOL GRADUATION

Students will take and complete necessary coursework to graduate from high school.

Graduation Goal Measure 1 - Leading Indicator

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

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

Cohort Designation	Number in Cohort during 2024-25	Percent Promoted
2023	136	99%
2024	134	93%

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	80	76%
2022	2023-24	93	54%
2023	2024-25	104	44%

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.

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2019	2022-23	N/A	N/A	N/A
2020	2023-24	91	83	91%
2021	2024-45	81	76	94%

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	89	85	96%

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	1,651	71%
2020	2023-24	91	83	91%	1,561	72%
2021	2024-25	81	76	95%		

At the time of this report submission, district data from SY2024-2025 was not available.

Graduation Goal Measure 6 - Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

¹ These data reflect August graduation rates.

² Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2023-24 results as a temporary placeholder for the district's 2024-25 results.

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

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=[(b)/(a)]*100$
NOCTI Employability Skills (CDOS Option 2)	1	1	100%
Overall	1	1	100%

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2019	2022-23	N/A	N/A
2020	2023-24	N/A	N/A
2021	2024-25	1	100%

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In the 2024-2025 school year, Legacy College Prep had its second graduating class. The school exceeded the graduation goals in five of the six categories.

This year both cohorts again exceeded the first goal by having 99% of cohort 2023 and 93% of cohort 2024 on track for graduation. This meets the first accountability measure with more than 75% of our cohorts on track for graduation and is a continuation of the success from the prior year.

Unfortunately, the school did not meet the second accountability measure focused on the percentage of scholars passing three or more Regents Exams. The 2023 cohort has only 44% of scholars on track having earned three passing scores, which does not meet the target goal of 75%.

Part of the reason for this goal not being met is the timing for when some of our scholars take the Regents exams. Many of our scholars do not take the English Regents exam until after junior year. This exam has one of the highest pass rates for the school. Also, many of our scholars use the US History Exam as the fifth exam for the Regents Diploma, and they take this exam at the end of their junior year.

The 2022 cohort had 82% of scholars passing three or more Regents Exams heading into their senior year and 60% of seniors have passed all five Regents Exams needed for the Regents Diploma.

The school is focused on improving Living Environment/Life Science Biology and Earth Science pass rates to ensure that more scholars have passed three or more Regents Exams by the end of sophomore year.

The school had 94% of scholars from the 2021 cohort graduate in four years, an increase from the prior year where 91% of scholars graduated in four years. This exceeds the district average of 72% and the goal of 75%. The fifth year graduation rate for the 2020 cohort was 96%, exceeding the goal of 95%.

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Finally, the school had one scholar from the 2021 cohort pursue an alternative graduation pathway by taking and passing an approved pathway assessment required for graduation. This met the goal by exceeding 75%.

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

EVALUATION OF THE GRADUATION GOAL

In the 2024-2025 school year, Legacy College Prep had its second graduating class of scholars. The school exceeded the four-year graduation goal of 75%, by having 94% of scholars in the 2021 total cohort receive their high school diploma. Only five scholars did not graduate from that cohort in four years. This percentage exceeded the local school district, where consistently last year 72% of scholars graduated in four years. The school met all three absolute measures and the comparative target for the graduation goal.

All scholars in their second year of high school took two English, one Science, one Math, one Social Studies course. In addition to those courses, scholars took semester or year-long electives including Physical Education, Health, Computer Science, Creative Writing, Anatomy, Spanish or another elective. Scholars had an opportunity to earn up to 8 course credits. The cohort size was 136 scholars and 99% of scholars met the goal of earning at least ten credits by the end of their second year.

All scholars in their first year of high school took two English, one Science, one Math, one Social Studies, and a College Seminar elective. In addition to these courses, scholars took semester or year-long electives including Physical Education, Health, Spanish, Creative Writing, Computer Applications, or another elective. Scholars had an opportunity to earn up to 8 course credits. The

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cohort size was 134 scholars and 93% of scholars met the goal of earning at least five credits in their first year.

The school met the target of having more than 75 percent of scholars in their first or second year earn five or ten credits by the end of the year.

The school did not meet the second target of having 75 percent of scholars pass at least three Regents exams by the end of their second year of high school. The 2023 cohort had 104 scholars in the total cohort and 44% of those scholars had passed at least three Regents Exams, including exemptions, by the end of the 2024-2025 school year. This number falls short of our target of 75%. This is a decrease from the prior school year where 54% of scholars in their second year had passed three or more Regents Exams.

A couple of things attributed to this result. Many of the scholars in the 2022 cohort received special appeals for the courses they took in the 9th grade. The scholars in the 2023 cohort were not eligible for the special appeals unless they took the courses in middle school. None of our scholars in this cohort received exemptions for any of their exams.

Also, only a small portion of the 2023 cohort sat for the English Regents because the majority of scholars take the English Regents in the 11th grade. This exam typically has one of the highest pass rates, therefore the scholars who have not passed three exams after their second year will still be on track for the Regents Diploma. From the 2022 cohort 82% of scholars had passed at least three or more Regents Exams by the end of their third year. The majority of scholars in the 2023 cohort have only had access to take four Regents courses at this point, so we anticipate more scholars to be on track at the end of their third year of high school.

Another contributor to this gap is the fact that typically scholars who fail the course do not sit for the Regents exams. This means that if a scholar has below a 70% in a Regents course, they will need to retake the class and then sit for the Regents. Therefore, a portion of the 2023 cohort has not had the opportunity to sit for enough Regents exams to have earned 3 passing scores. We expect this number to rise in future years by taking the steps outlined in our Action Plan.

The school met the remaining graduation targets by having 94% of scholars in the 2021 total cohort graduate in four years, and 96% of scholars in the 2020 total cohort graduate in five years. This exceeded the local district average of 72% of scholars graduating in four years.

ADDITIONAL CONTEXT AND EVIDENCE

One additional thing to note is that five scholars in the 2021 total cohort moved out of state and graduated from other high schools. These scholars transferred out of the school but were not discharged until the start of the 2025-2026 school year. The school was missing important information about the scholars new school that was needed in order to discharge the scholars. As such, the student information system, ATS, graduation data may not reflect the accurate data that the school has maintained.

ACTION PLAN

Based on the results of our high school graduation goal, the school has implemented several changes to help build on the successes from last year and address the areas of growth. The changes involve

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curriculum improvements, strategic data analysis, additional Regents exam prep support for scholars, and programs designed for tier III intervention support.

Curriculum

This upcoming school year we have revised the curriculums for Algebra I and Geometry to ensure a better alignment to the new Regents exam structures. The same approach has been taken for the Life Science Biology and Earth and Space Science courses. The curriculum revisions will ensure that scholars are appropriately prepared for the Regents Exams and that the courses are aligned to the new standards in science. Our school leadership team will continue to use the Get Better Faster methods and tools to develop teachers, focusing on one action step at a time and incorporating direct practice into the weekly check-ins.

Data Analysis

This school year one of the priorities for the school is consistent data tracking across all classes. Specifically in the Regents courses, all teachers are being asked to create and use a tracker to analyze weekly assessments and make plans to re-teach standards with low mastery. Coaches have bi-weekly data meetings with teachers to support them with creating plans to re-teach content. Our Deans of Curriculum and Instruction (DCI) will continue to use the quarterly data analysis plan after our interim testing to ensure a strategic approach to planning reteaches and prioritizing gaps in scholar thinking. The approach includes an emphasis on looking at scholar work to determine the gaps and misconceptions, then utilizing discourse and error analysis to reteach concepts that were not mastered the first time in class. The priority will be to adequately prepare scholars for the Regents exams and to intervene throughout the school year when scholars are not mastering the content.

Mandatory Regents Prep Courses

To support scholars who have passed a Regents course, but failed the Regents exam, the school is going to offer a tiered approach to help prepare scholars for the Regents Exams in January and again in June. Scholars who have not passed a Regents course will take a prep course during the school day to help prepare them for the upcoming exam. Scholars take the course for two months, reviewing skills from the course they took prior and studying to take the upcoming Regents exam. The courses are taught by teachers who specialize in the Regents exam subject areas. This will help our scholars stay on track for earning the Regents Diploma by providing targeted support to scholars struggling with specific subjects.

The school looks forward to seeing the success of this action plan throughout the 2025-2026 school year.

GOAL 2: COLLEGE PREPARATION

Students will be prepared to succeed in college.

Legacy College Prep's mission is to ensure that scholars are prepared with the skills necessary to graduate from the college or university of their choice. At the high school level, scholars begin taking College Seminar courses in 9th grade to help prepare them for college. Our Director of College Guidance and Registrar, in collaboration with the College Team, has developed a scope and sequence for the college seminar courses that spans three years of high school, and includes support for our alumni after they graduate from high school.

As 9th graders, scholars take a class that focuses on helping them establish their goals and aspirations while also teaching them how to be successful in high school. The class puts an emphasis on maintaining a high GPA, taking rigorous classes, and participating in extracurricular activities throughout high school.

In Junior year, the college seminar course is focused on preparing to take the SATs, drafting personal statements, and collecting letters of recommendation. The first semester of the course alternates between SAT prep and college exploration. Scholars explore different types of colleges and begin to think about how the schools can meet the needs they will have post high school. The SAT prep is provided by a third-party tutoring vendor one to two times a week. The second half of the course helps scholars identify topics for their personal statements and/or college essays. The College Counselors help scholars draft these essays so that they are ready when scholars apply to college the following year. Finally, the last portion of the course is designed to help scholars collect letters of recommendation for their college applications.

Senior year, the college seminar course is focused on supporting scholars with determining which colleges and universities to apply to, applying to those colleges and universities, gathering information on financial aid packages and scholarships, and determining which college or university is the best fit. The course begins by having scholars select a series of schools to apply to. In the fall, scholars will complete applications to the colleges and universities. Once scholars receive acceptances, the College Team supports scholars with gathering information on financial aid and scholarships so that scholars can make an informed decision on which school will be the best fit for them. Finally, scholars make their final choice and present that decision to the entire school at Senior Decision Day, a ceremony to celebrate the senior class and the futures they have chosen for themselves.

This school year, the 10th graders will also have an opportunity to prepare for college by taking an elective course that is designed to help scholars pass a College Level Examination Program (CLEP) exam. The school is offering four courses this year and every single sophomore is enrolled in one of these classes. The courses are: Information Systems, Educational Psychology, Marketing/Business, and Human Growth and Development.

In addition to the support that the school provides internally, scholars are also given unique opportunities to take college courses while in high school. Legacy College Prep partners with the Syracuse University Project Advance (SUPA) program to offer six college courses as electives. These courses are taught by Legacy College Prep teachers who are certified through Syracuse University. The

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school started the program in 2023-2024 with only two courses, has expanded to six courses in 2025-2026 and plans to expand this program and offer seven courses in the 2026-2027 school year. The courses that are offered are: Physics, Chemistry, Forensic Science, E-Sports, Creative Writing, and Public Speaking.

Scholars also have the opportunity to take college courses at Hostos Community College as a part of the College Now program. This semester there are 57 scholars taking these community college courses from the junior and senior cohorts, an increase from 41 scholars in the fall of last school year. Scholars are taking courses such as, but not limited to, Introduction to Statistics, Introduction to Sociology, Introduction to Criminal Justice Administration, Introduction to the Digital Toolbox, Introduction to Community Health Education, Business Fundamentals, The African American Experience.

Finally, the school is piloting a new program this year with the National Education Equity Lab. A select group of scholars are taking online courses from UC Davis (Intro to Climate Justice) and Duke University (Medical Sociology) through our partnership. The scholars attend the class during the school day with a school-based support staff facilitating the class. Scholars watch the lecture via zoom and attend office hours with a Teaching Assistant (TA) from the university. Scholars are given grades directly from the university, but receive support from a school staff member to help them take the course. The design of this program not only gives our scholars access to some of the top schools in the country, but also, helps to prepare them for what a college course will look like with the support of a high school staff member.

The purpose of these partnerships is to provide opportunities for scholars to take college level courses in high school so that they are better prepared for college. Our mission is to ensure that every scholar has access to college and at the high school our goal is for every scholar to graduate with at least one college credit. This current school year, 94% of seniors will have access to earning a college credit before graduation.

College Preparation Goal Measure 1 - Absolute

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

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

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

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
AP Exams	43	21	49%
College Level Course	28	27	96%
SAT	95	13	14%
Advance Regents Diploma	95	3	3%
Overall	92	57	62%

College Preparation Goal Measure 2 - Absolute

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

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

College Preparation Goal Measure 3 - Comparative

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

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

College Preparation Goal Measure 4 - Absolute

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

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate $=[(b)/(a)]*100$
2019	2022-23	N/A	N/A	N/A
2020	2023-24	98	88	90%
2021	2024-25	92	84	91%

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE COLLEGE PREPARATION GOAL

In the 2024-2025 school year, the school did not meet the first absolute measure but saw incredible growth in this measure from the first to second year that this goal was measured.

The school met the fourth measure for matriculation with 91% of scholars matriculating to a 2 or 4 year college program after high school.

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

EVALUATION OF THE COLLEGE PREPARATION GOAL

In the 2024-2025 school year, Legacy College Prep had its second graduating class and second group of scholars matriculate to colleges and universities across the country.

In terms of college preparation goals, the school did not meet the first target, however, saw significant growth in this measure from the first year to the second year. The school was able to offer four of indicators for college preparation to this graduating class and 60% of graduating scholars achieved at least one of the indicators, which was up from the 47% the prior year. While this was shy of the 75% goal, the school has plans to ensure that there are more opportunities for scholars to achieve these college preparation indicators this school year and in future years. The school will continue to offer enough courses and support scholar efforts to earn the Advanced Regents Diploma. In addition, the school will offer eight Advanced Placement courses, and three different partnerships with colleges where scholars could earn college credit before graduation.

With the offerings in place, the next step is to ensure that there is access across the entire scholar population to these courses and college preparation options. The school is also focused on placing scholars in the right college courses where they can be successful and expanding the options in future years so that more scholars have this opportunity before graduation.

In terms of college matriculation, the school saw 91% of scholars matriculate to colleges and universities after high school graduation. This data was collected by the school's Alumni Coordinator who is closely working with the graduating class of 2025 to ensure that scholars have support after they leave high school. The school also collects data from the National Student Clearing House annually and then reaches out directly to scholars where there are gaps in the student information.

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ACTION PLAN

In the 2025-2026 school year, Legacy College Prep is taking several steps to ensure that the school shows improvement in achieving the college preparation goals. The school would like to provide every graduating senior with access to taking a college level course in high school to provide scholars with access to a rigorous course and to ensure that they have college credits when they graduate high school.

This year the school expanded the Syracuse University Project Advance (SUPA) program from five courses to six courses. This year the school is offering E-Sports and Creative Writing to provide opportunity to a wider variety of scholars. The school plans to expand the program even further in future years by offering seven courses in the 2026-2027 school year.

The school is also piloting a new partnership this year with the National Equity Education Lab. This organization offers scholars the opportunity to take an online course from one of the top schools in the country. Scholars are taking courses from UC Davis or Duke University, but from the comfort of their own classroom in our high school. The course is taught by a professor at the University and scholars receive a grade directly from the Teaching Assistant (TA) for that course. Scholars watch the online lecture in class and attend office hours with the TA over Zoom. A Legacy College Prep school staff member facilitates the class, provides feedback to scholars during the online course, and helps scholars complete the work for the course. The school would like to expand this as an option for more scholars in future years.

Internally, the school is focused on improving scholar GPAs so that more scholars have access to the College Now Program at Hostos Community College. The school looks to continue to increase the number of scholars enrolled in this program in future years. The school is also adding supports for these scholars by providing morning study hall specifically for these scholars and by staying in constant contact with Hostos to ensure that the scholars are succeeding.

Finally, the school is expanding the college offerings to the sophomore class. This year all 10th graders will have an opportunity to take an elective course designed to prepare them to take a College Level Examination Program (CLEP) exam at the end of the course, earning college credit. The school is offering four of these courses this year.

This year 94% of the senior class has an opportunity to achieve one of the college preparation indicators. We feel confident that the school will either meet or exceed the goal of having 75% of the graduating seniors achieve one of the college preparation benchmarks.

In terms of college matriculation, the school will continue to provide support to alumni and reach out throughout their college years to ensure that scholars are able to persist and graduate.

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GOAL 3: ENGLISH LANGUAGE ARTS

Scholars will be proficient in English Language Arts

BACKGROUND

Legacy College Prep Middle School offers scholars an English Language Arts program that includes a combination of writing and reading instruction in a 100-minute period, four to five times a week. The curriculum is Reading Reconsidered from the Uncommon and Teach Like a Champion organization. The curriculum is based around novel study, where five to six novels are selected for the scope and sequence each grade. Scholars read a variety of nonfiction and fiction texts with the goal of being able to read and comprehend literature, including novels, stories, dramas, and poetry, and literary nonfiction at a high level of complexity. The curriculum is provided to teachers with lesson plans, student materials, and guides for the teacher mapped out for the entire year.

The course backwards-plans from the CCSS for 6th - 8th grade ELA. The classes focus on the ability to cite textual evidence linking to a claim or analysis, identify the theme or main idea of a text using evidence to support, describe the plot and character development in a story through specific events, determine meaning of figurative language related to text meaning and tone, analysis on the purpose of a specific portion of a text in the context of the overall structure, and the development of the narrator's point of view. As part of the literature portion scholars compare and contrast different genres of literature related to how they are written and the experience of reading them; specifically, poems, dramas, short stories, and novels. The nonfiction portion of the course focuses on scholars' ability to analyze the purpose behind the structure of the text, the author's point of view and how it is conveyed in the text, identify the major argument in the text and support with reasons that are factual from the text, and how the author integrates factual information into the text to present an argument. Related to grammar and language scholars learn how to correct the misuse of pronoun and the use of vague pronouns, spelling errors, punctuation errors with commas and parentheticals.

The courses aim for scholars to acquire and use grade appropriate vocabulary. Therefore, scholars learn to determine unfamiliar word meanings through prefixes, suffixes, and root words, using context clues to determine meaning or check for meaning once the word has been defined, and using the appropriate resources such as dictionaries and thesauruses to determine the meaning of words.

Here are some sample anchor texts from the classes: *Number the Stars*; *The Narrative of Frederick Douglass*; *One Crazy Summer*; *Chains*; *Night*; *The Giver*; *The Curious Incident of the Dog in the Night*; *Roll of Thunder, Hear My Cry*; *The House on Mango Street*, *Raisin in the Sun*; *Animal Farm*; *Of Mice and Men*; *Romeo and Juliet*, and *The Outsiders*.

In the composition portion of the classes, scholars learn to produce clear and coherent writing that is developed and organized appropriately for the purpose, audience, and task. The course backwards-plans from the CCSS ELA Writing Standards. Scholars write for various lengths of time, from in class written summaries to long term paper assignments, with a secondary focus on writing from a variety of cultures and perspectives. The course focuses on teaching scholars to write a short summary, an argument stating a claim, a narrative, an informative/explanatory text, and a research paper. Scholars learn to write arguments to support a claim that is linked to evidence in the text, informative/explanatory texts to convey information and/or concepts, and narratives with a focus on engaging the

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reader by establishing context, using descriptive details and sensory language to describe the characters, setting, and plot, and organizing the event sequence to show character and plot development.

The teachers use the Reading Reconsidered curriculum and adapt the resources to meet the needs of the scholars in their classes. Each year, scholars are assessed using internal trimester interim exams aligned to the New York State exams and the NWEA MAP Language Arts assessment.

At Legacy College Prep High School, the 9th grade scholars took English I and Composition I. The 10th graders took Honors English or English II and Composition II. The English I and English II courses aim to build upon previously developed skills from 6th-8th grades analyzing various nonfiction and fiction texts. In these courses, students read a variety of nonfiction and fiction texts. The courses backwards-map from the CCSS for 9th-10th grade English Language Arts Standards. An emphasis is placed on analyzing how the theme of a text emerges over time and is refined by details, how characters develop over the course of the text and how the interaction between characters advances the plot, the overall impact that word choice has on the tone and setting of a text, using structure to create an effect such as tension or surprise. The courses require scholars to read text with a point of view from outside of the United States to widen perspective, analyze the same subject represented using two different mediums for what is most important and what is absent from each version. Specifically, with literary nonfiction texts scholars recognize false statements and determine faulty reasoning within a text and analyze U.S. seminal documents that address similar themes and concepts. Select 10th grade scholars are placed in an Honors English course that was designed to prepare scholars to take the AP English Literature course in 11th grade and to sit for the English Regents Exam at the end of 10th grade. The Honors course requires scholars to read more advanced texts than the traditional English II course and focuses on the argumentative essay to prepare scholars for the Regents exam.

The Composition I and Composition II courses focus on improving scholars' writing skills. Related to grammar and language, scholars use semicolons and colons accurately and use various styles of clauses and phrases to convey meaning. Scholars use strategies for vocabulary learned in 6th-8th grades with the goal of being able to use grade appropriate vocabulary, and to continue to learn how to interpret figures of speech, specifically euphemism and oxymoron. Scholars write for various lengths of time from in class written summaries to long term paper assignments, with a secondary focus on writing from a variety of cultures and world viewpoints. The course focuses on teaching scholars to write a short summary, an argument stating a claim, a narrative, an informative/explanatory text, and a research paper building upon previously taught standards from 6th-8th grades. The focus is on creating organization with clear relationships between claims and counterclaims in an argument text, developing, with evidence, a claim and counterclaim for a particular argument and articulating the strengths and weaknesses of each, using an objective tone when writing, taking into account the audience's knowledge, clarifying the relationship between complex ideas and concepts in an informative/explanatory text, having a smooth progression of experiences and events in a narrative, and conveying a vivid picture of setting, characters, events, and experiences in a narrative. Scholars use a writing process to continuously develop and strengthen their writing that includes outlining/planning, drafting, revising, editing, and publishing. Both courses culminate with a research assignment where students use multiple sources to present information on a topic related to a book they have read earlier in the year.

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Once scholars enter the 11th grade, they enroll in either English III or AP English Literature. The English III course aims to build upon previously developed skills from 9th – 10th grades analyzing various nonfiction and fiction texts. In this course, scholars read a variety of nonfiction and fiction texts with the goal of being able to read and comprehend literature, including novels, stories, dramas, and poetry, and literary nonfiction at a high level of complexity. The course backwards- maps from the CCSS for 11th - 12th grade English Language Arts Standards. An emphasis is placed on analyzing text with two or more themes present and how they develop over the course of the text and interact with one another, analyzing the impact author's choice has on the various story elements: setting, plot, character, and action, the impact of using words with multiple meanings in a text, how author's choice in structure of specific sections of the text adds to the artistic impact, and determine whether pieces of a text that are directly stated are what was meant by the author analyzing the use of sarcasm and irony.

This course requires that scholars analyze multiple interpretations of the same text, for example two different films of the same play, looking for how the adaptation differed from the original script. At the end of the year students who have not taken the English Regents Exam will sit for the Exam. Sample Anchor Texts from English III: *Common Sense* (Thomas Paine), *Krik? Krak!* (Edwidge Danticat), *Between the World and Me* (Ta-Nehisi Coates), *Brave New World* (Aldous Huxley), *The Kite Runner* (Khaled Hosseini), *Salvage the Bones* (Jesmyn Ward), *The Orphan Master's Son* (Adam Johnson), *The Great Gatsby* (F. Scott Fitzgerald), and *The Brief Wondrous Life of Oscar* (Junot Diaz).

AP English Literature is a college level course that aims to focus on how authors use language to convey meaning and pleasure. Scholars will engage in close reading and critical analysis of literature emphasizing structure, style, themes, figurative language, symbolism, imagery, and tone in the analysis. Scholars will participate in formal and informal writing prompts with the goal of being able to develop their own style. Scholars will read a variety of pieces from the United States and abroad. At the end of the year scholars will sit for the AP English Literature exam where they may earn college credit for the course depending on their score. Sample Anchor Texts from AP English Literature: *Brave New World* (Aldous Huxley), *The Catcher in the Rye* (J.D. Salinger), *A Doll's House* (Henrik Ibsen), *Invisible Man* (Ralph Ellison), *Jane Eyre* (Charlotte Bronte), *Catch-22* (Joseph Heller), *Death of a Salesman* (Arthur Miller), *King Lear* (William Shakespeare), *Othello* (William Shakespeare), *Homegoing* (Yaa Gyasi), *Heart of Darkness* (Joseph Conrad), *A Doll's House* (Henrick Ibsen), and *A Tale of Two Cities* (Charles Dickens).

Once scholars enter the 12th grade, they enroll in either English IV or AP English Language and Composition. English IV aims to build upon previously developed skills from 6th-11th grades analyzing various nonfiction and fiction texts. In this course, students will read a variety of nonfiction and fiction texts with the goal of being able to read and comprehend literature; including novels, stories, dramas, and poetry, and literary nonfiction at a high level of complexity. The course will backwards-map from the CCSS for 11-12th grade English Language Arts Standards. An emphasis will be placed on analyzing text with two or more themes present and how they develop over the course of the text and interact with one another, analyzing the impact author's choice has on the various story elements: setting, plot, character, and action, the impact of using words with multiple meanings in a text, how author's choice in structure of specific sections of the text adds to the artistic impact, and determine whether pieces of a text that are directly stated are what was meant by the author analyzing the use of sarcasm and irony. This course will require that students analyze multiple interpretations of the same text, for example two

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different films of the same play, looking for how the adaptation differed from the original script. Specifically, with literary nonfiction texts students will describe and evaluate reasoning from US Seminal texts and analyze the purposes behind the documents, and read 17th, 18th, and 19th century documents to analyze themes and purposes.

Related to grammar and language, students will learn to vary conventions and usage based on the context of the writing, use hyphenation correctly, and to vary syntax to create a desired effect for the reader. Students will use strategies for vocabulary learned in 6th-11th grades with the goal of being able to use grade appropriate vocabulary, and continue to learn how to interpret figures of speech, specifically hyperbole and paradox. Sample Anchor Texts from English Language Arts IV: *Jane Eyre* (Charlotte Bronte), "Ode on a Grecian Urn" (John Keats), *Walden* (Henry David Thoreau), *The Things They Carried* (Tim O'Brien), *Hamlet* (William Shakespeare), *Death of a Salesman* (Arthur Miller), *The Catcher in the Rye* (J.D. Salinger), *The Handmaid's Tale* (Margaret Atwood), *Things Fall Apart* (Chinua Achebe), *Othello* (William Shakespeare), *Who's Afraid of Virginia Woolf* (Edward Albee). AP English Language and Composition is a college level course that aims to help students become skilled readers and writers. The course will require students to analyze nonfiction texts for their persuasive strategies and develop argumentative writing with analysis based on evidence. Students will be asked to write narratives, expository essays, and argumentative essays for a variety of topics and based on various readings from throughout the year. Students will also be taught to write through several stages with multiple drafts and revisions. The revising will focus on students using a wide variety of vocabulary, a variety of sentence structures, a logical organization of thoughts and events, a balance of generalization and specific details, and an effective use of rhetoric. The course will have a strong focus on students developing their skills in writing research papers which will benefit their writing at the college level. At the end of the year students will sit for the AP English Language Exam and, depending on their score, earn college credit for the course. Suggested texts for the course are: *On Self Respect* (Joan Didion), "Future Shock" (Neil Postman), "Assorted Speeches" (Spiro Agnew), "Gettysburg Address" (Abraham Lincoln), *Shooting an Elephant* (George Orwell), *Notes of a Native Son* (James Baldwin), *Sister Outsider* (Audre Lorde), and *50 Essays: Norton Anthology* (Samuel Cohen).

The teachers use curriculum resources from other established charter schools in New York City and adapt the resources to meet the needs of the scholars in their classes. Scholars take the English Regents Exam at the end of 10th or 11th grade. Throughout the school year, scholars take internal interim exams each quarter to help prepare them for the Regents Exam

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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

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

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2024-25 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
6	41	1	0	3	0	0	0	45
7	83	1	1	0	0	0	0	85
8	86	5	1	0	0	0	0	92
All	210	7	2	3	0	0	0	222

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

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
6	41	23	56%	N/A	N/A	N/A
7	83	40	48%	71	35	49%
8	86	43	49%	73	39	53%
All	210	106	50%	144	74	51%

ELA Measure 2 - Absolute

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

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024-25 English language arts MIP for all students of **117.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

English Language Arts 2024-25 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	16	32	35	15

$$PI = 0 * 16_{\text{Level 1}} + 1 * 32_{\text{Level 2}} + 2 * 35_{\text{Level 3}} + 2.5 * 15_{\text{Level 4}} = 140$$

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ELA Measure 3 - Comparative

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

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

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
6	N/A	N/A	30%	716
7	49%	71	37%	727
8	53%	73	39%	764
All	51%	144	40%	4183

ELA Measure 4 - Comparative

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

At the time of this report, the 2024-2025 district data was not available so the school year 2023-2024 year data was used to compare.

METHOD

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

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2023-24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
6	98%	434	436	-0.27
7	93%	447	443	0.41
8	90%	451	444	0.70
All	93%	445	442	0.33

ELA Measure 5 - Growth

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

METHOD

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

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

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

Grade	Mean Growth Percentile	
	School	Target
6	44.1	50.0
7	54.6	50.0
8	40.4	50.0
All	45.8	50.0

ELA INTERNAL EXAM RESULTS

During 2024-25, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: NWEA MAP

The NWEA MAP exam is given three times a year to measure growth from the start of the year to the end of the year. The January assessment is used a midyear benchmark to all teachers to analyze growth trends and intervene to better support scholars who are not on track to meet their growth

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goals. Scholars are given their goals and teachers use these to motivate scholars to meet their growth goals throughout the year.

NWEA

2024-25 NWEA MAP ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	189	72	Yes
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	53	81	Yes
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities	72	41	65	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.	2+ students	75%	142	25%	No

This table represents growth results in a series of measures comparing the fall MAP assessment in September to the spring MAP assessment in May. The school met two of the four measures last year.

For Measure 1, the scholars median growth percentile was 72, exceeding the target by 22 percentile points. This was an area of improvement from the previous school year where the school fell below the target by 4 percentile points last year. The second table below breaks down the median growth percentile by grade. All three grades exceeded the 50th percentile growth target with our 6th and 7th grade scholars performing stronger than the 8th grade scholars. Last year the school implemented several strategies to motivate scholars on the MAP exam and ensured that teachers aligned their class instruction to the MAP assessment. Teachers will continue to take this approach

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this year while also taking on an individualized approach to supporting scholars based on their incoming percentile.

For Measure 2, the median growth percentile for our scholars whose achievement did not meet or exceed RIT score proficiency in the fall was 81, exceeding the target of 55. The results in this area not only exceeded the target but also increased by 34 percentile points from the prior year.

For Measure 3, the median growth percentile for our students with disabilities was 65, seven points below our target of 72. This shows that our scholars with disabilities were close to meeting the growth of our general education population. While the school did not meet this target, the school did show improvement. Last year the median growth percentile for scholars with disabilities was 47. That is an increase of 18 percentile points in one year. The general education population achieved more growth which made the target more rigorous this school year. The school looks to continue to build on this improvement in the 2025-2026 school year.

For Measure 4, 25% of our scholars in at least their second year met or exceeded the grade level proficiency equivalent in Language Arts. These results fell short of our target significantly, however, the majority of scholars come into the school performing 2-3 grade levels behind. When scholars enter our school in 6th grade, the average percentile is 30. This means that the average scholar is performing 20 percentile points below the grade level average. Our goal is to ensure that by the end of 8th grade all scholars are on grade level heading into 9th grade, however, it is challenging to achieve this result in only two years. The school continues to revise curriculum and intervention plans to better support scholar growth.

End of Year Performance on 2024-25 NWEA MAP ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
6	33%	30	N/A	N/A
7	21%	77	20%	68
8	35%	82	36%	74
All	29%	189	25%	142

End of Year Growth on 2024-25 NWEA MAP ELA Assessment By All Students

Grades	Median Growth Percentile	Number Tested
6	71	30
7	78	77
8	68	82
All	72	189

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SUMMARY OF THE ELA GOAL

In the 2024-2025 school year, Legacy College Prep met three of the five measures in the ELA accountability goal using external state assessment results.

In terms of the absolute measure, the school did not meet the absolute goal of having 75 percent of all tested scholars perform at proficiency. The focus for the upcoming year is to continue to work towards 75% of scholars performing proficient on the state exam. This year we had 51% of scholars, in at least their second year, performing proficient or advanced. The results were strongest for the 6th grade class with 56% proficient and advanced, which was above the state average. The school is utilizing what worked with that grade level to support improvements to the 7th and 8th grade programs.

The school met the second absolute measure, with a Performance Index of 140, exceeding the Measure of Interim Progress state goal of 113. The school saw a higher number of scholars perform at levels 2, 3, and 4 than in previous school years and increase this measure by 12 points.

In terms of the comparative measures, the school met both measures. The percentage of scholars in at least their second year performing proficient or advanced exceeded the local school district. The school's percent proficient or advanced was over 10 percentage points higher than the local school district in both 7th and 8th grades.

For the other comparative measure, the school exceeded the predicted level of performance on the state English Language Arts exam by an effect size of 0.3 or above on the 2023-2024 school year exams. The school had an effect size of 0.33, surpassing the goal.

Finally, the school did not exceed the growth goal. The school had an unadjusted mean growth percentile of 45.8 compared to the goal of 50. The school saw an increase in growth for our 7th grade scholars, but a decrease in 6th and 8th grades.

For the internal exam results, the school met two of the four measures this year, which showed an improvement from the prior year. A focus continues to be on returning to some of the strategies that were used in prior years to continue to improve NWEA MAP growth results.

Type	Measure	Outcome Met
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to	Yes

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	a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	No

EVALUATION OF ELA GOAL

In our second year of operation, the 2018-2019 school year, 39% of scholars performed at proficient or advanced levels on the State English Language Arts Exam. In 2021-2022, on average 49% of scholars performed at proficient or advanced level across all three middle school grades. Last year 46% of scholars performed proficient or advanced. This past year the school returned to an average proficiency of 51%. The school has shown steady and consistent progress toward higher achievement on the ELA State Exam while navigating the shift to computer-based testing.

At the start of the 2024-2025 school year, two-thirds of our scholars were performing two or more grade levels behind, according to the NWEA fall diagnostic assessment. Scholars continued to suffer from learning loss caused by the pandemic. The 6th grade level in particular continued to have scholars enter performing at the 30th percentile in Reading. The 7th and 8th grade classes had achieved strong results in the prior year, so the focus was on continuing to build on that success.

Across all three grades, a consistent lesson planning format and curriculum was implemented for all of our English Language Arts (ELA) classrooms. This lesson plan format was a part of the Reading Reconsidered curriculum that is used across all three grade levels. The lessons consisted of daily word study, close reading using the whole class novel, and an outline for how to answer short answer questions with text evidence.

The greatest success was with our 6th grade scholars where we saw 56% of scholars score proficient and advanced. The results were strong given the fact that so many of the scholars were more than two grade levels behind when they started Legacy College Prep in the fall.

The 7th and 8th grade results are the area that was most concerning. The results showed improvement for these group of scholars, but the averages did not meet or exceed the state averages.

The goal for this year is to see at least 60% of scholars score proficient and advanced. This school year we have made adjustments to our intervention program and made modifications to the reading curriculum to target particular areas where scholars struggled last year. We are also continuing to provide additional supports outside of the traditional school hours to help scholars reach proficiency levels on the state assessment.

The school continued to meet or exceed the comparative targets when comparing the school's results to the predicted proficiency and the state's measure of interim progress. The school missed the growth target this year by 4.2 percentile points. This data was from the 2023-2024 school year and can be attributed to midyear staffing vacancies and a drop in overall results that year for the school. We feel confident that the school will meet all comparative and growth targets from the 2024-2025 school year.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

ELA ACTION PLAN

Based on the results of the New York State English Language Arts assessment and the NWEA MAP assessment, our school has made several changes to help build on successes from last year and address areas of growth. The changes involve intervention plans, curriculum improvements, strategic data analysis, and special population supports.

Intervention

Last year, the school continued to have scholars move rooms to participate in intervention activities that met the needs of scholars based on their current grade level. This allowed instructors to target skills and differentiate instruction on a more detailed level. The school adopted a new curriculum for Reading Intervention. The program provided additional writing instruction support to scholars who are meeting or exceeding grade level standards. For scholars who are approaching or below grade level the school has implemented a close reading program. The program focuses on reading comprehension, using texts that are at the grade level of the scholars in the group. As scholars progress and grow, the text complexity and difficulty will increase. Some of the top English instructors in the school spent time creating the curriculum so that scholars would have a high-quality instructional experience during the intervention block. This program continues to support scholars with reading growth this year, but the school is supplementing with an AI program that provides teachers with targeted instruction on the most missed standards from the 2024-2025 state exam.

Curriculum

In order to ensure that higher percentages of scholars are performing proficient or advanced, the school made additional adaptations to the curriculum to better align to the New York State exams. This year the curriculum has been modified to include more multiple-choice practice to ensure that scholars are being assessed in similar ways to the New York State exam. The school is also holding teachers accountable to having scholars build skills around previewing questions, comprehending the questions, and being able to independently answer the questions, citing evidence from the text. Having strong lesson plans allows the teachers to focus on prepping for lesson execution and strategic data analysis.

Data Analysis

The school has built on the prior year's focus on the data analysis process to implement more frequent data meetings and a consistent structure across the entire school. This year the school will utilize a consistent data tracker across all ELA classes to ensure that teachers are collecting data and using the data to inform their daily instruction. Teachers have biweekly data meetings with their coaches and consistent monthly department meetings where they analyze weekly mastery data. At these meetings, teachers are analyzing scholar work, identifying the greatest misconception or gap in scholar thinking, planning how they will reteach the content in a different way, and finally practicing the reteach to get feedback before implementing it with scholars. These data meetings are also the structure that is being used at school-wide data days where the focus is on interim assessment data and NWEA MAP data.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Special Population Supports

To ensure that the school provides more support to our English Language Learners and students with disabilities, there will be a greater priority dedicated to teachers identifying scholars who are off track in terms of meeting their growth goals and intervening in differentiated ways. Scholars will also continue to receive pull-out support for ENL instruction. Differentiated support is provided to scholars based on the scholar's level on the NYSESLAT.

Throughout the 2025-2026 school year, the school looks forward to seeing strong improvement as result of these action plan steps

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.

Percent Scoring at Least Level 4 on Regents English 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	105	0	48	46%
2021	2024-25	96	1	33	35%

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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	105	0	78	74%
2021	2024-25	96	1	71	75%

For cohort 2021, 7 scholars received a Special Appeal due to COVID-19.

High School ELA Measure 3 - Absolute

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

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

High School ELA Measure 4 - Comparative

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

METHOD

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

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Percent Scoring at Least Level 4 or Higher on Regents Exam in English Language Arts by Fourth Year Total 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	13%	1651
2020	37%	91	27%	1561
2021	27%	81		

District data for Total Cohort 2021 has not been released at the time of this report.

High School ELA Measure 5 - Comparative

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

METHOD

The school compares the performance of students in their fourth year 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 Total 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	29%	1651
2020	76%	91	57%	1561
2021	74%	81		

District data for Total Cohort 2021 has not been released at the time of this report.

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.

Scholars in the 2020 and 2021 cohorts did not take the 8th grade English Language Arts exam due to the COVID-19 pandemic.

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.

Scholars in the 2020 and 2021 cohorts did not take the 8th grade English Language Arts exam due to the COVID-19 pandemic.

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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
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

In the 2024-2025 school year, the school was measured in four categories for the English Language Arts Goal. The school unfortunately did not meet the two absolute measures this school year, but it did meet the comparative measures. The school fell short of reaching the percentage of scholars in the accountability cohort meetings or exceeding the Common Core expectations on the English Regents Exam. However, the school had a higher percentage of scholars achieve both of the absolute measures compared to the local school district. The school was not eligible for the two growth measures because scholars in the 2021 cohort did not take the 8th grade English Language Arts exam due to the COVID-19 pandemic.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	No
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	No
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	Yes
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	Yes

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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

In the 2024-2025 school year, the school was only measured in four categories for the English Language Arts Goal. The school unfortunately did not meet the absolute measures this school year, but did meet the comparative measures.

For the first measure, the school fell short of the goal of 65% of scholars achieving a level 4 on the English Regents Exam with only 35% of scholars achieving this score. This was an decrease from the prior year where 46% of scholars achieved this score.

For the second measure, the school fell short of the goal of 80% of scholars achieving a level 3 on the English Regents Exam with 75% of scholars achieving this score. This was an increase from the prior year where 74% of scholars achieved this score.

The special appeals that scholars were granted for the Regents exams played a role in these results because scholars could graduate if they obtained a score of a 50% or above in 2022 or 2023. Some of the scholars in the 2021 cohort took advantage of the special appeal and therefore did not need a 65% in order to graduate. We expect the percentages to improve in the next year once this special appeal is no longer available to scholars.

The school saw a higher percentage of scholars meet or exceed the Common Core expectations on the Regents Exam than the percentage of comparable scholars from the district. The district data from 2024-2025 was not available at the time of this report, so the 2023-2024 district results were used to compare. The school saw almost 10% more scholars achieve a level 4 on the Regents English exam. The school saw almost 20% more scholars achieve a level 3 on the Regents English exam than the local school district.

The school could not measure the growth targets this year because the 2021 accountability cohort did not take 8th grade state exams due to the COVID-19 pandemic. The school will report on these targets for the first time next year.

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ACTION PLAN

Based on the results of the New York State English Regents exam, our school has made several changes to address areas of growth. The changes involve curriculum improvements and strategic Regents Prep.

The school has adjusted the curriculum at the junior and senior levels to help scholars who have not passed the Regents exam by ensuring there is targeted practice built into the class itself. The curriculum for both grades has been developed to create stronger alignment from grade to grade and more consistency between the classes. This helps scholars build skills over time so they can achieve mastery on the exam. The instructors are also using a consistent data tracker across all grades this year to analyze student results throughout the year and target specific skills for reteaching.

Also, the school is lengthening the intensive Regents Prep courses that took place during the school day last year. These courses will be two months long instead of one month to ensure that scholars have more time to practice the material and prepare for the exam. The top instructors are being selected to teach these courses to ensure that scholars pass the exams and exceed at higher levels than in the previous year. The courses will continue to be offered during the school day, four times a week to ensure that all scholars have access to frequent preparation support.

Finally, the school is focused on improving literacy levels across all four grades. A book club program was implemented this year where scholars spend 25 minutes a day reading with a small group on a book that was chosen either by staff or scholars. These clubs are a place where scholars not only read together but also discuss what they are reading with their peers.

GOAL 4: MATHEMATICS

Students will be proficient in mathematics.

BACKGROUND

The middle school mathematics program offers scholars 100 minutes of math each day, split into two classes. One of those classes addresses problem solving skills and the other class addresses procedural, computational skills. Both classes cover the same standards in the same sequence but with different questions and lesson plans. The teachers use lesson plans and curriculum materials from established charter schools in New York City. The lessons and unit plans are adapted to fit the needs of our scholars, based on the level of the scholars in each class. Lesson plans are reviewed and given feedback weekly to ensure a high quality.

In 6th grade Math scholars learn content involving ratios and proportions, expressions and functions, geometry, statistics and probability, and the basic number system. The course backwards-plans from the CCSS 6th Grade Math standards. More specifically, the class includes the following concepts: compare/order positive/negative fractions/decimals/mixed numbers; solve problems involving fractions, ratios, proportions, percentages; utilize algebraic expressions/equations; apply order of operations; solve, graph, interpret simple linear equations; analyze/use tables, graphs, rules to solve problems; investigate geometric patterns; convert units of measurement, identify properties of angles and two and three-dimensional shapes; determine pi, area, and circumference; analyze data sampling; theoretical and experimental probabilities;

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problem solve; think critically; compute the perimeter, area, and volume of common geometric objects.

In 7th grade math, scholars learn content involving read, write, and compare rational numbers in scientific notation; convert fractions to decimals/percent's; differentiate between rational/irrational numbers; apply exponents, powers, roots/use exponents in working with fractions; understand pre-algebra concepts; use algebraic terminology, expressions, equations, inequalities, graphs; interpret/evaluate expressions involving integer powers/simple roots; graph/interpret linear/nonlinear functions; apply Pythagorean Theorem; use mathematical reasoning; problem solve; solve real-life mathematical problems using algebraic expressions and equations; beginning understanding of algebraic/geometric relationships including angle measurement, area, and formulas; congruence and similarity using physical models; foundational knowledge of volume and formulas for finding the volume of cones, cylinders, and spheres.

Finally, in 8th grade math, scholars learn content involving Identify/use arithmetic properties of subsets of integers/rational, irrational, real numbers; work with radical and integer exponents; solve equations/inequalities involving absolute values; solve multistep problems, including word problems, involving linear equations/linear inequalities in one variable; understand concepts of parallel/perpendicular line and how slope are related; construct scatter plots and analyze the relationship between to quantities; add, subtract, multiply, divide monomials/polynomials; solve quadratic equation by factoring/completing square; apply algebraic techniques to solve rate problems, work problems, percent mixture problems; problem solve; think critically.

At each grade level, two of the math cohorts are ICT classes and the other math cohort has only one instructor. At the 8th grade level, one of the cohorts takes the Algebra Regents course and the other two utilize the CCSS 8th Grade Math Standards for curriculum and lesson planning.

At the high school, scholars are able to take Algebra I or Geometry in 9th grade, Geometry or Algebra II in 10th grade, Pre-Calculus, Algebra II, or College Algebra in 11th grade, and Financial Algebra, AP Calculus, Pre-Calculus, Algebra II, or College Algebra in 12th grade. In response to lower levels of math proficiency coming out of the COVID-19 pandemic, the school created different sections of some of the math classes to provide scholars with more support to prepare for the New York State Regents assessments. For example, the Geometry course has four sections, two of those are independently taught and two have three teachers in the room to support the needs of the scholars. The goal is to ensure that all scholars can pass at least one if not two math Regents Exams by the time that they graduate from high school.

Last year was the first year that the school offered Finite Math to 12th grade. This course was designed to help scholars prepare for a college level math course. The school knows that not all of the scholars will benefit from taking Calculus as seniors, and therefore it doesn't make sense to enroll all of them in the course. This year, the course is titled Financial Algebra. Scholars take the New York State Regents exams after the completion of each Regents courses.

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ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

METHOD

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

2024-25 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
6	44	1	0	0	0	0	0	0	45
7	83	2	0	0	0	0	0	0	85
8	87	3	2	0	0	0	0	0	92
All	214	6	2	0	0	0	0	0	222

Performance on 2024-25 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
6	44	18	41%	N/A	N/A	N/A
7	83	40	48%	69	34	49%
8	87	42	48%	74	38	51%
All	214	100	47%	143	72	50%

Math Measure 2 - Absolute

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set

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each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024-25 mathematics MIP for all students of **119.4**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2024-25 Performance Index (PI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
214	29	25	39	8

$$PI = 0 * 29_{\text{Level 1}} + 1 * 25_{\text{Level 2}} + 2 * 39_{\text{Level 3}} + 2.5 * 8_{\text{Level 4}} = 123$$

Math Measure 3 - Comparative

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

METHOD

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

2024-25 State Mathematics Exam				
Charter School and District Performance by Grade Level				
Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
6	N/A	N/A	30%	708
7	49%	69	38%	721
8	51%	74	32%	617
All	50%	143	40%	4072

Math Measure 4 - Comparative

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

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METHOD

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

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
6	98%	439.0	440.8	-0.15
7	93%	451.0	447.2	0.27
8	90%	448.0	441.2	0.40
All	93%	446.5	443.0	0.21

Math Measure 5 - Growth

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

METHOD

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

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

2023-24 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
6	48.0	50.0
7	48.3	50.0
8	34.5	50.0
All	42.5	50.0

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MATHEMATICS INTERNAL EXAM RESULTS

During 2024-25, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: NWEA MAP

The table below represents growth results in a series of measures comparing the fall MAP assessment in September to the spring MAP assessment in May. The school met the growth goals in one out of the four measures.

NWEA

2024-25 NWEA MAP Mathematics Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	188	56	Yes
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	97	53	No
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities	56	41	49	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.	2+ students	75%	140	23%	No

For Measure 1, our scholars median growth percentile was 56, exceeding our target by 6 percentile points. This was an increase from the prior year where the school had a median growth percentile of 53. The second table below breaks down the median growth percentile

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by grade. There was growth across all three grades, however, the 7th and 8th grade classes showed the highest growth. This year the 6th grade class came in performing on average two to three grade levels behind and we believe that this could have contributed to lower growth across the grade.

For Measure 2, the median growth percentile for our scholars whose achievement did not meet or exceed RIT score proficiency in the fall was 53, missing the target by 2 percentiles. The results in this area are attributed to the teacher's ability to prioritize specific concepts and scholars. Teachers also utilized the intervention program to remediate skills for scholars who were off track. The math teachers continued to adapt their scope and sequence to prioritize specific skills rather than attempt to teach all of the content for their grade level. The narrowed focus resulted in a consistently higher level of mastery on the most critical standards for each grade level.

For Measure 3, the median growth percentile for our students with disabilities was 49, falling below the target percentile by 7 percentile points. Last school year, the school had a larger gap between growth for general education and scholars with disabilities, so this was an area of improvement from the prior year. The school continued to see some vacancies in the math department which led to lower growth across some of the grades. The school has made adjustments to ensure strong staff retention from the end of last year until now. The school also hired a new instructional coach for the math department to support teacher development.

For Measure 4, 23% of our scholars in at least their second year met or exceeded the grade level proficiency equivalent in Mathematics. These results significantly fell short of our target, however, when scholars enter our school in 6th grade, the average percentile on the NWEA MAP fall diagnostic is around 30. This means that the average scholar is performing close to 20 percentile points below the grade level average. Our goal is to ensure that by the end of 8th grade all scholars are on grade level heading into 9th grade, however, it is challenging to achieve this result in only one to two years.

The school spent time over the summer revamping the curriculum and training teachers to support scholars with various problem-solving strategies for math to ensure that the academic program is more successful in the 2025-2026 school year.

End of Year Performance on 2024-25 NWEA MAP Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
6	32%	31	N/A	N/A
7	18%	76	21%	67
8	25%	81	25%	73
All	23%	188	23%	140

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End of Year Growth on 2024-25 NWEA MAP Mathematics Assessment

By All Students

Grades	Median Growth Percentile	Number Tested
6	49	31
7	66	76
8	52	81
All	56	188

Last school year the school had fewer scholars take the pre and post MAP test due to a timing issue toward the beginning of the school year. This year the school is working to ensure that all scholars take the pre and post-tests to show accurate growth measures by holding the Fall MAP exam towards the end of September rather than the beginning.

SUMMARY OF THE MATHEMATICS GOAL

In the 2024-2025 school year, the school met two of the five measures for the mathematics goal.

In terms of the absolute measures, the school did not meet the absolute goal of having 75 percent of all tested scholars perform at proficiency. The focus for the upcoming year is to continue to work towards 75% of scholars performing proficient on the state exam. This year the school had 50% of scholars, in at least their second year, performing proficient or advanced which was an increase from the prior school year. The results were strongest for the 8th grade class with 51% proficient and advanced. The school is utilizing what worked with that grade level to support improvements to the 6th and 7th grade programs. At the 8th grade level, two of the cohorts take the Algebra I Regents course instead of 8th grade math, which could attribute to a decline in results. Scholars did not receive direct instruction on all 8th grade math standards which could attribute to lower proficiency results at that grade level.

The school did meet the second absolute measure with a Performance Index of 123, exceeding the Measure of Interim Progress goal of 119.4.

In terms of the comparative measures, the school did meet the first measure where the percentage of scholars in at least their second year performing proficient or advanced exceeds the local school district. The school's percent proficient or advanced was ten percentages points higher than the local school district.

For the other comparative measure, the school missed the target by 0.09, with an effect size of 0.21 on the 2023-2024 school year exams.

Finally, the school did not meet the growth goal target on the 2023-2024 state exams by having an unadjusted mean growth percentile of 42.5, missing the target of 50.

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Type	Measure	Outcome Met
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	No
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	No

EVALUATION OF THE MATHEMATICS GOAL

The school saw 50% of scholars, in at least their second year, achieve proficient or advanced levels in the 2024-2025 school year. This was consistent and similar to the results from last school year. The school has been near the state and city averages for the last two years and is looking to improve in the upcoming school year to get closer to 60 or 70 percent of scholars achieving proficient or advanced.

At the start of the 2024-2024 school year, more than half of scholars were performing two or more grade levels behind, according to the NWEA MAP fall diagnostic assessment. Scholars continued to suffer from learning loss due to the COVID-19 pandemic. The school's focus continued to be on supporting the scholars to fill gaps in knowledge and help them get back on track for the next grade level.

Across all three grades, the school implemented a consistent lesson planning format for all of the Math classrooms. This lesson plan format consisted of math vocabulary, spiral review, collaborative practice, and mastery checks aligned to the common core standards. The spiral review portion became a focus this year to ensure that scholars not only mastered the content when it was taught, but that they also retained the information and skills.

Many of the scholars still struggle with basic math skills that are required in order to successfully master the content taught in 6th, 7th, and 8th grade math. However, the school made significant strides in improving results this year. The greatest success was with the 7th and 8th grade where 48% of scholars scored proficient and advanced, building on the success from the prior year when these cohorts also had the highest proficiency results. The 6th grade results were not as

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strong as prior years, but this incoming class came in performing at lower levels than previous cohorts of scholars.

The 8th grade results are typically an area of concern, but one that can be mostly attributed to a lack of preparation since two of the cohorts did not receive direct instruction on all 8th grade math standards. The focus for the 8th grade cohort this year is on ensuring that the scholars who are taking the Algebra I Regents course are adequately prepared and given access to the 8th grade math curriculum. Many of the scholars opt to take the Regents Exam for Algebra and the New York State Mathematics assessment. This requires the teacher to prepare scholars for both, even though the content for each course is different. This upcoming school year, the Algebra teacher will continue to work on incorporating the standards from 8th grade math into the Intervention block to support scholar mastery of not only Algebra skills but also the 8th Grade Math Common Core standards.

The results show that the school needs to be more intentional about spiral review, remediation, and providing scholars with rigorous practice. This school year, adjustments have been made to the curriculum materials, teacher development structures, and to the assessment structure. The school is also continuing to provide additional supports outside of the traditional school hours to help scholars reach proficiency levels on the state assessment.

MATHEMATICS ACTION PLAN

Based on the results of the 2024-2025 New York State Mathematics Exam and the NWEA MAP assessment, the school has made several changes to help improve the overall success that involve intervention, curriculum shifts, data analysis, and special populations.

Curriculum

The school made some changes to the curriculum and to the lesson planning requirements for teachers. The school also hired a new Instructional Leader for the Math Department who is revising many of the lesson plans to align them to the rigor level of the state exams. There has been an instructional push this year to ensure that teachers are focused on scholars using critical thinking skills to solve math problems to help build overall mastery of the content. The new curriculum materials have a focus on spiral review and a consistent problem-solving plan for scholars to use when attacking various types of problems throughout all units. The curriculum continues to be modified to include a separate scope and sequence for ICT and non-ICT courses. The goal is to prioritize mastery of the major clusters for each grade level for our scholars with disabilities and scholars who start the year performing two or more grade levels below. The narrowed focus aligns to teaching the major clusters for each grade level, and only covering some of the supporting clusters and additional clusters.

Data Analysis

The school has revamped the data analysis process to implement more frequent data meetings and a consistent structure across the entire school for collecting data and adjusting lessons based on the data. Teachers now have biweekly data meetings with their coaches and more

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consistent department meetings. At these meetings, teachers are analyzing scholar work, identifying the greatest misconception or gap in scholar thinking, planning how they will reteach the content in a different way, and finally practicing the reteach to get feedback before implementing it with scholars. These data meetings are also the structure that is being used at school-wide data days where the focus is on interim assessment data and NWEA MAP data. This year, the school is also increasing department meetings and will be using a data analysis protocol at those meetings to support collaboration across the entire Math team.

Special Populations

To ensure that the school provides more support to our English Language Learners and students with disabilities, there will be a greater priority dedicated to teachers identifying scholars who are off track in terms of meeting their growth goals and intervening in differentiated ways.

The school will also continue to approach using NYSESLAT data to determine the best placement of its ENL Specialists. The school has an ENL Specialist who provides support across grades 6th – 8th. Differentiated support is provided to scholars based on the scholar's level on the NYSESLAT in the form of pull classes. The curriculum this year will have a larger emphasis on math instruction than in previous years.

Throughout the 2024-2025 school year, the school looks forward to seeing strong improvement as result of these action plan steps.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

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

METHOD

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

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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	105	94	9	82%
2021	2024-25	96	21	10	13%

For the 2021 Accountability Cohort, 41 scholars received a Special Appeal due to COVID-19.

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	105	67	38	100%
2021	2024-25	96	11	43	51%

For the 2021 Accountability Cohort, 41 scholars received a Special Appeal due to COVID-19.

High School Math Measure 3 - Absolute

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

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

High School Math Measure 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.

District data for Total Cohort 2021 has not been released at the time of this report. For the 2021 Total Cohort, 34 scholars received a Special Appeal due to COVID-19.

Percent Scoring at Least Level 4 or Higher on a Regents Mathematics Exam
by Fourth Year Total 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	7%	1651
2020	9%	91	2%	1561
2021	11%	81		

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.

District data for Total Cohort 2021 has not been released at the time of this report. For the 2021 Total Cohort, 34 scholars received a Special Appeal due to COVID-19.

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Percent Scoring at Least Level 3 or Higher on Math Regents Exam by Fourth Year Total 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	21%	1651
2020	36%	91	15%	1561
2021	43%	81		

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.

Scholars in the 2021 cohort did not take the 8th grade Mathematics exam due to the COVID-19 pandemic.

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

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High School Math Measure 8 - Growth

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

METHOD

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

Scholars in the 2021 cohort did not take the 8th grade Mathematics exam due to the COVID-19 pandemic.

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

In the 2024-2025 school year, Legacy College Prep did not meet the target absolute measures for the mathematics goal. The school did meet the target comparative measures for the mathematics goal. The school was not eligible for the two growth measures because scholars in the 2021 cohort did not take their 8th grade state exams due to the COVID-19 pandemic.

The school was not able to meet the absolute measures this year primarily because a large percentage of scholars were able to receive a special appeal due to COVID-19. The special appeal for COVID-19 allows scholars to pass the Regents Exam with a score of 50%. This means that a large portion of scholars were able to receive a passing score on the Regents Exam without achieving a Level 3 or 4 on the exam. This should not be the case in future years once scholars are no longer eligible for the special appeal.

The school was able to meet the comparative measures by exceeding the percentage of scholars in the district meeting or exceeding Common Core expectations. Almost 10% more scholars achieved a Level 4 score, and almost 30% more scholars achieved a Level 3 score last year.

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

In the 2024-2025 school year the school did not meet the two absolute measures and was not assessed for the third absolute measure.

A large percentage of scholars in the 2021 cohort were able to receive a special appeal due to COVID-19 and could pass a mathematics Regents Exam with a score of 50%. This meant that many scholars did not need to achieve a Level 3 or a Level 4 to graduate. In the accountability cohort, 41 out of 96 scholars received a special appeal, which is about 43% of the graduating class. The school expects overall pass rates to increase in future years once scholars are no longer eligible for the special appeals.

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The school met both comparative measures by exceeding the percentage of scholars in the local district who achieved a Level 3 or Level 4 on a mathematics Regents Exam. Legacy College Prep had almost 30% more scholars achieve a Level 3 and almost 10% more scholars achieve a Level 4.

The school was not eligible for the growth goals due to the fact that the 2021 cohort of scholars did not take 8th grade math state exams due to the pandemic.

The school does believe that results will be strong in future years on this goal because of the focus on Regents Exam prep and higher pass rates on the Algebra I exam.

ACTION PLAN

In the 2025-2026 school year, Legacy College Prep will focus on ensuring that all scholars have passed the Algebra I Regents Exam. While many scholars take this course in 8th grade, about two-third of incoming 9th graders are enrolled in the Algebra I class their first year with the school.

To ensure high pass rates in this class, the curriculum is designed to focus on major standards and to use spiral review to ensure that scholars have mastered the major content from the course and that they review the skills on a consistent basis. Data analysis is also crucial to ensuring that scholars pass the exam, and the teachers keep an updated tracker of skills mastery for the entire year to monitor how scholars are doing across the entire curriculum.

Finally, the school has a strategic plan to support scholars who are no longer in the Algebra I class but still need to pass the Regents Exam. These scholars are enrolled in an intensive Regents Prep course for two months before the January and, if needed, June exam. The prep courses take place during the school day, three to four days a week depending on the scholars other Regents Exam needs. Scholars take the prep course in place of participating in the school Book Club or Advisory time. The school ensures that the top math instructors are selected to facilitate the Regents Prep courses.

The school is also implementing a consistent data collection program across the school to ensure that all math teachers are frequently tracking scholar results and reteaching content strategically to support scholars with mastering the content.

GOAL 5: SCIENCE

Students will be proficient in science.

BACKGROUND

At Legacy College Prep Middle School, scholars focus on a mixture of Physical Science, Life Science, and Earth Science in 6th, 7th, and 8th grades. In 8th grade, one cohort of scholars takes the Living Environment Regents course, and will transition to taking the Life Science: Biology course starting in the fall of 2026. The courses include the following concepts and skills: Understand how topography is reshaped by weathering of rock/soil and transportation/deposition of sediment; explain meaning of radiation, convection, conduction; recognize/describe that currents in air/ocean distribute heat energy; investigate/describe how pollutants can affect

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weather/atmosphere; discuss how plate tectonics explain important features of Earth's surface and major geologic events; recognize how organisms in ecosystems exchange energy/nutrients among themselves and with environment; formulate testable hypothesis; design/conduct an experiment specifying variables to be changed, controlled, measured; draw conclusions based on data/evidence presented in tables/graphs; make inferences on patterns/trends; explain daily, monthly, and seasonal changes on earth; explain how the atmosphere, hydrosphere, and lithosphere interact, evolve, and change; describe volcano and earthquake patterns, the rock cycle, and weather and climate changes.

All courses backwards plan using the Next Generation Science Standards. Teachers use curriculum materials, including lesson plans and unit plans, from an established New York City charter school. The materials are adapted to meet the needs of scholars based on their prior knowledge upon entering our school.

Each year, scholars are assessed using internal trimester interim exams aligned to the 8th grade state science exam and the NWEA MAP Science assessment.

At the high school, scholars are able to take Life Science: Biology or Earth Science in 9th grade, Earth Science Chemistry, Forensic Science, or Physics in 10th grade, Chemistry, Physics, Earth Science, or Forensic Science in 11th grade, and Earth Science, AP Biology, Forensic Science, or Physics. Junior and/or senior scholars are able to take courses through Syracuse University Project Advance (SUPA). Physics, Chemistry, and/or Forensic Science are all college courses that scholars have access to at our school. In response to lower levels of math proficiency coming out of the COVID-19 pandemic, the school created different sections of some science classes to provide scholars with more support and more time to prepare for the New York State Regents assessments. The school is working to phase these out in this upcoming school year. The school will still offer some honors level courses to differentiate for scholars, however, the goal is to ensure that all scholars can pass at least one if not two science Regents Exams by the time that they graduate from high school.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in 5th and 8th grade in spring 2025. The table below summarizes the performance of students enrolled for at least two years.

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

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
8	74	37	50%

Science Measure 2 - Comparative

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

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

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

Grade	Charter School Students in at Least 2 nd Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
8	74	37	50%	976	189	24%
All	74	37	50%	1933	307	19%

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

In the 2024-2025 school year, the school met one of the two middle school science goals. In terms of the absolute measure, the school did not meet the goal of having 75 percent of all tested scholars, in at least their second year, perform at proficiency or above.

Our focus for the upcoming year is to continue to work towards 75% of scholars performing proficient on the state exam. This year we had 50% proficient, which was an 11% increase from the prior year.

At the time of the report the district results were not available to compare and evaluate so 2023-2024 results were used instead. The school exceeded the district average by 26%, meeting the comparative measure for the science goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	No

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

This year, on average 50% of scholars, who are in at least their second year at Legacy College Prep, performed proficient or advanced on the 8th grade Science Exam. This result fell short of our goal by a significant amount, however, was an 11% increase from the prior year. The gap in proficiency can be attributed to one major factor.

One-third of the 8th grade class took Living Environment and had a curriculum that was not fully aligned to the 8th grade science exam. Many of the scholars taking the Regents course still took the 8th grade science exam. This year the science instructor will be providing more opportunities to ensure that scholars are appropriately prepared for both exams.

The results show that the school needs to be more intentional about spiral review, lab exposure, and providing scholars with rigorous practice. Legacy College Prep Middle School needs to continue to build out the science program so that future grades of scholars can reach 75% proficient or advanced.

The school did exceed the district performance by 26% percentage points, thereby meeting the comparative measure for this goal. The school looks to continue to replicate this in future years.

ADDITIONAL CONTEXT AND EVIDENCE

During the 2024-2025 school year, about one-third of the 8th grade scholars took the Regents Living Environment course instead of 8th Grade Science. The scholars who took and were recommended for the Living Environment course were all scholars who had performed on or above grade level in math and/or science in 7th grade.

Performance on a Regents Science Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2022-23	Living Environment	57	24	42%
8	2023-24	Living Environment	58	24	41%
8	2024-25	Living Environment	33	19	59%

In June, 33 scholars took the exam and 59% of scholars passed with a 65% or higher. This was a increase from the prior year where 41% of scholars passed the exam.

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In the upcoming school year the school has a goal of at least 80% of scholars passing the Regents exam with a 65% or higher. The school has made curriculum adjustments and provided scholars with more opportunities to complete lab hours to ensure our scholars succeed in the course.

ACTION PLAN

Based on the results of the New York State 8th Grade Science assessment, the school has made several changes to help improve scholar proficiency results that involve science labs, curriculum shifts, and data analysis.

Curriculum

The school made some changes to the curriculum to ensure that scholars are retaining the information from prior school years and building on the information they learn unit after unit. The curriculum has been modified to include a straightforward approach to teaching the content across three grades. The new changes to the curriculum allow teachers to build a foundation in 6th grade that our 7th and 8th grade teacher can build upon and provides stronger vertical alignment from grade to grade. The lessons themselves follow a more traditional plan of teacher modeling, guided practice, and independent practice, which we feel will help with retention of information. The instructor for the course is also making a concerted effort to ensure that scholars in the Regents course are also prepared for the 8th grade science exam.

Data Analysis

Similar to the Mathematics and English Language Arts action plan, the science teachers are also participating in biweekly data meetings to ensure frequent data analysis. Teachers are looking at scholar work from weekly exit tickets, identifying the gaps in thinking or misconceptions, planning a reteach, and then practicing that reteach with their coach. This method will help teachers prioritize what to reteach and create effective plans that are based on scholar results.

Teachers will also be held accountable to prioritizing specific scholars based on NWEA MAP results. These scholars will receive differentiated supports in class to ensure that they are on track to meeting their goals, and thereby succeeding on the New York State Exam.

Throughout the 2025-2026 school year, Legacy College Prep will continue to assess scholars using the NWEA MAP assessments and internal trimester exams to prepare scholars for the 8th grade Science Exam.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

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

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

All scholars in the 2021 cohort received an exemption on a Science Regents Exam due to the COVID-19 pandemic. For the 2021 Accountability Cohort, 52 scholars received a Special Appeal due to COVID-19.

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	105	97	8	100%
2021	2024-25	96	15	32	40%

High School Science Measure 2 - Comparative

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

The 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.

District data for Total Cohort 2021 has not been released at the time of this report.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	N/A	N/A	46%	1651
2020	9%	91	11%	1561
2021	33%	81		

For the 2021 Total Cohort, 47 scholars received a Special Appeal due to COVID-19.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

In the 2024-2025 school year, Legacy College Prep did not meet the target for the absolute measure for the science goal. One of the contributing factors to not meeting this was goal was the fact that scholars could receive a special appeal due to COVID-19 and pass a science Regents Exam with a score of 50%. Over fifty scholars took advantage of this appeal and did not have to score a Level 3 on the exam in order to pass. We believe that the school will improve in this area once scholars are no longer eligible for the special appeals.

The school was able to meet the target for the comparative measure of the science goal, by exceeding the percentage of scholars in the local school district receiving a score of 65% or above. because all scholars in the 2020 cohort received an exemption on a Regents Science Exam. The school surpassed the district by almost 20%.

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

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

In the 2024-2025 school year the school did not meet the target for the absolute measure and did meet the target for the comparative measure.

Many scholars in the 2021 cohort received a special appeal due to COVID-19 and only needed a 50% to pass the science regents exams. In the accountability cohort, 52 scholars took advantage of this appeal. These were scholars who would otherwise have passed with a 65% if not for the COVID-19 special appeal. The school expects to improve in this area once scholars are no longer eligible for the special appeals.

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The school did surpass the local school district in terms of scholars receiving a passing score on a science Regents Exam. Legacy College Prep had almost 20% more scholars receive a passing score than the local district.

The school does believe that results will be strong in future years on this goal because of the focus on Regents Exam prep and high pass rates on the Life Science: Biology and Earth and Space Science exams.

ACTION PLAN

In the 2025-2026 school year, Legacy College Prep High School will focus on ensuring that all scholars have passed the Life Science: Biology or Living Environment Regents Exams. While many scholars take this course in 8th grade, about two-third of incoming 9th graders are enrolled in the Biology class their first year with the school.

To ensure high pass rates in this class, the curriculum is designed to focus on major standards and to use spiral review to ensure that scholars have mastered the major content from the course and that they review the content on a consistent basis. The curriculum was revised to make sure that it is aligned to the new standards and the new structure of the Life Science: Biology Regents Exam.

Finally, the school has a strategic plan to support scholars who are no longer in the Living Environment or Life Science: Biology class but still need to pass the Regents Exam. Some of these scholars are taking Earth and Space Science and will take that Regents Exam this school year. Other scholars are enrolled in an intensive Regents Prep course that is two months long and takes place right before the January exam and, if needed, the June exam administrations. The prep courses are offered during the school day for 30 minutes a day, four days a week. This structure ensures that scholars attend the classes since it is a part of the school day, and the frequency of the class helps instructors spend a lot of time reviewing content and preparing scholars for the exam. Finally, the school selects the top instructors to teach the Regents Prep courses so that scholars are better equipped to take the exam.

GOAL 6: SOCIAL STUDIES

Scholars will be proficient in Social Studies.

BACKGROUND

Legacy College Prep High School has a rigorous course sequence for social studies. In the 9th grade scholars take Global History and Geography I, followed by Global History and Geography II in the 10th grade. In 11th grade some scholars take AP US History and others take US History and Government. In 12th grade a majority of the scholars take Civics and Economics and a small portion of scholars take AP Government.

Global History and Geography aims to develop students' knowledge in the human history from early humans in the Paleolithic Era until the early 1700s. The course uses the New York State Common Core Social Studies Framework, weaving in ELA standards throughout the scope and sequence of the year. An emphasis is placed on making connections between migrations, multi-

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regional empires, conflicts, trade, belief systems, and cultural diffusion. Scholars learn about topics such as, the development of the first civilizations, the expansion of trade networks and their global impact, and the examination of classical societies in Eurasia and Mesoamerica. This course is the first of two classes students take to prepare for the New York State Regents Exam in Global History and Geography.

Global History and Geography II aims to develop students' knowledge in the human history from the early 1700s to the present. The course uses the New York State Common Core Social Studies Framework, weaving in ELA standards throughout the scope and sequence of the year.

Throughout the year scholars cover the following concepts: industrialization, nationalism, imperialism, conflict, technology, globalization, and the interconnectedness of the world. Scholars use a variety of primary and secondary sources to study these concepts with a focus on nonfiction literacy. At the end of the year scholars take the New York State Regents Exam in Global History and Geography.

US History and Government aims to strengthen scholars' knowledge in the history of the United States through the study of five themes: The Continuing Struggle for Civil Rights, Wealth, Class, and Conflict in America, Technology and Social Change, America's Role in the World, and The American Land and the American People. The course uses the New York State Common Core Social Studies Framework, weaving in ELA standards throughout the scope and sequence of the year. Building upon the content and skills learned in grades 7th and 8th US History classes, scholars begin with the colonial and constitution foundations and the development of the government structure and move chronologically through history studying the challenges that the nation faced during various wars and conflicts, eras of development, and the expansion of government and evolution of social issues. Throughout the year scholars will explore the themes while looking at social, political, and economic trends through the history of the United States. At the end of the year scholars will take the New York State Regents Exam in U.S. History and Government.

AP US History is a college level course that develops scholars' conceptual knowledge about US History from approximately 1491 to the present. The class focuses on the following themes: peopling; identity; politics and power; environment and geography; work, exchange, and technology; America in the world; and ideas, beliefs, and culture. Scholars build the following historical thinking skills during the course and apply them as they are learning the content: comparison and contextualization, chronological reasoning, crafting historical arguments from historical evidence, and historical interpretation and synthesis. At the end of the year scholars will sit for the AP US History Exam, and depending on their score, earn college credit for the course. All AP instructors complete AP institute training prior to the year that they are teaching the course.

Scholars in 12th grade will be able to enroll in Participation in Government and Civics AND Economics, the Enterprise System, and Finance, or AP Government, or AP US History. The Civics and Economics course develops students' understanding of the free market economy in a global context while strengthening student understanding of their own personal finances. The course will use the New York State Common Core Social Studies Framework, weaving in ELA standards throughout the scope and sequence of the year. Students will study the following topics: participation in

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government, American democracy, current political events, supply and demand, the global nature of markets, the role of entrepreneurs in our economy, the impact of globalization, and the changes in the United States workforce. The course will include a project where students are required to draft out their own personal budget in the unit on personal responsibility and the economy. AP Government is a college level course that develops students' conceptual knowledge about government. The class will focus on the following themes: foundations of American democracy, interactions among branches of government, civil liberties and civil rights, American political ideologies and beliefs, political participation, and public policy. At the end of the year students will sit for the AP US History Exam, and depending on their score, earn college credit for the course. AP US History is a college level course that develops students' conceptual knowledge about US History from approximately 1491 to the present. The class will focus on the following themes: peopling; identity; politics and power; environment and geography; work, exchange, and technology; America in the world; and ideas, beliefs, and culture. Students will build the following historical thinking skills during the course and apply them as they are learning the content: comparison and contextualization, chronological reasoning, crafting historical arguments from historical evidence, and historical interpretation and synthesis. At the end of the year students will sit for the AP US History Exam, and depending on their score, earn college credit for the course.

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	105	N/A	71	68%
2021	2024-25	96	N/A	51	53%

Social Studies Measure 2 - Comparative

Each year, the percent of 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.

District data for Total Cohort 2021 has not been released at the time of this report.

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

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	N/A	N/A	5%	1651
2020	65%	91	25%	1561
2021	49%	81		

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	105	N/A	79	75%
2021	2024-25	96	1	70	74%

For the 2021 Accountability Cohort, 12 scholars received a Special Appeal due to COVID-19.

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Social Studies Measure 4 - Comparative

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

METHOD

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

District data for Total Cohort 2021 has not been released at the time of this report. For the 2021 Total Cohort, 7 scholars received a Special Appeal due to COVID-19.

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	13%	1651
2020	68%	91	34%	1561
2021	79%	81		

SUMMARY OF THE SOCIAL STUDIES GOAL

In the 2024-2025 school year, the school was measured in four categories for the Social Studies Goal. For the U.S. History Regents Exam measure, the school only had 53% of scholars receiving a passing score. The result was a decrease from the prior year, however, this was primarily due to the fact that 20% of the accountability cohort used the World Language (LOTE) exam as their fifth exam for their Regents Diplomas. These scholars would have typically taken the U.S. History exam with the goal of passing it for graduation, but because they had passed the World Language exam, they didn't need to pass U.S. History to graduate. The school did meet the comparative target for the U.S. History exam, surpassing the district average by almost 25%.

For the Global History Regents Exam measure, the school had 74% of scholars receiving a passing score, just one percent shy of meeting the target for this absolute measure. The result was similar to the prior year, however, fewer scholars received special appeals due to COVID-19. This means that the school should continue to see an improvement in Global History results in future years. The school did meet the comparative target for the Global History exam, surpassing the district average by 45%.

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

EVALUATION OF THE SOCIAL STUDIES GOAL

In the 2024-2025 school year, the school was measured in all categories for the Social Studies Goal. The school met both comparative measures for U.S. History and Global History and Geography. The school outperformed the local district on the U.S. History by having almost 25% more scholars pass the exam. The school outperformed the local district on the Global History and Geography exam by having 34% more scholars pass the exam.

The school fell short of meeting both absolute measures for Social Studies, missing the Global History and Geography target by 1% and the U.S. History target by 24%. The drastic change in U.S. History results can be attributed to the fact that the special appeals due to COVID-19 have phased out and 20% of scholars in the 2021 cohort decided to use the World Language (LOTE) exam as the fifth Regents Exam for graduation instead of U.S. History. The 2020 cohort had primarily used U.S. History as the fifth Regents Exam which is why that cohort had higher pass rates.

We expect the percentages to improve in the next year because of curriculum shifts and intentional teacher development.

ACTION PLAN

Based on the results of the New York State English Regents exam, the school has made several changes to address areas of growth. The changes involve curriculum improvements and strategic Regents Prep.

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The school has adjusted the curriculum at the sophomore and junior levels to help scholars who have not passed the Regents exam by ensuring there is targeted practice built into the class itself to prepare scholars for the exams. Both classes have a stronger focus on sourcing documents and support for the essay portions of the exams.

Also, the school is offering intensive Regents Prep courses during the school day to ensure that scholars are receiving extra support right before the January and June Regents administrations. The top instructors are being selected to teach these courses to ensure that scholars pass the exams and exceed at higher levels than in the previous year.

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	Met
2023-24	Met
2024-25	Met

ADDITIONAL CONTEXT AND EVIDENCE

Legacy College Prep has consistently met the ESSA measurement accountability requirement each year that the school has been open.