



Prospect Schools

**2024-25 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Tresha Ward

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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)
Keenan, Sara	Office	Academic Oversight
Pierre, Gravelle	Chair	Finance, Governance, Facilities
Garce-Rodriguez, Joanne	Office	Facilities
Sanchez, Theresa	Office	PTSO President
Desai, Sagar	Office	Finance
Chukudebelu, Antoinette Koram	Office	Academic Oversight

Tresha Ward has served as the school leader since June 2021.

SCHOOL OVERVIEW

Prospect Schools began as Brooklyn Prospect Charter School (“BPCS”), which opened in 2009 with 90 sixth grade students in the Sunset Park neighborhood of Brooklyn School District 15 (“CSD 15”). In 2012, BPCS moved to a new location, in the CSD 15 neighborhood of Windsor Terrace. In the 2014-15 school year, BPCS served kindergarten through first, and sixth through eleventh grade. In April 2013, BPCS submitted a request to amend the BPCS charter so that BPCS may add kindergarten through fifth grade. BPCS secured a facility for this elementary school in Brooklyn School District 13 (“CSD 13”) and served kindergarten and first grade students in the 2014-15 school year. Again in 2016 we amended our charter, so that Prospect Schools may add another middle school sixth through eighth grade and in 2016-2017 our Clinton Hill campus in CSD 13 served its first sixth grade cohort. Per our chartered plan, Prospect Schools added one grade each year to ultimately serve students in grades kindergarten through twelve, with our first class of seniors having graduated in 2016. 2018-19 was the first year that we served all grades K-12.

In the 2020-21 school year, we opened Sunset Yards Elementary (CSD 15), which began by serving just kindergarten, growing to K-1 in 2021-22. Additionally, after a yearlong merger process, in June of 2021, we absorbed International Charter School (CSD 13), to become our third elementary program, renamed International Elementary School. In 2023-24 we opened Sunset Yard Middle School, serving just 6th graders in 2023-24, but continuing to grow out.

Academically, Prospect Schools had a goal of increasing overall student performance on all assessments by 5 percentage points and increasing Black/Latinx student performance by 10 percentage points across those assessments. We are keeping that as an academic goal for the 2025-26 school year. However, in addition to continued data review cycles, we are also focusing more acutely on school culture. Our Teaching and Learning priority for the year focuses on aligned practices that deepen and foster strong student and adult culture.

Our Mission

Prospect Schools is a K-12 college preparatory community where excellent teachers prepare a diverse student body to have a positive impact on society and a lifelong passion for learning.

Our Vision

Prospect Schools will be the leading network of intentionally diverse schools where ALL students and educators can learn, work and thrive.

Brooklyn Prospect is committed to:

Diversity - Building a truly diverse and inclusive community is our most important goal, our hardest challenge, and the driving force behind everything we do. By thoughtfully serving students and families from all backgrounds — racial, cultural, linguistic, and socioeconomic — we create learning environments where students can gain a deep understanding of the ways in which alternative

perspectives drive innovation and creativity. We are a proud founding member of the Diverse Charter Schools Coalition.

World Class Academics - An IB world school, Prospect Schools models its curriculum on the renowned International Baccalaureate Program. This rigorous program raises the level of academic responsibility for our students and serves as an important indicator of their capacity for success in college and beyond. Our liberal arts-focused curriculum inspires creative inquiry, problem solving, critical thinking, personal reflection and collaborative learning.

Excellent Teaching - The bedrock of any successful school is strong, professional teachers. Our teachers are highly skilled in their content areas and are constantly improving their craft. They are committed to the Brooklyn Prospect mission and excel as enthusiastic collaborators and engaged community members. We conduct regular class observations, one-to-one meetings, and create yearly professional development scopes and sequences, as well as routinely send out surveys to ensure the needs of every student are being met.

ENROLLMENT SUMMARY

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

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2022-23	162	162	164	137	135	142	235	227	234	200	130	154	147	2229
2023-24	175	193	208	179	149	182	301	241	235	237	212	119	144	2614
2024-25	192	188	181	209	200	142	296	277	232	205	242	200	109	2676
Account cohorts										177	214	186	109	686

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2019 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2019-20 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2022-23 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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	145	7	138
2023-24	2020-21	2020	144	2	142
2024-25	2021-22	2021	112	3	109

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9th grade anywhere. The 2019 Total Cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to homeschooling 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	138	0	138
2023-24	2020-21	2020	142	0	142
2024-25	2021-22	2021	109	0	109

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	2	0	2
2023-34	2019-20	2019	0	0	0

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

2024-25	2020-21	2020	4	0	4
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PROMOTION POLICY

High School Promotion/Retention Policy:

Students receive 1 credit per semester for each course that meets for 180 minutes/week.

Students must receive a minimum grade of 65% in order to be considered as having met the standard in academic subject areas and to receive course credit.

In alignment with the NY guidelines, promotion from to each grade will be based on whether students:

1. Successfully complete standards in academic subject areas; and Regents
2. Accumulates the annual minimum number of required credits.

Grade Level	Coursework/Exams	Minimum Credits
9	Successful completion of standards in academic subject areas	7.5 credits
10	Successful completion of standards in academic subject areas including 4 in English and/or ESL and 4 in Social Studies	20 credits
11	Successful completion of standards in academic subject areas	30 credits
12	Successful completion of standards in academic subject areas Passing score on 5 Regents Exams – English, Global History, U.S. History, Math, and Science	44 credits in required subject areas

GOAL 1: HIGH SCHOOL GRADUATION

Prospect Schools will maintain high graduation rates each year.

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	205	97%
2024	242	98%

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

Our 2023 cohort has now met this benchmark, a significant rebound from Cohort 2021, which was very far from meeting this goal, because of significant Regent’s cancellations due to COVID. We are now back on track to continue to meet this goal.

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	121	22%
2022	2023-24	204	87%
2023	2024-25	205	91%

Graduation Goal Measures 3 & 4 - Absolute

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

The school’s graduation requirements appear in this document above the graduation goal. This is the first time we have not met the 5th year senior goal of 95%.

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	138	137	99%
2020	2023-24	144	138	96%
2021	2024-25	109	107	98%

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	2	2	100%

¹ These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

2019	2023-24	2	2	100%
2020	2024-25	6	2	33%

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 have Graduated After Four Years Compared to the District²

Cohort Designation	School Year	Charter School			CSD #15	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2019	2022-23	138	137	99%	1606	78%
2020	2023-24	144	138	96%	1617	78%
2021	2024-25	109	107	98%	Data not yet released	

Summary Of The High School Graduation Goal

We met all of the absolute and comparative HS metrics and continue to demonstrate promotion and graduation rates of close to 100%.

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.	Met
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.	Met
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Met

² These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Not Met
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.	Met
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.	N/A

EVALUATION OF THE GRADUATION GOAL

Our high promotion and graduation rates are because of our quality academic programming for all students and aided in part because of our extended support programs to students who have an IEP or 504 plan. Additionally, our student support services team, which includes a team of academic counselors, college counselors, and social workers, has continued to use data on a regular basis to identify students needing interventions and plan out the appropriate support tools to help them succeed in the classroom.

ACTION PLAN

The following initiatives were used this past year and will continue to be utilized going forward in an effort to attain our graduation goals.

Regents and International Baccalaureate (IB) Preparation

Prospect Schools teachers embed differentiated Regents preparation throughout the year in ELA, U.S. and Global History, Algebra I, Living Environment and advanced Math and Science classes. Our teachers monitor student performance in mid-year and mock Regents, analyzing standards mastery for the class and subgroups. Intervention is designed to target the range of needs in the class, to the end of increasing overall proficiency and knowledge of standards taught.

We have also identified several benchmarks to monitor students' readiness toward our IB program. This includes achievement on PSAT exams and passing rate/credit accumulation, in addition to performance on Regents assessments. Students who are not on track to meet each of the three benchmarks are identified for additional academic support through our Multi-Tiered Systems and Support (MTSS).

Outside of the classroom, Prospect Schools offers additional after-school tutoring and Regents Prep for 9-12 grade students across all departments throughout the year. Beyond the regular school year, we offer a remote-based summer school program that emphasizes engaging struggling students through our robust Real Time Interventions (RTI) system, small group instruction, skill building and Regents preparation. This system was able to be offered remotely for students that we were concerned about due to their spring performance during the transition to remote instruction.

Extended Support

Prospect Schools has a dedicated high school IEP and 504 Plan Coordinator that is a part of the Student Support Services team who can serve as a liaison between families and the school on the IEP process, coordinating related services and testing accommodations, and ensure strong collaboration between teachers to the end of raising achievement of students with disabilities. We maintain student performance data in usable teacher tools and our Student Information System (SIS) for effective analysis and record keeping to inform Tier 3 groupings and interventions.

Our guidance team leads monthly analysis of student data to analyze student progress in all grades (both students with and without IEPs) to ensure tracking toward June graduation and elevating 11th and 12th grade students in danger of not meeting this requirement as "Tier 3." Additionally, our

guidance counselor, principal, leadership and grade level teams develop individualized sets of MTSS interventions for each student including academic support, Regents Prep and counseling, as necessary. We also provide consistent and coordinated communication between school and families of Tier 3 students on progress toward the earning of adequate credits and Regents scores toward on-time graduation between marking periods.

GOAL 2: COLLEGE PREPARATION

Prospect School graduates will be prepared for success at academic institutions of higher education.

Beginning with the 2020-21 school year, we mandated a credit-bearing course for students to aid them with the college preparation and application process. In the 22-23 school year, our high school created an Alumni Success Pilot Program to not only ensure that our students are prepared to attend college, but are also set up for long-term success and persistence through college.

In the 2023-24 school year, we created a College and Alumni Success Manager role which is split between our HS and our central office. This role supports our Director of College Supports’ initiatives at the school while collaborating with the Director of Special Projects at the central office to develop alumni support partnerships and host community and professional development events to keep our alumni connected to the Prospect community.

We currently have partnerships with the following organizations:

- **KIPP Forward** - Select college and workforce-bound receive an array of supports for up to 6 years including college and workforce advisement, financial aid guidance and socio-emotional health check-ins
- **BravenX** - Interested alumni apply to join a 14-week accelerator course to develop interviewing and other professional skills to attain strong first job placement or grad school placement
- **MESA Alumni Lab** - Supports alumni with re-enrolling in college and placement in job training programs

In the 2025-26 school year, we will host our inaugural Alumni Success Fair. Alumni will be invited back for a day of fun, community, information sessions and resources .

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;

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Percentage of the 2021 Total Cohort Graduates Demonstrating College Preparation by Indicator³

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
SAT: Achieving the college readiness benchmark in both ELA and Math	109	45	41%
IB: Passing at least one IB Exam with a score of 4 or higher	109	91	83%
Overall	109	92	84%

ADDITIONAL EVIDENCE

We have consistently increased our college readiness since 2021-22. This is the second year that we have achieved our college readiness metric.

Indicator	2021-22	2022-23	2023-24	2024-25
SAT	51%	54%	48%	41%
IB Exam	60%	67%	90%	83%
Overall	72%	77%	79%	84%

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

College Preparation Goal Measure 2 - Absolute

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

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

College Preparation Goal Measure 3 - Comparative

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

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

College Preparation Goal Measure 4 - Absolute

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

Matriculation Rate of Graduates by Year⁴

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = [(b)/(a)]*100
2019	2022-23	138	127	92%
2020	2023-24	142	131	91%
2021	2024-25	109	101	93%

SUMMARY OF THE COLLEGE PREPARATION GOAL

This is the first time that we have met all of the college preparation goals.

⁴ Schools should update and confirm data for Cohorts prior to 2022-23 and provide preliminary matriculation data for 2019 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year

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

EVALUATION OF THE COLLEGE PREPARATION GOAL

Regarding the college readiness metric, this is the second consecutive year that we have met the 75% bar. Our college readiness is measured by requiring a student to meet the college preparedness bar in both Evidence Based Reading and Writing (EBRW) and Math on the SAT and/or pass an IB exam with a score of 4 or higher out of 7. We had more students and a higher percentage of students meet the SAT (%) bar and pass an IB exam (%) than ever before.

Our college acceptance and matriculation data is captured both by our High School College Team, who continues to be very meticulous in capturing college application and acceptance data, as well as launching a post-graduation pilot project this year to continue to track student success. We also use the National Student Clearinghouse to confirm all college matriculation information.

ACTION PLAN

Prospect Schools will continue to offer support both in and out of the classroom to prepare all students for college. In the classroom, we will monitor progress with Mock Regents, and offer extended support via afterschool, weekend, and summer tutoring. As an IB For All school, we aim for every graduating Senior to be enrolled in and sit for at least 6 International Baccalaureate exams, ensuring that all 11th and 12th graders are offered a rigorous, college-ready curriculum.

College & Career Services

The College Team cultivates a college /career culture starting with 9th and 10th grade families. This includes providing college and career search resources and supporting students with pursuing extracurricular activities which is an important part of the college application process. The College Team also touches on financial planning, school list building and college/career readiness advisory lessons.

Additionally, all students are enrolled in our College & Career Seminar course in both grades 11 and 12. These credit bearing classes prepare students for the college application, acceptance, and matriculation processes. Outside of their seminar course, each student receives 1:1

counseling with a College & Career Counselor, who works with both the student and family to identify “best fit” college options and arrange for tours, interviews, and informational sessions. Counselors support 11th grade students to round out their applicant profiles—including but not limited to coordinating extracurricular opportunities and internships. Finally, all seniors at Prospect Schools will engage in a month-long internship program before graduating in June; this is an opportunity for students to implement the social-emotional, organizational, and intellectual career readiness skills they have practiced throughout their Advisory curriculum and College & Career Seminar courses.

Monthly Grade Team meetings will focus on analysis of student data to monitor toward June graduation; in 11th and 12th grade, 11th and 12th grade students who are not currently on track to meet achievement benchmarks are elevated to “Tier 3” supports. College Counselors and Student Affairs Managers identify individualized RTI interventions for each student in need of Tier 2 and Tier 3 supports, including monthly family progress meetings, Regents and credit recovery support (if applicable), counseling services, and academic tutoring between marking periods.

GOAL 3: ENGLISH LANGUAGE ARTS

All students at Prospect Schools will be proficient at reading and writing the English Language.

BACKGROUND

We embrace a vision of literacy education that empowers all Prospect Schools students to have voice and agency in our world.

Our literacy classrooms foster positive identity, belonging, and agency, and serve as conduits to learning about content, identities, cultures, and peoples through culturally affirming curriculum.

We design classrooms and learning communities that serve as disruptors of structural racism, and also equip our students with the knowledge and tools to create a more equitable and just world.

Beginning in Kindergarten, we believe in a structured, data-informed literacy program that explicitly develops students’ foundational reading and expressive communication (speech and writing) skills so that all of our children have the ability to advocate for themselves and unlock their passions as their educational journey unfolds.

In English Language Arts courses at Prospect Schools, students develop the receptive literacy skills of listening, viewing, and reading, and the expressive literacy skills of speaking and writing, following the standards laid out by the Next Generation Learning Standards (K-5) and Common Core Standards (6-12). We have adopted EL Education across K-8 to ensure our program is backwards planned and that the standards develop student mastery over time. As well as Core Knowledge Language Arts (CKLA) for phonics instruction in grades K-3. In 9th grade, we adopted Fishtank ELA to ensure that students in high school have access to foundational IB aligned skills as they transition through our IB program in 11th and 12th grade. Curriculum maps for 10-12 are created by teachers

at each level to ensure that instruction addresses the New York State ELA standards. Curriculum maps are reviewed by the Network Director of Literacy and Instruction to ensure vertical alignment and increase rigor of student work across all grades.

Students' work on receptive skills includes formal note-taking in response to class read-alouds of literary and informational passages, conducting non-fiction research, reading independently in student-selected texts as well as reading collaboratively in whole-class novels. Students view and respond to a number of illustrated texts and a variety of fictional and informational video media.

We build students' on-demand and process-oriented writing skills. In addition, students' work on expressive skills includes formal presentations and writing in a variety of genres, including narrative, persuasive, informational, analytical and poetic expression. The thematically organized curriculum scaffolds each speaking and writing assignment, leading students through the stages of the writing process, focusing on revision and editing to produce high-quality work.

Vocabulary instruction in the middle school is approached in two ways: through the development of English Language Arts takes a variety of forms, including whole-class and small group discussions, skill-based stations teaching, independent reading and writing projects, as well as close reading and mentor text study. Each class begins with a "Do Now" that previews thematic or topical lenses for the day, reinforces skills instruction from previous lessons, or provides time for immersive reading or journaling. Skills instruction typically involves a teacher-led mini-lesson that models the work of powerful readers and writers. Teachers strive for regular conferences with students about their reading and writing growth.

At Prospect Schools we have an inclusion model, so students in the Collaborative Team Teaching (CTT) sections receive the same general education experience as their peers in the non-CTT sections; this is then buttressed with differentiated materials, support and pacing as necessary. One to two sections at every grade are co-taught by a certified special education teacher in a CTT classroom, and Special Education Teacher Support Services (SETSS) push-in instruction is also available for ELA.

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.

All four of our charters met this goal.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grade	Total Tested	Not Tested					Total Enrolled	
		Absent	Refusal	ELL/IEP	Admin error	Medically excused		Other reason
3	198						198	
4	172		6	4			1	179
5	151		8	5				159
6	277		17	7				294
7	263		13	8			1	277
8	200		32	12				232
All	1261		76	32			2	1339

Performance on 2024-25 State English Language Arts Exam

By All Students and Students Enrolled in At Least Their Second Year^[1]

Charter	School	Grade	All Students			Enrolled in at least their Second Year		
			Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
13	DTES	3	79	69	87%	65	58	89%
		4	59	51	86%	53	47	89%
		5	52	43	83%	50	41	82%
	CHMS	6	113	92	81%	81	69	85%
		7	110	90	82%	102	85	83%
		8	102	77	76%	92	73	79%
Charter 13 Total			515	422	82%	443	373	84%
13.2	IES	3	78	66	85%	57	51	90%
		4	57	46	81%	50	44	88%
		5	82	69	84%	68	58	85%
	SYMS	6	75	52	69%	16	13	81%
		7	56	45	80%	45	37	82%
Charter 13.2 Total			348	278	80%	236	203	86%
15	SYC	5	17	12	71%	1	1	100%
Charter 15 Total			17	12	71%	1	1	100%
15.2	SYES	3	41	23	56%	30	20	67%
		4	56	43	77%	44	36	82%
	DTMS	6	89	64	72%	26	24	92%
		7	97	69	71%	72	56	78%
		8	98	81	83%	93	77	83%
		Charter 15.2 Total			381	280	74%	265
All			1261	992	79%	790	945	84%

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

[1] Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

ADDITIONAL EVIDENCE

We increased our percent proficient in ELA by six percentage points, from 78% to 84% for our students who are enrolled in at least their second year.

ELA Performance by Year and Grade Level

Charter	School	Grade	22-23 Students Enrolled in at least their Second Year		23-24 Students Enrolled in at least their Second Year		24-25 Students Enrolled in at least their Second Year	
			Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
13	DTES	3	49	71%	52	87%	65	89%
		4	38	84%	58	79%	53	89%
		5	50	66%	51	82%	50	82%
	CHMS	6	93	75%	82	82%	81	85%
		7	86	72%	104	70%	102	83%
		8	92	84%	88	81%	92	79%
Charter 13 Total			408	76%	435	79%	443	84%
13.2	IES	3	65	65%	40	68%	57	90%
		4	52	83%	58	83%	50	88%
		5	56	79%	67	81%	68	85%
	SYMS	6	-	-	-	-	16	81%
		7	-	-	-	-	45	82%
Charter 13.2 Total			173	75%	165	78%	236	86%
15	SYC	5	-	-	-	-	1	100%
Charter 15 Total			-	-	-	-	1	100%
15.2	SYES	3	-	-	46	59%	30	67%
		4	-	-	-	-	44	82%
	DTMS	6	9	89%	24	79%	26	92%
		7	77	78%	103	78%	72	78%
		8	91	77%	96	80%	93	83%
Charter 15.2 Total			177	78%	269	76%	265	80%
All			758	76%	870	78%	790	84%

ELA Measure 2 - Absolute

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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 250⁵

Prospect Schools met this measure and we increased our PI from 189 in 2023-24 to 198.5 in 2024-25.

English Language Arts 2023-24 Performance Index (PI)						
Number in Cohort	Percent of Students at Each Performance Level					
	Level 1	Level 2	Level 3	Level 4		
1261	4	17	32	47		
	PI =	17	+	32	+	47 = 96
				32	+	47 = 79
					+	(.5)*47 = 23.5
						PI = 198.5

ELA Measure 3 - Comparative

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

A school compares 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.⁶

⁵ You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

⁶ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Prospect Schools continues to meet this measure when compared to both District #13 and #15.

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

Charter	School	Grade	24-25 Students Enrolled in at least their Second Year		District Comparison* (CSDs 13 or 15)	
			Number Tested	Percent Proficient	Number Tested	Percent Proficient
13	DTES	3	65	89%	800	60%
		4	53	89%	728	59%
		5	50	82%	776	54%
	CHMS	6	81	85%	510	42%
		7	102	83%	500	56%
		8	92	79%	465	51%
Charter 13 Total			443	84%	3779	54%
13.2	IES	3	57	90%	800	60%
		4	50	88%	728	59%
		5	68	85%	776	54%
	SYMS	6	16	81%	510	42%
		7	45	82%	500	56%
Charter 13.2 Total			236	86%	3314	55%
15	SYC	5	1	100%	1945	56%
Charter 15 Total			1	100%	1945	56%
15.2	SYES	3	30	67%	1863	60%
		4	44	82%	1864	64%
	DTMS	6	26	92%	1519	51%
		7	72	78%	1540	64%
		8	93	83%	1315	54%
Charter 15.2 Total			265	80%	8101	58%

* District Data is from 2023-24

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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.⁸

All of our charters met this goal in 2023-24.

2023-24 English Language Arts Comparative Performance by Grade Level

District 13					
School	Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁹		Effect Size
			Actual	Predicted	
Downtown Elementary	3	32.7	465	448.9	2.05
	4	28.3	462	451	1.30
	5	33.9	468	449.7	2.27
Clinton Hill Middle	6	34.8	461	448.3	1.64
	7	38.4	461	450.9	1.24
	8	40.7	467	452.3	1.72
	All	35.7	463.5	450.2	1.64

⁸ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

⁹ Typically, the Institute uses schools’ mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

District 13.2					
School	Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁹		Effect Size
			Actual	Predicted	

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

International Elementary	3	52.5	455	445.2	1.19
	4	37.5	462	449.2	1.48
	5	40.9	462	448.1	1.73
Sunset Yards Middle School	6	63.0	454	443.0	1.18
	All	46.5	459	446.8	1.44

District 15					
School	Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁹		Effect Size
			Actual	Predicted	
Sunset Yards -5th Only	5	57.1	462	444.6	1.98
	All	57.1	462	444.6	1.98

District 15.2					
School	Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁹		Effect Size
			Actual	Predicted	
Sunset Yards Elementary	3	38.3	451	447.9	0.40
Downtown Middle School	6	50.0	456	445.4	1.29
	7	19.0	462	453.6	1.06
	8	32.5	466	453.7	1.48
	All	33.7	459.8	450.7	1.13

ELA Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

Prospect Schools met this goal for all four charters.

2023-24 ELA Mean Growth Percentile by Grade Level

Charter	School	Grade	Mean Growth Percentile	Target
13	DTES	4	57.9	50.0
		5	63.9	50.0
	CHMS	6	54.4	50.0
		7	51.6	50.0
		8	50.9	50.0
Charter 13 Total			54.6	50.0
13.2	IES	4	60.8	50.0
		5	59.9	50.0
	SYMS	6	63.5	50.0
		7	-	50.0
Charter 13.2 Total			61.0	50.0
15	SYC	5	-	50.0
Charter 15 Total			-	50.0
15.2	SYES	4	-	50.0
	DTMS	6	55.8	50.0
		7	52.6	50.0
		8	53.7	50.0
Charter 15.2 Total			53.9	50.0

I-READY

2024-25 i-Ready ELA Assessment End of Year Results

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	1116	174.5	Yes
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	115	117	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ^[1]	175 ^[2]	240	157	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	690	52	No

^[1] Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

^[2] Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

ELA INTERNAL EXAM RESULTS

During 2024-25, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: iReady.

METHOD:

In 2024-25, all of our schools used iReady for the third consecutive year.

End of Year Performance on 2024-25 iReady ELA Assessment

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

Charter	School	Grade	All Students		Enrolled in at least their Second Year	
			Number Tested	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above
13	DTES	3	80	69%	48	74%
		4	60	72%	40	75%
		5	56	52%	27	52%
	CHMS	6	117	54%	48	59%
		7	114	56%	60	59%
		8	107	36%	36	40%
Charter 13 Total			534	55%	259	58%
13.2	IES	3	81	69%	58	72%
		4	60	62%	50	70%
		5	82	52%	69	57%
	SYMS	6	81	33%	17	53%
		7	57	42%	45	42%
Charter 13.2 Total			361	54%	239	60%
15	SYC	5	19	47%	1	100%
Charter 15 Total			19	47%	1	100%
15.2	SYES	3	43	37%	29	52%
		4	52	62%	40	63%
	DTMS	6	94	46%	26	69%
		7	103	47%	73	58%
		8	114	55%	93	57%
Charter 15.2 Total			406	50%	261	59%

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

All	690	52%	944	59%
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End of Year Growth on 2024-25 iReady ELA Assessment by All Students, Low Initial Achievers and SWDs

Charter	School	Grade	All Students		Low Initial Achievers		Students With Disabilities	
			Number Tested	Median % of Annual Typical Growth	Number Tested	Median % of Annual Typical Growth	Number Tested	Median % of Annual Typical Growth
13	DTES	4	60	200	4	87	12	175.5
		5	56	53.5	8	57.5	13	50
	CHMS	6	117	122	21	163	23	143
		7	114	158.5	23	100	19	129
		8	107	0	25	83	25	133
Charter 13 Total			454	122	81	105	92	131
13.2	IES	4	60	171	6	133.5	14	171
		5	82	195	6	140.5	10	186.5
	SYMS	6	81	229	5	107	23	205
		7	57	225	2	720.5	15	310
Charter 13.2 Total			280	205	19	151	62	205
15	SYC	5	19	127	3	127	3	90
Charter 15 Total			19	127	3	127	3	90
15.2	SYES	4	52	121	8	166	18	159
		6	94	181	-		15	158
	DTMS	7	103	170	2	282.5	25	170
		8	114	225	2	104	25	75
Charter 15.2 Total			363	184	12	118	83	141
All			1116	174.5	115	117	240	157

RESULTS AND EVALUATION:

We met two of the four iReady goals. Our students overall exceeded the median percent progress to Annual Typical Growth and the students who began the year two or more grade levels behind also met their goal. However, we saw that students with disabilities did not

outperform general education students on the median percent progress to Annual Typical Growth metric. Additionally, by the end of the year, we only had 59% of our veteran students scoring at the mid on-grade level or above scale on the end of year assessment, although this is a ten percentage point increase from the previous year..

SUMMARY OF THE ELA GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Met
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.	Met
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.	Met
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.	Met
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.	Met

EVALUATION OF ELA GOAL

We met all of the NYSTP ELA measures in 2023-24 and 2024-25. It is the second year in a row that we have met the absolute measure of having a proficiency rate of over 75%, both for veteran and non-veteran students.

ELA ACTION PLAN

Our plan for the 2025-2026 school year is to deepen our commitment to high quality instructional materials in ELA and Humanities. Through the use of adopted materials, we ensure deeper alignment to state standards and follow the guidance of TNTP’s Report, *The Opportunity Myth*, where we are aligned that trajectory changing schools use HQIM to support all students in stronger alignment to grade level expectations. In grade K-8 we are now fully backwards planned to support students to mastery of foundational reading and writing skills as they transition into high school. The adoption of EL in our middle schools, offers more consistent instruction across all of our middle schools and provides a more equitable experience across Core ELA blocks for all of our students.

Our action for the previous 2024-25 school year was that we are putting emphasis on our Reading Intervention block to ensure that these are effective and impactful for students. We have also switched from using STEP as a K-3 early literacy monitor, to DIBELS, so we focused on implementation support, as well as making sure there is a solid data review cycle and protocol in place. We are continuing the use of a focus on early intervention in reading, to ensure student mastery of learning to read doesn't impact their opportunity in reading to learn.

Similar to 2023-24, we will continue to use just-in-time scaffolds to provide access to grade level content. To do this, we will activate or supply background knowledge for assignments and by building fluencies with graduated levels of support for practice and performance.

We will also continue our Social-Emotional Learning Integration and support our Independent Learners by honoring the identity of the learners and building a sense of belonging within the community. This requires that we optimize relevance, value, and authenticity of what we read and write. During our time in class, we also emphasize fostering collaboration and community.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

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

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.⁷

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

by Fourth Year Accountability Cohort⁸

⁷ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

⁸ Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2017, 2018, and 2019 Cohorts who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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)
2018	2021-22	109	95	11	79%
2019	2022-23	138	138	#N/A	#N/A
2020	2023-24	142	0	112	79%
2021	2024-25	109	0	84	77%

High School ELA Measure 2 - Absolute

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

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

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

Cohort	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)
2018	2021-22	95	11	93	95%
2019	2022-23	138	138	#N/A	#N/A
2020	2023-24	142	0	141	99%
2021	2024-25	109	0	109	100%

ADDITIONAL EVIDENCE

Our 2021 Cohort and the subsequent two have already met this metric.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2022-23		2023-24		2024-25	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

2021	121	50%	114	98%	109	100%
2022			197	89%	187	94%
2023					205	85%

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 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 4 - Comparative

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

METHOD

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

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

Cohort Designation	Charter School		CSD #15	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2019	#N/A	#N/A	28%	1606
2010	79%	112	47%	1617
2021	77%	84	47%	1692

High School ELA Measure 5 - Comparative

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

METHOD

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

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

Cohort Designation	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2019	#N/A	138	40%	1606
2020	99%	142	74%	1617
2021	100%	109	Not yet released	Not yet released

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 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

This 8th grade cohort was hit with covid. There were only 14 students who tested, only one of which scored not proficient and all others were exempted. That one student did go on to be proficient in the ELA Regents, but it is not an overall accurate picture, based on the sample size.

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	31	31	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	1	0	1	100%

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 meet the college and career readiness standard (currently scoring at Performance Level 3 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 graduation.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23	31	31	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

2021	2024-25	1	0	1	100%
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SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

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

Evaluation of the HS English Language Arts Goal

Prospect Schools met all of the ELA goals for which data was collected this year. Our percent of students passing the ELA exam with Level 3 or higher is lower than it has been in previous

years, but we attribute this in part to previous years exemptions. We have consistently outperformed the district.

ACTION PLAN

Common Core and IB Integration

Over the last few years, the HS English department has worked on aligning our curriculum to the 6-12 Common Core State Standards, aligning to the IB MYP approaches, and IB DP courses. Within our department, we expect all students to sit the Common Core English Regents at the end of 10th grade, rather than at the middle of 11th grade in order to provide students with the necessary skills and time to focus on IB Language and Literature courses (at both the High and Standard levels). Any student who does not receive a college-ready score of a 75 or above on the Common Core English Regents will be asked to re-sit the exam after another semester of English classes.

Extended ELA Regents Support

Beginning in the 2019-20 academic year, students who had not yet passed the ELA Regents were supported through additional after school tutoring by a staff member and differentiated instruction within the classroom. In 2024-25, we will continue our more formalized targeting of students and standards through our mock-Regents data. As we transition into the 2025-26 school year, we support our students in readiness through strengthening our standards aligned instructional materials, paying close attention to and planning for student misconceptions.

Targeted Data-Driven Instruction

During the 2025-26 academic year, the HS English department will continue to administer diagnostics and quarterly assessments to collect data about student progress and mastery of English standards and skills. In 9th and 10th grade classes, diagnostics will focus around the Common Core English Regents and BPCS Literacy Skills, while 11th and 12th grade SL and HL diagnostics are focused on the corresponding Language and Literature Exams. Additionally, we will use small-group instruction in-class and during office hours to address the individualized needs of our student body. In order to continue supporting the alignment of our HS courses to the IBDP, our departmental goal is to implement and appropriately sequence the Prospect Schools Literacy Standards and Core Tasks. Based on our successes last year, we will also continue to use active reading strategies, write to learn strategies, and incorporate more student-led discussions in strategic groupings. We believe that this will support our school's focus on inquiry-based instruction while simultaneously preparing our students to read, write and give oral presentations as required by IB courses in the 11th and 12th grades.

In the 2025-2026 school year, we are introducing the ROAR Assessment out of Stanford University, to better support our students who are reading below grade level in 9th grade. This

supports our teachers in developing their understanding of the foundational reading skills of our students that are lagging to apply targeted interventions and support student reading achievement.

GOAL 4: MATHEMATICS

All students at Prospect Schools will be/become proficient in Mathematics.

BACKGROUND

In the Prospect Schools mathematics program, students develop foundational skills with whole and rational numbers while engaging in real-world problem-solving and algebraic thinking tasks.

By the end of 8th grade, all of our students will be prepared to take a rigorous sequence of HS Math classes, culminating in one of two [integrated IB math courses](#).

Kindergarten through 5th grade use the Navigator curriculum, while grades 6 through 10 use Illustrative Mathematics. Both curricula follow a “problem-based” structure where students engage with problems *first* (productive struggle), and then the teacher facilitates student discourse to uncover the key ideas. This flipped model, the crux of our [K-12 Math Vision](#), is the reverse of the “I do-we do- you do” approach, and relies heavily on the [Five Practices for Orchestrating Productive Mathematical Discourse](#)⁹.

Starting in 2023-24, we elevated our implementation of these adopted curricula by codifying an aligned scope & sequence across schools. We have intentionally prioritized the highest leverage and most rigorous concepts in each grade, so as to free up time for fluency work and response to data.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

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

⁹ Smith, M. S., & Stein, M. K. (2022). *5 practices for orchestrating productive mathematics discussions*. National Council of Teachers of Mathematics, Inc.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

2023-24 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	198								198
4	172		6	4			1		179
5	151		7	3			1		159
6	277		18	6					294
7	263		14	9					277
8	100		38	14					232
All	1261			35					1339

Performance on 2024-25 State Math Exam

By All Students and Students Enrolled in At Least Their Second Year^[1]

Charter	School	Grade	All Students			Enrolled in at least their Second Year		
			Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
13	DTES	3	78	72	92%	64	60	94%
		4	59	50	85%	53	45	85%
		5	52	42	81%	50	40	80%
	CHMS	6	113	77	68%	82	60	73%
		7	110	88	80%	102	84	82%
		8	99	85	86%	89	79	89%
Charter 13 Total			511	414	81%	440	368	84%
13.2	IES	3	79	70	89%	58	54	93%
		4	58	49	85%	50	44	88%
		5	82	62	76%	68	53	79%
	SYMS	6	76	47	62%	16	12	75%
		7	56	40	71%	45	33	73%
Charter 13.2 Total			351	268	76%	237	196	83%
15	SYC	5	18	16	89%	1	1	100%
Charter 15 Total			18	16	89%	1	1	100%
15.2	SYES	3	31	25	81%	22	21	95%
		4	55	42	76%	43	33	77%
	DTMS	6	88	50	57%	26	20	77%
		7	98	68	69%	73	58	79%

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

		8	96	76	79%	91	73	80%
Charter 15.2 Total			368	261	72%	255	205	81%
All			1248	959	77%	933	770	83%

ADDITIONAL EVIDENCE

We increased our percent proficient in ELA by six percentage points, from 78% to 84% for our students who are enrolled in at least their second year.

ELA Performance by Year and Grade Level

Charter	School	Grade	22-23 Students Enrolled in at least their Second Year		23-24 Students Enrolled in at least their Second Year		24-25 Students Enrolled in at least their Second Year	
			Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
13	DTES	3	50	86%	52	96%	64	94%
		4	37	73%	58	79%	53	85%
		5	47	64%	51	75%	50	80%
	CHMS	6	93	74%	81	80%	82	73%
		7	83	76%	101	78%	102	82%
		8	89	79%	87	77%	89	89%
Charter 13 Total			399	76%	430	80%	440	84%
13.2	IES	3	67	69%	39	74%	58	93%
		4	56	80%	57	82%	50	88%
		5	54	85%	66	83%	68	79%
	SYMS	6	-	-	1	100%	16	75%
		7	-	-	-	-	45	73%
Charter 13.2 Total			177	77%	163	81%	237	83%
15	SYC	5	-	-	-	-	1	100%
Charter 15 Total			-	-	-	-	1	100%
15.2	SYES	3	-	-	46	61%	22	95%
		4	-	-	-	-	43	77%
	DTMS	6	9	89%	22	59%	26	77%
		7	77	83%	104	88%	73	79%
		8	91	80%	96	80%	91	80%
Charter 15.2 Total			177	82%	268	78%	255	81%
All			753	78%	861	80%	933	83%

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 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.

We are at 195.5, up from 189 last year. We are well above the state's MIP of 119.4.

Mathematics 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level								
	Level 1	Level 2	Level 3	Level 4					
1121	9	9	37	45					
	PI	=	9	+	37	+	45	=	91
					37	+	45	=	82
						+	(.5)*45	=	22.5
							PI	=	195.5

Math Measure 3 - Comparative

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

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 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Charter	School	Grade	24-25 Students Enrolled in at least their Second Year		District Comparison* (CSDs 13 or 15)	
			Number Tested	Percent Proficient	Number Tested	Percent Proficient
13	DTES	3	64	94%	813	60%
		4	53	85%	735	56%
		5	50	80%	783	48%
	CHMS	6	82	73%	514	39%
		7	102	82%	480	48%
		8	89	89%	311	24%
Charter 13 Total			440	84%	3636	49%
13.2	IES	3	58	93%	813	60%
		4	50	88%	735	56%
		5	68	79%	783	48%
	SYMS	6	16	75%	514	39%
		7	45	73%	480	48%
Charter 13.2 Total			237	83%	3325	49%
15	SYC	5	1	100%	1872	64%
Charter 15 Total			1	100%	1872	64%
15.2	SYES	3	22	95%	1947	68%
		4	43	77%	1929	70%
	DTMS	6	26	77%	1518	55%
		7	73	79%	1511	66%
		8	91	80%	144	17.4
Charter 15.2 Total			255	81%	7049	64%

* District Data is from 2023-24

Math 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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.⁸

2023-24 English Language Arts Comparative Performance by Grade Level

District 13					
School	Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁹		Effect Size
			Actual	Predicted	
Downtown Elementary	3	32.7	481	457.1	2.47
	4	28.3	471	464.7	0.58
	5	33.9	474	457.3	1.60
Clinton Hill Middle	6	34.8	471	458.0	1.23
	7	38.4	472	462.1	0.91
	8	40.7	473	447.4	2.23
	All	35.6	473.1	457.5	1.46

District 13.2					
School	Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁹		Effect Size
			Actual	Predicted	
International Elementary	3	52.5	466	452.9	1.22
	4	37.5	473	462.1	0.94
	5	40.9	468	455.4	1.19
Sunset Yards Middle School	6	63.0	459	450.3	0.70
	All	46.7	467	455.8	1.02

District 15					
School	Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁹		Effect Size
			Actual	Predicted	
Sunset Yards -5th Only	5	57.1	470	451.1	1.56
	All	57.1	470	451.1	1.56

District 15.2					
School	Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁹		Effect Size
			Actual	Predicted	
Sunset Yards Elementary	3	38.3	451	447.9	0.40
Downtown Middle School	6	50.0	456	445.4	1.29
	7	19.0	462	453.6	1.06
	8	32.5	466	453.7	1.48
	All	33.7	459	450.7	1.13

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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

2023-24 Math Mean Growth Percentile by Grade Level

Charter	School	Grade	Mean Growth Percentile	Target
13	DTES	4	40.8	50.0
		5	63.3	50.0
	CHMS	6	57.2	50.0
		7	51.0	50.0
		8	51.3	50.0
Charter 13 Total			52.7	50.0
13.2	IES	4	64.9	50.0
		5	62.0	50.0
	SYMS	6	56.0	50.0
		7	-	50.0
Charter 13.2 Total			61.7	50.0
15	SYC	5	-	50.0
Charter 15 Total			-	50.0
15.2	SYES	4	-	50.0
	DTMS	6	52.5	50.0
		7	64.2	50.0
		8	51.4	50.0
Charter 15.2 Total			56.4	50.0

I-READY

MATHEMATICS INTERNAL EXAM RESULTS

During 2024-25 school year, 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: iReady

METHOD:

In 2024-25, all of our schools used iReady for the third consecutive year.

End of Year Performance on 2024-25 iReady Math Assessment

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

Charter	School	Grade	All Students	Enrolled in at least their Second Year

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

			Number Tested	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above
13	DTES	3	80	66%	65	71%
		4	60	68%	53	70%
		5	56	45%	52	44%
	CHMS	6	115	28%	80	33%
		7	112	39%	100	43%
		8	105	24%	90	27%
Charter 13 Total			528	42%	440	45%
13.2	IES	3	79	60%	56	64%
		4	60	47%	50	50%
		5	81	52%	68	56%
	SYMS	6	81	28%	17	41%
		7	57	32%	45	36%
Charter 13.2 Total			358	45%	236	52%
15	SYC	5	19	53%	1	100%
Charter 15 Total			19	53%	1	100%
15.2	SYES	3	39	33%	26	42%
		4	56	64%	43	63%
	DTMS	6	94	40%	26	62%
		7	104	32%	73	41%
		8	116	41%	95	44%
Charter 15.2 Total			409	41%	263	48%
All			1314	42%	940	48%

End of Year Growth on 2024-25 iReady Math Assessment by All Students, Low Initial Achievers and SWDs

Charter	School	Grade	All Students		Low Initial Achievers		Students With Disabilities	
			Number Tested	Median % of Annual Typical Growth	Number Tested	Median % of Annual Typical Growth	Number Tested	Median % of Annual Typical Growth
13	DTES	4	60	132.5	4	135	12	13.5
		5	56	102.5	8	119	13	56
	CHMS	6	115	93	22	65.5	23	67
		7	112	133	21	131	18	96.5
		8	105	89	24	46	23	42
Charter 13 Total			448	111	79	77	89	71
13.2	IES	4	60	117	7	113	14	100
		5	81	122	10	61	10	80.5
	SYMS	6	81	146	24	158.5	23	129

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

		7	57	152	16	173.5	14	208
Charter 13.2 Total			279	134	57	115	61	117
15	SYC	5	19	117	3	80	3	80
Charter 15 Total			19	117	3	80	3	80
15.2	SYES	4	56	172.5	8	171	18	172.5
	DTMS	6	94	153.5	18	113	15	157
		7	104	142	27	154	25	123
		8	116	191	24	186.5	25	167
Charter 15.2 Total			370	165	77	160	83	162
All			1116	133	216	129.5	237	122

2024-25 i-Ready Math Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	1116	133	Met
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	216	129.5	Met
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ^[1]	133 ^[2]	237	122	Not Met

Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	940	48	Not Met
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EVALUATION OF THE IREADY MATHEMATICS GOALS

We saw some grade by grade success at meeting these goals, however, we only met two of the four metrics. We met the general goal of having percent progress to Annual Typical Growth be over 100% and the goal around students who began the year 2 or more grades below grade level. However, the growth of our students with disabilities did not keep pace with our general education students. We also only had 46% of our students performing mid or on grade level by the end of the year.

SUMMARY OF THE MATHEMATICS GOAL

We met all of our SUNY measures in 2024-25 in Math.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Met
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.	Met
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.	Met
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.	Met
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.	Met

EVALUATION OF THE MATHEMATICS GOALS

We met all of the Absolute, Comparative and Growth goals around Mathematics.

MATHEMATICS ACTION PLAN

This year, we are prioritizing deeper impact in coaching by introducing a lesson internalization meeting as part of the coaching cycle. In math, this protocol will foster more proactive, curriculum-driven coaching and practice, while also creating a more coherent cycle — moving from internalization to observation and feedback, and ultimately to the analysis of student work. Our theory of action here is that if we deepen teachers’ content knowledge and understanding of the curriculum, then they will be able to plan and deliver more rigorous, coherent instruction; and as a result, students will engage more meaningfully with grade-level content and demonstrate stronger learning outcomes.

We will continue to provide high-quality math intervention that is tailored to student needs via our math intervention blocks in grades K-9. All students will receive adaptive instruction (via i-Ready) to provide personalized learning that closes conceptual gaps from previous grades. We will also continue to layer in small group intervention as a way to regularly respond to formative data, and to target the highest leverage skills and concepts for each grade (both prerequisite, and grade level). We will tighten up our practices and data cadences here, building on the weekly cadence that we began to establish during last year’s Victory Prep (state test prep). This cadence built teachers’ confidence and skills in using fresh data—starting with a spiral review and exit ticket early in the week, followed by a looking at student work meeting to design an error-analysis reteach. If we establish this cadence earlier in the year, then teachers will more quickly develop the habits and skills to act on real-time data, leading to more responsive instruction and stronger student learning outcomes.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute
 Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

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

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22	109	4	65	62%

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

2019	2022-23	138	136	1	50%*
2020	2023-24	142	142	0	N/A
2021	2024-25	109	42	21	31%

*Only two students had valid test scores

ADDITIONAL EVIDENCE

While our 2018 Cohort was within three percentage points of this goal, the following cohorts have made this goal difficult to track with exemptions. We should be back on track with this goal with the cohort of 2022.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2022-23		2023-24		2024-25	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2021	121	18%	114	19%	109	31%
2022			204	55%	189	57%
2023					209	51%

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 Regents Math Common Core Exam by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

			(b)		
2018	2021-22	109	4	104	95%
2019	2022-23	138	136	2	100%
2020	2023-24	142	142	0	N/A
2021	2024-25	109	42	52	78%

ADDITIONAL EVIDENCE

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2022-2023		2023-24		2024-25	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2021	121	45%	114	46%	109	78%
2022			204	89%	189	93%
2023					209	91%

High School Math Measure 3 - Absolute

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

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

Cohort Designation	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2019	50%*	138	1606	15%
2020	N/A	142	1617	11%
2021	31%	109	Not yet released	Not yet released

*Only two students had valid test scores

High School Math Measure 5 - Comparative

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

METHOD

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

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

Cohort Designation	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2019	100%	138	1606	30%
2020	N/A	142	1617	30%
2021	78%	109	Not yet released	Not yet released

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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

High School Math Measure 7 - Growth

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

METHOD

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	27	27	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	4	0	1	25%

High School Math Measure 8 - Growth

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

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

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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	27	27	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	4	0	4	100%

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Given all of the exemptions it is difficult to see where we are. We are hoping to use cohort 2021 as a new benchmark after their 12th grade year.

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.	Not Met
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.	Not Met
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.	Met
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.	Met
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.	Not Met

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.	Met
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EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

It is extremely difficult to determine the success of our 2021 Cohort in regards to Math, due to the high number of exemptions from COVID. Close to 80% of our students who took an exam, passing with a score of 3 or more, coming in at 78%. However, we did not meet either the absolute or growth goal of 65% of students passing with a score of four or more, or the goal of 50% of students who were not proficient in 8th grade, achieving Level 4, although the N for that metric was only four students.

ACTION PLAN

IB Alignment, Rigor & Implementation

The HS Mathematics department will continue to refine and align their curriculum this year, with a recommitment to Illustrative Math in Grades 9 (Algebra 1) and 10 (Algebra 2), in order to prepare students for success in IB Math Applications and IB Math Analysis, our two pinnacle mathematics courses offered in Grades 11 and 12. Getting to curriculum integrity in Grades 9 and 10 will ensure that the rigor bar is consistently high, that there is vertical alignment from Grades 6-12, and that all students are equipped to tackle complex IB problems independently. We have already created a codified scope & sequence that aligns closely to Illustrative Math for these two courses, and we will support both teacher and coach (Director) development through curriculum-based professional development and lesson internalization coaching meetings.

Targeted Data-Driven Instruction

Starting in 2023-24, we implemented a new math intervention course in high school for the 25% of incoming 9th graders with the lowest Grade Level Equivalent scores on i-Ready. This space is designed for prerequisite gap closure (via i-Ready) to enable access to on grade level Algebra 1 content, as well as response to fresh data from students’ Algebra 1 quizzes. During the latter part of the year, we also layer in additional at-bats and immediate feedback via Regents prep. In 2023-24 we saw a 65% Regents passing rate for students in Math Lab, despite an incoming i-Ready Grade Level Equivalent of 5.6. In 2024-25, we saw a 49% passing rate, with an incoming GL Equivalent of 4.9. This year, we will refine our approach to tailored instruction in this space, by focusing on key predecessor skills rather than overremediating, in order to return to or exceed the passing rate for Math Lab students from 2023-24.

GOAL 5: SCIENCE

All students at Prospect Schools will demonstrate understanding in scientific reasoning.

BACKGROUND

The science curriculum across all grade bands at Prospect Schools is aligned to the NYS P-12 Science Learning Standards, which were adapted from the Next Generation Science Standards. In each grade band, students will experience disciplinary core ideas inherent to life, earth, and physical science in iteration, building knowledge through the experience of authentic scientific inquiry in the classroom. Each year, students use the eight Science and Engineering practices to explore the scientific process, with an emphasis on the use of these practices as true student-scientists in order to support the development of scientific identity for all students. The science curriculum is designed to be iterative and cyclical, giving students increasingly in-depth and nuanced understandings of natural phenomena, the practices of science and engineering, and the concepts that bridge all scientific disciplines.

Student progress is tracked in each grade by key assessments aligned to the high quality curricular materials selected for each grade. Each grade band has a minimum of five key assessments used to gather data on student learning and growth throughout the year. In elementary grades, these assessments focus on developing critical thinking and writing skills by assessing students on the use of Claim, Evidence, Reasoning paragraphs to explain phenomena. In middle and secondary grades, the assessments vary in modality but focus on the application of science and engineering practices and content knowledge in the context of novel, but related phenomena to their classroom experiences. Students are provided with extra support in science through a combination of differentiated assignments, small group tutorials and office hours, and collaboration with the ELA, Reading, and SETSS teachers, who reinforce content in their classes and tutorials.

Beginning in the 2024-2025 school year, we adopted two key curricula for grades 6, 7, and 9. In 6th and 7th grade, we adopted Open Sci Ed. In 9th grade, we adopted the New Visions for Earth & Space Sciences curriculum which is aligned with the NYS Regents Exam in Earth & Space Sciences, which all 9th grade students sat in June of 2025.

Beginning in the 2025-2026 school year, eighth grade students will sit for the NYS Life Science: Biology Regents exam in June (prior years sat for the Living Environment Regents). We adopted the Open Sci Ed HS Biology curriculum which aligns with the NYS Science Learning Standards. A rigorous, Regents-aligned assessment strategy is in place to gauge student growth towards success on the Regents.

ELEMENTARY AND MIDDLE SCIENCE

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

Performance on 2024-25 State Science Exam

By Students Enrolled in At Least Their Second Year

Charter	School	Grade	All Students			Enrolled in at least their Second Year		
			Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
13	DTES	5	53	40	75%	51	38	75%
Charter 13 Total			53	40	75%	51	38	75%
13.2	IES	5	81	50	62%	67	44	66%
Charter 13.2 Total			81	50	62%	67	44	66%
15	SYC	5	18	12	67%	1	1	100%
Charter 15 Total			18	12	67%	1	1	100%
Charter 15.2 Total			-	-	-	-	-	-
All			152	102	67%	119	83	70%

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.

By Students Enrolled in At Least Their Second Year

Charter	School	Grade	Enrolled in at least their Second Year		District Comparison (CSDs 13 or 15)*	
			Number Tested	Percent Proficient	Number Tested	Percent Proficient
13	DTES	5	51	75%	908	37%
Charter 13 Total			51	75%	908	37%
13.2	IES	5	67	66%	908	37%

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Charter 13.2 Total			67	66%	908	37%
15	SYC	5	1	100%	2342	43%
Charter 15 Total			1	100%	2342	43%
Charter 15.2 Total			-	-	2342	43%

*District results are from 23-24 as 24-25 results have yet to be released

ADDITIONAL EVIDENCE

Our 8th graders are no longer taking the 8th grade Science exam, but instead took the Living Environment Regents exam. These students will be cohort 2025 and we have already met the absolute HS metric of having more than 75% of students proficient on a Science Regent.

Percent Scoring at Least Level 3 on
2024-25 8th Grade Living Environment Regents

Charter	School	Cohort Designation	Testing Year	Number in Cohort	Percent Scoring at Least Level 3 Among Students with Valid Score
13	CHMS	2025	2024-25	111	76%
15.2	DTMS	2025	2024-25	114	78%

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

We did not meet the goal of 75% proficiency on this goal and were unable to compare our performance to the district, as this was the first year that the science exam was administered in 5th grade.

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.	Did Not Meet
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.	Met
Additional - absolute	Each year, 75 percent of all 8th grade students will pass the Living Environment Regent Exam.	Met

ACTION PLAN

Elementary: Since SY23-24, all elementary science courses have utilized the STEMScopes curriculum. We are continuing to monitor progress through the use of CER paragraph assessments and state-exam aligned assessments in 5th grade for SY25-26. We are additionally developing professional learning opportunities for cross-school collaboration and have introduced stronger templates for deep internalization of this curriculum.

6th & 7th Grade: For the 2025-26 school year, we are continuing our use of Open Sci Ed curricula for 6th and 7th grade. Students will now be assessed at the culmination of each unit using the Open Sci Ed-designed assessments that have been standardized and codified for our network. In each grade, there will be six unit assessments, with additional summative assessment points throughout the year. All 6th and 7th grade science teachers met in a bimonthly professional learning community in SY24-25; we are continuing this practice for SY25-26, with an emphasis on developing teacher capacity in facilitating student-centered discussions as a high leverage strategy to build skill in science and engineering practices.

8th Grade: Beginning in SY25-26, all 8th grade students at Brooklyn Prospect will sit for the new Regents exam in Life Sciences: Biology. To prepare students for the exam, students will be assessed using scaled versions of the Regents exam to build stamina and gather data on preparedness throughout the year, with two shortened “snapshots” and one full-scale mock exam in the spring. Standards-based extra support will be provided for eighth graders who show significant skill gaps on the mock exam. We have adopted the Open Sci Ed HS Biology curriculum for this course and incorporated 8th grade science teachers into our ongoing professional learning community for middle school science teachers. Additionally, 8th grade students will take five end-unit assessments to gauge growth through the Open Sci Ed curriculum.

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 and Earth & Space Science. The school administered exams: Living Environment; optional are Chemistry and Physics. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

This is the first cohort in several years to have results and we have met the goal.

Science Regents Passing Rate with a Score of 65

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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	138	138	N/A	N/A
2020	2023-24	142	142	N/A	N/A
2021	2024-25	109	11	86	88%

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.

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	138	62%	1606
2020	N/A	142	32%	1617
2021	88%	109	Not yet released	Not yet released

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

Given the exemptions, it is difficult to determine the success of the 2019 cohort.

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.	Met

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.	Met
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ACTION PLAN

In 2023-24, we cut down our IB Science curriculum, leaving IB Physics, IB Biology, and IB ESS. This was in the hopes that we are offering courses that students need to be successful, as they pursue college science and also leave room for more courses to help students toward achieving their IB Diploma.

For SY24-25 and SY25-26, we are continuing to offer Living Environment as a bridge between the newly-enstated Biology exam in our middle schools and current high school students’ Regents exams requirements.

9th Grade: In SY24-25, we adopted New Visions Earth & Space Science curriculum to prepare students for the Earth & Space Sciences exam, and utilized a quarterly assessment strategy to measure student progress. Standards-based extra support was provided for ninth graders who showed significant skill gaps on the mock exam. We are continuing to use the New Visions curriculum for this course in SY25-26, with emphasis on building teacher skill in student-driven discussions as a lever for critical thinking. Regents-aligned assessments will occur twice quarterly to gauge student preparedness and growth.

10th grade: In SY24-25, we utilized New Visions Chemistry, which is no longer supported by that organization. For SY25-26, we are developing an IB-aligned curriculum in chemistry that is designed to support students in developing relevant skills for upper level IB coursework. The committee responsible for this course consists of teachers and network science representatives.

GOAL 6: SOCIAL STUDIES

All students at Prospect Schools will demonstrate proficiency in the social sciences.

BACKGROUND

The Prospect Schools Humanities (History) Department is dedicated to developing students as historians, critical thinkers, strong readers, writers, debaters, activists, globally minded community stewards. We commit to inquiry-based learning that encourages curiosity and investigation, while welcoming diverse

perspectives to reflect a range of voices, cultures, and experiences. Our teachers focus on skill development aligned with IB Skills, C3, and RH standards, including sourcing, contextualization, corroboration, and close reading. We facilitate critical discussions in safe, inclusive classrooms, model analytical thinking by demonstrating how to assess evidence and arguments, and provide timely, specific feedback to guide student growth.

Finally, we continuously reflect and adapt through professional development and thoughtful preparation, ensuring that our teaching meets the evolving needs of our students and prepares them to engage responsibly and empathetically in an interconnected world. We strive towards stronger vertical alignment grades 6-12 in teaching academic skills, utilizing rubric based grading practices, integrating IB concepts and providing engaging, differentiated, and equitable learning experiences for our students.

The faculty of the Prospect Schools Social Studies Department endeavors to shape curious thinkers who question and explore the world, its history and the possibilities for change; creative thinkers who empathize and fair-mindedly accept others’ rights in being different; critical thinkers who manifest intellectual integrity, humility, perseverance, courage, and autonomy; and reflective thinkers who regularly assess their own thinking for clarity, accuracy, precision, relevance, and logic. We will always work to implement stronger vertical alignment across grade levels in teaching academic skills, implementing grading practices, integrating IB concepts, establishing strong inquiry-based units on connections centered around critical thinking, and differentiated assessment practices that put a strong emphasis on academic writing and accountable speaking activities.

Grade	Course	Notes
9th	Global Studies (Semester 1)	9th Grade covers Global 1 content.
10th	Participation in Government and Economics	This and the 9th grade course combined are in preparation for the Global History Regents Exam, which students take at the end of their 10th grade year
11th	US History IB Year 1	US History prepares students for the US History Exam, which students take at the end of their 11th grade year
12th	IB Year 2 IB History HL IB Psychology HL	Both Social Science IB course are two year courses, at the end of which students are prepared to take the corresponding IB exam towards their IB Diploma

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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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	138	138	N/A	N/A
2020	2023-24	142	9	58	44%
2021	2024-25	109	0	71	61%

Social Studies Measure 2 - Comparative

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

METHOD

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

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

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	N/A	138	N/A	N/A
2020	44%	142	1606	51%
2021	61%	109	Not yet released	Not yet released

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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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	138	137	1	N/A
2020	2023-24	142	0	142	N/A
2021	2024-25	109	0	94	86%

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.

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	138	1606	5%
2020	N/A	142	1617	62%
2021	86%	109	Not yet released	Not yet released

SUMMARY OF THE SOCIAL STUDIES GOAL

Similar to other sections, it is extremely difficult to determine the success against these measures with all of the exemptions.

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.	Did Not Meet
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.	Met
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.	Met
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.	Met

ACTION PLAN

Over the summer, we brought together a group of high school history teachers and leaders to engage in deep curricular work in preparation for the 25-26 school year. The team developed clear scope and sequences for each course, pacing calendars with explicit direction around objectives to be taught over the year, and aligned quarterly exams and mock tests (Regents and IB).

In the 25-26 school year, we will continue to focus our efforts on developing the planning skills of our educators with a laser focus on analyzing student data and planning for remediation where necessary. We are excited for more regular progress checks and more professional development time dedicated to instructional planning and content knowledge development of our educators. Our teachers will still implement small group instruction as well as give additional support through office hours this year.

Additionally, this year, we have intentionally selected TCI- History Alive and New Visions curriculum for our schools to use for grades 6-8. The curriculum choice highlights intentional use of primary and secondary source document analysis as well as other high leverage history skills. The 8th grade year culminates with students taking the U.S. HISTORY Regents. The scope and sequence 6-12 includes explicit direction around objectives to be taught throughout the year, and curriculum aligned unit assessments, state/program assessments, as well as internal benchmark assessments. (Snapshots, Regents and IB.)

GOAL 7: ESSA

ESSA Measure 1

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

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

Accountability Status by Year

Year	Status
2022-23	Good Standing
2023-24	Good Standing
2024-25	Good Standing