

INSTRUCTIONS / NOTES

FOR 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT (“APPR”)

1. In order to fulfill the requirement in the Charter Schools Act that each charter school in New York report its progress toward meeting academic goals annually, schools must report on student achievement and progress towards the goal areas included in their Accountability Plans. Where applicable, the SUNY Charter Schools Institute (the “Institute”) has provided modified guidance on how and what schools should report under each section.
2. Charter schools with Accountability Plans that contain additional measures beyond the required measures and/or conditions on renewal should report on these under the “Additional Context and Evidence” sections for each goal area.
3. The deadline for submission of the APPR is September 16, 2025. Schools with extenuating circumstances may request an extension as necessary. As it does every year, the Institute will validate and post the finalized APPRs onto its website.
4. Schools serving students in 9th – 12th grades must additionally submit a student-level data file as part of the required annual reporting to the Institute. These data should align to and corroborate the high school achievement outcomes reported in the APPR. For example, the number of students included in the 2021 Total Cohort for Graduation and the 2024-25 four-year graduation rate reported in this document should be able to be calculated from this high school data submission.
5. **Text Highlighted in Grey = explanation or guidance for an entry.** As guidance, schools should remove the existing text entirely and replace it with information to complete the report.

The Accountability Plan Progress Report Template Is Below. Delete all information above before submitting.



**Urban Assembly Charter School for
Computer Science (Comp Sci High)**

**2023-24 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2025

By David Noah

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Enter Name(s) and Title(s) prepared this 2024-25 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Kristin Kearns-Jordan	Chair	Accountability
Ivonne Fleitas-Frank	Vice-Chair	Governance
Angel Morales	Treasurer	Finance, Accountability
Bethany Crystal	Secretary	Advancement
Danielle Beyer		Advancement
Rob Rush		Advancement
Estefany Lopez		Accountability
Howard Tsao		Finance
Cesar Perez		Governance
Alejandro Izquierdo		Accountability
Sonjah McBain		Accountability

Iris Alder has served as the Principal since 2022.

David Noah has served as the organizational leader since our founding in 2018.

SCHOOL OVERVIEW

The Urban Assembly Charter School for Computer Science (we go by Comp Sci High, for short) is a work-based-learning, Computer Science high school in the Soundview neighborhood of the Bronx. The school opened its doors to 112 Freshman in August 2018. In 2024-25, we served 475 students in grades 9 through 12, graduating our fourth class!

Our model was developed to answer a single question: what high school experience will lead our students to a fulfilling, family-sustaining career. Although we have learned a lot in our seven years, most of what we've learned, and the feedback from our teachers, students, and parents, has confirmed the structure of our original school design.

To be clear, our model was and continues to be designed to prepare our students for college. To achieve our mission, every student will need to continue his or her education beyond high school, in some form. And, for most students, that means completing a four-year college degree.

But, to be just as clear, we view college primarily as a means to the end of economic freedom, and not an end in itself. We are determined to avoid the mistaken assumption that we can fulfill our promise to families by merely sending our students to college. This is why we continue to focus on expanding our internship programs, career exploration and financial literacy coursework, and our literacy intervention work. There is no one thing that prepares students for life after high school. It is academic preparation, labor market knowledge, soft skills, work experience, self-awareness, consistency, ownership, resilience and a commitment to excellence, all in concert with each other, that delivers our mission for kids.

How will we build all these skills? We continue to answer that question in two different ways.

First, there is *what* we teach. We designed our curriculum and our program to explicitly teach three kinds of skills and knowledge.

- **academic skills**, in Math, Science, History, Literature, Writing, Computer Science, and the Arts,
- **professional skills** that prepare students to interpret, adapt to, and navigate different professional settings, and
- **the personal mindsets and habits** that lead to academic and post-secondary success (our SCORE values).

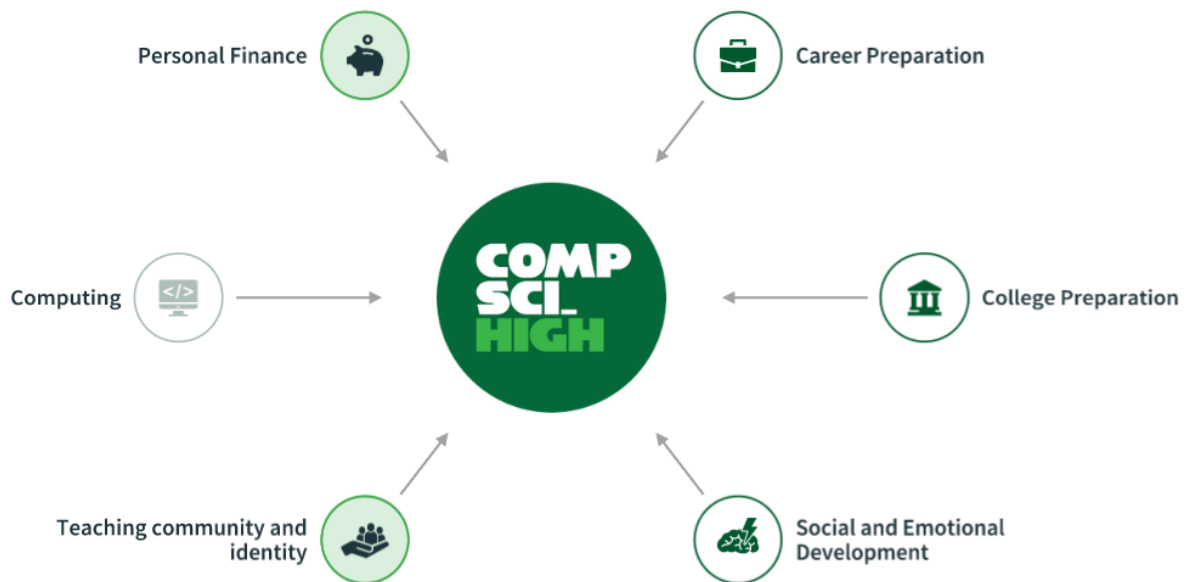
Second, there is *how we teach*. We know from experience that a school's methods of instruction, assessment, and relationship-building are often *more important* than its curriculum. Students learn only to the degree they are interested and motivated, and only if they feel safe and respected. We believe the following methods of instruction, assessment, and culture-building will create the engaged, motivated, and supportive environment where our students can flourish:

- **hands-on, inquiry-based learning** that minimizes lecture and forces students to think,
- **performance-based assessment** paired with traditional tests and mastery-based grading, to ensure a complete view of what kids know,
- **personalized intervention**, so every student gets the support he or she needs to access the curriculum and experience success,
- **work-based learning** that allows students to *regularly* learn from industry professionals, both during school and beyond the school building/day, and

- **restorative practices**, that use instances of disrespect or disruption as opportunities to teach and build community, instead of purely to punish.

The design elements that describe *what* we teach and *how* we teach follow below.

What We Teach



- **College Preparation.** We have a college preparatory curriculum (as further detailed in our Educational Program) that combines traditional Regents and AP courses with Computing classes, in five core subjects: Math, Science, Computing, History, and English. Our course offerings and curricula aim to ensure that every student at CSH is prepared for a variety of college options, and has the skills and knowledge to persist in a 4-year program.
- **Computing** Within our college preparatory approach, we focus in particular, on Computing, as a core subject. Our students take four years of Computing, including two introductory courses in 9th and 10th grade. In 11th grade, they choose a pathway and pursue two more years in Graphics and UX, Software Engineering, or Cybersecurity. We believe this digital literacy is an essential part of a modern education and will allow our students to fully engage in their increasingly tech-driven society.
- **Career Preparation and Personal Finance.** These two elements are linked, but our experience over the last four years has taught us that they bear separate mention. Our Post Secondary Life Program consists of a number of discrete pieces that come together to give students the skills and knowledge to navigate the workplace and the labor market (see the graphic below). Of course, the centerpiece of our WBL program is the requirement that each student have at least two jobs or internships before graduating (and our related network of partnerships to create those opportunities). But, personal finance is as important. Financial literacy was always part of that model, but over the last four years, we've realized that we need to go beyond the basics of personal finance. Our Bronx students need to learn how to manage money, but also how to build wealth. To that end, our Post-Secondary Learning course covers all of these topics.



- Social and Emotional Development.** Our advisory program, elements of our Work-Based learning program, our use of [Valor Collegiate's Circle model](#), and our restorative approach to classroom discipline combine to build our student's emotional regulation skills and give them the confidence to interact in a variety of social settings, including an adult workplace. Advisory, Circle, Restorative Discipline, and Work-Based Learning experiences designed to build soft skills have been and will continue to be key elements of our approach to social and emotional development.

How We Teach

We believe that how we teach our students is as important as what we teach our students.

Below is a summary of our approach to teaching, learning, and building culture. These practices apply to everything from lesson structure to detention policies. However, all our practices rest on the same foundational understanding of how children learn and develop. To that end, our various practices for teaching, learning, culture, and discipline are all aligned to the same four principles.

- Students learn best when they feel safe, respected, and confident.
- Thinking = Learning. Students only learn when they are actively thinking.
- Students are most motivated to learn when they can immediately apply their learning to a goal, challenge, problem or question in their lives.
- The best way to prepare for the professional world is to experience the professional world.

These principles are embodied in the practices described below.

Inquiry-Based Instruction and Intellectual Engagement

At every level, we focus on student thinking and students working. The key observation measure at Comp Sci—how many minutes students spent thinking. At the lesson level, that means open-ended

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questions and think time, instead of rote copying and reading from power-point slides. It means a bias towards individual and small group work, and away from teacher talk, mimicry, and “I-We-You instruction.”

In our classrooms, students do most of the work and teachers act as coaches and guides. How? Our teachers spend most of their planning time developing inquiry-based tasks that allow students to learn by actively working through problems and questions.

At the unit level, our teachers are required to plan for long-term retention, thinking about the key competencies in each unit, and the “story” that links them together and makes them relevant.

Finally, students meet in “design teams” for two, week-long “Design Competitions” over the course of the year, competing in an interdisciplinary “Design Challenges,” presented in collaboration with one of our industry partners. These competitions push students to apply their learning to complex, open-ended problems while working with a team.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2022-23										115	113	104	105	437
2023-24										118	120	111	99	448
2024-25										129	132	112	105	478

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

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	105	0	105
2023-24	2020-21	2020	99	1	98
2024-25	2021-22	2021	107	0	107

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

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

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2022-23	2019-20	2019	105	0	105
2023-24	2020-21	2020	98	0	98
2024-25	2021-22	2021	107	0	107

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	103	1	104
2023-24	2019-20	2019	105	0	105
2024-25	2020-21	2020	98	0	98

PROMOTION POLICY

Comp Sci High follows the general New York State graduation requirements, requiring 22 credits, with the basic distribution requirements and Regents Exam requirements required of all schools in New York State. However, we do have three additional requirements aimed at ensuring that all our

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graduates are prepared for their next step, including those who are not college bound. To that end, we require that, in addition to meeting the general diploma requirements, all CSH graduates must

- Work in three internships or summer jobs (either through the school or independently),
- Present a 5-year financial, educational, and professional plan to peers and faculty,
- Earn at least two elective credits in a course taught in the Computer Science Department, and
- Perform 40 hours of service to the school or surrounding community.

GOAL 1: HIGH SCHOOL GRADUATION

Our goal is to ensure that every student leaves Comp Sci High with the skills and knowledge they need to earn a family-sustaining wage and pursue a fulfilling career. From a data standpoint, our goal is to meet or exceed all the measures below.

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	132	89%
2024	129	98%

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.

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	115	80%
2022	2023-24	117	57%
2023	2024-25	128	60%

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Note that for strong math and science students, we offer the Physics Regents in Grade 10 in lieu of the Living Environment Exam (we teach Physics in 9th, but not the Regents level course). As a result, we sometimes have students one exam behind at the end of 10th grade, because they opted to take a much more challenging course.

Graduation Goal Measures 3 & 4 - Absolute

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

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

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2019	2022-23	105	99	94%
2020	2023-24	98	95	97%
2021	2024-25	107	103	96%

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	103	96	93%
2019	2023-24	105	99	95%
2020	2024-25	98	98	100%

Graduation Goal Measure 5 - Comparative Measure

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

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

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2019	2022-23	105	99	94%	1273	73%

¹ These data reflect August graduation rates.

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

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2020	2023-24	98	95	97%	1561	72%
2021	2024-25	107	103	96%	Data Not Yet Available	

Graduation Goal Measure 6 - Absolute Measure

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

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

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=[(b)/(a)]*100$
[Write name of exam here]			
[Write name of exam here]			
[Write name of exam here]			
Overall	[Total number tested]	[Number passing]	[Percentage passing]

Not Applicable. We do have ALL of our graduates meet the CDOS requirements, but we use the non-testing pathway, and we also require that they pass five Regents exams regardless of the CDOS credential.

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2019	2022-23	14	100%
2020	2023-24		
2021	2024-25		

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

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

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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 98% and 89% respectively
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.	Approaching 60%
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Met 96%
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Met 95-100%
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 96% to 72%
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

The school demonstrated strong outcomes in its graduation measures. It exceeded the credit accumulation goal for first- and second-year students, with 98% and 89% of 9th and 10th graders respectively earning the required credits compared to the 75% target. Similarly, graduation rates for both the fourth- and fifth-year cohorts surpassed expectations, with 96% and 95% meeting the benchmarks, respectively. Additionally, the school outperformed district comparisons, with 96% of students graduating in their fourth year compared to 72% in the district. The one area of slight concern was the 60% of students scoring at least 65 on three Regents exams by their second year, which is short of the 75% target. However, this is mostly due to the fact that until this year, we gave the ELA exam in 11th, and did US History in 10th and Global in 11th. We have shifted some of those courses and expect this percentage to rise over the next two years.

ADDITIONAL CONTEXT AND EVIDENCE

The shortfall in Regents exam performance can largely be attributed to the way we administer Regents. We don't frontload many exams in 9th grade because we know that it is defeating for students to have to repeat courses and exams many times, so we aim to have students take exams when they are ready to pass, ensuring better student retention, motivation, and progress to graduation.

ACTION PLAN

We will continue to improve our tracking and intervention systems, and we are considering an evening program and expanded summer program now that we have our own building, to better ensure every student graduates, no matter their circumstances.

GOAL 2: COLLEGE PREPARATION

Although we do not have a dedicated college partner, we are part of the NYCDOE's FutureReady Program, and as such, going forward, we will have approximately 25 students in each cohort enrolled in college-level programs at Bronx Community College.

College Preparation Goal Measure 1 - Absolute

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

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

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

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing an AP Exam	61	36	33%
Passing a college level course	8	8	7%

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

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Overall	107	44	40%
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College Preparation Goal Measure 2 - Absolute

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

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

College Preparation Goal Measure 3 - Comparative

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

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

College Preparation Goal Measure 4 - Absolute

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

Matriculation Rate of Graduates by Year⁵

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = [(b)/(a)]*100
2019	2022-23	99	83	83%
2020	2023-24	95	86	90%
2021	2024-25	103	94	91%

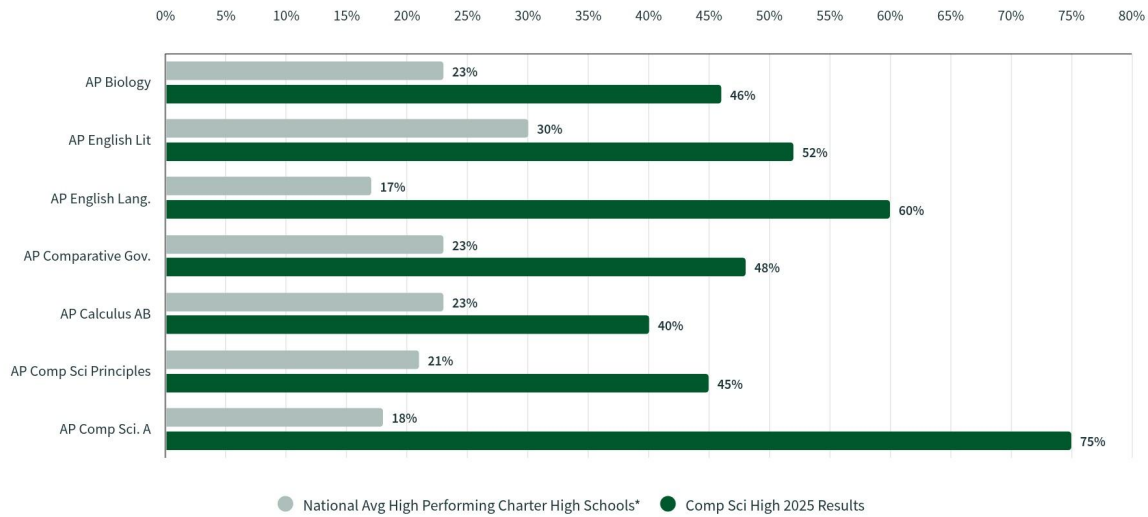
⁵ Schools should update and confirm data for Cohorts who graduated prior to 2024-25 and provide preliminary matriculation data for 2021 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

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SUMMARY OF THE COLLEGE PREPARATION GOAL

While the school did not achieve the 75% college preparation goal, we had strong AP participation rates and last year we had our strongest AP results to date, presaging an improvement in this area in future years (see our Spring 2025 AP results).

AP Exams @ Comp Sci High



Further, our internal alumni program (we have two full time alumni counselors) together with National Clearinghouse data (which has failed to capture many of our kids who have transferred from one college to another) suggests strong persistence outcomes (better than 75% in year three for those who matriculated to college in 2022). We also have an impressive track record of college admissions, sending fully 50% to selective private institutions, including the private college matriculation list from the class of 2025 copied under “additional context.”

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.	Missed 40%
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.	Met

		91%
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EVALUATION OF THE COLLEGE PREPARATION GOAL

Again, our internal alumni program and college advising team collects rigorous data on matriculation plans, and then we use National Clearinghouse data to fill any gaps in the Fall. Given our excellence college results and intensive alumni data collection, we are confident that we are minimizing summer melt and doing all we can to ensure college matriculation. However, like all schools, we are still working to improve readiness, in particular for students interested in STEM fields at the college level.

ADDITIONAL CONTEXT AND EVIDENCE

Class of 2025 Outcomes

Of 103 students who started in 12th Grade,

- 101 graduated in June, 2 in August
- 94 are headed to college (91%)
 - 49% to Private Colleges and Universities
 - 17% to SUNY Colleges
 - 34% to CUNY Colleges
 - 78% to 4-year institutions
 - 22% to 2-year institutions
- 9 are headed to job-training programs in the trades and tech.

Private College Matriculation

Barnard College, Boston College, Bryn Mawr College, Connecticut College (3), **Cornell University** (5), Delaware State, Ithaca College, Kennesaw State University, Mercy (3), Monroe Community College, **Northwestern University**, NYU (17), **Princeton University**, Skidmore College, **Swarthmore College**, Temple, University of Mount St. Vincent, **Wesleyan University**, **Williams College**, Yale University

ACTION PLAN

We plan to better use the College Now program with flexible scheduling to ensure we expose more students to college level work before they leave high school.

GOAL 3: ENGLISH LANGUAGE ARTS

Our goal is to meet or exceed all the measures below.

BACKGROUND

Provide a brief narrative discussing English language arts curriculum, instruction, assessment, and professional development at the school in kindergarten – 12th grades. Provide a summary of any important changes to the ELA program or staff during the 2024-25 school year.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

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

METHOD

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

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	105	8	51	53%
2020	2023-24	98	0	57	58%
2021	2024-25	107	0	51	48%

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

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

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High School ELA Measure 2 - Absolute

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

METHOD

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23	105	8	89	92%
2020	2023-24	98	0	91	93%
2021	2024-25	107	0	97	91%

High School ELA Measure 3 - Absolute

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

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

High School ELA Measure 4 - Comparative

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

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

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

Cohort Designation	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2019	53%	105	13%	1,651
2020	58%	98	27%	1,561
2021	48%	107	Data Not Yet Available	

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	92%	105	29%	1,651
2020	93%	98	57%	1,561
2021	91%	107	Data Not Yet Available	

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.

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 ELA Measure 7 - Growth

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

METHOD

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

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

*

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	47*	8	15	38%
2020	2023-24	N/A**	0	57	N/A
2021	2024-25	N/A**	0	51	N/A

*This does not include the 25 students with no 8th grade score.

**This cohort did not test in 8th grade or most opted out because it was the Spring of 2020 or 2021.

High School ELA Measure 8 - Growth

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

METHOD

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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	47*	8	37	95%
2020	2023-24	N/A**	0	91	N/A
2021	2024-25	N/A**	0	97	N/A
*This does not include the 25 students with no 8th grade score.					
**This cohort did not test in 8th grade or most opted out because it was the Spring of 2020 or 2021.					

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan 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.	Approaching 48%
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 91%
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 48% vs. 27%
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	Met 91% vs. 57%
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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	Likely Approaching. We didn't have 8th grade data, but given our % at level 4, it's unlikely we would have hit this mark.
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.	Likely met or exceeded. Given that almost every student scored a level 3, it is certain that the majority of students who would have tested below in 8th Grade would be at a level 3.

EVALUATION OF HIGH SCHOOL ELA GOAL

The school demonstrated strong outcomes in English Language Arts (ELA), meeting or exceeding expectations for several measures. Specifically, 91% of students at least partially met Common Core expectations, surpassing the 80% target and reflecting the success of foundational literacy supports. However, 51% of students met or exceeded Level 4 expectations, falling short of the 65% goal. This gap highlights the ongoing challenge of advancing students to the highest performance levels. However, we are making progress. The 2022 cohort averaged a level 4 on the June 2025 English Regents, with 75 students scoring a level 4 or above, indicating that next year's measure will be even stronger than this year.

ADDITIONAL CONTEXT AND EVIDENCE

The shortfall in the percentage of students achieving Level 4 is attributed primarily to limited literacy skills upon entering high school. Many students begin 9th grade with substantial reading deficits, making it challenging to reach advanced standards in just four years. Despite these challenges, the school's strong outcomes for students achieving partial proficiency reflect effective teaching practices, such as small-group instruction and literacy-focused interventions. Additional internal assessments, such as reading diagnostics, reveal year-over-year gains in comprehension and critical thinking, providing further evidence of program effectiveness.

ACTION PLAN

To build on these results, we have implemented an intensive literacy intervention track for incoming 9th graders with low proficiency, focusing on foundational skills in reading and writing. This will ensure a stronger base for achieving higher-level ELA standards. Additional professional development will focus on instructional strategies to push students toward Level 4 performance. We are also using the Writing Revolution program across our school beginning this year (2025-2026) to strengthen our students' writing skills across all content areas.

GOAL 4: MATHEMATICS

Our goal is to meet or exceed all the measures below.

BACKGROUND

Our math program has remained consistent in basic structure over the last few years. We teach Algebra 1, alongside Intro to Physics and Intro to Computer Science, allowing students who have taken Algebra 1 and scored above a 75, to progress to a course we call Algebra 2a. Most of our 10th graders also take Algebra 2a, which covers much of the traditional Regents Algebra 2 course, but also reviews key Algebra 1 content, to fully develop students' algebraic understanding, to make sure they are fully ready for Algebra 2B, which covers the traditional Regents course, but goes deeper on Trigonometry, limits and polynomial division than is required by the Regents. However, for students who are fully ready for Algebra 2 in 10th grade, we do have an Honors Algebra 2 course, which progresses to Honors Precalculus, and eventually, AP Calculus. We continue to develop our Statistics pathway that begins after Algebra 1, and concludes with Accounting and Finance.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

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

METHOD

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

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

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)
2019	2022-23	105	105	N/A	N/A
2020	2023-24	98	73	13	52%
2021	2024-25	107	7	43	43%

High School Math Measure 2 - Absolute

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

METHOD

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23	105	105	N/A	N/A
2020	2023-24	98	73	25	100%
2021	2024-25	107	7	86	86%

High School Math Measure 3 - Absolute

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

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

High School Math Measure 4 - Comparative

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

METHOD

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

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

Cohort Designation	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2019	N/A	105	7%	1,651
2020	52%	98	2%	1,561
2021	43%	107	Data Not Yet Available	

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	N/A	105	21%	1,651
2020	100%	98	15%	1,561
2021	86%	107	Data Not Yet Available	

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

High School Math Measure 6 - Comparative

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

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

High School Math Measure 7 - Growth

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

METHOD

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	52*	52	N/A	N/A
2020	2023-24	N/A**	73	13	N/A
2021	2024-25	N/A**	7	43	N/A

*Not including the 17 with no 8th grade score

**This cohort did not test and/or most opted out because they were in 8th grade in the Spring of 2020 or 2021.

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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23	52*	52	N/A	N/A
2020	2023-24	N/A**	73	25	N/A
2021	2024-25	N/A**	7	86	N/A

*Not including the 17 with no 8th grade score

**This cohort did not test and/or most opted out because they were in 8th grade in the Spring of 2020 or 2021.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Approaching 43%
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.	Met 86%
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 43% vs.
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 86% vs. 15%

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	Cannot determine because of exemptions and/or lack of 8th grade scores for recent cohorts.
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.	Cannot determine because of exemptions and/or lack of 8th grade scores for recent cohorts.

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

The school met most goals, with the comparative metrics showing the scope of the challenge, and our comparative success in meeting it. We exceeded the target for students at least partially meeting Common Core expectations, with 86% achieving Performance Level 3 or higher, showcasing success in foundational skills. However, only 43% of students met or exceeded Level 4, falling short of the 65% target. This gap reflects our ongoing challenge with incoming math skills.

ADDITIONAL CONTEXT AND EVIDENCE

The shortfall in advanced proficiency is tied to pre-existing learning gaps and pandemic-related disruptions. However, we have purchased and trained with a new curriculum, and we hope that the increase in conceptual rigor will lead to more students gaining full proficiency.

ACTION PLAN

To address gaps in advanced proficiency and support students with weak foundational skills, the school will continue to develop a pre-algebra track for incoming 9th-grade students who demonstrate limited numeracy. This track will focus on building essential mathematical skills, enabling students to progress more confidently into algebra and advanced coursework.

GOAL 5: SCIENCE

Our goal is to meet or exceed all the measures below.

BACKGROUND

Our science program has evolved over the years. Initially, we planned for all students to take two full years of Physics, before taking Living Environment in 11th grade, alongside AP Bio for stronger students. Now, we have more options, allowing students to move into the science classes best suited to their interests and skill level. We teach Intro to Physics in 9th grade, Regents Physics and Living Environment in 10th, with AP Bio, Living Environment, and Psychology in 11th Grade, and Forensics and Chemistry in 12th, allowing students a number of options depending on their passion and career interest.

Note that we also require 4 years of Computer Science for (almost) every student, with students moving from a general Introduction to Computing, to a choice between AP CSP or Intro to Javascript, before beginning with our certification pathways in 11th and 12th grades. In 11th grade, students can choose the Digital Design pathway, moving from Graphic Design to UX (and taking external Adobe and Google certifications in each course respectively), or they can choose Software Engineering 11 and 12, taking the CODE HS Java certification, (they can also take AP CSA in 12th Grade), or they can take our new Cybersecurity pathway, completing the CompTIA Security+ certification at the end of the second year, even as we consider shifting to the AP Cybersecurity 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.

METHOD

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2019	2022-23	105	85	20	100%
2020	2023-24	99	6	86	92%
2021	2024-25	107	3	85	84%

High School Science Measure 2 - Comparative

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

METHOD

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	100%	105	46%	1,651
2020	92%	99	11%	1,561
2021	84%	107	Data not yet available	

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

Present a narrative providing an overall discussion of the school's attainment of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	Met 84%
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 84% vs. 11%
	[Write in optional measure here]	

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

Overall, our science results demonstrate the overall strength of our program, and support the structure of our program, which allows students to take science courses as they are ready for them.

ADDITIONAL CONTEXT AND EVIDENCE

Last year 88% of our 52 Graphic Design students passed the Adobe Illustrator Certification, and 62% of our Software Engineering students passed the CODEHS Javascript certification. In addition, of the 58 10th Graders in AP Computer Science Principles, 45% passed the AP exam, and of the 22 students in APCSA, 75% passed the AP exam, demonstrating the rigor of our Computer Science program.

ACTION PLAN

We are continuing to build our science program, with the addition of an engineering course in the next two years.

GOAL 6: SOCIAL STUDIES

Our goal is to meet or exceed all the measures below.

BACKGROUND

We have an unusual course sequence, beginning with Economics and Government in 9th Grade, moving to US History and AP US History, in 10th, Global II in 11th Grade, and History Electives, including AP Comparative Government, Latin and Caribbean History, and AP African American History. We believe this sequence better prepares students for college and provides a level of choice in 12th grade.

Social Studies Measure 1 - Absolute

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

METHOD

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2019	2022-23	105	105	0	N/A
2020	2023-24	99	99	0	N/A
2021	2024-25	107	2	63	60%

*Note that we teach US History in 10th Grade, and as a result of the cancellation of the June 2021 and June 2022 US History exam, we have only one 4th year cohort that has taken a US History Regents exam, and that was our first ever opportunity to give that exam.

We had 81% pass the exam in last year's 10th grade cohort, indicating we will meet this goal going forward!

Social Studies Measure 2 - Comparative

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

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

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

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	N/A	105	5%	1,651
2020	N/A	99	25%	1,561
2021	60%	107	Data not yet available	

Social Studies Measure 3 - Absolute

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

METHOD

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2019	2022-23	105	15	77	86%
2020	2023-24	99	4	86	91%
2021	2024-25	107	5	91	89%

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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

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

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	105	86%	13%	1,651
2020	99	91%	34%	1,561
2021	107	89%	Data not yet available	

SUMMARY OF THE SOCIAL STUDIES GOAL

Present a narrative providing an overall discussion of the school's attainment of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	Approaching 60%
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 60% vs. 25%
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 89%
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 89% vs. 34%

EVALUATION OF THE SOCIAL STUDIES GOAL

Although we have not had as much data in US History, we have consistently had 85 - 90% passing the Global II exam, indicating a strong and successful history program. Although our 10th grade US History results have not been as strong, they have improved each year, indicating a program moving in the right

direction. Last year, we had 81% of the 10th grade pass the US History exam, and we are now moving that course to 11th grade, indicating we are likely to continue to improve on these metrics.

ADDITIONAL CONTEXT AND EVIDENCE

As noted above, last year, 81% of our 10th Graders passed the US History Exam last year, presaging further success on this measure.

ACTION PLAN

We are shifting US History to 11th Grade, given the more demanding literacy requirements of that course and exam, and allowing us to once again offer AP US History.

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	LSI
2023-24	LSI
2024-25	LSI

ADDITIONAL CONTEXT AND EVIDENCE

We remain in good standing according to our state accountability status as stated in Goal 7.