

Success Academy Charter School - Harlem 1

Success Academy Charter School – Bronx 3

**2024-25 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

October 10, 2025

By Success Academy Charter Schools
On behalf of Success Academy Charter Schools – NYC

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Laura Asserfea, Deputy General Counsel, 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)
Lorenzo Smith	Chair	
Scott Friedman	Treasurer	
Suleman Lunat	Secretary	
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Regina Krumholz		
Robin Pzena		
Edwin Cespedes		
Kamilah Mitchell-Thomas		
Lizette St. Hilaire		
Cate Shinker (non-voting <i>Emeritus</i>)		

See Appendix A, Tab 1 for a list of School Principals for the 2024-25 school year.

SCHOOL OVERVIEW

The mission of Success Academy Charter Schools – NYC, a network of public charter schools which includes two schools graduating high school students, Success Academy Charter School – Harlem 1 (“SA Harlem 1”) and SA - Bronx 3 (SA Bronx 3”), is to provide students in New York City with an exceptionally high-quality education that gives them the knowledge, skills, character, and disposition to meet and exceed New York State Common Core Learning Standards and the resources to lead and succeed in school, college, and a competitive global economy.

Our School Design

Our K-8 program provides the critical foundation — core knowledge, academic skills, and work habits — for a sophisticated collegiate experience in high school. Tracing the course of human history, we expose scholars to thinkers, texts, and artifacts across the humanities and place special emphasis on science, mathematics, and engineering. To help close the experiential gap and build confidence and character, we offer robust electives, clubs, and teams, and promote engagement with the wider world through internships, field studies, and summer programs. Our warm and supportive school communities foster emotional maturity, independence, and leadership.

At Success Academy, the high school experience is intellectually demanding and deeply engaging. Scholars tackle sophisticated, collegiate-style academics, discover and develop their talents, and forge special bonds with peers and faculty as they grow into informed, thoughtful citizens.

Reinventing High School: Overview

Collegiate Academics

Our advanced liberal arts curriculum prioritizes student-led inquiry and cross-disciplinary perspectives. Courses match collegiate expectations, tasks, and grading standards, culminating in external exams to demonstrate college-level proficiency.

Experiential Learning

Outside of class, we offer broad experiential opportunities — from sports, chess, and debate, to theater and music. Scholars excel in competitions, are immersed in NYC culture, and enjoy summer programs that expand horizons and enhance skills.

Building Character

Our school community promotes high moral character. We teach time management, professionalism, and practical skills for success.

College Access and Persistence

Our faculty and advisory team work together to ensure every scholar is admitted to a selective college or university, receives appropriate financial aid, and graduates within four years. Our curriculum includes comprehensive SAT and AP test preparation, so that all scholars can excel on these essential exams.

ENROLLMENT SUMMARY

See Appendix A, Tab 2 for each school's 2024-25 BEDS Day enrollment.

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 2020 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2020-21 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2023-24 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>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the schools on BEDS Day in October and remained in the school until June 30th of that year.

Success Academy's third high school, SA – High School of the Liberal Arts - Brooklyn, did not serve 12th grade during the 2024-25 school year. Therefore, there are no students in their 4th or 5th year 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
Harlem 1	2020-21	2017-18	2017	141	10	131
	2021-22	2018-19	2018	172	40	132
	2022-23	2019-20	2019	136	6	130
	2023-24	2020-21	2020	170	6	164
	2024-25	2021-22	2021	131	4	127
Bronx 3	2024-25	2021-22	2021	95	2	93

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 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

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Charter	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)
Harlem 1	2020-21	2017-18	2017	131	0	131
	2021-22	2018-19	2018	132	0	132
	2022-23	2019-20	2019	130	0	130
	2023-24	2020-21	2020	164	0	164
	2024-25	2021-22	2021	127	0	127
Bronx 3	2024-25	2021-22	2021	93	0	93

Fifth Year Total Cohort for Graduation

Charter	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)
Harlem 1	2020-21	2016-17	2016	17	0	17
	2021-22	2017-18	2017	not collected		
	2022-23	2018-19	2018	11	0	11
	2023-24	2019-20	2019	10	0	10
	2024-25	2020-21	2020	0	0	0
Bronx 3	2024-25	2020-21	2020	0	0	0

PROMOTION POLICY

The school's requirements are consistent with the State Commissioner's Part 100.5 Diploma Requirements. To graduate from high school at Success Academy, a scholar must fulfill course credit and exam credit requirements. Scholars must earn a passing grade of 70% in 23 academic core courses as well as Arts and Athletics courses. English, History, Math and Science are considered core courses. Of these, freshmen, sophomores, and juniors usually take four core courses per semester and seniors are strongly recommended to take four core courses; any departure must be approved by the school. To graduate from Success Academy high schools, a scholar must also pass 5 external exams.

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

100% of students will graduate from high school.

Graduation Goal Measure 1 - Leading Indicator

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

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

Charter	Cohort Designation	Number in Cohort during 2024-25	Number in Cohort during 2024-25 Who Were Promoted	Percent promoted (earning the required number of credits per year, 5)
Harlem 1	2021	164	130	79%
	2022	222	209	95%
	2023	292	257	88%
	2024	275	258	94%
Bronx 3	2024	112	109	97%

Graduation Goal Measure 2 - Leading Indicator

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

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some second year cohorts would have had student waivers for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2025, the 2023 Cohort will have completed its second year.

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

Charter	Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
Harlem 1	2019	2020-21	235	100%
	2020	2021-22	213	100%
	2021	2022-23	222	92.3%
	2022	2023-24	279	100%
	2023	2024-25	247	n/a
Bed Stuy 1	2023	2024-25	48	n/a

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Bronx 3	2023	2024-25	88	n/a
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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

Charter	Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
Harlem 1	2017	2020-21	131	116	89%
	2018	2021-22	132	117	89%
	2019	2022-23	130	108	83%
	2020	2023-24	164	157	96%
	2021	2024-25	127	118	93%
Bronx 3	2021	2024-25	93	90	97%

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Charter	Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
Harlem 1	2016	2020-21	123	111	90%
	2017	2021-22	not collected		
	2018	2022-23	132	131	99%
	2019	2023-24	174	166	95%
	2020	2024-25	11	10	91%
Bronx 3	2020	2024-25	0	0	n/a

Graduation Goal Measure 5 - Comparative Measure

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

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

	Cohort Designation	School Year	Charter School	NYC School District NYC (Year 2020)
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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.

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

			Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating in 4-year June Cohort
Harlem 1 (District 3)	2018	2021-22	132	117	89%	8765	83%
	2019	2022-23	130	108	83%	8355	80%
	2020	2023-24	164	157	95%	8355	80%
	2021	2024-25	127	118	93%	1960	90%
Bronx 3 (District 9)	2021	2024-25	93	90	97%	1923	76%

Graduation Goal 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

Charter	Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=[(b)/(a)]*100$
Harlem 1	Algebra I Regents	0	0	n/a
	ELA Regents	5	5	100%
	Global History Regents	0	0	n/a
	Physics Regents	0	0	n/a
	Living Environment Regents	2	2	100%
	AP Art History	15	13	87%
	AP Biology	34	25	74%
	AP Calculus AB	26	8	32%
	AP European History	31	28	90%
	AP Literature	39	34	87%
	AP Macroeconomics	84	71	85%
	AP World History	34	30	88%
	Overall (passed at least 1 exam)	<i>Total number of 2021 Cohort: 127</i>	<i>Number of 2021 Cohort graduates achieving at least one indicator: 114</i>	<i>Percentage of 2021 Cohort graduates achieving at least one indicator: 90%</i>
Bronx 3	Algebra I Regents	0	0	n/a

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 canceled 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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	ELA Regents	4	4	100%
	Global History Regents	0	0	n/a
	Physics Regents	0	0	n/a
	Living Environment Regents	2	2	100%
	AP Art History	4	3	75%
	AP Biology	29	19	66%
	AP Calculus AB	22	11	50%
	AP European History	30	14	47%
	AP Literature	25	21	84%
	AP Macroeconomics	43	40	93%
	AP World History	27	20	74%
	Overall (passed at least 1 exam)	<i>Total number of 2021 Cohort graduates. Not a sum of entire column⁴: 93</i>	<i>Number of 2021 Cohort graduates achieving at least one indicator]: 85</i>	<i>Percentage of 2021 Cohort graduates achieving at least one indicator: 91%</i>

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

	Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
Harlem 1	2017	2020-21	131	100%
	2018	2021-22	132	100%
	2019	2022-23	130	83%
	2020	2023-24	168	100%
	2021	2024-25	127	90%
Bronx 3	2021	2024-25	93	91%

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

SA Harlem 1 and Bronx 3 have met or exceeded all of their high school graduation goals. Success Academy high school students do not take the standard New York State Regents exams, as their curriculum is instead focused on preparing for Advanced Placement exams. Consequently, the scores achieved on AP exams should be utilized as the appropriate measure for evaluating absolute performance and demonstrating student growth in lieu of Regents data. This substitution offers a more rigorous metric reflective of college-level achievement.

Type	Measure	Outcome
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⁴ This number should match the number of graduates reported under the high school graduation goal.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	Harlem 1: Met Bronx 3: 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.	Not collected
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Harlem 1: Met Bronx 3: Met
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Harlem 1: Met Bronx 3: 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.	Harlem 1: Met Bronx 3:
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.	Harlem 1: Met Bronx 3: Met

EVALUATION OF THE GRADUATION GOAL

SA Harlem 1, SA Bed Stuy 1 and SA Bronx 3 met their high school graduation goals.

ADDITIONAL CONTEXT AND EVIDENCE

None.

ACTION PLAN

SA Harlem 1, SA Bed Stuy 1, and SA Bronx 3 plan to continue taking steps to improve academic performance based on the data presented.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

100% of students will be prepared to enter and succeed at college.

The College Access & Persistence Team (the CAP team) at SA Harlem 1 and SA Bronx 3 work closely with each scholar to find and attend a college where they can persist to graduation in four years. Each school's goal is to match each scholar to colleges and universities that have high four year graduation rates, meet their family's financial needs, and offer the intellectual environment that will launch them successfully toward their careers and independent adult lives.

Though the average college counselor to student ratio nationwide is nearly 500 to one, we are fortunate to maintain a ratio of 60 students to 1 counselor. Our college counseling services rival, and often surpass, the counseling offered at elite independent schools. The school will:

- Prescriptively advise on the best list of colleges where scholars can apply to maximize their successful graduation and financial outcomes;
- Support comprehensively through financial aid applications;
- Provide extensive edits on all college application writing, including scholarships;
- Coach scholars through college interviews;
- Ensure that faculty and counselor recommendation letters are high quality, reflecting our scholars' performance in and out of our school community;
- Advocate on our scholars' behalf with admissions and financial aid officers;
- Reach out to alumni in college to keep in touch and provide periodic guidance.

In service of each school's college access and persistence goals, the school also offers a suite of completely free SAT preparatory services. Scholars formally begin the counseling process during 11th grade, but are encouraged to meet with the College team at any time.

Dual Enrollment Partnerships with Columbia University and New York University

Scholars who attain the highest level of academic achievement in high school are eligible to apply for a limited number of seats in the school's dual enrollment partnerships, offered through Columbia University (the Columbia Edge program) and New York University (the NYU Pre-College program). If accepted, scholars are able to take one or more college courses on campus, alongside undergraduate students, entirely tuition-free.

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 Indicator⁵

Charter	Indicator	Number of Graduates who		
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⁵ Schools use any method listed above, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

		Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Harlem 1	AP 2-D Art and Design	10	7	70%
	AP Art History	15	13	87%
	AP Biology	34	25	74%
	AP Calculus AB	26	8	31%
	AP Chemistry	66	31	47%
	AP Computer Science Principles	31	20	65%
	AP Environmental Science	39	36	92%
	AP European History	31	28	90%
	AP Language	10	10	100%
	AP Literature	39	34	87%
	AP Macroeconomics	84	71	85%
	AP Microeconomics	84	21	25%
	AP Physics 1	6	1	17%
	AP Physics C: Mech	19	8	42%
	AP Precalculus	5	4	80%
	AP Statistics	99	43	43%
	AP World History	34	30	88%
	SAT Math Readiness Benchmark (530)	10	9	90%
	SAT Verbal Readiness Benchmark (480)	10	9	90%
	<i>Overall</i>	<i>Total number of 2021 Cohort: 127</i>	<i>Number of 2021 Cohort graduates achieving at least one indicator: 114</i>	<i>Percentage of 2021 Cohort graduates achieving at least one indicator: 90%</i>
Bronx 3	AP 2-D Art and Design	13	12	92%
	AP Art History	4	3	75%
	AP Biology	29	19	66%
	AP Calculus AB	22	11	50%
	AP Chemistry	28	21	75%
	AP Computer Science Principles	8	8	100%
	AP Environmental Science	71	57	80%
	AP European History	30	14	47%
	AP Language	1	1	100%
	AP Literature	25	21	84%
	AP Macroeconomics	43	40	93%
	AP Microeconomics	36	35	97%
	AP Physics 1	0	0	n/a
	AP Physics C: Mech	0	0	n/a

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	AP Precalculus	0	0	n/a
	AP Statistics	88	29	33%
	AP World History	27	20	74%
	SAT Math Readiness Benchmark (530)	11	9	82%
	SAT Verbal Readiness Benchmark (480)	11	10	91%
	<i>Overall</i>	<i>Total number of 2021 Cohort graduates. Not a sum of entire column⁶: 93</i>	<i>Number of 2021 Cohort graduates achieving at least one indicator]: 85</i>	<i>Percentage of 2021 Cohort graduates achieving at least one indicator: 91%</i>

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 Year⁷

	Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
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⁶ This number should match the number of graduates reported under the high school graduation goal.

⁷ Schools should update and confirm data for Cohorts 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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Harlem 1	2017	2020-21	129	109	84%
	2018	2021-22	117	117	100%
	2019	2022-23	119	112*	94%
	2020	2023-24	168	162**	96%
	2021	2024-25	118	118***	100%
Bronx 3	2021	2024-25	90	90***	100%

*Of the 119 graduates in the 2022-23 school year, we have matriculation data for 119 of them from a combination of the NSCH and/or alumni surveys. Of those 112, 112 of them were enrolled in 2 or 4-year programs.

** Of the 168 graduates in the 2023-24 school year, we have matriculation data for all of them from a combination of the NSCH and/or alumni surveys. Of those 168, 162 of them were enrolled in 2 or 4-year programs as of Fall 2024.

*** Although we don't yet have matriculation data for the class that graduated in 2025, 100% of these graduates were admitted to 2 or 4-year programs following graduation and it is our expectation they will all matriculate in college or university. NSCH data won't be available until Spring 2026 for this cohort.

SUMMARY OF THE COLLEGE PREPARATION GOAL

SA Harlem 1 has met or exceeded all of its college preparation goals.

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.	Harlem 1: Met Bronx 3: Met
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.	Not required
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	Not required
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Harlem 1: Met Bronx 3: Met
Absolute	Each year, 90% of graduating students will be accepted into college or university.	Harlem 1: Met Bronx 3: Met

EVALUATION OF THE COLLEGE PREPARATION GOAL

Success Academy Harlem 1 and Bronx 3 exceeded this goal. 100% of the graduating classes for the 2024-25 school year were accepted to 2 or 4-year programs and are expected to matriculate into a college or university in the year after graduation, however, this data is not yet available from the National Student Clearinghouse.

Of the 168 graduating students from the 2023-24 school year, we have matriculation data for all of them from a combination of the National Student Clearinghouse and/or alumni surveys. Of those 168, 162 of them were enrolled in 2 or 4-year programs as of Fall 2024.

ADDITIONAL CONTEXT AND EVIDENCE

None.

ACTION PLAN

SA Harlem 1 and Bronx 3 plan to continue taking steps to improve college preparatory performance based on the data presented.

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

Students will demonstrate proficiency in reading, writing, and comprehending the English language.

BACKGROUND

Success Academy's high school English curriculum exposes scholars to the great texts, ideas, and events that have shaped our modern world, and it prioritizes Platonic-style discourse; incisive analysis; and powerful, cogent writing. By studying works of lasting and urgent value, our students learn to grapple with complex ideas, appreciate diverse cultural perspectives, and experience the joy of the written word. Scholars also practice strong writing across styles and genres, helping them to appreciate writing as a powerful tool for discovering, developing, and conveying their ideas. All scholars take four years of English. Scholars who have successfully completed four AP-level courses in the Humanities (History and English) will be accepted into the Humanities Academy and receive the distinction on their diploma.

See Success Academy Charter Schools - NYC's 2024-25 Accountability Plan Progress Report for information regarding SA Harlem 1 and SA Bronx 3's Kindergarten through eighth grade scholars and their progress towards meeting this goal.

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.⁸

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

⁸ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

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by Fourth Year Accountability Cohort⁹

	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)
Harlem 1	2018	2021-22	132	0	132*	100%
	2019	2022-23	130	0	99	76%
	2020	2023-24	164	164	n/a	n/a
	2021	2024-25	127	127	n/a	n/a
Bronx 3	2021	2024-25	93	93	n/a	n/a

* A level 4 scaled score was 79 for both the Jan. 2019 Regents ELA and for the June 2019 Regents exam when these scholars took this exam.

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

Charter	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)
Harlem 1	2017	2020-21	131	0	131	100%
	2018	2021-22	132	0	132	100%
	2019	2022-23	130	0	108	83%
	2020	2023-24	164	164	n/a	n/a
	2021	2024-25	127	127	n/a	n/a
Bronx 3	2021	2024-25	93	93	n/a	n/a

High School ELA Measure 3 - Absolute

⁹ 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

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.

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

Charter	Cohort Designation	Charter School		School District	
		Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort in 2020*
Harlem 1 (CSD 3)	2021	n/a	127	59%	1972
Bronx 3 (CSD 9)	2021	n/a	93	37%	1923

* 2021 cohort information 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.

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

by Fourth Year Accountability Cohort by Charter School and School District

Charter	Cohort Designation	Charter School		School District	
		Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort in 2020*
Harlem 1 (CSD 3)	2021	n/a	127	78%	1972
Bronx 3 (CSD 9)	2021	n/a	93	67%	1923

* 2021 cohort information 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.

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.

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. Success Academy does not report on this measure given all or nearly all eighth grade scholars routinely meet ELA proficiency standards.

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.

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.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Success Academy high school students do not take the standard New York State Regents exams, as their curriculum is instead focused on preparing for Advanced Placement (AP) exams. Consequently, the scores achieved on AP exams should be utilized as the appropriate measure for evaluating absolute performance and demonstrating student growth in lieu of Regents data. This substitution offers a more rigorous metric reflective of college-level achievement.

There are consistently very few Success Academy students who are not proficient on the New York state ELA or Math exams in the eighth grade. Moreover, Success Academy seventh and eighth graders have started sitting for advanced exams including certain Regents exams in lieu of the state exams in those grades. Accordingly, Success Academy Harlem 1 and Bronx 3 have likely met this growth measure.

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.	Harlem 1: Met Bronx 3: 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.	Harlem 1: Met Bronx 3: 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.	Not required
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.	Harlem 1: Met Bronx 3: Met
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.	Harlem 1: Met Bronx 3: 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.	Not required
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.	Not collected
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.	Not collected

EVALUATION OF HIGH SCHOOL ELA GOAL

SA Harlem 1 and Bronx 3 have exceeded their English language arts goals.

ADDITIONAL CONTEXT AND EVIDENCE

None.

ACTION PLAN

SA Harlem 1 and Bronx 3 plans to continue taking steps to improve academic performance based on the data presented.

GOAL 4: MATHEMATICS

Goal 4: Mathematics

Students will show competency in their understanding and application of mathematical computation and problem solving.

BACKGROUND

Empowering high school scholars as STEM innovators starts with a revolutionary mathematics program. Our teachers are facilitators of inquiry-based learning, creating the conditions for scholars to pose and pursue rich questions, develop their own approaches to solve these problems, and constantly make sense of the ideas they are learning. Our goal is to foster a robust thinking culture across STEM classrooms, one in which all scholars are challenged to become bold, knowledgeable, flexible, and resourceful problem-solvers. Each mathematics course at the high school consists of a series of carefully sequenced tasks that allow scholars to pose and pursue rich and often socially relevant mathematical questions. Through these problems, scholars formalize and gain fluency with key math concepts, conventions, and procedures. Applications span public policy, economics, technology, and popular culture to build a key mindset: Mathematics is a powerful tool for analysis across disciplines. All scholars take four years of Mathematics.

See Success Academy Charter Schools - NYC's 2024-25 Accountability Plan Progress Report for information regarding SA Harlem 1 and SA Bronx 3's Kindergarten through 8th grade scholars and their progress towards meeting this goal.

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

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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)
Harlem 1	2018	2021-22	132	0	132	100%
	2019	2022-23	130	0	108	83%
	2020	2023-24	164	164	n/a	n/a
	2021	2024-25	127	127	n/a	n/a
Bronx 3	2021	2024-25	93	93	n/a	n/a

High School Math Measure 2 - Absolute

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

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

Charter	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)
Harlem 1	2018	2021-22	132	0	132	100%
	2019	2022-23	130	0	108	83%
	2020	2023-24	164	164	n/a	n/a
	2021	2024-25	127	127	n/a	n/a
Bronx 3	2021	2024-25	93	93	n/a	n/a

High School Math Measure 3 - Absolute

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

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

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 exams 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

Charter	Cohort Designation	Charter School		School District	
		Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort in 2020*
Harlem 1 (CSD 3)	2021	n/a	127	17%	1972
Bronx 3 (CSD 9)	2021	n/a	93	4%	1923

* 2021 cohort information 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 exams 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

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Charter	Cohort Designation	Charter School		School District	
		Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort in 2020*
Harlem 1 (CSD 3)	2021	n/a	127	36%	1972
Bronx 3 (CSD 9)	2021	n/a	93	23%	1923

* 2021 cohort information not yet available.

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.

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. Success Academy does not report on this measure given all or nearly all eighth grade scholars routinely meet mathematics proficiency standards.

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. Success Academy does not report on this measure given all or nearly all eighth grade scholars routinely meet mathematics proficiency standards. Moreover, Success Academy seventh and eighth graders sit for more advanced exams including certain Regents exams in lieu of the state exams in those grades. Accordingly, Success Academy Harlem 1 and SA Bronx 3 have met a comparable growth measure.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Success Academy Harlem 1 and Success Academy Bronx 3 have achieved or exceeded all of its absolute and growth goals. Success Academy high school students do not take the standard New York State Regents exams, as their curriculum is instead focused on preparing for Advanced Placement exams. Consequently, the scores achieved on AP exams should be utilized as the appropriate measure for evaluating absolute performance and demonstrating student growth in lieu of Regents data. This substitution offers a more rigorous metric reflective of college-level achievement, including Harlem 1's proficiency on AP Precalculus and Harlem 1 and Bronx 3's SAT Math readiness scores.

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.	Harlem 1: Met Bronx 3: 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.	Harlem 1: Met Bronx 3: 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.	Not required
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.	Harlem 1: Met Bronx 3: 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.	Harlem 1: Met Bronx 3: 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.	Not required
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 collected
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.	Not collected

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

SA Harlem 1 and SA Bronx 3 have met or exceeded these goals.

ADDITIONAL CONTEXT AND EVIDENCE

None.

ACTION PLAN

SA Harlem 1 and SA Bronx 3 plan to continue taking steps to improve academic performance based on the data presented.

GOAL 5: SCIENCE

Goal 5: Science

Students will understand and apply scientific principles at a proficient level.

BACKGROUND

At Success Academy Harlem 1 and Success Academy Bronx 3, we are building the next generation of innovators in the STEM fields and beyond, which starts with a revolutionary mathematics and science program. To reach this end, our teachers are facilitators of inquiry based learning, creating the conditions for scholars to pose and investigate rich questions, develop their own approaches to solve these problems, and constantly make sense of the ideas they are learning. Our goal is to foster a robust thinking culture across STEM classrooms, one in which all scholars are challenged to become bold, knowledgeable, flexible, and resourceful problem-solvers. Success Academy's core science program encourages scholars to think flexibly and analytically when faced with unfamiliar and difficult problems. Ninth graders complete weekly laboratory exercises and write-ups, mastering advanced applications of the scientific method. Beginning in the sophomore year, scholars engage in college-level science content in AP courses. All scholars take four years of Science.

See Success Academy Charter Schools - NYC's 2024-25 Accountability Plan Progress Report for information regarding SA Harlem 1 and SA Bronx 3's Kindergarten through 8th grade scholars and their progress towards meeting this goal.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

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

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered the Living Environment Regents Exam. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science

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exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort ¹⁰						
Charter	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)
Harlem 1	2017	2020-21	131	0	131	100%
	2018	2021-22	132	0	132	100%
	2019	2022-23	130	0	130	100%
	2020	2023-24	164	164	n/a	n/a
	2021	2024-25	127	100	27	100%
Bronx 3	2021	2024-25	93	93	n/a	n/a

High School Science Measure 2 - Comparative

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

METHOD

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

Science Regents Passing Rate of the High School Total Cohort by Charter School and School District					
Charter	Cohort Designation	Charter School		School District	
		Percent Passing	Number in Cohort	Percent Passing	Number in Cohort in 2020*
Harlem 1 (CSD 3)	2021	n/a	127	24%	1972
Bronx 3 (CSD 9)	2021	n/a	93	19%	1923

* 2021 cohort information not yet available.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

SA Harlem 1 has met or exceeded this goal. Success Academy high school students do not take the standard New York State Regents exams, as their curriculum is instead focused on preparing for Advanced Placement exams. Consequently, the scores achieved on AP exams should be utilized as

¹⁰ Based on the highest score for each student on any science Regents exam

the appropriate measure for evaluating absolute performance and demonstrating student growth in lieu of Regents data. This substitution offers a more rigorous metric reflective of college-level achievement.

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.	Not collected
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.	Not collected

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

SA Harlem 1 and SA Bronx 3 have met their science goals.

ADDITIONAL CONTEXT AND EVIDENCE

None.

ACTION PLAN

SA Harlem 1 and SA Bronx 3 plan to continue taking steps to improve academic performance based on the data presented.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Students will show proficiency in U.S. and world history.

BACKGROUND

Our approach to history is set apart by an emphasis on inquiry and the examination and analysis of primary sources and authentic artifacts. Each scholar develops strengths as a reader, researcher, listener, speaker and writer while building a comprehensive understanding of historical change and continuity. Success Academy high school scholars engage in a rigorous four-year history program, including two years of World History and two years of an elective history course of their choosing. All scholars take four years of History. Scholars who have successfully completed four AP level courses in the Humanities (History and English) will be accepted into the Humanities Academy and receive the distinction on their diploma.

Social Studies Measure 1 - Absolute

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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.

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

Charter	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)
Harlem 1	2016	2019-20	123	n/a	98.4	80%
	2017	2020-21	131	131	n/a	n/a
	2018	2021-22	132	132	n/a	n/a
	2019	2022-23	130	0	108	83%
	2020	2023-24	164	n/a	n/a	n/a
	2021	2024-25	127	n/a	n/a	n/a
Bronx 3	2021	2024-25	93	n/a	n/a	n/a

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.

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

Charter	Cohort Designation	Charter School		School District	
		Percent Passing	Number in Cohort	Percent Passing	Number in Cohort in 2020*
Harlem 1 (CSD 3)	2021	n/a	127	39%	1972
Bronx 3 (CSD 9)	2021	n/a	93	50%	1923

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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.

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

Charter	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)
Harlem 1	2017	2020-21	131	n/a	127	96.95%
	2018	2021-22	132	125	7	100%
	2019	2022-23	130	118	12	100%
	2020	2023-24	164	164	0	100%
	2021	2024-25	127	127	n/a	n/a
Bronx 3	2021	2024-25	93	93	n/a	n/a

Social Studies Measure 4 - Comparative

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

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

Charter	Cohort Designation	Charter School		School District	
		Percent Passing	Number in Cohort	Percent Passing	Number in Cohort in 2020*
Harlem 1 (CSD 3)	2021	n/a	127	53%	1972
Bronx 3 (CSD 9)	2021	n/a	93	50%	1923

* 2021 cohort information not yet available.

SUMMARY OF THE SOCIAL STUDIES GOAL

Success Academy high school students do not take the standard New York State Regents exams, as their curriculum is instead focused on preparing for AP exams. Consequently, the scores achieved on AP exams should be utilized as the appropriate measure for evaluating absolute performance and demonstrating student growth in lieu of Regents data. This substitution offers a more rigorous metric reflective of college-level achievement. Accordingly, while SA scholars did not sit for Regents in Global History or U.S. History in high school, they demonstrated proficiency on the relevant subject matter APs, including AP World History and AP European History.

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.	Not collected
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.	Not collected
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.	Not collected
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.	Not collected

EVALUATION OF THE SOCIAL STUDIES GOAL

SA Harlem 1 and SA Bronx 3 have likely met or exceeded their high school social studies goal by demonstrating proficiency on the relevant subject matter APs, including AP World History and AP European History.

ADDITIONAL CONTEXT AND EVIDENCE

None.

Action Plan

SA Harlem 1 and SA Bronx 3 plans to continue taking steps to improve academic performance based on the data presented.

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
2020-21	Harlem 1: Good Standing
2021-22	Harlem 1: Good Standing
2022-23	Harlem 1: Good Standing
2023-24	Harlem 1: Good Standing
2024-25	Harlem 1: Good Standing Bronx 3: Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

SA Harlem 1 and SA Bronx 3 have remained in "Good Standing" under ESSA.