

INSTRUCTIONS / NOTES FOR 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT (“APPR”)

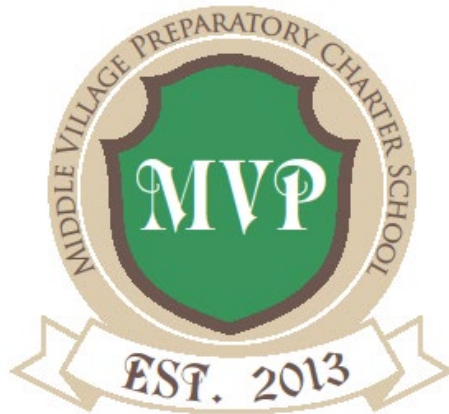
1. Text Highlighted in Grey = explanation or guidance for an entry in the Progress Report. As guidance, schools should remove the existing text entirely and replace it with information to complete the report.
2. Text Highlighted in Green = a sample entry that may be modified. Schools should leave the text intact or edit appropriately so that the text aligns with the program’s offerings and the measures and goals included in the school’s Accountability Plan.
3. For the elementary grades growth measure and comparative effect size measure in ELA and mathematics, report 2017-18 results. (The 2018-19 results are not yet available.)
4. As a reminder, the Institute updated and modified the required goals and measures for all schools in 2017-18 in response to the state’s finalization of its Every Students Succeeds Act (“ESSA”) plan. The Institute continues to require schools to report a Performance Index (“PI”) with the target of meeting or exceeding the state’s Measure of Interim Progress (“MIP”). This supplants the previous measure of Annual Measureable Objective (“AMO”) attainment. Additionally, the Institute has replaced the No Child Left Behind (“NCLB”) goal with the functionally equivalent ESSA goal.
5. Please do not include these instructions or the reference guide below in a submitted report.

REFERENCE GUIDE TO TEMPLATE SECTIONS

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

Middle Village Preparatory Charter School



2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 23, 2019

By: Nancy Velez

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Nancy Velez , Principal and Christian Quezada, Director of Operations prepared this 2018-19 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position
Mrs. Josephine Lume	Chair, Finance & Executive
Mr. Serphin Maltese	Vice Chair, Executive
Mr. Michael Michel	Founder/Advisor, Finance & Executive
Mrs. Maureen Campbell	Trustee, Education
Mrs. Rosemary Degennaro	Trustee, Education
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Mrs. Margaret Ognibene	Trustee, Finance
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Josephine Lume has served as the Board Chair since 2013.

Middle Village Preparatory Charter School is a small, independent, public charter school which serves students in grades 6-8. It is located on Christ the King High School Campus. Admission to Middle Village Prep is conducted via lottery with District 24 as a priority.

The mission of the Middle Village Preparatory Charter School (MVP) is to prepare students for success at a selective college prep high school of their choice. The MVP curriculum is a rigorous curriculum designed to meet and surpass the New York State Education Department requirements. Central to the instructional model is a longer school day and increased classroom instructional time that is devoted to curriculum subjects. Students will master skills and attain subject proficiency by the end of the 8th grade. The curriculum of MVP includes a requirement that all students study Latin for three years, a key language for building a strong vocabulary and understanding of romance languages such as Spanish and Italian.

Mathematics and English Language Arts are prioritized by allocating twice the amount of instructional time that is customarily devoted to these critical instructional areas. Science, Social Studies, the Arts, Physical education and Health, along with time allocated for extracurricular activities round off the typical daily schedule. It requires that all students take available Regent-level courses, such as the Common Core Algebra 1, Earth Science, and United States History and Government Regents in Grade 8. Students in Grade 8 also take a Latin Proficiency Exam that will give students who receive a passing grade 1 language credit when they enter high school.

Middle Village Preparatory Charter School (MVP) strives for academic excellence by creating an environment for students to succeed in both school and beyond. Our curriculum is a rigorous curriculum designed to meet and surpass the New York State Education requirements. Curriculum is built around a strong emphasis of math, reading, science, social studies and the study of the Latin language. A constructivist approach “where students learn by doing” is maximizing student involvement. MVP expects to enroll an academically diverse population. Therefore the curriculum will be challenging for students who enter at or above grade level as well as flexible enough to support students who enter the school below grade level.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2014-15							118	109						227
2015-16							141	107	106					354
2016-17							147	124	102					373
2017-18							145	128	108					381
2018-19							148	130	120					398

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

The ELA Goal for our students is to attain Proficiency and beyond for all of our students. MVP believes that with dedicated reading and writing time, combined with rigorous literary skills instruction, every student has the ability to excel in reading and writing. The ELA curriculum exposes students to a variety of historical and contemporary text, including novels (both classical and current), poetry, journalism, non-fiction, memoirs and blogs.

BACKGROUND

The ELA curriculum is aligned to the Common Core Learning Standards. Teachers expose students to a variety of reading texts and genres that fosters critical and extended thinking. Teachers incorporate an array of teaching activities and strategies that enable students to focus on examining how authors use reasons to make their points and support arguments with evidence.

In grade six, the Common Core State Standards call for students to read grade-appropriate complex literature and informational text while further developing the ability to cite textual evidence. They will be able to look at both, the structure and content of complex reading to determine how sentences and paragraphs within texts influence and contribute to the plot and the development of events or ideas. Students will be increasingly challenged to sharpen their ability to write and speak with more clarity and coherence, providing clear reasons and relevant evidence. Students will learn how writers try to influence readers while discovering how they can do the same in their own prose. They discover how to answer questions through writing and can use rewriting opportunities to refine their understanding of a text or topic. Writing is a critical component of ELA/Literacy, they go hand in hand, and as such this will be embedded across content areas and highly emphasized in ELA.

In grade seven, students will be expected to gain the necessary skills to allow them to read challenging complex texts closely so that they can cite multiple instances of specific evidence to support their claims. Students will be able to recognize setting, plot and, characters and provide an objective summary of a text apart from their own reaction to it. They will be able to compare and contrast different interpretations of a topic, identifying how authors shape their information and choose to highlight certain facts over others. Students will work with high-quality, complex nonfiction texts and great works of literature. MVP students will take part in discussions and in writing, students will make their reasoning clear to their listeners and readers, constructively evaluating others' use of evidence while offering several sources to back up their own claims. While growing as writers, students will be able to cite several sources of specific, relevant evidence when supporting their own point of view about texts and topics.

By grade 8, students will be well-informed to question an author's assumptions and assess the accuracy of his or her claims. Students will develop a rich vocabulary of academic words, which they use to speak and write with more precision. In addition, students will write with increasing sophistication, focusing on organizing ideas, concepts, and information into broader categories;

choosing relevant facts well; and using varied transitions to clarify or show the relationships among elements.

We will continue to emphasize the use of the program Achieve 3000 across all grades and to make it a part of our instruction. This program encourages and ensures that students read at school a variety of articles focusing on standards and skills found throughout the ELA curriculum. As students read and complete articles with a passing rate of 75% and higher will help grow their Lexile reading level. Practice targets will be set, monitored, and rewarded, ensuring every student adopts the independent reading routines of academically successful students. This supplementary program will also strengthen students’ skills in becoming highly effective readers and instill in students love for reading books of all genres.

Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 6 through 8 grade in April 2019. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2018-19 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5						
6	145	20	3	0	3	148
7	127	16	4	0	1	128
8	120	15	3	0	0	120
All	392	51	10	0	4	396

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

RESULTS AND EVALUATION

The 2018-2019 school year completes Middle Village Prep Charter School sixth year. As the chart indicates, out of the 120 eighth grade students tested, 81% are proficient and in grade 7 out of the 126 students who were tested, 48% were proficient in ELA. For students enrolled at least two years, the 8th grade was able to meet the goal of 75% ELA Proficiency and passed it by 6%. The 7th grade students Proficiency for students fell short by 27%.

Performance on 2018-19 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6	60%	143	0	2
7	48%	126	48%	126
8	81%	120	81%	120
All	63%	389	64.5%	248

ADDITIONAL EVIDENCE

Additional evidence that shows that Middle Village Prep is making progress that demonstrates the schools effectiveness of the schools instructional program is by the use of incorporating a program called Achieve 3000. Teachers can easily search for articles In a data base that include fiction and non-fiction stories to work with students covering different skills such as main idea, authors point of view, character traits, and many more ELA skills. This programs is used to level the students according to their Lexile level. After this is identified, students then work on different reading passages with multiple choice questions and extended responses that will continue to help strengthen vocabulary, writing, and help in college and career readiness goals.

Castle learning is also a program that Middle Village Prep continues to use with our students. The content *related questions* within Castle Learning is based on previous state test questions. Teachers use Castle Learning to create their own assignments, or access pre-built *activities* and assessments. Instant grading, detailed assessment reports, and instructional feedback are benefits of incorporating such program.

A third support system that enhances student learning is the addition of content area books to the classroom libraries. Additional class sets of non-fiction/fiction books were provided to Grade 6-8 classrooms.

As it relates to student academic progress, improvement has been demonstrated in the ELA area between 2016 and 2019. As reflected on the chart below, students in grade 8 scored above proficiency levels and have demonstrated gradual improvement between SY2016 and SY2019. For instance, an improvement of 20% is reflected between SY2016 and SY2019. Some factors can be attributed to this growth, among them: frequent training provided in Literacy to ELA teachers on best practices, by Teachers College Instructional Coaches; the use of Castle Learning that provided teachers with instant feedback of skills that students were having difficulty with individually and as a class. Teachers make great use of a variety of meaningful resources such as engageny.com, Achieve 3000, and ELA test preparation books to create mock state test exams. This enables students to have ample practice and develop test taking stamina before the actual state test is administered. Middle Village Prep also offered testing preparation classes on Saturday morning for students at all grade levels

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5						
6	0	3	0	3	0	2
7	64	121	52	128	48%	126
8	61	103	78	106	81%	120
All	62.5	224	65	237	64.5%	248

Goal 1: Absolute Measure

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2018-19 English language arts MIP for all students of 105. The PI is the sum of the percent of students in all tested grades combined

scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

The ELA results below indicate that the Cohort that includes grades six through eight, reflects that the students achieved a total PI of 168

Middle Village Prep’s PI score of 168 is the measure set for ELA achieved in 2018-2019 school year. This accomplishment is attributed to the careful monitoring of each student data, and addressing the ELA core curriculum with our students and staff.

English Language Arts 2018-19 Performance Index									
Number in Cohort	Percent of Students at Each Performance Level								
	Level 1	Level 2	Level 3	Level 4					
	8	29	32	30					
	PI	=	29	+	32	+	30	=	91
					32	+	30	=	62
						+	(.5)*30	=	15
							PI	=	168

Goal 1: Comparative Measure

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

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.²

² Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

RESULTS AND EVALUATION

Based on the table below, Students in the 7th Grade who were enrolled at Middle Village Prep for 2 years had a 48% proficient level that is 5.1% higher than the student who performed at or above proficiency in the district. The students in the 8th grade had an 81% proficient level that was higher than the district level by 27.5%.

2018-19 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6	0	2	48.6	4,102
7	48	126	42.9	4,302
8	81	120	53.5	4,235
All	64	248	50%	12,639

ADDITIONAL EVIDENCE

As demonstrated in the data table below, students in Grade 7th and 8th scored above proficiency levels, as compared to the local district each year. Grade 8 proficiency levels increased each year. In SY 2016-2017 the student proficiency level reached a 61% rate. In SY 2017-18, student proficiency levels reached 78%. In SY 2018-10 the 8th grade had a proficiency of 81%. This is a 20% increase over the three years

English Language Arts Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3						
4						
5						
6	0		0			
7	64	45.5	52	44.2	48	42.9
8	61	51.5	78	30.0	81	53.5
All	62.5	48.5	65	37.1	64	48

Goal 1: Comparative Measure

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

METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a comparative performance analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

The data for the predicted total amount was not available at the time when the report was due. Not all data results can be completed at this time.

2017-18 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6	64%	145	62.1%	46.6	N/A	.96
7	56%	128	51.6%	40.1	N/A	.66
8	43.6%	106	78.3%	51.3	N/A	1.72
All	55.6%	379	63.1%	45.7	N/A	1.07

School's Overall Comparative Performance:

The data for the predicted total amount was not available at the time when the report was due. Not all data results can be completed at this time.

ADDITIONAL EVIDENCE

The data for the predicted total amount was not available at the time when the report was due. Not all data results can be completed at this time.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	6-8	53.9	364	43.9	36.7	0.43
2016-17	6-8	50.09	370	56.1	40.06	1.02
2017-18	6-8	55.6	379	63.1	45.7	1.07

Goal 1: Growth Measure³

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also

³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁴

RESULTS AND EVALUATION

The school's mean growth percentile in 2018-2019 in ELA was at 49.4. The target of the Statewide Median is 50.0

The Aggregate Mean Growth Percentile for the school in ELA is less than the required 50 percentile needed to be at level. Students in Grade 8 did meet and surpass the target by 6.0%

2017-18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	N/A	50.0
5	N/A	50.0
6	47.9	50.0
7	45.5	50.0
8	56.0	50.0
All	49.4	50.0

⁴ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

ADDITIONAL EVIDENCE

Middle Village Prep did not meet the target percentile of 50.0 however based on the data in the chart you are able to see a pattern of growth In the 6th grade and 8th grade from SY 2016-17 to SY 2017-18.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4				50.0
5				50.0
6	39.1	36.0	47.9	50.0
7	55.9	53.0	45.5	50.0
8	47.7	43.0	56.0	50.0
All	47.6	44.0	49.4	50.0

Goal 1: Optional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD:

STUDENTS IN GRADE 6-8 FOLLOW A CURRICULUM THAT IS ALIGNED TO THE COMMON CORE LEARNING STANDARDS. TEACHERS USE MULTIPLE RESOURCES SUCH AS NOVELS, SHORT STORIES, ARTICLES, INTERNET RESOURCES SUCH AS ENGAGE NY TO HELP STUDENTS READ AT A MORE COMPLEX LEVEL, INCLUDING EXPOSING STUDENTS TO A VARIETY OF READING TEXTS AND GENRES THAT FOSTERS CRITICAL AND EXTENDED THINKING. TEACHERS INCORPORATE AN ARRAY OF TEACHING ACTIVITIES AND STRATEGIES THAT ENABLE STUDENTS TO FOCUS ON EXAMINING HOW AUTHORS USE REASONS TO MAKE THEIR POINTS AND SUPPORT STUDENTS WHO HAVE BEEN ENROLLED IN THE SCHOOL FOR TWO YEARS OR MORE HAVE MADE SIGNIFICANT INCREASES IN GRADE 8 BECAUSE OF THE RIGOROUS INSTRUCTION AND RESOURCES INCORPORATED INTO THE CLASSROOM.

RESULTS AND EVALUATION:

MIDDLE VILLAGE PREP HAS MET OR EXCEEDED MANY OF THE LEVELS SET FORTH BY THE STATE

ADDITIONAL EVIDENCE:

ADDITIONAL EVIDENCE COMES FROM THE INCORPORATION OF CASTLE LEARNING AND ACHIEVE 3000 INTO THE SCHOOL PROGRAM, MOCK TESTING DATA RECEIVED AND ADDITIONAL READING BOOKS IMPLEMENTED INTO THE CLASSROOM CONTENT AREA ARE ALL AREAS OF ACADEMIC SUPPORT

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Middle Village Preparatory Charter School did not meet its target goal of 75 percent proficiency for all students tested on the New York State English language arts exam. Grade 8 students were able to meet and exceed the target goal as they reached an 81% level of proficiency.

However, Middle Village Preparatory Charter School has outperformed students Grades 6 through 8 in District 24.

Middle Village Prep Grade 8 students were able to demonstrate growth in proficiency of the New York State English language arts exam. However, under the state’s Growth Model, MVP’s mean growth percentile in English Language Arts was not above New York State’s median growth percentile of 50.0.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	yes
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	N/A
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2017-18 results.)	no

ACTION PLAN

Middle Village Prep will continue to use the software program Castle Learning and other on-line resources such as Newsela and EngageNY. Teachers can easily search for content related questions to create assignments, and assessments. The program of Achieve 3000 will be used to level students and monitor weekly progress of their reading levels as they complete different articles based on their reading ability. Articles and questions will progressively become more complex as they continue to strengthen their skills in all areas. MVP is also offering teacher support by working with Teachers College to strengthen the Literacy and Writing across all content areas. This include whole group professional development as well as individual coaching of teachers.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Middle Village Prep math program has put together a set of specific goals for students in Grade 6-8. Middle Village Prep feels that it is important to support students in developing a sense of mathematics and learning so that they can be mathematical thinkers. MVP wants the main focus on computational fluency: being flexible, accurate and efficient; with whole numbers with the broader goal of developing strong number sense. Teachers will continue to emphasize reasoning about mathematical ideas through conversation and writing. We want students to problem solve and use mathematics to understand our world through real-life problem solving opportunities. Middle Village Prep is looking to increase the percentage of students successfully being promoted to a minimum of 85% by 2019.

BACKGROUND

The mathematics program at Middle Village Prep Charter School is based on the New York Common Core standards, as such, it will emphasize the development of mathematical literacy, deep understanding of concepts, an ability to communicate effectively about mathematics, and the skills to solve problems. These areas will be addressed in a variety of ways, including but not limited to: providing balanced instruction in thinking and problem solving, using resources and materials to enhance teaching and learning (ex: Math books Glencoe/McGraw Hill Publishing), effectively utilizing Smart Boards, differentiated instruction, team teaching that supports Students with Disabilities (SWD), use of a variety of assessments from traditional teacher made tests to standards-based, pre-assessments, conferences with students, mock state tests, and mock Regents exams.

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 6th through 7th grade in April 2019. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2018-19 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5						
6	145	20	3	0	3	148
7	127	16	4	0	1	128
8	N/A	N/A	N/A	N/A	N/A	N/A
All	272	36	7	0	4	276

RESULTS AND EVALUATION

The table below illustrates that students in Grade 6 and Grade 7 were tested this year of 2018-2019. The school’s goal for mathematics proficiency level is 75% at Proficiency level or higher by the end of the students’ second year. The chart indicates that students in Grade 7 did not meet the proficiency level of 75%. The difference is 6%.

⁵ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Performance on 2018-19 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6	48%	145	0	2
7	69%	127	69%	127
8	N/A	N/A	N/A	N/A
All	58.5	272	69	129

ADDITIONAL EVIDENCE

Middle Village Prep is working very hard to meet the 75% level of proficiency. Our mathematics program has proven to be effective not only for General Ed students but also for students with IEPs and ENL (English as a New Language) students who are having success in mathematics.

Additional evidence includes assessment results from mock exams and Castle Learning that demonstrate the effectiveness of the school's instructional program.

Math teachers in grade 6 sort through data and have identified the standards in which students demonstrated the greatest challenges. They plan as a grade, to focus on the areas determined to be in need of improvement. Several strategies were practiced in order reinforce concepts and skills to ensure student progress, among them: re-teaching select skills using different teaching approaches, providing extensive one to one support, doing more frequent small group instruction, maximizing the use of "team teachers "in order to drive instruction.

Additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the school's instructional program.

MVP staff must make every effort to ensure that improvement is consistent. Reviewing data on a regular basis, will enable teachers to plan effectively and accordingly, including modifying instruction and individualizing learning.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17	Algebra 1	85%	102
8	2017-18	Algebra 1	91%	108
8	2018-19	Algebra 1	94%	120

Middle Village Prep Charter School administers the Algebra 1 Regents exam to all students in Grade 8. Students in the 7th grade begin with a Pre-Algebra course that incorporates both 7th and 8th grade standards to prepare the students for the 8th grade level where they begin a 9th grade level Algebra course. Using multiple resources such as Glenco Algebra 1 series text book/workbook, Castle Learning, Barron’s Regent Algebra 1 prep book and Regents Mock exams, the students in the 8th grade have surpassed not only the 75% proficiency standard, but have continued to increase the percentage of student passing with a grade of 65 or higher each year. We also offer to the 8th grade students a 6 week Regent Prep course after school focusing on testing strategies and Regents questions.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5						
6	0	3	66.6	3	0	2
7	62.2	119	77.0	126	69	127
8	N/A	N/A	N/A	N/A	N/A	N/A
All	62.2	122	71.8	129	69	129

Goal 2: Absolute Measure

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 mathematics MIP for all students of 107. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

As reflected on the table below, Middle Village Prep students received an overall PI number of 158.5

These results can be attributed to purposeful planning, grade level teacher discussions, teachers monitoring students' progress, frequent professional development and the delivery of rigorous instruction provided to students.

Mathematics 2017-18 Performance Level Index (PI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	11	31	35	23
	PI	=	31	+
			35	+
			23	=
			23	=
			(.5)*23	=
			PI	=
				158.5

Goal 2: Comparative Measure

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

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the

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results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁶

RESULTS AND EVALUATION

The Chart below shows a comparison of performance of students in attendance for at least their second year. In Grade 7, 69% of the students are at Proficiency level, while only 45.9% of the District students achieved Proficiency. Middle Village Preparatory Charter School outperformed the district by 23.1%.

2018-19 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6	48	145	44.4	4021
7	69	127	45.9	4372
8	N/A	N/A	N/A	N/A
All	<u>58.5</u>	272	<u>45.15</u>	8393

ADDITIONAL EVIDENCE

Middle Village Preparatory Charter School has outperformed the District in the area of Mathematics. MVP achieved an overall 58.5% proficiency level in Mathematics. Middle Village Prep received a higher level of proficiency in comparison to District 45.15% proficiency levels with a difference of 13.35% Even though Middle Village Prep did not meet the 75% target, both Grade 6 and Grade 7 students out-performed the district

⁶ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3						
4						
5						
6	0		0		0	
7	62.2	41.5	77.0	44.2	69	45.9
8	N/A	N/A	N/A	N/A	N/A	N/A
All	62.2	41.5	77.0	44.2	69	45.9

Goal 2: Comparative Measure

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

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

The data for the predicted total amount was not available at the time when the report was due. Not all data results can be completed at this time.

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2017-18 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6	64%	145	58%	41.9		.90
7	56%	127	77%	42		2.03
8	N/A	N/A	N/A	N/A		N/A
All	60%	272	67.5%	41.95		1.46

School's Overall Comparative Performance:

Based on the data in the table above, Middle Village Prep students in Grade 6 and Grade 7 were able to surpass the predicted total proficiency amount. Grade 6 is 16.1% above the predicted amount while Grade 7 is 35% above the predicted amount.

ADDITIONAL EVIDENCE

The data for the predicted total amount was not available at the time when the report was due. Not all data results can be completed at this time.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	6-7	54.8	254	46.9	38.1	0.53
2016-17	6-7	49.3	267	60.4	42.1	1.14
2017-18	6-7	60.3	272	66.9	41.9	1.45

Goal 2: Growth Measure⁷

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 scores and assigned a

⁷ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁸

RESULTS AND EVALUATION

Students in both Grade 6 and Grade 7 scored above the 50% Mean Growth Percentile.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6	57.7	50.0
7	67	50.0
8	N/A	50.0
All	62.3	50.0

ADDITIONAL EVIDENCE

The overall score of Grades 6 and Grade 7 for the 2018-2019 school year totaled 62.3 the statewide median is 50%

Middle Village Prep's test scores have continued to increase throughout its years of operation. As recent as SY 2017-2018, MVP was able to obtain proficiency on the New York State Mathematics exam by outperforming the district. It is evident that Middle Village Prep continues to excel in Mathematics consistently surpassing its neighboring schools in District 24 and New York State

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4				50.0
5				50.0
6	42.8	53.15	57.7	50.0
7	59.6	55.96	67	50.0
8	N/A	N/A	0	50.0
All	50.4	54.55	62.3	50.0

⁸ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

Goal 2: Optional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD:

STUDENTS IN GRADE 6 AND GRADE 7 FOLLOW A CURRICULUM THAT IS ALIGNED TO THE COMMON CORE LEARNING STANDARDS. TEACHERS USE MULTIPLE RESOURCES SUCH AS TEXTBOOKS/WORKBOOKS, GUIDED NOTE PACKETS, ENGAGENY TESTING QUESTIONS AS WELL AS ADMINISTER UNIT TESTS AND MOCK EXAMS DURING THE SCHOOL YEAR. TEACHERS INCORPORATE A VARIETY OF TEACHING ACTIVITIES THAT ENABLE STUDENTS TO FOCUS ON EXAMINING HOW TO USE MATHEMATICAL PROBLEMS TO SOLVE REAL WORLD SITUATIONS. TEACHERS ARE ALWAYS LOOKING AT DATA TO HELP DRIVE INSTRUCTION.

RESULTS AND EVALUATION:

MIDDLE VILLAGE PREP HAS NOT MET THE TARGET OF 75% HOWEVER MVP DID SURPASS THE DISTRICTY LEVEL SET FORTH BY THE STATE.

ADDITIONAL EVIDENCE:

ADDITIONAL EVIDENCE COMES FROM THE INCORPORATION OF ADDITIONAL SOFTWARE PROGRAMS SUCH AS CASTLE LEARNING. MIDDLE VILLAGE PREP ALSO OFFERS STUDENTS A 10 WEEK PREP CLASS IN PREPARTATION FOR THE STATE TEST

SUMMARY OF THE MATHEMATICS GOAL

In Grade 6, teachers will focus on connecting ratio and rate to whole number multiplication and division; understanding division of fractions and the system of rational numbers, which includes negative numbers. Students will begin to develop understanding of statistical thinking. Writing, interpreting, and using expressions and equations with the use of variables in mathematical expressions will be the foundation needed for students to move into grade seven.

In Grade 7, students will be exposed to a mixture of two mathematical curriculums, as we prepare all students to take the Algebra 1 Regents exam. In this grade, instructional time will focus on developing understanding and applying proportional relationships by extending their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students will begin to solve problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume. Teacher’s help students make appropriate connections by building on previous work to generate data sets and learn about the importance of representative samples for drawing inferences. They will learn to solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes and prisms.

The 8th grade curriculum will focus on understanding the concepts of and becoming proficient with the skills of mathematics, communicating and reasoning mathematically and becoming efficient problem solvers by using appropriate tools and strategies. Students will receive the Algebra I content that will prepare them to take the Algebra I Regents exam at the end of eighth grade

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	no
Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	yes
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	N/A
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2017-18 results.)	yes

ACTION PLAN

Middle Village Preparatory Charter School's action plan is put into place to demonstrate a strong understanding for the New York State Mathematics curriculum. In order to maintain, or even further improve academic performance, Middle Village Prep will continue to offer extra help, as well as host mock exams. We are looking into a new Math series for our students called ENVISIONS. We are also incorporating MAP testing. MAP testing has a math program that will allow teachers to see the standards mastered of each individual student as well as see where they are still having difficulty. The test is also a prediction to how the student will perform on the state test by generating a 1-4 scale of proficiency.

Additionally, Middle Village Prep offer enhanced support to our students in Grades 6-8 outside of our typical school day. MVP offers New York State test preparation help through a neighboring program. This program provides MVP students with one and a half hours of Mathematics test prep on a Saturday. Students are provided the opportunity to enroll in the program, and attendance is monitored on both MVP's part and the program director in order to make sure students are getting the best possible support. In addition to the test prep program, MVP has partnered with an afterschool program in an effort to further support our students. This supplemental program offers homework help to students enrolled in the program Monday through Friday for one hour. It also offers a Saturday program in which students are assisted with homework prior to branching off into other extracurricular activities.

GOAL 3: SCIENCE

Goal 3: Science

The Science Goal for our students is to attain Proficiency and beyond for all of our students. Middle Village Prep offers the 8th grade students the Earth Science Regents. Our goal is to reach 75% and to continue to outperform the District.

BACKGROUND

Middle Village Prep's Science program is based on the New York State Next Generation Learning Standards. Students in grade 6 begin with an introduction to General Science with a strong emphasis on Life Science, which takes the student through discovery and learning of the living environment. Topics include: cell and human Biology, genetics, biochemistry, ecology, and survey of the five kingdoms of living organisms. In Grade 6, students participate in a science fair at the end of the school year demonstrating an experiment based on a skill/topic that they learned in science during the year and create a visual board of their topic along with a hypothesis including steps and results of their procedure.

Students in Grade 7 continue to examine the areas of energy, motion, forces, heat waves, light, sound, electricity and atomic structures and their applications. In grade 7, students visit Adventure Land for the Day to participate in Technology day.

It serves as an introduction to the Technical World, through the students' investigation of the various rides at the amusement park. A workbook with activity sheets guides students through the learning process as they observe, record time, sketch, and calculate specific aspects of the rides.

The students in Grade 8 prepare for the Earth Science Regents. Students are exposed to activities and hands on projects that study our planet, its composition, history, geological processes, and the environment in space. Our Regents level program meets New York State Regents standards and our students take the Regents exam in June. All Science programs have 30 hours of lab. Laboratory activities with reports are an essential part of the program. In line with the school's constructivist approach, MVP believes that students learn most effectively when they have a central role in the learning process and that science skills should be based on a series of discoveries. Therefore, MVP will ensure that students master the skills they need to grow towards scientific literacy, including an understanding of scientific explanations, and the ability to generate evidence, understand the scientific method and its applications over time through an exploratory student-centered problem solving approach in MVP's Science Lab.

Middle Village Prep has also expanded its Science program by building a school Fab Lab. The school Fab Lab is an extension of our STEM program. All students in Grade 7 and Grade 8 receive Fab Lab two periods a week. This allows the students to work with hands on materials such as Laser Cutters, 3D printing, VR machine, Drone Flying and so much more. It is truly a great experience for the students to work hands on with machinery and create something based on their imagination. Science, Technology, Math and Engineering play a big role in the design and model of many of the lessons presented to students in the Fab Lab offering a new world for students to discover and the opportunity to possibly look in to a future career path.

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2019. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

Middle Village Prep Students in Grade 8 do not take the NYS Science 8th grade exam. We offer Earth Science Regent to all Grade 8 Students.

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Charter School Performance on 2018-19 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
4	N/A	N/A
8	N/A	N/A
All	N/A	N/A

ADDITIONAL EVIDENCE

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

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17	Earth Science	36.6%	101
8	2017-18	Earth Science	59%	108
8	2018-19	Earth Science	73%	119

Middle Village Prep Charter School administers the Earth Science Regents exam to all students in Grade 8. Using multiple resources such as Pearson’s Earth Science series workbook, Castle Learning, Barron’s Regent Earth Science prep book and Regents Mock exams, the students in the 8th percent passing rate has continued to increase each year .We also offer to the 8th grade students a 6 week Regent Prep course after school focusing on testing strategies and Regents questions.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	N/A		N/A		N/A	
8	N/A		N/A		N/A	
All	N/A		N/A		N/A	

Goal 3: Comparative Measure

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

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state’s release of district science data, the 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district’s **2017-18** data.

RESULTS AND EVALUATION

Middle Village Prep 8th Grade Students take the Earth Science Regents. According to our data in the above table, Student passing rate over 65% has increased each year.

2018-19 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students ⁹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8				
All				

ADDITIONAL EVIDENCE

Since Middle Village Prep does not offer the NYS 8th Grade Science test, we do not have data in this area to report on.

Science Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
4						
8						
All						

⁹ This table uses the prior year’s results as 2018-19 district science scores are not yet available.

Goal 3: Optional Measure

[Include additional measures that are part of the Accountability Plan.]

STUDENTS IN GRADE 8 FOLLOW A HIGH SCHOOL LEVEL CURRICULUM THAT IS ALIGNED TO THE COMMON CORE LEARNING STANDARDS FOR EARTH SCIENCE. TEACHERS USE MULTIPLE RESOURCES SUCH AS TEXTBOOKS/WORKBOOKS, GUIDED NOTE PACKETS, ENGAGENY TESTING QUESTIONS AS WELL AS ADMINISTER UNIT TESTS AND MOCK EXAMS DURING THE SCHOOL YEAR. TEACHERS INCORPORATE A MINIMUM OF 30 HOURS OF LAB HOURS FOR STUDENTS TO PRACTICE EXPERIMENTS AND MAKE DISCOVERIES ON VARIOUS SCIENTIFIC TOPICS.

RESULTS AND EVALUATION:

MIDDLE VILLAGE PREP HAS SHOWN AN INCREASE IN EARTH SCIENCE SCORES OVER TIME

ADDITIONAL EVIDENCE:

ADDITIONAL EVIDENCE COMES FROM THE INCORPORATION OF ADDITIONAL SOFTWARE PROGRAMS SUCH AS CASTLE LEARNING. MIDDLE VILLAGE PREP ALSO OFFERS STUDENTS A 6 WEEK PREP CLASS IN PREPARATION FOR THE REGENTS EXAM AS WELL AS AFTERSCHOOL HELP FOR STUDENTS WHO NEED ADDITIONAL SUPPORT.

SUMMARY OF THE SCIENCE GOAL

In place of the NYS 8th Grade Science Exam, students are required to take the Earth Science Regents exam. Our goal is for students to become proficient with a minimum of a 75% passing rate.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	N/A
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A
	[Write in optional measure here]	

ACTION PLAN

Middle Village Prep will continue the support of Teacher College who will be incorporating a Science coach to work with teachers on incorporating the Next Generation Standards into the NYS curriculum. We will also continue to support teachers by sending them to professional development workshops that will incorporate STEM activities into the classroom. MVP is also looking in a new book series that is separated into different topics/modules as opposed to a whole textbook. The smaller modules provide students with models of questions and exercises that help promote project based learning as well as offer science articles with constructive response questions

GOAL 4: ESSA

Goal 4: ESSA

Write the school's Accountability Plan ESSA goal here.

Goal 4: Absolute Measure

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.

METHOD

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.

RESULTS AND EVALUATION

The school's instructional approach has focused on specific strategies in order to improve student outcomes in ELA and Math as well as other core subject areas. Students are increasingly challenged to sharpen their ability to write and speak with more clarity and coherence, providing clear reasons and relevant evidence. Greater emphasis is being placed in improving writing skills within the ELA curriculum, as well as across content areas like History, Science and Math. In addition, support has been provided to the faculty members through professional development opportunities and by higher education institutions such as Teachers College.

These efforts have helped us for the past three years to meet the State's accountability; we have met our comparative measures goals with the District and the State; in addition, MVP has exceeded the predicted proficiency based on our percentage of economically disadvantaged students as indicated on the chart from the Charter Schools Institute Accountability Dossier.

ADDITIONAL EVIDENCE

As Middle Village Prep continues to grow, we are able to offer our students more programs that not only enhances their academic abilities but also prepares them for college and career readiness. Middle Village Prep has been named a Reward School based on performance in the 2018-2019 school year. We continue our mission to meet the goals set by the district and the state.

Accountability Status by Year

Year	Status
2016-17	Good Standing
2017-18	Good Standing
2018-19	Good Standing

APPENDIX A: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal S: Parent Satisfaction

Middle Village Prep parents are an important part of our school community. We want parents to be involved in their child’s education and become part of the learning process by being partners with their child, teacher and administration. When everyone is working together is when the child will meet not only their academic goals but grow to become more independent and take pride in their work.

Goal S: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school’s program based on a parent satisfaction survey.

METHOD

Each year, school surveys are delivered to the school for distribution to the parents. At the parent PTA meeting, school administration attends the meeting to talk to parents about the up-coming survey that will be sent home to them. At this meeting we discuss the importance of the survey and how important it is for them to answer the questions honestly and provide feedback so that we can help support their child as well as help them over the three years that they are with us.

RESULTS

Provide a narrative of parents’ responses.

2018-19 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
[114]	[114]	[30%]

2018-19 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
families say that the principal encourages feedback from the community and them through regular meetings	[90%]
families say that the principal is strongly committed to shared decision making	[93%]
families say that the principal at their school promotes family and community involvement in the school	[97%]

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families feel that the principal works to create a sense of community in the school	[98%]
families say that school staff regularly communicate with them about how families can help their child learn	[89%]

EVALUATION

Based on the responses from the surveys received, many parents were pleased with the school communication as we were 3% higher than the District in these areas. In the area of regular communication about school staff communicating with families on ways to help their child learn, MVP was even with the District.

Goal S: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September

METHOD

Middle Village Prep uses a system called TEACHERASE.COM in order to track students' grades in the areas of Tests, Quizzes, Projects, Homework and Classwork. Students and Parents receive a progress report three times in the school year (October, January and April) to show parents are students are performing before the report card is distributed. Report cards are given to families 3 times during the year where Trimester 1 and Trimester 2, parent/teacher conferences are held to discuss academic growth or challenges that students may have. The report card is cumulative and the final grade is a combination of T1-T3. Students who are failings 2 subjects or more at any time during the year are notified by the school guidance counselor and parents are called into school to discuss possible causes and ways to get the students back on track.

RESULTS

Present a narrative describing number of students in various categories and the retention rate.

2018-19 Student Retention Rate

2017-18 Enrollment	Number of Students Who Graduated in 2017-18	Number of Students Who Returned in 2018-19	Retention Rate 2018-18 Re-enrollment ÷ (2017-18 Enrollment – Graduates)
381	108	250	91.5

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EVALUATION

Provide a narrative explicitly stating whether or not the school met the measure and how close the retention rate was to the target.

ADDITIONAL EVIDENCE

Year	Retention Rate
2016-17	96.6%
2017-18	93.7%
2018-19	91.5

Goal S: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

METHOD

Student attendance is entered each day through our system called teacherease.com. Once attendance is recorded in the teacherease.com system it is then uploaded into ATS.

RESULTS

The daily attendance rate of our students is above 95%

2018-19 Attendance

Grade	Average Daily Attendance Rate
1	[%]
2	[%]
3	[%]
4	[%]
5	[%]
6	95.94
7	96.6
8	95.83
Overall	96.12

EVALUATION

The school met its goal as evidenced by the data provided in the chart below. The school was able to maintain an attendance rate average of 95.8%. Students are encouraged to be consistent with their

attendance and are acknowledged at school wide assemblies. Certificates of recognition are issued. Before school programs (Enrichment/ Support) are offered to students so that they can increase their level of performance thus building confidence and motivating them to attend on a daily basis. Students' attendance is recorded daily and maintained on ATS. The school reviews it on a weekly basis to identify trends, communicate with parents/students and to take appropriate measures with students who may be having difficulties attending school regularly. Attendance data is shared with the faculty and especially the Guidance Counselors, in order to identify common strategies to address any lateness or absenteeism issues

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2016-17	[96%]
2017-18	[95.8%]
2018-19	96.12

APPENDIX B: SUPPLEMENTARY TABLES

The school may wish to use the following supplemental tables in the **Additional Evidence** sections. They are organized by subject and measure. Table titles need to be adapted to reflect the appropriate subject area, i.e. English language arts, mathematics, etc.

ELEMENTARY AND MIDDLE SCHOOLS: ENGLISH LANGUAGE ARTS AND MATHEMATICS

Absolute Measure

In 2018-19, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State examination.

This table examines whether performance changes the longer students are enrolled in the school. In a successful school, student performance should increase with prolonged participation in the academic program.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

2018-19 English Language Arts Performance by Grade Level and Years Attending the School

Grade	Percent of Students at Proficiency According to Number of Years Enrolled							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5								
6			0	2				
7			48	126				
8					81	120		
All			48	128	81	120		

Comparative Measure

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

While schools are required to compare themselves to the local school district, there may be individual schools that also provide a compelling comparison. These comparisons might be schools in the same neighborhood, with the same demographics, or have similar programs. Schools should provide narrative rationale for why the choices below are meaningful and compelling comparisons. The first table features a grade level breakdown for 2018-18; the other presents annual aggregate results over time.

2018-19 English Language Arts Performance of Charter School and Comparison Schools by Grade Level

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	Charter School		PS 93		PS 119		PS 128	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5								
6	0	2						
7	48	126	38.9	355	53.3	214	70.4	125
8	81	120	49.4	338	75.8	153	69	87
All	64.5	248	44.1	133	64.5	367	69.7	212

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

English Language Arts Performance of School and Comparison Schools by School Year

School Year	Grades	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on State Exam by Year							
		Charter School		P.S. 93		PS 119		PS 128	
		Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
2016-17	7-8	61.3	225	42.6	729	64.5	438	65.8	180
2017-18	7-8	64.1	231	43.5	660	68.5	382	72.5	193
2018-19	7-8	64.5	248	44.4	693	64.5	367	69.7	212

Growth Measure (national norm-referenced assessment)

Each year, on a national norm-referenced assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

If the school has administered a norm referenced test, e.g. Terra Nova, ITBS, Stanford 10, it should report cohort growth results in a similar fashion to the growth measure based on state tests.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they made towards the desirable outcome of grade level or an NCE of 50. Each grade level cohort consists of those students who took the same norm-referenced exam in 2017-18 and 2018-19. It includes students who repeated the grade. In addition, the school examines the aggregate of all cohorts to determine the growth of all students who took the exam in both years.

In the SY2018-2019, Middle Village Prep administered the MAP Testing to the students in Grades 6-8. We were having some challenges with the Wi-Fi and internet connection and noticed that some of the student's answers were not recorded for the exam. The MAP Testing was to provide data in the areas of ELA and Math for our students by showing a projected level of proficiency that the students would achieve on the State Test exam.

Middle Village Prep's goal going forward is to use the MAP assessment three times in the school year. In the beginning of the year it will be administered to students in September as a benchmark assessment providing data to teachers to see where their students are at in terms of standards and content skills in ELA and Math. The test will be administered again in January to show growth in the skills learned over the first few months of school. This will help teachers adjust lessons and group students accordingly in the classroom. An end of the year assessment will be administered to help teachers set targets for the next school year.

RESULTS

Cohort Growth on [XXX] Test from Spring 2018 to Spring 2019

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Cohort Size	Percent Performing At or Above NCE of 50			Target Achieved
		2017-18	Target	2018-19	
A					YES/NO
B					YES/NO
C					YES/NO
All					YES/NO

EVALUATION

We were unable to have a set of data results with measurable goals since the test was only administered one time at the end of the school year. We were able to have conversations with the students about their performance and review their projected levels with them to help identify the skills that they were struggling with.

ADDITIONAL EVIDENCE

Not applicable at this time

Cohort Performance on the Norm Referenced Reading Test by School Year

School Year	Cohort met target?
2016-17	
2017-18	
2018-19	

Cohort Performance on XXX Test by School Year

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2015-16	[?/?]		
2016-17	[?/?]		
2017-18	[?/?]		
2018-19	[?/?]		

ELEMENTARY AND MIDDLE SCHOOLS: SCIENCE

2018-19 Science Performance by Grade Level and Years Attending the School

	Percent of Students at Levels 3 and 4 According to Number of Years in School							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4								
8								

