

**Capital Preparatory Bronx Charter
School**

**2022-23 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

November 3, 2023

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**CAPITAL PREPARATORY
BRONX
CHARTER SCHOOL**

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prepared this 2022-23 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)
James Stovall	Chair	Marketing & Recruitment
Dr. Steve Perry	Secretary	Real Estate, Parent Outreach
Derek Ferguson	Member	Real Estate, Finance & Audit
Tarilk Brooks	Member	Finance & Audit
Danique Day	Member	Curriculum & Academics
Rochelle Brown	Member	None
Baye Adofo-Wilson	Member	Finance & Audit

Isaiah Brown has served as the principal since 2019.

SCHOOL OVERVIEW

Capital Preparatory Bronx Charter School (CP Bronx) is the second school in the portfolio of the Capital Preparatory Schools (CPS) network to open its doors in New York City. CPS has developed a life-changing educational model providing scholars with a college prep, social justice, and an academic experience that prepares them to be agents of change equipped with critical college and career readiness skills.

Our returning and new scholars are excited and anxious to begin the school year with High School 10th grade scholars for the first time. Our young school is growing and impacting the community in positive ways, as we continue the legacy of ensuring scholars from the community gain acceptance to 4 year colleges and universities. CP Bronx, like all CPS schools, offers scholars support through two “houses,” one focused on academics and the other focused on “affective”, the social and emotional support. The model combines college prep classes and early college high school experiences with a strong advisory program designed to strengthen the relationship between the scholars and their learning environment. Many scholars grow from being significantly behind grade level when they first enroll to taking at least one college course by the end of their junior year. This transformative academic progress is facilitated by a caring Scholar Assistance Team (SAT) focused on identifying each scholar’s challenges and helping to develop a support plan to address each one. The Capital Prep learner expectations (Collaborator, Problem Solver, Researcher, Empathetic Citizen, and Pillar of Knowledge) are utilized in both the academic and affective setting to help both Illuminators (our title for our teachers) and scholars meet their goals.

The school’s priority last year was to build upon the strong return to school that was established the previous year in establishing clear communications and expectations regarding scholar attendance and engagement. Our scholars were committed to coming to school as demonstrated through an averaged 97% daily attendance rate. We also established a culture of care, emphasizing relationship building and leveraging our connection with students which supports all parties in times of correction.

Students in grades 7-9 built upon the strong academic base created the previous year using internal and external formative and summative assessments, and sought to make even greater academic improvements. Using online platforms to deliver the assessments supports illuminators with a quick turnaround time for feedback. This timely turnkey of data keeps families and scholars informed of their academic performance and has aided in building a strong community and culture rooted around academic performance and affective support.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21							140	54						194
2021-22							91	104	48					243
2022-23							112	98	103	85				398

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2020-21	2017-18	2017	-	-	-
2021-22	2018-19	2018	-	-	-
2022-23	2019-20	2019	-	-	-

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9th grade anywhere. The 2019 Total Cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

cFourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort’s Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2017-18	2017	-	-	-

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2021-2 2	2018-19	2018	-	-	-
2022-2 3	2019-20	2019	-	-	-

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-2 1	2016-17	2016	-	-	-
2021-2 2	2017-18	2017	-	-	-
2022-2 3	2018-19	2018	-	-	-

PROMOTION POLICY

- Promotion decisions are made by the school principal based on multiple measures of student readiness for the next grade level in English and math (as well as science and social studies for grade 8 students).
- Teachers review student work from the school year to identify students who may not be ready for the work of the next grade in English language arts and/or math, even with support. Students whose work shows they are ready for the next grade are promoted by the principal in June.
- If a student's work shows they may not be ready for the next grade level, the teacher completes and scores the portfolio. The principal makes the promotion decision based on the portfolio results.

If a student is not promoted in June based on their portfolio results, the student is required to participate in summer learning.

At the end of summer, the school reviews the progress of the student, and the principal makes the final promotion decision.

GOAL 1: HIGH SCHOOL GRADUATION

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 2022-23

Cohort Designation	Number in Cohort during 2022-23	Percent promoted
2021	-	-
2022	-	-

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 for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2023, the 2021 Cohort will have completed its second year.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2019	2020-21	-	-
2020	2021-22	-	-
2021	2022-23	-	-

Graduation Goal Measures 3 & 4 - Absolute

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

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

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2020-21	-	-	-
2018	2021-22	-	-	-
2019	2022-23	-	-	-

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2020-21	-	-	-
2017	2021-22	-	-	-
2018	2022-23	-	-	-

Graduation Goal Measure 5 - Comparative Measure

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

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

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2017	2020-21	-	-	-	-	-
2018	2021-22	-	-	-	-	-
2019	2022-23	-	-	-	-	-

Graduation Goal Measure 6 - Absolute Measure

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

¹ These data reflect August graduation rates. 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 2021-22 results as a temporary placeholder for the district's 2022-23 results.

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Percentage of the 2019 Graduation Cohort Pathway Students Demonstrating Success by Exam Type³

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing =[(b)/(a)]*100
-	-	-	-
-	-	-	-
-	-	-	-
Overall	-	-	-

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2017	2020-21	-	-
2018	2021-22	-	-
2019	2022-23	-	-

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school's first class to graduate will be in the 2024-2025 school year.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	-
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.	-
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	-

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.

Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	-
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.	-
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.	-

EVALUATION OF THE GRADUATION GOAL

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school’s first class to graduate will be in the 2024-2025 school year.

ADDITIONAL CONTEXT AND EVIDENCE

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school’s first class to graduate will be in the 2024-2025 school year.

ACTION PLAN

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school’s first class to graduate will be in the 2024-2025 school year.

GOAL 2: COLLEGE PREPARATION

All students will graduate from Capital Preparatory Bronx Charter school having taken a minimum of 2 college classes and passed with credit.

Scholars (freshman and Sophmores) take AP High school courses and college courses that are scheduled during the instructional day. AP and college courses are all taken online. We have partnered with the University of Pittsburgh to provide the college classes. Our AP classes are facilitated through the outlier.org platform.

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;

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- 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 2019 Total Cohort Graduates Demonstrating College Preparation by Indicator⁴

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
Overall	-	-	-

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 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

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.

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

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Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

College Preparation Goal Measure 4 - Absolute

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

Matriculation Rate of Graduates by Year⁵

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2017	2020-21	-	-	-
2018	2021-22	-	-	-
2019	2022-23	-	-	-

SUMMARY OF THE COLLEGE PREPARATION GOAL

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school's first class to graduate will be in the 2024-2025 school year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	-
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	-

⁵ Schools should update and confirm data for Cohorts prior to 2022-23 and provide preliminary matriculation data for 2019 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year

EVALUATION OF THE COLLEGE PREPARATION GOAL

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school's first class to graduate will be in the 2024-2025 school year.

ADDITIONAL CONTEXT AND EVIDENCE

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school's first class to graduate will be in the 2024-2025 school year.

ACTION PLAN

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school's first class to graduate will be in the 2024-2025 school year.

GOAL 3: ENGLISH LANGUAGE ARTS

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 for grades 3-8.

BACKGROUND

The English Language Arts Department adapted the 6th through 8th grade curriculum by Lavinia Group. Lavinia Group curriculum aids in the development of reading and writing skills due to their unique curriculum that blends reading and writing lessons through novel study and close reading techniques. Playlists provide daily lessons including objectives aligned to ELA Common Core Standards for scholars to receive daily instruction and practice to support their proficiency of grade level standards. In conjunction, the Pauker Method of Writing is used as the main writing process throughout ELA for grades 6-10. ELA Illuminators purposely prepare lessons that include modeling reading and writing techniques, focusing scholar independent reading and writing tasks, and provide feedback to scholars for scholars to understand their level of performance. Academic talk is key to developing a culture of learning as we aim to improve scholars comprehension and speaking skills by engaging in intentional and meaningful discussions. Implementing "The Game Plan" and transferable questions while reading, writing, and discourse, about texts, allows scholars to engage with all genres.

A fundamental change for English, as in all core subjects for the 2022-23 school year, was the focus on proficiency within Priority Standards. CPS Priority Standards (PS) are Next Generation Learning Standards that when focused upon, provide accelerated access to grade-level proficiency, leverage for success on high-stakes assessments, and reach towards the acquisition of future grade-level skills. For each English course, fifteen (15) priority standards were identified using guidance from resources such as Achieve The Core's Priority Instructional Content whitepapers, New York State Testing assessment blueprints, and Lavinia's curriculum mapping documents. English lessons designed with PS central to their objectives improved the likelihood that scholars will become grade-level proficient in an accelerated manner and demonstrate skill proficiency on high-stakes assessments. The PS also established a vertical alignment providing Illuminators with an understanding of skill commonalities amongst grades directly below and above their own. The emphasis on instruction, remediation, and enrichment of PS at CPS communicated to scholars, families, and other stakeholders the importance of instructional rigor and depth of knowledge within the classroom.

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In addition, the concept of Least Restrictive Standards informed remediation for each PS. A Least Restrictive Standard (LRS) is the foundational standard *closest* in grade level to a Priority Standard that when studied would support access to proficiency within the PS skills. Resources like the Lumos Core Coherence Map were employed to identify LRS for each English PS and inform Tier 1 and Tier 2 instruction.

Scholar progress towards proficiency within PS skills were tracked using data walls within the English classroom. English Benchmark Assessments were issued three times during the school year, fall-winter-spring, to track scholar progress towards proficiency in these priority standards.

The Professional Development for English Language Arts Department is always seeking to improve the practice of ELA. The instruction of ELA illuminators is observed weekly to guarantee quality instruction is provided to scholars. After observations, meetings are held to discuss delivery of instruction and curriculum, review scholar work, and name next steps to meet scholar needs. Meetings also include discussion of best practices, monthly data team meetings, weekly walkthrough observations coupled with individual coaching meetings, and ‘upon request’ individual meetings. Dean of Academics and the Director of ELA meet weekly to collaborate on observations of the ELA team, review scholar data, discuss the implementation of guided reading, establish school-wide next steps, and plan for future professional developments. Additionally, illuminators receive professional development weekly from their Director of ELA and from their Dean of Academics to ensure that schools work towards goals, developing skills, reviewing data and are collaborating on lesson planning.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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

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

2022-23 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	-	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-	-
6	108	1	1					110
7	101	3	0					104
8	91	4	2					97
All	300	8	3					311

Performance on 2022-23 State English Language Arts Exam

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By All Students and Students Enrolled in At Least Their Second Year⁶

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	108	53	49.1%	1	0	0%
7	101	62	61.4%	74	50	67.6%
8	91	78	85.7%	76	69	90.8%
All	300	193	64.3%	151	119	78.8%

ELA Measure 2 - Absolute

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

ELA Measure 3 - Comparative

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

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁷

2022-23 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

⁶ Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

⁷ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of this data [here](#).

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	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6	0%	1		
7	67.6%	74	45%	2502
8	86.4%	81	54%	2578
All	76.9%	156	49%	5080

ELA Measure 4 - Comparative

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

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.⁸

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁹		Effect Size
		Actual	Predicted	
3	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6	91.7%	48.5%	46.9%	99
7	78.2%	58.3%	43.9%	79
8	56%	82.4%	45.9%	51
All	76.3%	59.4%	45.5%	229

⁸ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2023.

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

ELA Measure 5 - Growth

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

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

ELA INTERNAL EXAM RESULTS

During 2022-23, the Capital Preparatory Bronx School primarily used the following exams to assess student growth and achievement in English: Benchmark Assessments, Lavinia and College Board weekly mastery summative and formative assessments as created in the Edulastic library, MAP, and mock state tests. Three English Quint(marking period) Benchmark Assessments (fall, winter, and spring) allowed for the tracking of scholar proficiency growth in Priority Standards. Each Benchmark assessed the proficiency level of scholars within the Priority Standards (PS) skills taught up until that point. Winter and spring assessments included questions from newly taught PS skills, as well as previously assessed skills to track scholar growth.

NWEA MAP assessments were administered three times during the school year: fall, winter and spring. Scholar RIT scores were used to support individual learning plans in IXL for grades 9-12. Reading Plus Diagnostics data also supported the ILP for grades 6-8 . Fall scores were used to program Reading Plus learning Plans for scholars to work asynchronously on their learning plans starting at the end of September. Scholar placement within the program was adjusted due to performance on each subsequent MAP assessment. Spring 2023 scores were used to inform placement into Pre-AP 1 programs for rising 8th graders during the 2023-24 school year

The analysis of scholar proficiency growth within Priority Standards was completed at the end of Quint 1, Quint 2, and Quint 5. Scholar standard proficiency data was triangulated with classwork data, such as Lavinia and College Board assessments, Mock Assessment, along with Benchmark Assessment data to identify individual needs for remediation, enrichment and/or intervention.

Capital Prep Bronx took the NWEA MAP assessment three times during the year. 2022-23 results in English showed that 59% (n=65) of 6th-grade scholars, 54% (n=52) of 7th-grade scholars, and 60% (n=58) of 8th-grade scholars met expected Fall to Spring Growth. (target was 50%)

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Bronx English MAP End-of-Year Growth in Proficiency 2022-23

	6th		7th		8th	
Spring Level 1	29	26%	29	28.2%	12	13%
Spring Level 2	31	28%	26	25.2%	22	23%
Spring Level 3	25	23%	44	42.7%	44	46%
Spring Level 4	25	23%	4	3.9%	17	18%
Spring Proficiency	50	45%	48	47%	61	64%
Fall Proficiency	44	39%	38	39%	56	54%
Winter Proficiency	45	41%	46	46%	60	63%
Predicted 22-23 NYSE Proficiency	50	45%	48	47%	61	63%
% Met Fall to Spring Growth Projection	65	59%	54	52%	58	60%
			9th			
Greater than Spring Grade Level RIT			52	60%		
Greater than Winter Grade Level RIT			53	62%		
Greater than Fall Grade Level RIT			54	64%		
% Met Growth Projection			39	45%		

Individual learning plans for English were recalibrated after a Reading Plus Diagnostic and IXL every administration of the MAP assessment. These plans informed asynchronous work scholars completed within the digital program with the purpose of remediating foundational skills and preparing scholars for access to grade level English skills.

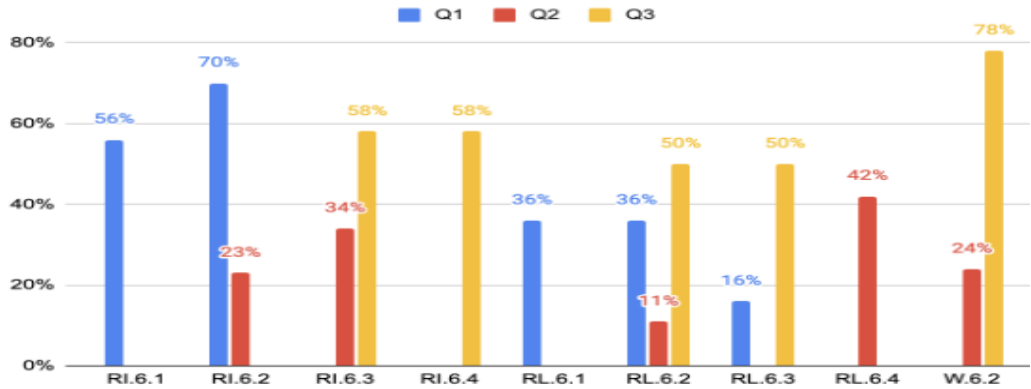
Capital Preparatory English Benchmark Assessments (BA) are employed to determine the proficiency of scholars in Priority Standards identified by the district to track scholar progress towards grade level proficiency. English BAs were assessed three times during the 2022-23 school year, each assessment testing scholar proficiency on each of the Priority Standards taught up until that point.

The table below demonstrates the overall proficiency rates for Capital Preparatory Benchmark assessments assessed in October, December, and June.

Course	Quint 1 Benchmark Proficiency 2022	Quint 2 Benchmark Proficiency 2022	Quint 5 Benchmark Proficiency 2023
6th Grade	33%	21%	47%
7th Grade	46%	26%	67%
8th Grade	59%	76%	41%

The table below demonstrates the overall Priority Standard proficiency rates for Capital Preparatory Benchmark assessments, assessed in October, December, and June.

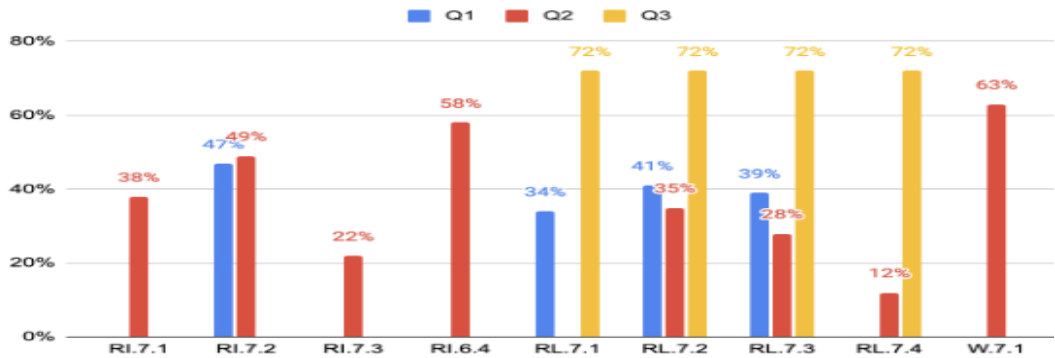
Bronx English Benchmark Assessment Priority Standard Proficiency Tracker
6th Grade 2022-23



Q5 Priority Standards – 6th Grade

RI standards are approximately 60% of NYS assessment

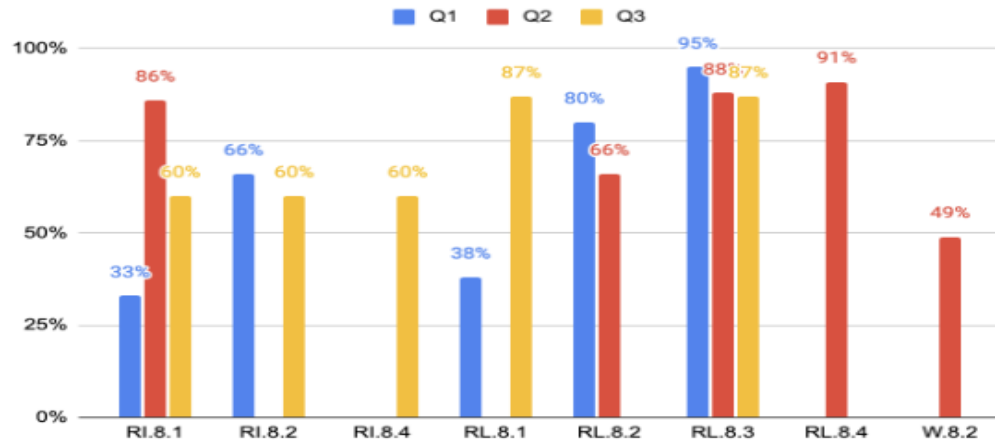
Bronx English Benchmark Assessment Priority Standard Proficiency Tracker
7th Grade 2022-23



Q5 Priority Standards – 7th Grade

RL standards are approximately 60% of NYS assessment (Grades 6-8)

Bronx English Benchmark Assessment Priority Standard Proficiency Tracker
8th Grade 2022-23



Q5 Priority Standards – 8th Grade

RI standards are approximately 60% of NYS Assessment (Grade 6-8)

The Benchmark Assessment Priority Standard proficiency data was analyzed after each administration and next steps were identified by the English Director of Curriculum for opportunities of growth for Bronx scholars. One example of this analysis can be found below.

At 47%, scholars overall proficiency increased from Q1 (33%) to Q5 (41%) with a 8% growth. Scholar proficiency levels decreased in in Q2 (21%). PS (RL.1, RI., RI.2) will need to assessed in the earlier parts of the new school year. There also needs to be a more writing in (W.1 and W.2).

For 2023-24 illuminators should:

*Embed the reading standards daily into lessons where scholars get to practice on their own. Scholars should start to identify reading genre to start assessing their foundational reading and writing skills.

*Provide scholars with the prescribed time needed for independent reading texts aligned to their reading level aligned to Reading Plus prescriptions based on diagnostics. Illuminators provide direct instruction on Foundational PS in small group instruction 2-3 times a week.

*Set learning goals and PS proficiency goals with scholars. Utilize data walls to track progress towards meeting these goals. Scholars track their progress towards these goals on their individualized learning goals. Reading is fundamental.

6th Grade BRONX RECOMMENDATIONS

These recommendations are based on Benchmark results and suggested with the understanding data-driven decision making is the only way to ensure scholars are performing on grade level by the end of the year.



SUMMARY OF THE ELA GOAL

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

EVALUATION OF ELA GOAL

Capital Preparatory Bronx scholars exceeded the goal of 75% of all tested scholars enrolled in at least their second year will perform at or above proficiency on the New York State examination for grades 3-8. 77% of all second year Capital Preparatory scholars demonstrated proficiency. 68% of 7th-graders and 86% of 8th-graders who were enrolled in Capital Preparatory Bronx for two years demonstrated proficiency.

Capital Preparatory Bronx scholar proficiency rates on the 2022-23 state English assessment exceeded the school's 2021-22, District 11, and NYC proficiency rates.

The table below describes the growth in English proficiency rates from 2021-22 to 2022-23 school years. Two (2) of three (3) grades at Capital Preparatory Bronx grade demonstrated a positive trend during this time period. Capital Preparatory Bronx 6th-graders had the least growth in proficiency (13% decrease), while 8th-graders had the greatest growth (54% increase) when comparing results from these two testing cycles.

Further, when comparing grade cohorts, proficiency demonstrated a positive trend. The 2021-22 6th-grade cohort demonstrated a 9% increase of proficiency on the 2022-23 7th-grade assessment (2021-22 6th-grade 56% to 2022-23 7th-grade 61%), while the 2021-22 7th-grade cohort demonstrated a 48% increase in proficiency on the 2022-23 8th grade assessment (2021-22 7th-grade 58% to 2022-23 8th-grade 86%).

CPS Bronx English Proficiency Rates 2022-23 v 2021-22

	2021-22 Proficiency	2022-23 Proficiency	Change	% Change
6th Grade	56%	49%	-7%	-13%
7th Grade	58%	61%	3%	5%
8th Grade	56%	86%	30%	54%

Data recorded in the table below demonstrates how Capital Preparatory Bronx scholars outperformed scholars in District 11. Analysis of grade-level proficiency rates suggest, the longer scholars are enrolled in Capital Preparatory Bronx the more likely they are to outperform their grade-level peers in the district.

English Proficiency Rates 2022-23: CP Bronx v District 11

	2022-23 CP Bronx Proficiency	2022-23 District 11 Proficiency	Difference: CP Bronx - District
6th Grade	49%	38%	11%
7th Grade	61%	45%	16%
8th Grade	86%	54%	32%

Data recorded in the table below demonstrates how Capital Preparatory Bronx scholars outperform scholars in NYC. Analysis of grade-level proficiency rates suggest, the longer scholars are enrolled in Capital Preparatory Bronx the more likely they are to outperform their grade-level peers in the City.

English Proficiency Rates 2022-23: CP Bronx v NYC

	2022-23 CP Bronx Proficiency	2022-23 NYC	Difference: CP Bronx - NYC
6th Grade	49%	48%	1%
7th Grade	61%	52%	9%
8th Grade	86%	60%	26%

ADDITIONAL CONTEXT AND EVIDENCE

Research reveals that there has been “stalled progress toward pandemic recovery” during the 2022-23 school year, and that on average scholars would need approximately 4.5 months more instruction to “catch up” to pre-Covid learning levels. This stalled learning should have had an adverse effect on Capital Preparatory Bronx scores as it did nationally; meaning the Capital Preparatory Bronx proficiency

rates that bested the District 11 and New York City could have been greater than those scores by an even larger amount.

[Education's long COVID: 2022–23 achievement data reveal stalled progress toward pandemic recovery | NWEA](#)

One of the major contributions to this stalled learning cited in the article is the national teacher shortage crisis. This shortage greatly affected Capital Preparatory Bronx scholars in English as the school started the 2022-23 school year with only one (1) non-substitute illuminator in an English Grade 6 classroom. The Bronx English department was not fully staffed until March, mainly because the 6th grade Illuminator left during the year.

[State-by-state teacher shortages \(and what they're doing about it\)](#)

While teaching and learning occurred during these voids at Capital Preparatory Bronx, one can assume the quality and rigor of lessons would have been improved with a qualified certified teacher in class during these times and performances on high stakes assessments

ELA ACTION PLAN

Priority Standards (PS) for each English course have been aligned to the New York Next Generation English Language Arts Standards, rather than those in Common Core, for use during the 2023-24 school year. This helps to tackle lower than desired scholar proficiency rates in English courses. Lessons designed using the new PS central to their objectives will improve the likelihood that scholars will be able to demonstrate grade-level proficiency. There is a purposeful effort that focuses on combining fiction (RL) and nonfiction (RI) PS for 2023-24 SY. As a result combining both (RL and RI) standards scholars are able to amplify their reading skills throughout the reading of different genres while increasing comprehension and establishing text meaning.

Standardized data walls, as well as protocols and procedures for employing them, have been created and employed in every Capital Preparatory Bronx classroom for the 2023-24 school year. Daily interaction with their class' data walls will inform scholars of their Priority Standard skill strengths and weaknesses inspiring them to become Assessment Capable Learners. As Assessment Capable Learners, scholars will understand what they are supposed to learn, monitor their own progress, set goals, and reflect on their learning; all of which are habits of learning necessary to maximize learning within the English classroom.

WIN (What I Need) days have been regularly programmed on odd-week Tuesdays and after each major assessment, within the 2023-24 English Scope and Sequence to provide "in class" and "school day" remediation, reteach, or enrichment of grade-level English skills. Proficiency distribution as displayed on the class' interactive data wall will inform skills of focus, as well as purposeful groupings for Tier 1 instruction for each WIN session.

Instruction will employ 'centers' of direct instruction, collaborative practice, and individual work on a programmed learning path focusing instruction on skills related to a PS. English WIN days and the use of data walls are described in this Padlet:

https://capitalprepharbor.padlet.org/scottwojnarowicz/Mathematics_RTI.

Scholars will also complete ten or more lessons weekly, within their individual learning plan on the Reading Plus platform. In conjunction, scholars have been using the Pauker Writing Method to strengthen their writing skills and managed to complete six of the eight products of writing. There is extra emphasis on utilizing anchor charts using The Game Plan and Transferable Questions as a pertinent way of communicating the process and importance of supporting scholar reading, writing, and discourse.

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.¹⁰

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹¹

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)
2017	2020-21	-	-	-	-
2018	2021-22	-	-	-	-
2019	2022-23	-	-	-	-

High School ELA Measure 2 - Absolute

¹⁰ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

¹¹ 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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

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

Cohort 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)
2017	2020-21	-	-	-	-
2018	2021-22	-	-	-	-
2019	2022-23	-	-	-	-

High School ELA Measure 3 - Absolute

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

The Institute does not require charters to report on this measure for 2022-23

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 Institute does not require charters to report on this measure for 2022-23

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 Institute does not require charters to report on this measure for 2022-23

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.

The Institute does not require charters to report on this measure for 2022-23

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.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	-	-	-	-
2018	2021-22	-	-	-	-
2019	2022-23	-	-	-	-

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.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	-	-	-	-
2018	2021-22	-	-	-	-
2019	2022-23	-	-	-	-

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school's first class to graduate will be in the 2024-2025 school year.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	-
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.	-
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
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.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in	-

	English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
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.	-

EVALUATION OF HIGH SCHOOL ELA GOAL

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school’s first class to graduate will be in the 2024-2025 school year.

ADDITIONAL CONTEXT AND EVIDENCE

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school’s first class to graduate will be in the 2024-2025 school year.

ACTION PLAN

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school’s first class to graduate will be in the 2024-2025 school year.

GOAL 4: MATHEMATICS

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 for grades 3-8.

BACKGROUND

Greatminds Eureka curriculum was employed for math instruction in grades 6-8 at Capital Preparatory Bronx School. This curriculum is aligned with the grade level skills outlined in both the CCSS and NYSTP, and is one-to-one with the EngageNY program. Each course scope and sequence mirrors that of the one provided in the curriculum during the school year. Playlists created in Edulastic specifically for use with the Great Minds curriculum were employed for both Module formative and summative assessments.

Spring 2022 and Fall 2023 mathematics NWEA MAP Growth scores suggested the need to provide 8th-grade scholars access to Regents Algebra in the 2022-23 school year. Scholars with a RIT greater than 230 were dual enrolled in 8th-grade mathematics and a section of Algebra. Houghton Mifflin Algebra Interactive curriculum was employed for math instruction for these sections. In addition, the 8th-grade Algebra scholars regularly participated in Saturday Regents preparation classes throughout the year where scholars sat for a Regents practice assessment, corrected and calculated their raw score, and reviewed solution strategies for each problem.

The greatest change for mathematics, as in all core subjects for the 2022-23 school year, was the focus on proficiency within Priority Standards. CPS Priority Standards (PS) are Next Generation

Learning Standards that when focused upon provide accelerated access to grade-level proficiency, leverage for success on high-stakes assessments, and reach towards the acquisition of future grade-level skills. For each mathematics course, fifteen (15) priority standards were identified using guidance from resources such as Achieve The Core’s Priority Instructional Content whitepapers, New York State Testing assessment blueprints, and Eureka’s curriculum mapping documents.

Mathematics lessons designed with PS central to their objectives improved the likelihood that scholars will become grade-level proficient in an accelerated manner and demonstrate skill proficiency on high-stakes assessments. The PS also informed a vertical alignment providing Illuminators with an understanding of skill commonalities amongst grades directly below and above their own. The emphasis on instruction, remediation, and enrichment of PS at CPS communicated to scholars, families, and other stakeholders the importance of instructional rigor and depth of knowledge within the classroom.

In addition, the concept of Least Restrictive Standards informed remediation for each PS. A Least Restrictive Standard (LRS) is the foundational standard *closest* in grade level to a Priority Standard that when studied would support access to proficiency within the PS skills. Resources like the Achieve the Core Coherence Map were employed to identify LRS for each mathematics PS and inform Tier 1 and Tier 2 instruction.

Scholar progress towards proficiency within PS skills were tracked using data walls within the mathematics classroom. Mathematics Benchmark Assessments were issued three times during the school year, fall-winter-spring, to track scholar progress towards proficiency in these priority standards.

Capital Preparatory Bronx scholars also participated in asynchronous learning at their proximal zone of development as identified by mathematics MAP Growth scores using the NWEA Accelerator platform. Scholars were to complete a minimum of sixty (60) minutes per week on their individual learning path as dictated by most recent MAP RIT scores.

Professional development for mathematics Illuminators during the school year includes weekly department meetings to discuss best practices, monthly data team meetings, weekly walkthrough observations coupled with individual coaching meetings, and ‘upon request’ individual meetings.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2022-23 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	-	-	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-	-	-
6	107								107
7	103								103
8	89	5	6						101
All	299	5	6						311

Performance on 2022-23 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	107	50	46.7%	1	0	0%
7	103	53	51.5%	76	41	53.9%
8	89	61	68.5%	80	57	71.3%
All	299	164	54.8%	157	98	62.4%

Math Measure 2 - Absolute

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

Math Measure 3 - Comparative

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

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

2022-23 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6	0%	1		
7	53.9%	76	44%	2497
8	71.3%	80	39%	1434
All	62.4%	157	42%	3931

Math Measure 4 - Comparative

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

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6	91.6%	44.9%	24.9%	98
7	77.7%	50.1%	29.2%	80
8	56.2%	66%	20%	50
All	76.3%	51.4%	26.3%	228

Math Measure 5 - Growth

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

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, the Capital Preparatory Bronx School primarily used the following exams to assess student growth and achievement in mathematics: Benchmark Assessments, Eureka summative and formative assessments as created in the Edulastic Spark Math library, MAP, and mock state tests.

Three mathematics Quint Benchmark Assessments (fall, winter, and spring) allowed for the tracking of scholar proficiency growth in Priority Standards. Each Benchmark assessed the proficiency level of scholars within the Priority Standards (PS) skills taught up until that point. Winter and spring assessments included questions from newly taught PS skills, as well as previously assessed skills, to track scholar growth.

NWEA MAP assessments were administered three times during the school year: fall, winter and spring. Scholar RIT scores were used to create individual learning plans. Fall scores were used to program learning plans in the Accelerator program for scholars to work asynchronously on their learning plans starting at the end of September. Scholar placement within the program was adjusted due to performance on each subsequent MAP assessment. Spring 2023 scores were used to inform placement into Regents Algebra for rising 8th graders during the 2023-24 school year.

The analysis of scholar proficiency growth within Priority Standards was completed at the end of Quint 1, Quint 2, and Quint 5. Scholar standard proficiency data was triangulated with classwork data, such as Eureka assessments, along with Benchmark Assessment data to identify individual needs for remediation, enrichment and/or intervention.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Capital Prep Bronx took the NWEA MAP assessment three times during the year. 2022-23 results in Math showed that 69% (n=76) of 6th-grade scholars, 57% (n=59) of 7th-grade scholars, and 57% of 8th-grade scholars met expected Fall to Spring Growth. (target was 50%)

Bronx Mathematics MAP End-of-Year Growth in Proficiency 2022-23

	6th		7th		8th	
Spring Level 1	34	31%	34	33.3%	25	26%
Spring Level 2	38	35%	31	30.4%	28	29%
Spring Level 3	23	21%	28	27.5%	17	18%
Spring Level 4	15	14%	9	8.8%	25	26%
Spring Proficiency	38	35%	37	36%	42	44%
Fall Proficiency	23	20%	28	28%	37	36%
Winter Proficiency	24	22%	33	33%	38	40%
Predicted 22-23 NYSE Proficiency	38	35%	37	36%	42	43%
% Met Fall to Spring Growth Projection	76	69%	59	57%	55	57%

	9th	
Greater than Spring Grade Level RIT	37	43%
Greater than Winter Grade Level RIT	35	41%
Greater than Fall Grade Level RIT	43	51%
% Met Growth Projection	40	47%

Individual learning plans for mathematics within the NWEA MAP Accelerator were recalibrated after every administration of the assessment. These plans informed asynchronous work scholars completed within the digital program with the purpose of remediating foundational skills preparing scholars for access to grade level mathematics skills. The average Bronx scholar spent 1,930 minutes working on their learning plans during the 2022-23 school year.

Capital Preparatory Mathematics Benchmark Assessments (BA) are employed to determine the proficiency of scholars in Priority Standards identified by the district to track scholar progress towards grade level proficiency. Mathematics BAs were assessed three times during the 2022-23 school year, each assessment testing scholar proficiency on each of the Priority Standards taught up until that point.

The table below demonstrates the overall proficiency rates (score of 65% or greater) for Capital Preparatory Benchmark assessments, assessed in October, December, and June.

Bronx Mathematics Benchmark Assessment Overall Proficiency 2022-23

(note: 8th-grade Algebra scholars were not assessed using 8th-grade BA during Q2 and Q5)

Grade Level	Quint 1 Benchmark Proficiency 2022	Quint 2 Benchmark Proficiency 2022	Quint 5 Benchmark Proficiency 2023
6th Grade	51%	47%	24%
7th Grade	54%	61%	56%
8th Grade	75%	27%	28%

The tables below demonstrate the overall proficiency rates (score of 65% or greater) within each assessed Priority Standards on each of the BAs, assessed in October, December, and June.

**Bronx Mathematics Benchmark Assessment Priority Standard Proficiency Tracker
6th Grade 2022-23**



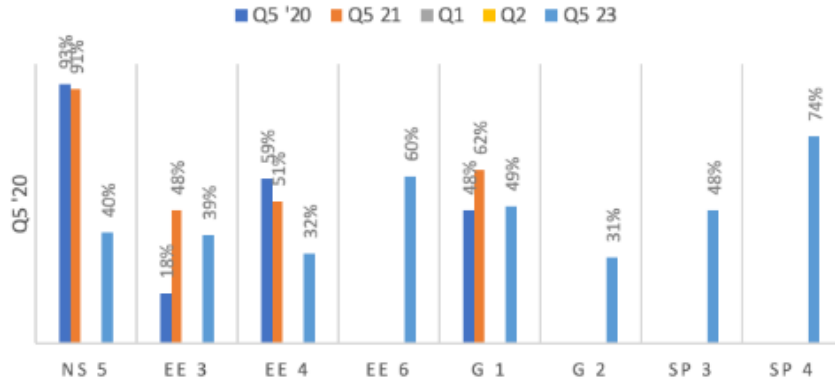
Q5 Priority Standards – 6th Grade

RP 21-30% of NYST assessment

NS 17-26% of NYST assessment



**Bronx Mathematics Benchmark Assessment Priority Standard Proficiency Tracker
6th Grade 2022-23 Continued**

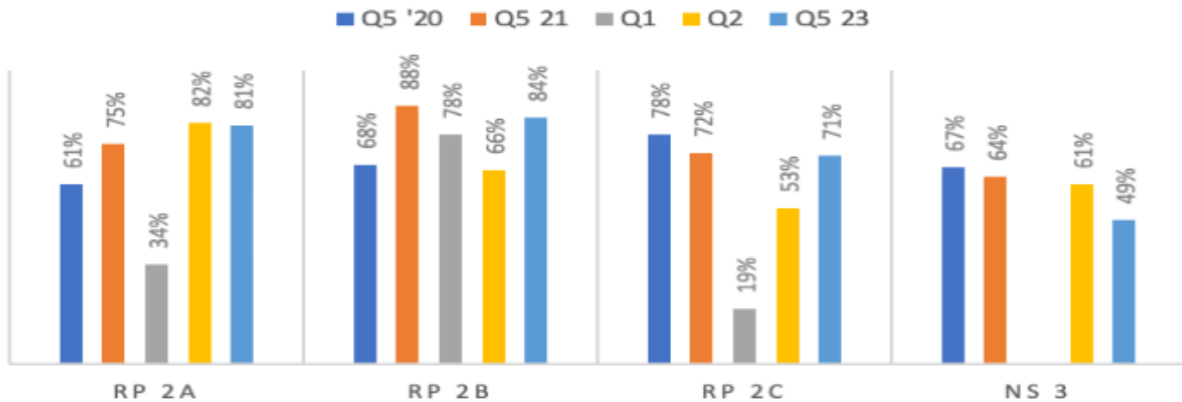


Q5 Priority Standards – 6th Grade

NS 17-26% of NYST assessment
 EE 25-43% of NYST assessment
 G 14-24% of NYST assessment



Bronx Mathematics Benchmark Assessment Priority Standard Proficiency Tracker 7th Grade 2022-23

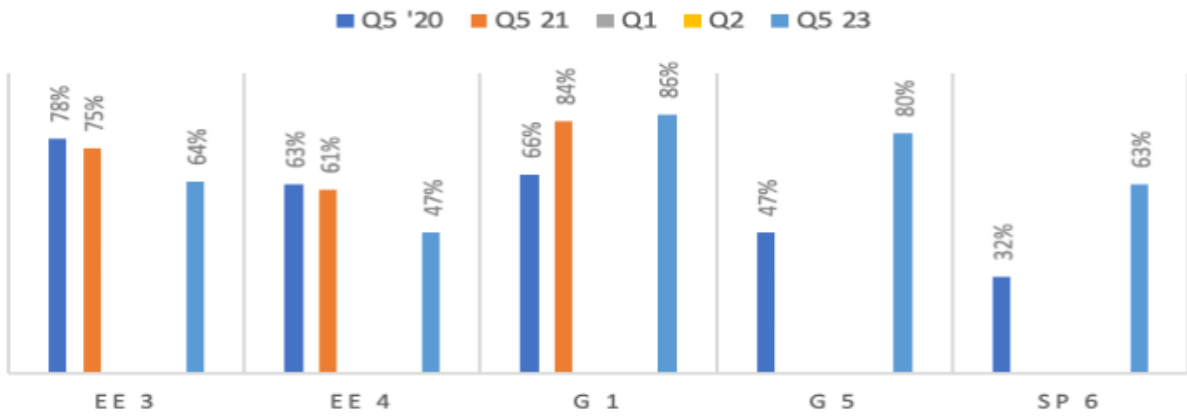


Q5 Priority Standards – 7th Grade

RP 24-33% of NYST assessment
 NS 16-25% of NYST assessment



Bronx Mathematics Benchmark Assessment Priority Standard Proficiency Tracker
7th Grade 2022-23 Continued



Q5 Priority Standards – 7th Grade

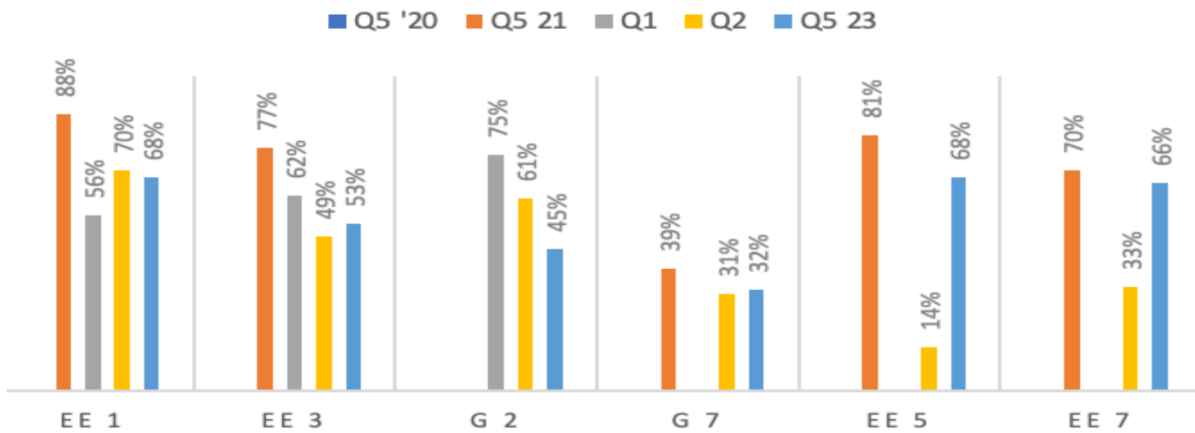
EE 26-39% of NYST assessment

G 2-7% of NYST assessment

SP 12-21% of NYST assessment



Bronx Mathematics Benchmark Assessment Priority Standard Proficiency Tracker
8th Grade 2022-23



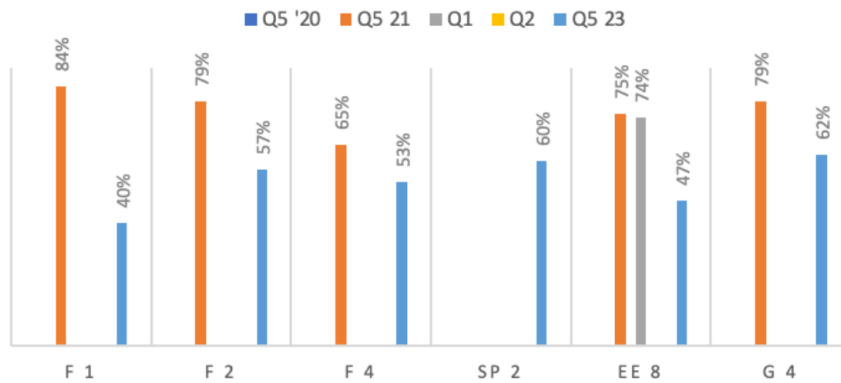
Q5 Priority Standards – 8th Grade

EE 28-41% of NYST assessment

G 28-41% of NYST assessment



**Bronx Mathematics Q5 Benchmark Assessment Priority Standard Proficiency Tracker (Example)
8th Grade 2022-23 Continued**



Q5 Priority Standards – 8th Grade

- EE 28-41% of NYST assessment
- G 28-41% of NYST assessment
- F 16-25% of NYST assessment
- SP 4-11% of NYST assessment



The Benchmark Assessment Priority Standard proficiency data was analyzed after each administration and next steps were identified by the mathematics director of curriculum for opportunities of growth for Bronx scholars. One example of this analysis can be found below.

There was a decrease in overall proficiency (24%) from Q1(51%) and Q2(47%). 75% (3 of 4) of reassessed PS from Q1 increased in proficiency. RP 1 decreased from 40% (Q1) to 2% in Q5.

For 2023-24 illuminators should:

- *Provide additional focus on number system concepts, address the decline in proficiency levels in NS 5 by reinforcing number system concepts through targeted instruction and additional practice. Build upon the growth shown in EE 3 and EE 4 by providing further opportunities for students to solve equations, simplify expressions, and apply algebraic reasoning.
- *Provide scholars with individualized learning plans through IXL and Zearn diagnostics. Utilize RTI and small group rotations to maximize learning minutes on IXL and Zearn. Illuminators provide direct instruction on Foundational PS in small group instruction 2-3 times a week.
- *Set learning goals and PS proficiency goals with scholars. Utilize data walls to track progress towards meeting these goals. Scholars track their progress towards these goals on their individualized learning goals.

6th Grade BRONX RECOMMENDATIONS

These recommendations are based on Benchmark results and suggested with the understanding data-driven decision making is the only way to ensure scholars are performing on grade level by the end of the year.



SUMMARY OF THE MATHEMATICS GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
Absolute	Each year, the school’s aggregate PI on the state’s mathematics exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	N/A
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.	Yes
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.	N/A

EVALUATION OF THE MATHEMATICS GOAL

Capital Preparatory Bronx scholars did not meet the goal of 75% of all tested scholars enrolled in at least their second year will perform at or above proficiency on the New York State examination for grades 3-8. 62% of all second year Capital Preparatory scholars demonstrated proficiency. 54% of 7th-graders and 71% of 8th-graders who were enrolled in Capital Preparatory Bronx for two years demonstrated proficiency.

While we did not meet the school mathematics goal, Capital Preparatory Bronx scholar proficiency rates on the 2022-23 state mathematics assessment exceeded the school’s 2021-22, District 11, and NYC proficiency rates.

The table below describes the growth in mathematics proficiency rates from 2021-22 to 2022-23 school years. Every Capital Preparatory Bronx grade demonstrated a positive trend during this time period, with greater than 50% proficiency increases. When comparing results from these two testing cycles, Capital Preparatory Bronx 6th-graders had the least growth in proficiency (17%), while 8th-graders had the greatest growth (29%).

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

CPS Bronx Mathematics Proficiency Rates 2022-23 v 2021-22

	2021-22 Proficiency	2022-23 Proficiency	Change	% Change
6th Grade	30%	47%	17%	57%
7th Grade	32%	52%	20%	63%
8th Grade	40%	69%	29%	73%

Further, when comparing grade cohorts, proficiency growth rates were close to or greater than 100%. The 2021-22 6th-grade cohort demonstrated a 73% increase of proficiency on the 2022-23 7th-grade assessment (2021-22 6th-grade 30% to 2022-23 7th-grade 52%), while the 2021-22 7th-grade unmatched cohort demonstrated a 116% increase in proficiency on the 2022-23 8th grade assessment (2021-22 7th-grade 32% to 2022-23 8th-grade 69%).

Data recorded in the table below demonstrates how Capital Preparatory Bronx scholars outperform scholars in District 11. Analysis of grade-level proficiency rates suggest that the longer scholars are enrolled in Capital Preparatory Bronx the more likely they are to outperform their grade-level peers in the district.

Mathematics Proficiency Rates 2022-23: CP Bronx v District 11

	2022-23 CP Bronx Proficiency	2022-23 District 11 Proficiency	Difference: CP Bronx - District
6th Grade	47%	35%	12%
7th Grade	52%	44%	8%
8th Grade	69%	39%	30%

Data recorded in the table below demonstrates how Capital Preparatory Bronx scholars outperform scholars in NYC. Analysis of grade-level proficiency rates suggest, the longer scholars are enrolled in Capital Preparatory Bronx the more likely they are to outperform their grade-level peers in the City.

Mathematics Proficiency Rates 2022-23: CP Bronx v NYC

	2022-23 CP Bronx Proficiency	2022-23 NYC	Difference: CP Bronx - NYC
6th Grade	47%	46%	1%
7th Grade	52%	51%	1%
8th Grade	69%	42%	27%

It is also important to note forty-six (46) CPS Bronx eighth-grade scholars sat for the Algebra Regents assessment during the 2022-23 school year. 100% of these test takers met minimum requirements to pass the assessment. This is the second consecutive year, CPS Bronx 8th-grade scholars tested sixteen (16) scholars in 2022, with 100% proficiency in the Algebra Regents assessment.

ADDITIONAL CONTEXT AND EVIDENCE

Robust growth in mathematics proficiency scores during the 2022-23 testing cycle in CPS Bronx, are contrary to trends in national data.

Research reveals that there has been “stalled progress toward pandemic recovery” during the 2022-23 school year, and that on average scholars would need approximately 4.5 months of more instruction to “catch up” to pre-Covid learning levels. This stalled learning should have had an adverse effect on Capital Preparatory Bronx scores, as it did nationally; meaning the Capital Preparatory Bronx proficiency rates that bested District 11 and New York City would have been greater than those scores by an even larger amount.

[Education's long COVID: 2022–23 achievement data reveal stalled progress toward pandemic recovery | NWEA](#)

One of the major contributions to this stalled learning cited in the article is the national teacher shortage crisis. This shortage also impacted Capital Preparatory Bronx scholars in mathematics as the school started the 2022-23 school year with only one (1) non-substitute illuminator in mathematics classrooms. The Bronx mathematics department was not fully and appropriately staffed until late October.

[State-by-state teacher shortages \(and what they're doing about it\)](#)

The national teacher shortage had an impact on implementing the Capital Preparatory Bronx mathematics scope and sequence in two different ways: (1) a capable mathematics teacher was not identified for 7th-grade mathematics until October, (2) an 8th-grade illuminator had to split time between middle school and high school courses to provide coverage for high school Algebra. While teaching and learning occurred during these voids at Capital Preparatory Bronx, one can assume the quality and rigor of lessons would have been improved with a qualified certified teacher in class during these times and performances on high stakes assessments.

MATHEMATICS ACTION PLAN

To improve scholar proficiency rates in mathematics the Priority Standards (PS) for each mathematics course have been aligned to the New York Next Generation Mathematics Standards, rather than those in Common Core, for use during the 2023-24 school year. Lessons designed using the new PS central to their objectives will improve the likelihood that scholars will be able to demonstrate grade-level proficiency on high-stakes assessments designed around them.

Standardized data walls, as well as protocols and procedures for employing them, have been created and employed in every Capital Preparatory Bronx classroom for the 2023-24 school year. Daily interaction with their class’ data walls will inform scholars of their Priority Standard skill strengths and weaknesses inspiring them to become Assessment Capable Learners. As Assessment Capable Learners, scholars will understand what they are supposed to learn, monitor their own progress, set goals, and reflect on their learning; all of which are habits of learning necessary to maximize learning within the mathematics classroom.

WIN (What I Need) days have been regularly programmed on odd-week Tuesdays and after each major assessment, within the 2023-24 mathematics Scope and Sequence to provide “in class” and “school day”

remediation, reteach, or enrichment of grade-level mathematics skills. Proficiency distribution as displayed on the class' interactive data wall will inform skills of focus, as well as purposeful groupings for Tier 1 instruction for each WIN session.

Instruction will employ 'centers' of direct instruction, collaborative practice, and individual work on a programmed learning path focusing instruction on skills related to a PS. Mathematics WIN days and the use of data walls are described in this Padlet:

https://capitalprepharbor.padlet.org/scottwojnarowicz/Mathematics_RTI.

During the 2022-23 school year, Capital Preparatory Bronx scholars spent an average of 1,930 asynchronous minutes working on their individual mathematics learning plan in the NWEA Accelerator program during a thirty-one week period. This is greater than the 2021-22 school year average of 1,140 during the same number of weeks.

The NWEA suggestion for this time was 930 minutes (30 minutes a week). The CPS expectations over the same time period was 1,860 minutes. 60% of Bronx middle school scholars met the CPS expectation. To continue to improve middle school proficiency during the 2023-24 school year, Capital Preparatory Bronx illuminators will aggressively monitor weekly time on task to improve the percentage of scholars who met expected time-on-task within the NWEA Accelerator program.

Capital Preparatory Bronx mathematics department will also continue to provide early-access to Algebra instruction in middle school. During the 2022-23 school year, forty-six (46) Capital Preparatory Bronx eighth graders were identified by a NWEA MAP Growth score of 230 or greater as being 'ready' for Algebra. This represented triple the Bronx scholar access to early Algebra than the fifteen (15) scholars in 2021-22. Participation in this second math class (all scholars took Algebra as an elective in addition to the 8th-grade PreAlgebra course) included an accelerated scope and sequence, after school skill academies, regular Regents raw score data tracking, and coaching on test-taking strategies, resulting in 100% of all sixty-one (61) scholars meeting requirements for an Algebra Regents pass. Currently, there are approximately sixty (60) 7th-grade and 8th-grade scholars who are enrolled in an Algebra course for the 2023-24 school year.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

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

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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)
2017	2020-21	-	-	-	-
2018	2021-22	-	-	-	-
2019	2022-23	-	-	-	-

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

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)
2017	2020-21	-	-	-	-
2018	2021-22	-	-	-	-
2019	2022-23	-	-	-	-

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.

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 4 - Comparative

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 5 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

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.

The Institute does not require charters to report on this measure for 2022-23

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.

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	-	-	-	-
2018	2021-22	-	-	-	-
2019	2022-23	-	-	-	-

High School Math Measure 8 - Growth

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	-	-	-	-
2018	2021-22	-	-	-	-
2019	2022-23	-	-	-	-

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	-
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.	-
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
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.	N/A

Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	-
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.	-

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school’s first class to graduate will be in the 2024-2025 school year.

ADDITIONAL CONTEXT AND EVIDENCE

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school’s first class to graduate will be in the 2024-2025 school year.

ACTION PLAN

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school’s first class to graduate will be in the 2024-2025 school year.

GOAL 5: SCIENCE

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 for grade 8.

BACKGROUND

Science instruction at Capital Preparatory Bronx is a combination of hands-on inquiry through labs and reading about science content in texts. Amplify Science curriculum and its digital platform was employed in grades 6-8 at Capital Preparatory Bronx School in all middle school science classes as a means for scholars to explore and investigate science. The Amplify Science program provides assessments for each unit of study.

The Capital Preparatory Schools director of science curriculum supplemented daily Amplify lessons with ‘Do Now’ videos and activities, vocabulary, notes, discussion prompts, identified IXL skill practice, and opportunities for scholars to read and write about nonfiction articles written about scientific topics. In addition, Edulastic Assessments were created and utilized to assess priority standards for all grade levels throughout the school year.

Spring 2022 and Fall 2023 science NWEA MAP Growth scores suggested the need to provide 8th-grade scholars access to Regents Living Environment during the 2022-23 school year. Scholars with a RIT greater than 240 were enrolled in Living Environment. The New Visions Living Environment curriculum was employed for instruction for these sections. In addition, the 8th-grade Living Environment scholars participated in Saturday Regents preparation classes throughout the year where scholars sat for a Regents practice assessment, corrected and calculated their raw score, and reviewed solution strategies for each problem.

The greatest change for science, as in all core subjects for the 2022-23 school year, was the focus on proficiency within Priority Standards. CPS Priority Standards (PS) are Next Generation Science Standards that when focused upon provide accelerated access to grade-level proficiency, leverage for success on high-stakes assessments, and reach towards the acquisition of future grade-level skills. For each science course fifteen (15) priority standards were identified using guidance from resources such as New York State Testing assessment blueprints and Amplify’s curriculum mapping documents. Science lessons designed with PS central to their objectives improved the likelihood that scholars will become grade-level proficient in an accelerated manner and demonstrate skill proficiency on high-stakes assessments. The PS also informed a vertical alignment providing Illuminators with an understanding of skill commonalities amongst grades directly below and above their own. The emphasis on instruction, remediation, and enrichment of PS at CPS communicated to scholars, families, and other stakeholders the importance of instructional rigor and depth of knowledge within the classroom.

In addition, the concept of Least Restrictive Standards informed remediation for each PS. A Least Restrictive Standard (LRS) is the foundational standard *closest* in grade level to a Priority Standard that when studied would support access to proficiency within the PS skills. Resources like the *Disciplinary Core Ideas in the Next Generation Science Standards Matrix for K-12 Progression* were employed to identify LRS for each science PS and inform Tier 1 and Tier 2 instruction.

Scholar progress towards proficiency within PS skills were tracked using data walls within the science classroom. A Science mid-year Benchmark Assessment was issued prior to winter break to track scholar progress towards proficiency in these priority standards.

The science curriculum is supported by staff and leaders participating in weekly science department meetings, collaborative planning, observation and feedback cycles, lesson modeling, professional development sessions, and sharing of various instructional strategies.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in 8th grade in spring 2023. The table below summarizes the performance of students enrolled for at least two years.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Charter School Performance on 2022-23 State Science Exam By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
4	-	-	-
8	89	56	62.9%
All	89	56	62.9%

Science Measure 2 - Comparative

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

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

2022-23 State Science Exam Charter School and District Performance by Grade Level

Grade	Charter School Students in at Least 2 nd Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
4	-	-	-	-	-	-
8	80	52	65%	Not available	Not available	Not available
All	80	52	65%	Not available	Not available	Not available

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	No
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.	Comparisons not available at time of submission.
	[Write in optional measure here]	

EVALUATION OF THE SCIENCE GOAL

Capital Preparatory Bronx did not meet the science goal to have 75% of our 8th-grade scholars who have been enrolled at the school for at least two-years to demonstrate proficiency on the NYS Science Assessment. During the 2022-23 school year, 63% of 8th-grade scholars demonstrated proficiency on the state Science assessment, with 65% of scholars who have been enrolled in the school for at least two-years demonstrated proficiency.

The comparison of 2021-22 and 2022-23 proficiency rates for scholars enrolled in Capital Preparatory Bronx for at least two years demonstrates a decline from 2021-22.

CPS Bronx Science Proficiency of Scholars Who Have Been Enrolled for Two Years: 2021-2022 v 2022-2023

	2021-22 CP Bronx Proficiency	2022-23 CP Bronx Proficiency	Change
8th Grade	74%	65%	-9%

It is important to note twenty-five (25) eighth-grade scholars sat for the Living Environment Regents assessment during the 2022-23 school year. 100% of these test takers met minimum requirements to pass the assessment. This is the first year Capital Preparatory Bronx scholars sat for this Regents assessment.

ADDITIONAL CONTEXT AND EVIDENCE

Research reveals that there has been “stalled progress toward pandemic recovery” during the 2022-23 school year, and that on average scholars would need approximately 4.5 months of more instruction to “catch up” to pre-Covid learning levels. This stalled learning should have had an adverse effect on Capital Preparatory Bronx scores, as it did nationally.

[Education's long COVID: 2022–23 achievement data reveal stalled progress toward pandemic recovery | NWEA](#)

One of the major contributions to this stalled learning cited in the article is the national teacher shortage crisis. This shortage greatly affected Capital Preparatory Bronx scholars in science as the school started the 2022-23 school year with only two (2) non-substitute illuminators in science classrooms. The Bronx science department was not fully and appropriately staffed until late October, and the eighth-grade science illuminator left the school in early spring.

[State-by-state teacher shortages \(and what they're doing about it\)](#)

The national teacher shortage had an impact on implementing the Capital Preparatory Bronx mathematics scope and sequence in two different ways: (1) a capable science teacher was not identified for 6th-grade science until October, (2) a reliable science 8th-grade illuminator was not available to close the school year with scholars. While teaching and learning occurred during these voids at Capital Preparatory Bronx, one can assume the quality and rigor of lessons would have been improved with a qualified certified teacher in class during these times and performances on high stakes assessments.

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2018-19	-	-	-	-
8	2021-22	-	-	-	-
8	2022-23	Living Environment	25	25	100%

ACTION PLAN

Standardized data walls, as well as protocols and procedures for employing them, have been created and employed in every Capital Preparatory Bronx classroom for the 2023-24 school year. Daily interaction with their class’ data walls will inform scholars of their Priority Standard skill strengths and weaknesses inspiring them to become Assessment Capable Learners. As Assessment Capable Learners, scholars will understand what they are supposed to learn, monitor their own progress, set goals, and reflect on their learning; all of which are habits of learning necessary to maximize learning within the science classroom.

In order to promote improvement within foundational skill proficiency needed to access grade-level science concepts and skills, WIN (What I Need) days have been regularly programmed on odd-week Tuesdays and after each major assessment, within the 2023-24 science Scope and Sequence to provide “in class” and “school day” remediation, reteach, or enrichment of grade-level science skills. Proficiency distribution as displayed on the class’ interactive data wall will inform skills of focus, as well as purposeful groupings for Tier 1 instruction for each WIN session.

Instruction will employ ‘centers’ of direct instruction, collaborative practice, and individual work on a programmed learning path focusing instruction on skills related to a PS.

Capital Preparatory Bronx science department will also continue to provide early-access to Living Environment instruction in middle school. During the 2022-23 school year, twenty-five (25) Capital Preparatory Bronx eighth graders were identified by a NWEA MAP Growth score of 240 or greater as being ‘ready’ for Living Environment. This represented the first time Bronx scholars were given access to early high school science. 100% of these 8th-grade scholars met the minimum score requirement of 65% to pass the Living Environment Regents assessment. Currently, there are approximately sixty (60) 8th-grade scholars enrolled in a Living Environment course at the Bronx for the 2023-24 school year.

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 exam(s). This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	-	-	-	-
2018	2021-22	-	-	-	-
2019	2022-23	-	-	-	-

High School Science Measure 2 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

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

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school's first class to graduate will be in the 2024-2025 school year.

ADDITIONAL CONTEXT AND EVIDENCE

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school's first class to graduate will be in the 2024-2025 school year.

ACTION PLAN

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school's first class to graduate will be in the 2024-2025 school year.

GOAL 6: SOCIAL STUDIES

BACKGROUND

History Instruction at Capital Preparatory Bronx endeavors to shape curious thinkers who question and explore the world, its history and the possibilities for change; creative thinkers who empathize and fair-mindedly accept others' rights in being different; critical thinkers who manifest intellectual integrity, humility, perseverance, courage, and autonomy; and reflective thinkers who regularly assess their own thinking for clarity, accuracy, precision, relevance, and logic. McGraw Hill curriculum and its digital platform was employed in grades 6-12 at Capital Preparatory School in middle and high school history classes for the 2022-2023 school year. The history curriculum planned stronger vertical alignment across grade levels in teaching academic skills, incorporating priority standard grading practices, establishing strong inquiry-based units on connections centered around critical thinking, and differentiated assessment practices that put a strong emphasis on academic writing and accountable speaking activities and project based learning.

The Capital Preparatory Schools director of history curriculum planned daily lessons using the McGraw Hill online platform 'Do Now' videos, activities, vocabulary, notes, discussion prompts, and opportunities for scholars to read and write about historical events. In addition, Edulastic Assessments and exit tickets were created and utilized to assess priority standards for all grade levels throughout the year.

The greatest change for History, as in all core subjects for the 2022-23 school year, was the focus on proficiency within Priority Standards. CPS Priority Standards (PS) are NYC Standards that when focused upon provide individualization, allowing for tailoring instruction and assignments based on individual scholar's strengths, interests, and capabilities. This approach acknowledges that no two students are alike and fosters personalized learning experience that supports academic growth. For each History course fifteen (15) priority standards were identified using guidance from resources such as New York State Testing assessment blueprints and McGraw Hill curriculum mapping documents. History lessons designed with PS central to their objectives improved the likelihood that scholars will become grade-level proficient in an accelerated manner and demonstrate skill proficiency and overall success in

their history education. The PS also informed a vertical alignment providing Illuminators with an understanding of skill commonalities amongst grades directly below and above their own. The emphasis on instruction, remediation, and enrichment of PS at CPS communicated to scholars, families, and other stakeholders the importance of instructional rigor and depth of knowledge within the classroom.

In addition, the concept of Least Restrictive Standards informed remediation for each PS. A Least Restrictive Standard (LRS) is the foundational standard *closest* in grade level to a Priority Standard that when studied would support access to proficiency within the PS skills.

Scholar progress towards proficiency within PS skills were tracked using data walls within the history classroom. A history mid-year Benchmark Assessment was issued prior to winter break to track scholar progress towards proficiency in these priority standards.

To strengthen our approach, the Pauker Method of Writing is used throughout Capital Preparatory schools Social Justice and History classes for grades 6-12. In history classes, scholars often engage in reading historical texts and non-fiction texts. To advocate for social justice, scholars using the Pauker Method of writing helps them to develop strong written communication to express their opinions, propose solutions to societal problems and raise awareness about social inequalities. Overall, the integration of History writing and reading with ELA, greatly enhanced the learning experience by fostering critical thinking, reading, writing and communication abilities. By combining these subjects, scholars developed a deeper understanding of writing and reading about historical events and social dynamics.

The history curriculum is supported by staff and leaders participating in weekly history department meetings, collaborative planning, observation and feedback cycles, lesson modeling, professional development sessions, and sharing of various instructional strategies.

Social Studies Measure 1 - Absolute

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

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	-	-	-	-
2018	2021-22	-	-	-	-
2019	2022-23	-	-	-	-

Social Studies Measure 2 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

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

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)
2017	2020-21	-	-	-	-
2018	2021-22	-	-	-	-
2019	2022-23	-	-	-	-

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.

The Institute does not require charters to report on this measure for 2022-23.

SUMMARY OF THE SOCIAL STUDIES GOAL

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school’s first class to graduate will be in the 2024-2025 school year.

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.	-
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.	N/A
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.	-
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.	N/A

EVALUATION OF THE SOCIAL STUDIES GOAL

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school’s first class to graduate will be in the 2024-2025 school year.

ADDITIONAL CONTEXT AND EVIDENCE

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school’s first class to graduate will be in the 2024-2025 school year.

ACTION PLAN

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school’s first class to graduate will be in the 2024-2025 school year.

GOAL 7: ESSA

ESSA Measure 1

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

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

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	Made Progress

ADDITIONAL CONTEXT AND EVIDENCE

APPENDIX A: DATA REPORTING TABLES

The following section contains sample tables for the optional reporting of grade-level and school-level results under the ELA and mathematics goal areas. The tables align to the measures and targets for the NWEA MAP and a-Ready assessments. Schools that administer other nationally normed assessments or internally developed assessment should modify these tables as necessary.

Paste the completed tables in the “Internal Exam Results” sections under the respective goal area. Table titles need to be adapted to reflect the appropriate subject area, i.e., English language arts, mathematics, etc.

Guidance for calculating the results in each of the tables below is available [here](#).

NWEA

2022-23 NWEA MAP [ELA/Mathematics] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	Math: 299 ELA: 294	Math: 62 ELA: 57	Math: Yes ELA: Yes
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th gradestudents whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	Math: 213 ELA: 165	Math: 63 ELA: 65	Math: Yes ELA: Yes

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Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹²	[X] ¹³	Math: 46 ELA: 46	Math: 55 ELA: 52	Math: No ELA: No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ¹⁴	2+ students	75%	Math: 162 ELA: 162	Math: 42% ELA: 57%	Math: No ELA: No

End of Year Performance on 2022-23 NWEA MAP [ELA/Mathematics] Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ¹⁵	Number Tested	Percent Proficient	Number Tested
3	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6	Math: 35% ELA: 46%	Math: 110 ELA: 110	-	-
7	Math: 36% ELA: 47%	Math: 102 ELA: 103	Math: 37% ELA: 49%	Math: 76 ELA: 76
8	Math: 44% ELA: 64%	Math: 95 ELA: 95	Math: 47% ELA: 66%	Math: 85 ELA: 85

¹² Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

¹³ Target should reflect the median growth percentile for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median growth percentile of all students at the school not included in that subpopulation.

¹⁴ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

¹⁵ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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All	Math: 38% ELA: 52%	Math: 307 ELA: 308	Math: 46% ELA: 57%	Math: 162 ELA: 162
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End of Year Growth on 2022-23 NWEA MAP [ELA/Mathematics] Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	-	-
4	-	-
5	-	-
6	Math: 68 ELA: 61	Math: 109 ELA: 106
7	Math: 56 ELA: 54	Math: 95 ELA: 93
8	Math: 59 ELA: 62	Math: 95 ELA: 95
All	Math: 62 ELA: 57	Math: 299 ELA: 294