

**Cardinal McCloskey  
Community Charter School**

**2022-23 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2023

By \_\_\_\_\_ Jennifer Fedele

685 E. 182<sup>nd</sup> Street  
Bronx, NY 10457

(347) 708-0480

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Jennifer Fedele and Mary Anne DeVivio(s) Principal and CAO 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 McCarthy	Chair	Governance Committee Chair
Angel Audiffred	Vice Chair	Finance Committee Chair Academic Committee Chair
Jennifer Vasquez	Treasurer	Finance Committee Chair
Dr. Reva Gershen-Lowy	Secretary	Finance Committee Chair Governance Committee Chair
Dr. William Ursillo	n/a	Academic Committee Chair Governance Committee Chair
Sr. Patricia Broderick	n/a	Academic Committee Chair

**Jennifer Fedele has served as the school leader since [2018].**

### SCHOOL OVERVIEW

Cardinal McCloskey Community Charter School (CMCCS) opened its doors to families in the Bronx in August of 2019 and has grown to serve more than 400 students in grades K-5 during the 2023-24 school year. The school holds firm to addressing the academic and social-emotional developmental needs of its students in a safe, supportive, and trauma-sensitive learning environment. With a commitment to serve the most at-risk students, its unique program utilizes a trauma-informed Sanctuary approach and a wide range of wraparound services in order to help each student become more resilient, independent and academically successful.

The initial charter term has been a productive and fruitful experience for CMCCS, though one shaped heavily by the COVID-19 pandemic occurring just months into its inaugural school year. Like all schools, CMCCS had to respond to the sudden shift to remote learning, grapple with the trials and tribulations of incorporating a hybrid model, and ultimately bring all students back to the classroom safely. Given that this happened while the school was establishing itself in the community and just beginning to implement its academic program, many challenges arose during this term. However, upon reflection we understand that those challenges have provided exciting opportunities for growth and expanded efforts to bring a quality education to an area where that is critical, along with opportunities to engage with families.

During this term CMCCS has strengthened its leadership and professional development, deepened its community ties, and addressed concerns raised by SUNY.

#### **A Community in Need – Community Demographics**

CMCCS is located in one of the highest need areas in all of New York City – Bronx Community District 6. In terms of community demographics, according to 2020 Census data, Bronx District 6 is 63 percent Hispanic or Latino (the Bronx as a whole is 54.8 percent Hispanic or Latino, and New York City was at 28.3 percent), 26.6 percent Black or African American, 6.3 percent white, 1.3 percent Asian, 1.7 percent multiracial, and 1 percent other. Looking at the most recently available city-wide Community District data from the NYC Department of Planning, Bronx Community District 6 leads the City in unemployment, has the third lowest educational attainment rate (measured by the number of residents 25 and older who have earned a bachelor's degree or higher), the fourth highest rent burden, and has the fifth highest rate of residents below the NYC Government Poverty Measure threshold.[1] Additionally, nearly 28 percent of residents self-identify as having limited English proficiency. Data from the Furman Center show that Community District 6 also has higher property and violent crime rates than the rest of the Bronx and the City at-large.[2]

The students attending CMCCS come from a difficult area, but a great school can be a beacon for families. CMCCS has made significant efforts to embed itself within the community to support families and is uniquely positioned to meet the needs of its students in elementary school through the use of its Sanctuary Model and a rigorous academic program.

### **Sanctuary Model**

CMCCS is unique in its district as it utilizes a Sanctuary Model-infused, trauma-sensitive educational program. While the school's original intent was to serve mainly children in foster care and children in preventive services, the COVID-19 pandemic altered enrollment trends, though the school does enroll more than 60 children receiving foster or preventative services. Today the school serves a student body that consists of 88 percent economically disadvantaged students, 22 percent students with disabilities, and 20 percent English Language Learners, according to the most recently published New York State Education Department data. These are students who benefit greatly from the use of the Sanctuary approach.

Sanctuary has many benefits in an academic setting, as it supports student learning by reinforcing important life skills and by teaching students to care for those around them and their community. These are critical skills to emphasize for all students, regardless of their background, and CMCCS is able to bring social-emotional health to the forefront of its efforts thanks to the seven commitments of the Sanctuary Model: nonviolence, emotional intelligence, social learning, democracy, open communication, social responsibility, and growth and change.

The heart of the Sanctuary Model is a trauma-sensitive and centered approach. Individuals who have experienced trauma often have difficulty focusing on the present and envisioning the future, which makes moving beyond the past and finding a path forward incredibly difficult. The Sanctuary Model teaches us to focus on the present, developing relationships and new habits that are not linked to past experiences. These approaches help shift students' focus to the future – for some, that future can be as near as the end of the day. For others it could be the next 20 minutes. This model allows us to help our students, a substantial number of whom have experienced significant trauma, to become more present in the moment and focus on their academics. Lesson planning at CMCCS emphasizes incorporating the Sanctuary commitments into daily instruction, and the Sanctuary Model gives everyone in our community a shared language that makes it easier to communicate about our needs and the needs of others. When teachers practice Sanctuary in the classroom, they are modeling behaviors for students. When staff practice Sanctuary throughout the school day, they find it easier to communicate and they have tools to help them navigate difficult situations with students and families. During the renewal term, CMCCS will implement a family curriculum in both English and Spanish to ensure the language and concepts emphasized at school in accordance with the Sanctuary Model are able to be used at home.

Sanctuary provides the tools to help support students in a productive, caring behavior management method both in and out of class. This includes teaching students concepts such as self-regulation without creating further turmoil in their lives by shaming or blaming. Classrooms incorporate the calming corner, which provides an opportunity for students to remain in the classroom environment while taking a moment to regroup. Outside of the classroom, the sensory area affords students who need extra movement the chance to immerse themselves in a sensory experience while working with staff to deescalate student behaviors. These strategies allow the school staff to address student behavior or a student need for emotional support by giving them a chance to recognize and address their own feelings.

Ultimately, this allows children to refocus while becoming more academically successful. Each morning, students start their school day with a Sanctuary community meeting, in which each student shares how they are feeling, their goal for the day, and who they can work with to help achieve that goal. This is a time for each student to share with the group and feel more included. Additionally, beginning with the 2023-24 school year CMCCS will have a writing assessment administered on one of the seven commitments that will be scored three times annually, and it will be based on a sanctuary rubric to determine the students' understanding. In addition, the schoolwide bulletin board schedule will have a Sanctuary monthly theme built in that staff will post students Sanctuary classroom projects.

As SUNY noted in its most recent report, the school's initial implementation of the Sanctuary Model was not as thorough as originally envisioned. As part of the school's summer professional development activities, an outside Sanctuary trainer is being utilized to prepare staff members for 2023-24 as CMCCS increases the model's implementation. The school is currently in the process of becoming a certified Sanctuary agency, and by the end of the third year of the renewal term, CMCCS will be a Sanctuary certified school.

### **A Refined and Improved Educational Program and Professional Development**

CMCCS has welcomed the feedback received from SUNY during site visits and has eagerly worked toward a series of improvements to implement high quality, rigorous instruction that is driven and supported by data. With the October 2022 hire of Dr. Mary Anne De Vivio as the school's Chief Academic Officer, a retooling and refining of the curriculum, data approach, and staff professional development has taken place. These improvements have positioned the school for future academic success.

To recap the early days of the charter term, the COVID-19 pandemic created a number of challenges for CMCCS in its nascent months as the educational program was first being implemented. The switch to remote learning and the eventual return to the building in a hybrid model resulted in uncertainty for both student and staff attendance, leading to uneven instruction and difficulty in fully establishing the school's academic identity. SUNY previously pointed out that CMCCS had yet to create efficient data sharing routines among teachers and leaders to review trends at various levels, measure the impact of interventions, and develop common priorities for teachers' skill development and future instruction. There was also no system in place for comprehensive and timely data analysis, and SUNY flagged concerns regarding exit tickets and teachers not understanding the content they are delivering during lessons. These issues stemmed from inconsistent implementation and staff attendance during the pandemic in association with the remote and hybrid models. Now, however, students are back in the classroom, the school's staff has stabilized, and great efforts have been made to solidify the instructional model and develop staff to address the previous concerns. Dr. De Vivio, a veteran educator, has been working to unpack the curriculum, collect academic data that is aligned to the NYS standards, and started the process of creating assessments aligned to NYS Next Generation Learning Standards. This work began in 2022 and in the 2023-2024 school year the process will be fully implemented.

Dr. De Vivio has placed a specific emphasis on using data to drive instruction. While a multitude of assessments had already been implemented at CMCCS, until her hire there was not a formalized process

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

for analyzing the associated data to make strategic decisions on the basis of instruction or professional development. Data dashboards are now being used to identify trends and help refine instruction based on the collected data, and these tools will be fully utilized for the remainder of the current term and beyond. CMCCS administers both i-Ready and NWEA as their diagnostics, mock state exams, pre-interim and post writing assessments, Running Record, and end of chapter tests. Staff also collect data from guided reading notes in kindergarten through second grade, along with literacy circles in third through fifth grade. The data is now housed within data dashboards that live on Google Drive. Teachers discuss the data during common preparation time. Starting with the 2023-24 school year, a data analyst will attend grade level meetings to support analysis and help further staff familiarity and engagement with data. This data will be used for flexible grouping among students, and the i-Ready and NWEA assessments will be vertically aligned from K-5 affirming a consistency with the school's current curriculum. Professional development held for staff in summer 2023 will heavily emphasize data, and a professional development committee is being created to support teachers at each grade level with the use of data and other key strategies to support student learning and engagement. During the 2023-2024 school year, Fordham University consultants worked with teachers on differentiating instruction for students with Special needs and will continue throughout summer professional development.

Other positive changes have been made to instructional routines as well. Learning objectives in each core subject – ELA, writing, math, and science – will be posted in classrooms. Instructional staff are being trained on how to structure exit tickets and the data teachers will gather from the activity. This activity centers on the core concepts of what an exit ticket is and how to use the data gathered. A 10-minute mini-lesson is built into the training for the staff to understand the learning objective and familiarize themselves with the process. Additionally, the school's curriculum team has demonstrated to staff how the use of Bloom's Stems and IXL can assist with the writing of a high-level exit ticket to align with the learning objective.

In its most recent report, SUNY flagged that the Institute observed instances of teachers delivering factually inaccurate information during lessons. This was an issue born out of staffing inconsistencies and became a top priority for the school's academic leadership to address. With the school's staffing stabilizing and the addition of Dr. De Vivo, there is now greater quality and consistency among the instructional staff during lessons. Internal feedback showed teachers were uncomfortable with the math content, so there will be focused professional development for strategies in math instruction through outside consultants and a math coach. Additionally, a required and extensive professional development process is being held in August for all teachers and teaching assistants who work in the building. Additional professional development workshops are also now hosted online that teachers can complete at their own pace. These follow the template of the Danielson Group's Framework for Teaching, and administrators will conduct formal observations based on these trainings. These new routines were designed to help ensure all instructional staff are aligned with common language, goals, and an understanding of the concepts. Further, leaders have implemented more robust professional development around students with disabilities (SWDs) and strategies for their instruction. A section has been added on lesson plans for identifying SWDs and how best to differentiate instruction, and the use of data will further these efforts.

CMCCS already hosts one professional development session each month to ensure there is a shared

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

mindset among the staff focused on continual improvement in the school's operations and instruction. Teachers who need extra help will be provided regular coaching by the CAO to ensure fidelity to the academic model with a focus on student achievement. To that end, surveys are administered four times annually to teachers for feedback on what professional development sessions they would like to see the school hold. These responses from teachers are critical to fostering a culture of collaboration that will ultimately improve the school's level of instruction. In the 2023-2024 school year, a professional development committee has been developed, with a representative from each grade level.

Beyond professional development, the school's instructional models, curriculum, and internal benchmarks have evolved over the course of the charter term. A practice that emerged as a result of the pandemic and the loss of learning from the remote and hybrid models is the winter and spring academies, developed to target students on the lowest performance tiers using i-Ready assessments, and classes were held for targeted students over holiday breaks to help make up for any learning gaps. The winter and spring academies are currently held for grades K-4 while Grade 5 will begin in the final year of the charter. Beginning in the 2023-24 school year, CMCCS is piloting a Discovery Program for 23 advanced students in rising kindergarten and first grade that scored 1-1.5 levels above their grade level in ELA and Math on assessments. These students will receive a STEAM curriculum aligned to the New York State Next Generation Learning.

From its inception, CMCCS has also sought to implement a Growth for Success plan that would identify specific goals for each individual child in the school. However, in its original format it was too onerous for teachers to track as it was highly detailed to every point of instruction, and it was not fully implemented. For the 2023-24 school year, the Growth for Success plan is being reworked and simplified to help set goals for each student and will be included within report cards to set expectations and measures for tangible, data-driven benchmarks relating to academic achievement.

CMCCS has updated and refined its curriculum in several ways to further supply students with high quality instruction. The school will be implementing a new math curriculum, Eureka Math2, which is supported by the IXL online resource. Professional development for the new curriculum will be held this summer alongside the aforementioned math strategies session to ensure the instructional team is prepared to implement this new model. In social studies, the school is entering its second year of implementing the National Geographic Panorama program, having hosted professional development on this at the culmination of the 2022-23 school year. This program is available in both English and Spanish, furthering the school's abilities to reach out to a diverse student body. Additionally, students in the Discovery program will be receiving coding classes, and there will be a more robust technology program offered for students after school.

Collectively, these efforts speak to the widespread commitment among the school's leadership and staff to fulfill the promise of a high-quality education for students in an area where there are simply not enough options. By deepening the usage of data dashboards and implementing a much more thorough professional development regime, CMCCS is utilizing the feedback received from SUNY and putting words into action, seeking to implement new and more focused methods in the classroom. The school's

leadership team is thoroughly committed to fully serving each child possible from kindergarten up through 5<sup>th</sup> grade. Through these efforts, we will be able to bolster the foundational K-5 program, and continue the summer program which ran in 2022 and 2023 with over 160 students served.

### **An Option for At-Risk Students Where it is Needed Most**

CMCCS is located within NYC CSD 10, but also draws a substantial population from CSD 12 given the district's close geographic proximity. During the 2022-23 school year, CMCCS enrolled more than 100 students from CSD 12. The Bronx Community District 6 Board has noted that elementary schools in CSD 12 are over capacity.[3] There is a palpable need and demand for additional school options within the community, making CMCCS's current structure as an elementary school critical.

According to the most recently available NYSED data, Cardinal McCloskey's student body is 20 percent English language learners (ELLs), 23 percent SWDs, and 88 percent economically disadvantaged. While the school slightly trails NYC CSD 10 in terms of ELLs (20 percent to 22 percent), CMCCS has higher rates of both SWDs and economically disadvantaged students, with CSD 10 at 22 percent and 84 percent respectively. As was always the mission of CMCCS, and as has been shown in the school continually meeting its enrollment and retention targets for special populations, the school eagerly welcomes students with diverse needs.

Given that CMCCS is located in a heavily Spanish-speaking community, local outreach to welcome ELL students is a priority. A portion of the CMCCS staff is bilingual, which has allowed the school to foster stronger relationships with families and within the community. Additionally, CMCCS's outreach and advertising focuses on welcoming economically disadvantaged students and SWDs. The school's efforts include grassroots advertising, visiting local stores and community venues, visiting shelters, and distributing advertisement packets at local childcare centers. Word of mouth has been a powerful tool that CMCCS is proud to leverage as well, and we are proud that our families have consistently spoken highly of the school's efforts to meet the needs of all who come through its doors. CMCCS welcomes questions from prospective families, detailing the RTI system in place to identify students who are struggling, and walking through the classroom structure and supports available to students from all backgrounds.

Looking at New York State exam scores for the 2021-22 school year, it is clear that Cardinal McCloskey Community Charter School must work to further proficiency in English Language Arts, and while the school's math exam scores exceeded the district average and tied the state average, the school is focused on further improving outcomes. The efforts detailed above in this summary and in subsequent sections of this application point to the efforts being taken to improve instructional delivery at all levels.

CMCCS firmly believes with its retooled academic program and new, robust series of professional development sessions, as well as its Sanctuary model, it is uniquely positioned to meet the needs of the community and families looking for different educational opportunities for their children while continuing to improve student performance.

### **Responding to the COVID-19 Pandemic**

As was the case for every school, the onset of the COVID-19 pandemic came suddenly and left little time to prepare for remote instruction. However, CMCCS was proactive, having the building sanitized in the days leading up to the closure in the event in-person instruction continued. When all instruction was moved to remote, the school distributed Chromebooks to students who would not otherwise have had access at home. The students who took Chromebooks are allowed to keep them at home, and they have access to a second device at school, allowing them to stay connected and have access to academic materials from anywhere.

Staff also worked with families to help get Wi-Fi for students, and recorded step-by-step instructional videos in both English and Spanish to assist families with getting online. Teachers continued to employ classroom strategies to maintain differentiation and ensure student needs were met, utilizing small group and individual supports to present materials in a variety of ways. Classroom teachers and teaching assistants also lent considerable support to parents as they became critical to delivering instruction. The teachers and assistants made daily phone calls to help ensure individualized instruction in these unique circumstances.

By the spring, CMCCS teachers were hosting regular office hours to further support students and their families, establishing a dedicated block of time for children and parents to visit with their teacher. CMCCS set up weekly wellness checks, a time for teachers to check-in with families regarding academics and beyond. Understanding the needs of its community, CMCCS was extremely engaged to ensure that families had a safe and caring space during such an uncertain and stressful time, going so far as to even share toiletries and cleaning products with families. In December of 2020, the school worked with a neighborhood sponsor to provide catered meals for all families as well. CMCCS served as a COVID testing site for the community.

It was a priority throughout the remote period for the school to make sure students remained engaged and were having fun. Activities included arts and crafts, for which the school would mail materials to families, and CMCCS leadership leveraged partnerships with community organizations like Metro IAF to provide remote yoga classes. The school made a concerted effort to emphasize literacy during the remote period, asking parents to read with their students and encouraging families to take books home from the school. On Fridays, CMCCS hosted a bedtime story night and invite families to join. The school also hosted movie nights, in which families could pick up kits from the school including microwave popcorn and activities related to the movie the school would stream that evening. Overall, while the pandemic hit as the school was establishing its culture and program, the shock of the moment provided an opportunity to involve families and the community in creative ways, establishing a strong culture the school is carrying forward.

### **Family and Community Engagement**

CMCCS staff is committed to making the school into something more than just a place parents drop their children off to get an education, and holds firm to a philosophy of, "If we are servicing our parents, we

are servicing our students.” To that end, the school is continually engaging with community officials and organizations to provide new opportunities and get critical information out to families. The school established a relationship with NYC Councilmember turned U.S. Representative Richie Torres, whose office helped facilitate a donation of iPads for students. CMCCS has a strong relationship with Bronx Community Board 6 Manager John Sanchez.

Additionally, the school has a strong relationship with its partner organization, Cardinal McCloskey Community Services, which has more than 70 years of experience as a not-for-profit social service agency that provides a range of non-sectarian programs and services to families and children in New York City and Westchester County, including family foster care, treatment family foster care, health and medical clinic, family day care, child care, family outreach, head start, drop-in center services and programs, along with individual residential alternative group homes, at 21 locations in the Bronx. Cardinal McCloskey Community Services’ Early Childhood Education Division is headquartered in CSD 10 and provides EarlyLearn NYC Family Child Care, site-based and home-based Head Start and Universal Pre-K programs that serve children and families in the district. One of the largest providers of early childhood education programs and child/family support services in the Bronx, Cardinal McCloskey has a long history of success and knowledge about working with the exact student body CMCCS serves and utilizes its various programs to help inform families about the benefits of the charter school and offers support services to families at the school.

The school has set up a program with the Belmont branch of the New York Public Library, in which students visit the library and receive a library card. A librarian visits the school to read to classes so students stay engaged with the concept of visiting the library, giving students the love of reading while also keeping students on track in ELA. The library shares information on adult education programs with the school, which in turn distributes those notifications to families. During Fire Prevention Week, CMCCS students visit a firehouse and receive safety tips. Additionally, NYC Urban Park Rangers visited the school to discuss the outdoors and bring students on a tour of a local park. CMCCS enjoys a partnership with the Kips Bay Boys & Girls club for an after-school program that provides myriad educational and recreational activities for students.

CMCCS hosts various parent trainings regularly throughout the year in conjunction with the school’s parent-teacher organization, welcoming community representatives to discuss various topics. This included representatives from the NYC Department of Health and Mental Hygiene, who discussed free medical services ranging from mental health to routine checkups. The school hosted a session regarding the IDNYC program and how residents in the community can get access to the City’s identification system. During the 2020 census process, representatives discussed how families should participate in the process and how data is collected. We Speak NYC, the City’s free English language learner program, has also participated in parent trainings.

The school serves as the host location for the NYPD’s 48<sup>th</sup> Precinct Build the Block meetings, held quarterly to foster collaboration in identifying the public safety challenges of a specific neighborhood and discuss potential solutions. These meetings have allowed the school to connect with more organizations and

community members in the local area. CMCCS Principal Jennifer Fedele serves as the 48<sup>th</sup> Precinct Community Volunteer Leader, and the local officers have held an Easter egg hunt at the school and have held presentations regarding neighborhood safety for staff.

CMCCS is seeking to deepen its ties with other schools in the community by hosting a district-wide science fair. The initial reach out on this endeavor began in June 2023 with the intention of hosting it for the first time in the 2023-24 school year. The school has begun developing a relationship with the Bronx Community College along with the newly established college relationships with Fordham University and Monroe College to help set up college visits. CMCCS will create an alumni program to track students when they leave CMCCS.

In a further show of community engagement, an annual block party is hosted every summer by CMCCS, welcoming students and their families, as well as elected officials and members of the community, and giveaways are held for various prizes. This is a critical time between school years for the entire school community to celebrate the success of the previous year and help build anticipation for the coming school year.

### **Family Satisfaction**

CMCCS administers parent satisfaction surveys annually – in both English and Spanish – to gauge the impact of the school’s educational program and teacher conferences. More information can be found in D2a\_Satisfaction. The survey results have shown overwhelming support for the school and its program. Nearly every family responded that their child feels safe and happy at the school and that since the COVID pandemic the school has improved their child’s social skills. Parents are also effusive regarding satisfaction with parent-teacher conferences, note that they understand the curriculum and its updates, and have rated the school positively, with nearly every respondent saying they would recommend the school. This is a source of great pride for the CMCCS staff as it points to the success thus far of their efforts to create an environment of a school that can be a fun and engaging space for families.

### **Dedicated Governance Team and Responsible Fiscal Stewardship**

The first charter term has seen significant board turnover, which SUNY has been aware of previously. However, the Board membership has stabilized over the 2022-23 school year, and there is in place a dedicated team that fully supports the school’s efforts. The Board of Trustees operates under a committee structure, consisting of the Finance, Academic, and Governance Committees. Each committee presents at the monthly board meetings, and each committee regularly communicates with school leadership to ensure there is alignment on the school’s accountability measures and goals and in alignment with SUNY’s Renewal Benchmarks.

Previously, SUNY flagged that there was not an effective evaluation in place for the school’s principal and the Board itself. The CMCCS leadership team and Board have since implemented effective evaluation tools and will continue to refine its process allowing for clear measurable goals for both the school and the Board.

Additionally, CMCCS has maintained sound finances for the duration of its charter, supporting its families and academic programs while also maintaining fiscal health within budgets that are approved by the Board annually. The Board of Trustees oversees the school's overall financial wellbeing, both through the Finance Committee and through the full Board's regular meetings, and the school works with Charter School Business Management (CSBM) to manage its regular finances. This all has established a responsible and healthy financial picture for the school.

### **Looking Ahead**

A full-term renewal will allow CMCCS the certainty it needs as it continues to implement its program, as it seeks to bring its unique model to more families who are seeking creative and new academic opportunities. NYC CSD 10 is home to 11 charter schools in total – a clear signal that families demand more options. CMCCS is proud to be part of the charter community in that area to help meet this demand. According to the New York City Charter School Center, 20 percent of all public-school students in the Bronx attend a charter school, while 1 in 4 kindergarteners attends a charter school. [4] Looking at that same data set, while the Bronx has lost 3.2 percent of its population, charter school enrollment rose by 5.5 percent between 2020-21 and 2021-22.

With a clear trend showing that families continue to look for alternatives to the traditional district schools around the Bronx, CMCCS is positioned as not just the only Sanctuary-based charter school, but the only Sanctuary-based public school in the district. As noted above, the school is based in an area of tremendous need, and the Sanctuary model allows the school's staff – from the classroom and beyond – to help the students develop a positive, forward-thinking mindset and move past traumas of which they may have been exposed. With the forthcoming family-based Sanctuary curriculum that will be implemented during the renewal term, CMCCS is providing a service to families that no other school in the area has incorporated an Article 31, Mental Health Clinic. Its strong local ties have helped to establish the school as a key part of the community already in these first few years. The external partnerships and activities detailed above are only the beginning, and the school looks forward to continued growth to the benefit of students and families.

Despite being faced with enormous challenges during its initial term, the leadership of CMCCS has faced the issues head-on and has kept the focus on finding ways to continually improve outcomes for its students. From embracing the students and families during the pandemic to the refining of the school's curriculum, every decision is made with a singular focus on providing students with the best possible education. As the school's staffing and board have stabilized following the pandemic, so too are the instructional strategies and rigorous academic program, setting CMCCS up for a productive and successful future. The accompanying renewal submissions reflect the school's vision for the future, and the CMCCS leadership team and board are happy to answer any questions and provide additional information that the SUNY review team may require.

---

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

[1] “Bronx Community District 6 - Indicators.” NYC Planning - Community District Profiles. Accessed July 25, 2023. <https://communityprofiles.planning.nyc.gov/bronx/6#indicators>.

[2] “Belmont/East Tremont – Neighborhood Indicators.” NYU Furman Center. Accessed July 25, 2023. <https://furmancenter.org/neighborhoods/view/belmont-east-tremont>

[3] “Statements of Community District Needs and Community Board Budget Requests Fiscal Year 2024” Pg. 15. Bronx Community District 6 and NYC Planning. Accessed July 25, 2023. [https://docs.google.com/viewer?url=https://github.com/NYCPlanning/labs-cd-needs-statements/raw/master//BX%20DNS%20FY%202024/FY2024\\_Statement\\_BX06.pdf](https://docs.google.com/viewer?url=https://github.com/NYCPlanning/labs-cd-needs-statements/raw/master//BX%20DNS%20FY%202024/FY2024_Statement_BX06.pdf)

[4] “Charter Schools in the Bronx 2022-23.” New York City Charter School Center. Accessed July 25, 2023. <https://nyccharterschools.org/policy-research/fact-sheets/charter-schools-in-the-bronx/>.

## ENROLLMENT SUMMARY

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

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21	79	87	60											226
2021-22	56	78	88	57										279
2022-23	75	64	75	78	71									363

## GOAL 1: 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 English language arts examination for grades 3-8.

### BACKGROUND

Cardinal McCloskey Community Charter School follows a unique curriculum aligned to the NYS Next Generation Learning Standards and incorporates the Sanctuary model throughout the daily instruction and in every class. A schoolwide assessment schedule is followed to monitor and share data that influences flexible grouping, preparing and observing lessons, regular teacher discussions, and professional development. CMCCS has a vertically aligned ELA program that is vertically aligned and embedded with key strategies for the existing Kindergarten to Fifth grades. CMCCS has a rigorous curriculum aligned to NYS Next Generation Learning Standards and follows the Sanctuary Model through

instruction in reading and writing. The academic programs are a collaboratively developed and paced curriculum following a rich Core Subject curriculum. A schoolwide developed assessment schedule is followed to monitor and share data through teacher discussions, flexible grouping, and preparing and observing lessons. The assessment schedule which is covered during PD administers the i-Ready three times annually, a pre-interim-and post writing assessments across all grades, and the NYS Mock tests for testing grades. In addition, Running records are administered three times annually, and all assessment data is analyzed immediately and shared in scheduled data meetings. Based on the learning loss due to COVID-19, IXL has been implemented for students each morning for five minute assessments in both ELA and Math preparing students for the one line NYS test. Guided Reading is done in K-2 and Literacy Circles are led in grades three through five. Students will learn to approach complex text and make observations, grapple with interesting ideas, and find evidence in text through meaning through ELA, Science, and Social Studies All grades will include six units centered on literary or informational texts, delivered in several forms including ebooks. Classrooms will also benefit from two to three immersive learning experiences including literacy circles and a dedicated Story Writing unit. One of the writing units covers the seven commitments of Sanctuary. The heart of every lesson is the text. A writing program follows a vertically united schedule aligned to a standards-based skill, strategy, grammar, phonics, and changes weekly. In addition, a strategic plan to support writing, Kindergarten and first grade will follow an in school monthly pacing calendar following the Next Generation writing standards with a built in Pre-Interim and Post assessment. Jump into Writing was implemented in grades two through five, and also has a Pre-Interim-Post assessment. It is a school aligned practice where grade level rubrics are used to demonstrate growth in writing. Monthly bulletin boards follow a monthly theme, one covering the Sanctuary Model. Cardinal McCloskey, through on-going assessments, identified 23 Kindergarten and First grade students, one to two years above grade level. National Geographic Panorama Social Studies is in the second year of implementation. National Geographic Panorama supports reading through the lens of Social Studies and Science. This program incorporates life, earth, and physical science strands through authentic fiction and nonfiction. The program has a digital platform, to engage interactive texts and video. The school is implementing the Discovery program, an advanced student pilot program starting in 2023-2024 which will utilize a STEAM curriculum also aligned to the Next Generation Learning Standards. A Professional Development committee was developed which is led by a representative from each grade level and will focus on grade leaders collaborating on areas of interest. The Summer PD program offered 15 instructional and program topics across all core subjects and was attended by all instructional staff for two weeks in August.

### 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 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IE P	Admin error	Medically excused	Other reason	
3	76		4	1				81
4	66		2	1				69
5								
6								
7								
8								
All								

### Performance on 2022-23 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year<sup>1</sup>

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	76	27	36%	67	22	33%
4	66	34	52%	45	24	53%
5						
6						
7						
8						
All						

#### 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

<sup>1</sup> 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.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.<sup>2</sup>

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 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	33%	67	32%	2734
4	53%	45	36%	2889
5				
6				
7				
8				
All				

### 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.<sup>3</sup>

<sup>2</sup> Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

<sup>3</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2023.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 <sup>4</sup>		Effect Size
		Actual	Predicted	
3	100%	36%		
4	100%	52%		
5				
6				
7				
8				
All				

#### 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

It remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a strong case for renewal. Provide a narrative discussing how the school evaluated student growth and achievement in ELA during the 2022-23 school year using internal assessments.

All classrooms model direct instruction through a mini-lesson that clearly states lesson objectives and expectations with a systematic and explicit teaching of concepts and procedures. The multitude of diagnostic and formative assessments provide frequent assessment and feedback, allowing for flexible grouping in core subjects with cumulative review and reinforcement in learning. CMCCS administers numerous assessments throughout the year. This includes:

- i-Ready – September, January, and May;
- NWEA – October and February;
- Mock State Exams – November and February;
- Running Record – September, January, June;
- Pre-interim and Post Writing Assessments – September, January, and April;

<sup>4</sup> 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.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

- Grades 3-5 Narrative Writing – September, November, and January

Additionally, CMCCS administers the New York State exams in grades 3-5, CMCCS further administers the NYSELSAT and the WIDA English Language Development exam. i-Ready and NWEA assessments will be used in the middle school grades for vertical alignment and consistency with the school's curriculum. Staff also collect data from guided reading notes in kindergarten through second grade, along with literacy circles in third through fifth grade. The digital IXL platform is utilized to run diagnostics and collect analytics to help the staff further target instruction by identifying concepts across core subjects in which students need additional support. Data dashboards are now being used and housed within Google Drive to identify trends and help refine instruction based on the collected data, and these tools will be fully utilized for the remainder of the current term and beyond.

Per feedback from SUNY, instructional staff are being trained on how to structure exit tickets and the data teachers will gather and use for small grouping, teaching and if necessary whole class reteach. This training centers on the core concepts of what an exit ticket is and how to use the data gathered. A 10-minute mini-lesson is built into the training for the staff to understand the learning objective and familiarize themselves with the process. Additionally, the school's curriculum team has demonstrated to staff how the use of Bloom's Stems and IXL can assist with the writing of a high-level exit ticket to align with the learning objective. This schoolwide assessment schedule and data collection will be essential for teacher discussions, flexible grouping, and preparing and observing lessons. Starting with the 2023-24 school year, the school's data analyst will attend grade level meetings to support analysis and help further staff familiarity and engagement with data.

A significant change over the course of this charter term has been the use of NWEA as a secondary diagnostic, now being used alongside i-Ready. NWEA had been used inconsistently in previous years, and a determination was made by the curriculum team to utilize it as a measure of predictability for testing grades. This data is triangulated with ongoing assessment data, ultimately being used as predictors to prepare students to attend a high performing high school and for college and career readiness. In grades 6-8, students will be expected to demonstrate growth from the fall, winter, and spring assessment. Minimally it is expected students will perform at grade level. For these middle school grades, a New York State test preparation module will be built into teachers' lessons and student progress will be monitored based on the State standards. The academic team will pull questions from prior NYS tests based on the standards being taught. With this level of data, a first for the school, it ensures students will be ready to graduate CMCCS prepared for high school.

Professional development held for staff in summer 2023 will heavily emphasize data, and a professional development committee is being created to support teachers at each grade level with the use of data and other key strategies to support student learning and engagement. Key strategies may include modeling lessons for teachers, providing one on one coaching for teachers who are struggling and providing intense training on collecting both quantitative and qualitative data. Data will also heavily inform formal observations, and teachers will be asked to use the data in follow-up lessons to showcase their growth in a particular area.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

During 2022-23, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: i-Ready.

At minimum, schools must provide specific growth results from the internal assessment used to supplement the state exams. Schools may modify and use the sample tables suitable for reporting these data available in [Appendix A](#). Paste the completed tables here.

ELA					
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.	All students	100%	3rd-76	<b>132%</b>	<b>Yes</b>
		100%	4th-63	<b>146%</b>	<b>Yes</b>
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	3rd-45	<b>139%</b>	<b>Yes</b>
		110%	4th-32	<b>163%</b>	<b>Yes</b>

### SUMMARY OF THE ELA GOAL

Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3<sup>rd</sup> through 8<sup>th</sup> grade students will be equal to or greater than 100%. During 2022-2023, CMCCS used the i-Ready diagnostic in ELA as an internal assessment and scheduled students across grades K-5 to take the assessment three times, once in September, January, and June. Based on the analysis, Measure 1 exceeded the annual typical growth for the 3rd and 4th grades. The attainment of this goal was the measure of progress from the September administration to the June administration. CMCCS compared pupils in each group, sub groups showing an improvement in all areas of ELA.

Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3<sup>rd</sup> through 8<sup>th</sup> grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration. During 2022-2023, CMCCS used the i-Ready diagnostic in ELA as an internal assessment and scheduled students across grades K-5 to take the assessment three times, once in September, January, and June. Based on the analysis, Measure 2 exceeded the annual typical growth for the 3rd and 4th grades who were two or more grade levels below. The attainment of this goal was the measure of progress from the September administration to the June administration. CMCCS compared pupils in each group, with subgroups showing an improvement in all areas of ELA.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	3rd - <b>No</b> 4th - <b>No</b>
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.	3rd - <b>Yes</b> 4th - <b>Yes</b>
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.	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

### EVALUATION OF ELA GOAL

- As per NYSED, the newly released ELA and Math scores are still embargoed and scores are preliminary and to be used for instructional purposes. Following is based on preliminary data.

CMCCS' goal is that 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. In June, 2022 the overall percentage was 13.33% of the students who were enrolled in at least their second year. In June, 2023 second year students performed at 53.33% as indicated in the chart above. CMCCS fell short by 21.67%. The fourth grade was the notable grade for the cohort students. A schoolwide assessment schedule is followed to monitor and share data that influences flexible grouping, preparing and observing lessons, regular teacher discussions, and professional development. CMCCS has a vertically aligned ELA program that is vertically aligned and embedded with key strategies for the existing Fifth graders. CMCCS has a rigorous curriculum aligned to NYS Next Generation Learning Standards and follows the Sanctuary Model through instruction in reading and writing. The academic programs are a collaboratively developed and paced curriculum following a rich Core Subject curriculum. A schoolwide developed assessment schedule is followed to monitor and share data through teacher discussions, flexible grouping, and preparing and observing lessons. The assessment schedule which is covered during PD administers the i-Ready three times annually, a pre-interim-and post writing assessments across all grades, and the NYS Mock tests for testing grades. In addition, Running records are administered three times annually, and all assessment data is analyzed immediately and shared in scheduled data meetings. Based on the learning loss due to COVID-19, IXL has been implemented for students each morning for

five-minute assessments in both ELA and Math preparing students for the one line NYS test. Literacy Circles are done in testing grades and monitored for comprehension and fluency.

### ADDITIONAL CONTEXT AND EVIDENCE

- Based on information just released that pertains to the 2023 NYS ELA and Math scores, the results from 2023 ELA and Math are preliminary data, therefore, the results are being analyzed and flexible grouping for all grades are being planned. The plan to offer interventions has begun based on the internal assessments provided. Out-of-class staff will continue small group interventions based on results. Test scores are being analyzed based on areas of concern across standards so curriculum and lessons are focused in these areas. Mock tests, morning math, and writing assessments are built into the curriculum and will rigorously continue on the path of progress for all students.

### ELA ACTION PLAN

Cardinal McCloskey Community Charter School follows a unique curriculum aligned to the NYS Next Generation Learning Standards and incorporates the Sanctuary model throughout the daily instruction and in every class. A schoolwide assessment schedule is followed to monitor and share data that influences flexible grouping, preparing and observing lessons, regular teacher discussions, and professional development.

## GOAL 2: 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 Mathematics examination for grades 3-8.

### BACKGROUND

Cardinal McCloskey Community Charter Schools structure for the Math educational program is a vertically aligned program embedded with key strategies for the existing kindergarten to fifth grades. Engage NY2 Math program will be implemented in grades six through eighth. The skill-based program will be implemented September, 2023 supplemented with the online IXL program in which all classrooms start each math session with 5-minute math activity. New York State test preparation modules will be built into teachers' lessons and student progress will be monitored based on standards. Teachers will continue to receive professional development and create lessons that pose problems that invite a variety of approaches, and technology programs to develop interesting thinking in their classrooms. Data will be monitored daily for flexible grouping. NWEA will be added to i-Ready as a second schoolwide diagnostic which will continue to be implemented 3 times annually. This data is triangulated with on-going assessment data and is used as predictors to prepare all students for college and career readiness. Intensive instruction and extended day programming continue through an after-

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

school program. In 2023, a winter and spring academy were implemented with NYS test prep sessions. For two consecutive years, a summer program will run for incoming kindergarten through fourth grade. During the program which will serve over 180 students, a pre and post assessment will be administered and differentiated instruction will be offered through IXL, reading and math curriculum. Cardinal McCloskey Community Charter school has a general education teacher and teacher's aide assigned to each classroom. Teachers and teachers' aides receive on-going Professional Development through Fordham University to support Special Education and ELL students. The school has a low student to teacher ratio and is staffed to offer counseling, out of class reading and writing support, and enrichment.

### 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 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	77		4						81
4	67		2						69
5									
6									
7									
8									
All									

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	77	23	30%	67	23	34%
4	67	24	36%	45	18	40%
5						

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

6						
7						
8						
All						

### 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 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	34%	67	35%	2852
4	40%	45	33%	3028
5				
6				
7				
8				
All				

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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	100%	30%		
4	100%	36%		
5				
6				
7				
8				
All				

### 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

Cardinal McCloskey Community Charter School has relied upon iReady as the internal Diagnostic during the 2021-2022 and 2023-2024 school years. In 2022-2023, based on i-Ready data, the school exceeded the 100% target for the median percent progress to Annual Typical Growth for 3<sup>rd</sup> through 5<sup>th</sup> grade students whereas the 76 third grade student’s growth was 121% and the 63 fourth grade students tested exceeded the 100% target with 109% overall growth. Additionally, CMCCS used the i-Ready classroom program as the math program for Kindergarten through fourth grade. End of unit chapter tests were given and during class time, the i-Ready on-line program was used to support instruction. The

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

data was triangulated and used as predictors to prepare students for the New York State Math test. In 2023, a winter and spring academy were implemented with NYS test prep sessions.

During 2022-23, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: Choose an item.

At minimum, schools must provide specific growth results from the internal assessment used to supplement the state exams. Schools may modify and use the sample tables suitable for reporting these data available in [Appendix A](#). Paste the completed tables here.

Mathematics					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.	All students	100%	3rd-76	<b>121%</b>	<b>Yes</b>
		100%	4th-63	<b>109%</b>	<b>Yes</b>
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	3rd-57	<b>123%</b>	<b>Yes</b>
		110%	4th-41	<b>135%</b>	<b>Yes</b>

### SUMMARY OF THE MATHEMATICS GOAL

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

Type	Measure	Outcome
Absolute	Each year, 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.	3rd - <b>No</b> 4th - <b>No</b>
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.	3rd - <b>No</b> 4th - <b>Yes</b>

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### EVALUATION OF THE MATHEMATICS GOAL

- As per NYSED, the newly released ELA and Math scores are still embargoed and scores are preliminary and to be used for instructional purposes. Following is based on preliminary data.
- Based on information just released that pertains to the 2023 NYS ELA and Math scores, the results from 2023 ELA and Math are preliminary data, therefore, the results are being analyzed and flexible grouping for all grades are being planned. The plan to plan and offer interventions has begun based on the internal assessments provided. Out of class staff will continue small group interventions based on results. Test scores are being analyzed based on areas of concern across standards so curriculum and lessons are focused in these areas. Mock tests, morning math, writing assessments, are built into the curriculum and will continue with rigor to continue the path of progress for all students.

### ADDITIONAL CONTEXT AND EVIDENCE

Narrative discussing any concerns the school may have regarding the data reported above and the school’s attempts to mitigate those concerns. For example, schools should describe any barriers to achieving high participation rates, unexpected challenges arising from the administration, etc. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the Elementary/Middle Math goal should report those results here.**

### MATHEMATICS ACTION PLAN

Narrative explaining how the school will strive to maintain consistency in its data collection and reporting. The narrative also explains what specific steps the school will take to maintain or improve academic performance based on the specific results associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or subpopulations.

Cardinal McCloskey Community Charter School follows a rigorous curriculum aligned to NYS Next Generation Learning Standards. Cardinal McCloskey adopted the i-Ready Diagnostic as a means of measuring student success since September 2021 and it is administered three times annually. In

In addition to i-Ready, the school is implementing NWEA in September 2023 as a second diagnostic which will be administered three times annually and analyzed along with iReady as a predictor for the NYS ELA and Math exams. IXL, student online skill builder and i-Ready assessment platforms will build test prep into daily instruction providing reports indicating needs based on standards. Students are expected to perform at grade level based on the assessment scale level and both diagnostics will be administered by classroom teachers and as an on-line resource, both program's generate score reports upon completion. At this time, teachers and the school data analyst, along with the curriculum team, hold data meetings to discuss interventions. Both diagnostic assessments, along with the IXL intervention program, build reports by NYS Next Generation Standards. The school has on-going data meetings in which discussions include a well-conceived outcome measure for all students. For students that are not showing growth, intervention programs are in place utilizing out of class support staff.

### GOAL 3: 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.

#### BACKGROUND

CMCCS is in the second year of implementation of the FOSS Science program. Additionally, FOSS is supplemented with IXL science assessments to monitor data. National Geographic Panorama Social Studies is in the second year of implementation. National Geographic Panorama supports reading through the lens of Social Studies and Science. This program incorporates life, earth, and physical science strands through authentic fiction and nonfiction. The program has a digital platform, to engage interactive texts and video. The full Panorama program is available in English and Spanish for the perfect to support our second language approach. In 2023-2024, fifth grade students will take the NYS Science test. During the Summer of 2023, instructional staff received professional development on FOSS and implemented the on-line assessments as well as developing Science journals which are embedded in classrooms across all grades. The data from Science will be triangulated with on-going assessment data and is used as predictors to prepare all students for college and career readiness.

#### 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 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2023. The table below summarizes the performance of students enrolled for at least two years.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 <sup>nd</sup> Year		
	Number Tested	Number Proficient	Percent Proficient
4	N/A		
8			
All			

### 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 <sup>nd</sup> Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
4	N/A					
8						
All						

## SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

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

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	N/A
Comparative	Each year, the percent of all tested students enrolled in at least their second year and	N/A

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	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.	
	[Write in optional measure here]	

### EVALUATION OF THE SCIENCE GOAL

Brief narrative highlighting results in the data tables above that directly addresses each measure.

Narrative explicitly stating whether the school met the measures and discussing by how much the school fell short of or exceeded the measures, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

### ADDITIONAL CONTEXT AND EVIDENCE

Narrative discussing any concerns the school may have regarding the data reported above and the school's attempts to mitigate those concerns. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the elementary/middle science goal should report those results here.**

**Schools that administer a Regents science exam to 8<sup>th</sup> grade students in lieu of the state exam should report the results in the table below.**

Performance on a Regents Science Exam Of 8 <sup>th</sup> Grade All Students by Year					
Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2018-19				
8	2021-22				
8	2022-23				

### ACTION PLAN

All classrooms model direct instruction through a mini-lesson that clearly states lesson objectives and expectations with a systematic and explicit teaching of concepts and procedures. The multitude of diagnostic and formative assessments provide frequent assessment and feedback, allowing for flexible grouping in core subjects with cumulative review and reinforcement in learning. CMCCS administers numerous assessments throughout the year. This includes:

- i-Ready – September, January, and May;
- NWEA – October and February;

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

- Mock State Exams – November and February;
- Running Record – September, January, June;
- Pre-interim and Post Writing Assessments – September, January, and April;
- Grades 3-5 Narrative Writing – September, November, and January

Additionally, CMCCS administers the New York State exams in grades 3-5. Alongside the middle school exams. CMCCS further administers the NYSELSAT and the WIDA English Language Development exam. i-Ready and NWEA assessments will be used in the middle school grades for vertical alignment and consistency with the school's curriculum. Staff also collect data from guided reading notes in kindergarten through second grade, along with literacy circles in third through fifth grade. The digital IXL platform is utilized to run diagnostics and collect analytics to help the staff further target instruction by identifying concepts across core subjects in which students need additional support. Data dashboards are now being used and housed within Google Drive to identify trends and help refine instruction based on the collected data, and these tools will be fully utilized for the remainder of the current term and beyond.

Per feedback from SUNY, instructional staff are being trained on how to structure exit tickets and the data teachers will gather and use for small grouping, teaching and if necessary whole class reteach. This training centers on the core concepts of what an exit ticket is and how to use the data gathered. A 10-minute mini-lesson is built into the training for the staff to understand the learning objective and familiarize themselves with the process. Additionally, the school's curriculum team has demonstrated to staff how the use of Bloom's Stems and IXL can assist with the writing of a high-level exit ticket to align with the learning objective. This schoolwide assessment schedule and data collection will be essential for teacher discussions, flexible grouping, and preparing and observing lessons. Starting with the 2023-24 school year, the school's data analyst will attend grade level meetings to support analysis and help further staff familiarity and engagement with data.

A significant change over the course of this charter term has been the use of NWEA as a secondary diagnostic, now being used alongside i-Ready. NWEA had been used inconsistently in previous years, and a determination was made by the curriculum team to utilize it as a measure of predictability for testing grades. This data is triangulated with ongoing assessment data, ultimately being used as predictors to prepare students to attend a high performing high school and for college and career readiness. The academic team will pull questions from prior NYS tests based on the standards being taught. With this level of data, a first for the school, it ensures students will be ready to graduate CMCCS prepared for high school.

Professional development held for staff in summer 2023 will heavily emphasize data, and a professional development committee is being created to support teachers at each grade level with the use of data and other key strategies to support student learning and engagement. Key strategies may include modeling lessons for teachers, providing one on one coaching for teachers who are struggling and providing intense training on collecting both quantitative and qualitative data. Data will also heavily inform formal observations, and teachers will be asked to use the data in follow-up lessons to showcase their growth in a particular area.

## GOAL 4: 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	* Not released yet

## ADDITIONAL CONTEXT AND EVIDENCE

CMCCS sits in the New York City Community School District 10 is a high-need district that has consistently struggled to meet the needs of its economically distressed and vulnerable student population. During the charter application process, the school leaders conducted an extensive needs assessment for the CSD to identify the specific student obstacles impacting student achievement and to develop a plan of coordinated efforts to effectively address them. Throughout our initial years of operation, we have continued to assess the needs of our students and to make program adjustments when required to meet these needs. Through this ongoing needs assessment, we know that the majority of our students require significant remediation in ELA and math as well as significant counseling support. Through our Title I program, we provide students at-risk of academic failure with a comprehensive system of support and services. In addition, we provide a wide range of programs to address the social-emotional and developmental needs of students and to reduce the impact that traumatic experiences can have on a child’s learning and development. A key part of the academic program is the establishment of an Individual Growth for Success Plan (GSP) for each student, based on analysis of a variety of data that establishes instructional and social-emotional growth objectives and strategies to support the student in achieving them. All students have an individualized GSP using protocols developed by Strategies for Success, whether or not they qualify for special education or ELL services.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Data is the basis for analysis and modification of these plans. Targeted interventions are provided for all students performing below grade level in ELA and Math through a Response to Intervention (RtI) program. This program includes three flexible tiers of services to ensure the proper level of supplemental services and supports are provided. Tier I consists of instructional delivery within core classroom learning experiences, made possible by a low teach-student ratio staffing model of three personnel available for each class. Tier II interventions are higher intensity and include services provided by the school's Title I-funded Teaching Assistants, the Reading Specialist, special educators, and an ELL teacher. Services are provided through small group instruction in both push-in and pull-out instruction. Tier III services are one-on-one or small group interventions offered during a 60-minute Intervention and Counseling block at the end of the day, four days per week. Students move fluidly through tiers as needed, determined by data and informal observations. The Director of Special Student Services, also partially funded by Title I, manages the program and ensures that all students not meeting proficiency standards are receiving the appropriate level of service to meet their identified and specific needs. In addition, the school utilizes a trauma-informed approach to educational and supportive programming through the use of the Sanctuary Model, an evidenced-based model that cultivates a trauma-sensitive environment in which at-risk youth can maximize their potential to learn, heal, and grow. The Sanctuary Model provides a language and structure throughout the school for talking about the trauma that children have experienced in their recent or longer personal histories. Integration of the Sanctuary Model enables the school to establish and maintain a safe environment in which behavioral change in students can occur. The school's De-Escalation Specialist, partially funded by Title I, supports this work by providing behavioral interventions to students with the greatest need. All of these services are provided by qualified and certified teachers, specialists, and teaching assistants. To ensure that students are making adequate progress, teachers and instructional leaders regularly analyze assessment data to identify deficits in skills, personalize instruction, and determine the appropriate level and type of services needed. Title I will also partially cover the salary of the Director of Operations who serves as the McKinney-Vento Liaison.

## 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 assessments 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 - \* NWEA WILL BE IMPLEMENTED IN 2023-2024

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 <sup>rd</sup> through 8 <sup>th</sup> 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	[#]	[X]	[Yes/No]
Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students 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	[#]	[X]	[Yes/No]

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>5</sup>	[X] <sup>6</sup>	[#]	[X]	[Yes/No]
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> 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. <sup>7</sup>	2+ students	75%	[#]	[%]	[Yes/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 <sup>8</sup>	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7				
8				
All				

<sup>5</sup> 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

<sup>6</sup> 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.

<sup>7</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

<sup>8</sup> 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.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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		
7		
8		
All		

### I-READY

#### 2022-23 i-Ready [Mathematics] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.	All students	100%	3rd- <b>76</b>	<b>121%</b>	<b>Yes</b>
		100%	4th- <b>63</b>	<b>109%</b>	<b>Yes</b>
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	3rd- <b>57</b>	<b>123%</b>	<b>Yes</b>
		110%	4th- <b>41</b>	<b>135%</b>	<b>Yes</b>
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>9</sup>	3rd- <b>121%</b>	3rd- <b>17</b>	<b>127%</b>	<b>Yes</b>
		4th- <b>109%</b>	4th- <b>16</b>	<b>141%</b>	<b>Yes</b>

<sup>9</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	3rd-62	24%	No
			4th-40	35%	No

### End of Year Performance on 2022-23 i-Ready [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 Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	25%	76	24%	62
4	32%	63	35%	40
5				
6				
7				
8				
All				

### End of Year Growth on 2022-23 i-Ready [Mathematics] Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	121%	76
4	109%	63
5		
6		
7		
8		
All		

### 2022-23 i-Ready [ELA] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met ?
---------	----------	--------	--------	---------	-------

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.	All students	100%	3rd-76	132%	Yes
		100%	4th-63	146%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	3rd-45	139%	Yes
		110%	4th-32	163%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>10</sup>	3rd-132%	3rd-17	103%	No
		4th-146%	4th-14	159%	Yes
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	3rd-62	19%	No
			4th-40	18%	No

### End of Year Performance on 2022-23 i-Ready [ELA] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested

<sup>10</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

3	<b>17%</b>	<b>76</b>	<b>19%</b>	<b>62</b>
4	<b>16%</b>	<b>63</b>	<b>18%</b>	<b>40</b>
5				
6				
7				
8				
All				

### End of Year Growth on 2022-23 i-Ready [ELA] Assessment

By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	<b>132%</b>	<b>76</b>
4	<b>146%</b>	<b>63</b>
5		
6		
7		
8		
All		