



Manhattan Charter School 2

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Ariel Rutigliano, Director of Talent and Operations, 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)
Caitlin Conklin	Vice Chair	Finance
Begaiym Edil	Treasurer	Finance
Annabel Javier	Member	Education
Megann McManus	Chair	Finance, Education
Andria Olson	Member	Finance
Lauren Schwarz	Secretary	Education

Genie DePolo has served as the Executive Director from July 2016 to July 2023 when Tamara Cooper assumed leadership as Executive Director. Jacqueline Crabtree has served as Principal since the beginning of the 2023-2024 school year. She previously served as Assistant Principal in the 2022-2023 school year. Amy Salazar was the previous Principal for 6 years and now is the Principal of MCS.

SCHOOL OVERVIEW

Manhattan Charter School 2 (MCS2) is a small, K-5 charter school in Manhattan's Lower East Side. The school's mission is to teach students how to learn and love doing it, how to cultivate their curious minds for the rest of their lives, and how to develop a solid foundation on which to base wise choices and build meaningful futures. MCS2 opened in August 2012 and currently serves students in grades K-5.

Most of our students are economically disadvantaged and reflect the demographics of the community, many live close to the school. In 2022-23, 90% of students qualified for free and reduced-priced lunches, and 35% were identified as special education.

MCS2's academic program provides rigorous, standards-based learning experiences across core content areas, as well as opportunities to engage in enrichment. All students are afforded daily music instruction and benefit from weekly exposure to art, physical education, technology, and French.

During the 2022-23 school year, MCS2 further extended its strategies to support students' and families' social-emotional health throughout the school year. Teachers leveraged familiar Responsive Classroom techniques, implementing morning meetings, and closing circles to deepen a collective sense of community and support. MCS2 also invested in Second Step, a social-emotional curriculum, and implemented the materials schoolwide for the entire school year, expanding from the pilot program done in 2021-22. In addition, the school extended the hours of its school counselor.

Academically, leaders and teachers took a number of actions to address the stark learning gaps accentuated by the prolonged health pandemic and simultaneously accelerate learning. Leaders continued to evolve how intervention teachers functioned, reformulated small group instruction, and added foundational skill work and a supplementary program specifically designed to mitigate learning loss.

Finally, the school maintained an internally designed and implemented extended day program, offering additional learning and enrichment opportunities until 5:30 p.m., Monday through Friday. The school enhanced the extended day program honing skills from the previous school year. The Extended Day Director offered more trainings for teachers throughout the school year to improve academic supports and classroom behavior.

For the 2023-24 school year, MCS2 has identified three central goals to guide our priorities. These goals were developed in partnership with MCS.

1. Accelerate student learning at MCS2 by increasing our effectiveness with data collection, analysis, and use to inform instructional planning.
2. Support the social-emotional health, learning, and development of all MCS2 community members, by deepening the implementation of Responsive Classroom and Second Step with students and our sense of belonging and connection as a staff.
3. Ensure MCS2 is families' first choice to enroll their children, by evolving our internal and external strategies.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21	18	21	21	25	27	29								141
2021-22	16	20	15	19	22	22								114
2022-23	13	13	20	16	17	20								99

GOAL 1: ENGLISH LANGUAGE ARTS

Students’ academic performance in ELA meets or exceeds local, state, and national standards.

BACKGROUND

The English Language Arts (ELA) curriculum and its implementation through instruction at MC2S are fully aligned with the New York State Next Generation Learning Standards. In 2022-23, MCS2 continued to utilize Expeditionary Learning (EL) and WritingCity/Write Steps across grades K-5, and Wilson Foundations for grades K-3.

Literacy instruction encompasses reading, writing, speaking, listening, spelling, grammar, vocabulary, phonics, phonological awareness, and word study. The daily literacy period includes time for shared and performance reading, interactive read-alouds and literature discussions, independent reading, and guided reading. In the primary grades, a blend of phonetic, visual, and kinesthetic techniques is used to teach spelling and decoding. All students are taught specific reading skills and metacognitive strategies that enable them to construct meaning from both literary and non-fiction texts in all content areas. Embedded into the reading and writing program are uniquely structured activities that foster the expression of personal ideas and memoirs, creative illustrated works, and expanded research and reflection beyond curriculum expectations. All students build writing portfolios that exemplify all steps of the writing process for review and support. Students participate in writing interviews and conferences weekly, and are encouraged to use rubrics to guide, self-correct, and edit their writing daily. Mentor texts are used daily as a source of discussion and inspiration, and teachers coach students to emulate the works they love.

This year, leaders and teachers took a number of actions to address the stark learning gaps accentuated by the prolonged health pandemic and simultaneously accelerate learning. For example, professional development sessions facilitated during Summer Institute focused squarely on mitigating learning loss (acceleration vs. remediation) and reintegrating students into the school building. Data meetings with teachers were further leveraged to guide them through the process of forming an action plan and selecting appropriate resources based on their analysis in the form of a

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4	17	0	0	0	0	0	0	17
5	20	0	0	0	0	0	0	20
6								
7								
8								
All	51	0	0	0	0	0	0	51

Performance on 2022-23 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	14	4	29%	12	3	25%
4	17	8	47%	16	8	50%
5	20	9	45%	20	9	45%
6						
7						
8						
All	51	21	41%	48	20	42%

ELA Measure 2 - Absolute

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

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

ELA Measure 3 - Comparative

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

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

¹ 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.

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the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.²

2022-23 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	25%	12	54.8%	520
4	50%	16	59.4%	497
5	45%	20	59.5%	523
6				
7				
8				
All	42%	48	57.9%	1540

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.³

² 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](#).

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

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2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁴		Effect Size
		Actual	Predicted	
3	94.7%	23.5%	30.6%	-0.38
4	95.5%	50%	25.1%	1.51
5	90.9%	57.9%	23.8%	2.20
6				
7				
8				
All	93.8%	44.8%	26.3%	1.18

ELA Measure 5 - Growth

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

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

ELA INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd – 5th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: STAR

MCS2 continued to collect and analyze a range of academic data points to guide instructional priorities and decision-making. In addition to the New York State assessments, the school administered the STAR 360 computer-based adaptive assessment (grades 2-5), Fountas & Pinnell Benchmark Assessment System (grades K-5), and Stanford 10. In addition, MCS2 administered unit tests from the EL curriculum to determine mastery of NYS standards, as well as Pathblazer ELA for the AIS program.

⁴ 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 out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

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STAR 360 ELA

The table below highlights the comparison of percentile ranks of students in grades 2-5 on the end-year STAR 360 ELA assessment between students who were enrolled for at least two years (n=43) to all students tested (n=47). The percentile rank is a norm-referenced score that provides a measure of a student’s reading ability compared to other students in the same grade nationally. The percentile rank score indicates the percentage of other students nationally who obtained scores equal to or lower than the score of a particular student. MCS2 uses STAR 360 as a progress monitoring assessment to identify priority skills and strategies for instruction and to identify students in need of intervention services in reading.

Manhattan Charter School 2 Percentile Rank STAR 360 ELA - Spring 2022-23				
	Average Percentile Ranks	Total Test Takers	Percentile Rank: 2nd Year of Enrollment	Total Test Takers
1	No Data	No Data	No Data	No Data
2	46	10	46	10
3	37	12	38	10
4	34	11	37	10
5	42	14	41	13
Overall	40	47	41	43

Students in the second year of enrollment performed slightly better than if they were in their first year in grades 3 and 4; however, in grade 5, they performed slightly worse. In grade 2, all students tested have been enrolled for at least two years.

The end-of-year percentile ranks did not demonstrate comparable percentile ranks to national averages of 50. Grade 2 ranks were just under the national average, at 46, while grades 3, 4, and 5 were significantly below, at 38, 37, and 41, respectively.

The table below highlights increases of STAR 360 ELA assessment percentile ranks of students in all tested grades from the beginning to the end of year assessment.

Manhattan Charter School 2 Average Percentile Rank STAR 360 ELA – 2022-2023			
	Fall 2022-23	Winter 2022-23	Spring -2022-23
1	No Data	No Data	No Data
2	42	52	46
3	22	37	37
4	29	29	34
5	35	38	42
Overall	32	39	40

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Fountas & Pinnell Benchmark Assessment System (grades K-5)

MCS2 uses Fountas and Pinnell as a progress monitoring assessment to identify priority skills, including accuracy, fluency, and comprehension, and to determine guidance for independent and guided reading. The table below highlights the percentage of students who achieved the end-of-year Fountas and Pinnell independent reading level benchmark level.

Manhattan Charter School 2– Fountas and Pinnell Reading Levels, Spring 2023						
Grade Level	K	1	2	3	4	5
IR Benchmark	D	J	M	P	S	V
% of Students At or Above Grade Level Benchmark	25%	25%	63%	50%	53%	45%

Grade 2 is a highlight, with 63% of students achieving the end-of-year reading benchmark. Concerns are significant in the earlier grades.

The table below highlights the percentage of students who have moved reading levels from the beginning to the end of the year, based on the Fountas and Pinnell benchmark reading assessment.

Manhattan Charter School 2– Fountas and Pinnell Reading Levels Fall 2022 – Spring 2023				
Grade	Decreased 1 or more level	No Change	Increased 1 Level	Increased 2 or more Levels
K	0%	27%	18%	55%
1	0%	0%	9%	91%
2	0%	27%	13%	60%
3	0%	0%	21%	79%
4	0%	0%	0%	100%
5	0%	0%	15%	85%

Between 55% and 100% of MCS2 students advanced at least two reading levels. Although there is significant opportunity for further acceleration, the F&P data shows that students are making progress during the year, even if they are currently below grade level. This is particularly encouraging for grades 2 and above, where the range of levels of expected growth is lower. For

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example, grade 1 students are generally expected to grow 6 levels, D to J, from fall to spring, while grade 4 students generally move only 3 levels, P to S, over the course of the school year.

SUMMARY OF THE ELA GOAL

Unfortunately, Manhattan Charter School 2 students did not meet the Absolute Goal of 75% proficiency in ELA for all students enrolled in the school for two years. Internal measures demonstrated limited progress. Although we took steps to mitigate the significant gaps in learning during the 2022-23 school year, we are committed to instituting even more aggressive measures to support student progress.

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

EVALUATION OF ELA GOAL

Regarding the absolute measure, we continue to use 75% proficiency as our aspirational goal for which we are working toward every day. Although we fell short of this goal, we can see that 4th grade is close to the district average score even when not controlling for the fact that MCS2 has over 20% more economically disadvantaged students than the district average. We will continue to work toward 75% and believe that, as we continue to adjust and focus our program coming out of the pandemic, we will move on this trajectory.

Regarding the comparative measure, we can see that although on a pure proficiency basis, our school underperforms the district, when controlling for economically disadvantaged students, we then do meet our goal to exceed our predicted performance by more than 0.3. We do this with an

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Effect Size of 1.18. We see this as evidence that, although there is much work to be done, the MCS2 program is supporting economically disadvantaged students better than peer schools.

ELA ACTION PLAN

As referenced in the school overview, our top priority is to accelerate student learning at MCS2 by increasing our effectiveness with data collection, analysis, and use to inform instructional planning. This translates to ensuring greater alignment between assessment methods, particularly between the NYS assessments and the STAR 360, and improving how we prioritize and triangulate multiple measures to guide the instructional plans created by teachers. Our principal and assistant principal are evolving how data is understood and the framework and coaching they provide to teachers, individually and in teams. Our instructional data analyst from EdOps is working closely with our Executive Director and the Principal to facilitate the targeted development of our leaders and teachers and the codification of data review and instructional planning protocols aligned to best practices.

MCS2 hired an instructional assistant to provide additional academic support in the classroom as assigned by the Principal, directly supporting students in both ELA and math. MCS2 is continuing to utilize the EarlyBird screening and strategies, as well as Foundations Ready to Rise beginning of year extension. Further, the core Wilson Foundations program will continue to be implemented in grades K-3 to address the need for basic skills development.

GOAL 2: MATHEMATICS

Students' academic performance in math meets or exceeds local, state, and national standards.

BACKGROUND

In mathematics, daily instruction provides students with opportunities to read, write, discuss, and critically think about math concepts. Problem-solving, as MCS2 students explore, guess, evaluate, and re-evaluate solutions, helps them to build confidence in their abilities to tackle complex mathematical problems. Working in both heterogeneous and homogeneous groups, students experience rigorous teaching and scaffolding of mathematical thinking processes. MCS2 students learn that they are capable of having mathematical ideas, applying what they know to new situations, and thinking and reasoning about unfamiliar problems. Cooperative learning groups and guided math groups provide differentiated instruction for advanced mathematical conversation and reinforce foundational concepts for students. Students also make conjectures and discuss the validity of those conjectures.

Over several years, MCS2 grew committed to JUMP Math, a curriculum developed and primarily implemented in Canada. Every curriculum program has its strengths and requires some supplementation. JUMP Math as a core curriculum, however, was rated by EdReports as 'meeting

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expectations’ for focus and coherence, yet ‘partially meeting expectations,’ in the areas of alignment, rigor, and mathematical practices. Teachers have augmented this core curriculum with EngageNY mathematics units across grades K-5. Teachers also utilize supplemental online intervention programs, such as MathXL, Sumdog, Kahn Academy, and MYPATH, to increase grade-level skills practices and provide individualized math lessons.

In addition to further leveraging the data meetings with teachers, school leaders redeployed the physical education/technology teacher twice a week to support math interventions in grades 3, 4, and 5.

ELEMENTARY 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 3-5.

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	14	0	0	0	0	0	0	N/A	14
4	16	0	1	0	0	0	0	N/A	17
5	20	0	0	0	0	0	0	N/A	20
6									
7									
8									
All	50	0	0	0	0	0	0	N/A	51

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	14	4	29%	12	4	33%
4	16	3	19%	15	2	13%
5	20	2	10%	20	2	10%
6						

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7						
8						
All	50	9	18%	47	8	17%

Math Measure 2 - Absolute

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

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

Math Measure 3 - Comparative

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

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

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	33%	12	52.5%	575
4	13%	15	55.5%	537
5	10%	20	51.9%	559
6				
7				
8				
All	17%	47	53.3%	1671

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)

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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	94.7%	5.3%	30.4%	-1.29
4	95.5%	18.2%	22.2%	-0.22
5	90.9%	36.8%	20.2%	0.97
6				
7				
8				
All	93.8%	20%	24.2%	-0.18

Math Measure 5 - Growth

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

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

MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd– 5th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: STAR

MCS2 continued to collect and analyze a range of academic data points to guide instructional priorities and decision-making. In addition to the New York State assessments, the school administered the STAR 360 computer-based adaptive assessment (grades 1-5), as well as Stanford 10. In addition, MCS2 administered unit tests from the JUMP Math curriculum to determine mastery of NYS standards, as well as Pathblazer math for the AIS program.

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The table below highlights the comparison of percentile ranks of students in grades 1-5 on the STAR 360 math assessment between students who were enrolled for at least two years (n=44) to all students tested (n=55). The percentile rank is a norm-referenced score that provides a measure of a student’s math ability compared to other students in the same grade nationally. The percentile rank score indicates the percentage of other students nationally who obtained scores equal to or lower than the score of a particular student. MCS2 uses STAR 360 as a progress monitoring assessment to identify priority skills and strategies for instruction and to identify students in need of intervention services in math.

Manhattan Charter School 2 Percentile Rank STAR 360 Math - Spring 2022-23				
Grade	Average Percentile Ranks	Total Test Takers	Percentile Rank: 2nd Year of Enrollment	Total Test Takers
1	27	7	-	-
2	52	11	55	10
3	35	12	36	10
4	37	11	40	10
5	54	14	54	14
Overall	43	55	47	14

Grades 2-4 students in at least their second year of enrollment performed slightly better than newer students in the same grades. The fifth grade 2+ year cohorts included all students in those grades; therefore, no differences were evident.

The end-of-year percentile ranks demonstrated comparable percentile ranks to national averages at the second grade (55) and fifth grade (54) level. Otherwise, the grade 3 and 4 ranks were under the national average, at 36 and 40, respectively.

The table below highlights the change in STAR 360 Math assessment percentile ranks of students in grades 1-5 from the beginning of the 2022-23 school year to the year-end assessment. Grades 2, 4, and 5 demonstrated progress between fall and spring; however, this data indicated that grades 1 and 3 regressed.

Manhattan Charter School 2 Average Percentile Rank STAR 360 Math – 2022-2023			
	Fall 2022-23	Winter 2022-23	Spring -2022-23
1	-	51	27
2	45	62	52
3	40	35	35
4	33	52	37
5	37	49	54
Overall	39	49	43

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SUMMARY OF THE MATHEMATICS GOAL

Manhattan Charter School 2 students did not meet the Absolute Goal of 75% proficiency in math for all students enrolled in the school for two years. Internal measures demonstrated limited progress. Although we took steps to mitigate the significant gaps in learning during the 2022-23 school year, we are committed to instituting even more aggressive measures to support student progress.

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

Regarding the absolute scores, as with ELA, MCS2 holds 75% proficiency as our aspirational goal. We recognize we did not meet this goal in the 2022-23 school year and know there is much work to be done.

Regarding the comparative goals, we recognize we did not meet the goal overall, but did over-exceed the goal significantly in grade 5 by more than three times the original goal. We believe this is evidence that our program is effective and that we must work to improve our impact, particularly for our early elementary students. We also want to specifically point out that the rate of economically disadvantaged students within MCS2 is over 20% more than the district average.

MATHEMATICS ACTION PLAN

We intend to continue to use JUMP Math as our core curriculum, supplemented with EngageNY and online intervention programs. In 2022-23, leaders engaged a professional developer from JUMP Math with significant US-based experience and knowledge of NYS and national standards to work

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with leaders and teachers on-site at our school. For the 2023-24 school year, the JUMP Math consultant will continue to work with leaders and teachers on-site at our school.

GOAL 3: SCIENCE

Students' academic performance in science meets or exceeds local, state, and national standards.

BACKGROUND

MCS2 science instruction emphasizes scientific inquiry and student investigation of scientific concepts. Since 2018-19, MCS2 has been using Amplify Science for the science curriculum, which is aligned to the Next Generation Science Standards.

Students use the processes of science, such as observing, classifying, describing, experimenting, measuring, inferring, and predicting. Through hands-on investigations, collaborative learning, student discourse, inquiry, integration of disciplines and content areas, and multisensory methods, MCS2 students explore key scientific concepts and principles in the physical and life sciences. MCS2 is committed to establishing a foundation of scientific literacy for every student, advancing ideas that prepare them for a life in an increasingly complex scientific and technological world. This scientific literacy is fostered via EL with the introduction and scaffolding of instructional efficiency, and with the creation of a science classroom where students actively construct ideas through inquiries, investigations, and analyses. A science consultant comes to the school twice a month to support both teachers and students in implementing the science curriculum.

MCS2 students are given feedback on their performance in science through curricular unit tests, student interviews, and portfolio assessments. MCS2 students, prepared with the knowledge and thinking capacities to excel in science in the 21st century, are motivated to exceed societal expectations for the next generation of citizens.

ELEMENTARY 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 did not administer the New York State Testing Program science assessment to students in 4th grade in Spring 2023. As stated in the January 2023 memo from the Assistant Commissioner, Office of State Assessment, this action was taken to support the transition to the new grade 5 Elementary-level Science Test measuring the new NYS P-12 Science Learning Standards, which commences in Spring 2024. Therefore, the table below does not summarize the performance of students enrolled for at least two years.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

Science Measure 2 - Comparative

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

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

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

Grade	Charter School Students in at Least 2 nd Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
4	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

As stated above, there was not an administration of Grade 4 Science Test in Spring 2023.

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

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EVALUATION OF THE SCIENCE GOAL

Not Applicable.

ACTION PLAN

MCS2 has maintained a high level of proficiency in science in recent years and updated its science program in the 2018-19 school year by adopting the Amplify Science curriculum, in order to improve its resources for teachers and to ensure alignment with the Next Generation Science Standards. MCS2 will continue to engage the science consultant to support K to 5th grade classroom teachers with the implementation of the science curriculum.

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	Local Support and Improvement

ADDITIONAL CONTEXT AND EVIDENCE

Prior to the 2022-23 school year, the school received Good Standing as determined by the New York State Education Department. Due to NYSED's adjusted accountability statuses for the 2022-23 school year, using the 2021-22 school year results, the school received Local Support and Improvement.