

**Manhattan Charter School for Curious  
Minds**

**2022-23 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

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Ariel Rutigliano, our 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)
Caity Conklin	Vice Chair	Finance
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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.**

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# SCHOOL OVERVIEW

## Our Mission

The mission of Manhattan Charter School for Curious Minds is *to teach our 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.*

## Our Core Values

Our school motto, “Changing the World, One Curious Mind at a Time,” encapsulates our belief in the transformative power of an exceptional public education.

Manhattan Charter School is grounded in three core values—*Opportunity, Curiosity, and Courage*—that drive how we work with students and families, staff, leaders, and the community. They also inform the operational systems and processes we create to support student achievement. For example, an instructional hallmark evident in our classrooms is the Opportunity for students to lead small-group instruction or discussion. You will also witness teachers normalizing risk and building in students the Courage to fail.

## Our Community

Manhattan Charter School (“MCS”) was founded in July 2004 as a public charter elementary school to offer instruction in grades Kindergarten through Five. MCS opened for its first school year in September 2005 with students in Kindergarten through Grade One. In September of 2006 we added Grade Two, in September of 2007 we added Grade Three. In August of 2008 we added Grade Four and in August of 2009 we added Grade Five. Currently, the school serves 179 students in grades Kindergarten through grade 5. The chart below breaks down the demographic characteristics of our school for the 2021-2022 academic year.

Data Point	Percentage of Population
Black or African American	26%
Hispanic or Latino	63%
Asian or Native Hawaiian/Other Pacific Islander	7%
White	2%
Multiracial	2%
English Language Learners	12%
Students with Disabilities	29%

Economically Disadvantaged	94%
Homeless	10% (13% by end of year)

Source: <https://data.nysed.gov/enrollment.php?year=2022&instid=800000057944>

**Our Commitment to Students and Families**

The School’s educational program is unlike any other on the Lower East Side. This is due, in part, to our dual focus: a rigorous, standards-based educational program and an arts-rich curriculum with music class for every child, every day. The School prides itself on its intimate culture and learning environment, evident in the individualized attention students receive from teachers committed to bringing out each child’s best; the arts and culture-rich curriculum that introduces students to new worlds and ways of seeing; and the philosophy of inquiry- and experience-based learning that engages the whole child, cultivates natural curiosity, and teaches students how, not just what, to learn.

**Accelerating Student Learning**

The pandemic (2020-2022) introduced unexpected, complex challenges for students, families and staff members. While the COVID-19 pandemic demanded some shifts in how instruction was delivered, Manhattan Charter School (MCS) made no changes or modifications to the curriculum content. The shift in delivery to a hybrid model was disruptive to student learning, and MCS, like schools across the country, continues to implement strategies to mitigate students’ learning loss. For the 2022-2023 academic year, our internal goal related to accelerating learning was to *Accelerate student learning at MCS by increasing our effectiveness with data collection, analysis and use to inform instructional planning.*

Internal data has shown a particular need to focus on early literacy ensuring all of the school’s students are able to read on grade level by the time they enter upper elementary grades. We attribute this need directly to the fact that younger students lacked explicit reading instruction during the pandemic. As such, the school is expanding its use of Wilson Foundations reading program to include 3rd grade and increasing professional development and teacher support in all grades with a focus on foundational literacy instruction. Additionally, the school has hired an additional reading interventionist making it possible to offer increased reading intervention to students as well as differentiate instruction between lower elementary and upper elementary grades.

The Foundations reading program is grounded in research. The instruction emphasizes highly explicit and systematic teaching of all of the foundational elements that are critical for reading and writing proficiency. These include phonemic awareness, phonics and word recognition, fluency, vocabulary, listening and reading comprehension and written expression.

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	Total
2018-2019	36	45	40	45	42	33	241
2019-2020	42	40	46	40	44	39	251
2020-21	34	37	42	43	37	37	230
2021-22	25	41	33	37	38	29	203
2022-23	22	26	36	30	31	34	179

Source: <https://data.nysed.gov/enrollment.php?year=2022&instid=800000057944>

### GOAL 1: ENGLISH LANGUAGE ARTS

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

### Background

The comprehensive English Language Arts curriculum at Manhattan Charter School (MCS) encompasses reading, writing, speaking, listening, spelling, grammar, vocabulary, phonics, phonological awareness, and word study. During the course of this charter term, MCS shifted our ELA and literacy instruction program to fully implement Expeditionary Learning (EL) and WritingCity/WriteSteps<sup>1</sup> across grades K-5 and Wilson Foundations for grades K-2. In 2017 we added a Reading Teacher to support our struggling readers in all grades. She joined the existing SETSS provider in working with students. A mandatory independent reading block was added in grades K through 5 to support students in building reading stamina. Teachers received extensive PD to enhance their conferencing techniques during the independent reading block, allowing them to support students with individual reading goals.

The daily literacy period includes time for shared and performance reading, interactive read-alouds and literature discussions, independent reading, close reading and guided reading. 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

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<sup>1</sup> In 2017 WriteSteps was acquired and renamed WritingCity (<https://www.writingcity.com/>). The curricula and content remain the same.

research and reflection which includes a period of independent reading in the daily schedule. Teachers receive training to support students through conferencing techniques aimed at specific goals during the independent reading blocks.

Manhattan Charter School uses data from the following assessments to monitor student proficiency in English Language Arts:

Assessment	Type	Description
New York State exams in English Language Arts	Summative	Criterion-referenced
STAR 360 Assessments	Formative	
Stanford 10	Summative	Nationally norm-referenced achievement test
Early Bird	Diagnostic	a game-based assessment that identifies potential reading challenges, including dyslexia, early before becoming reading problems
Achieve 3000	Formative	

**ELA Measure 1 - Absolute Measure**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-5.

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 English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	30	0	1	0	0	0	0	31
4	24	0	4	3	0	0	0	28
5	29	0	4	3	0	1	0	34
6								
7								
8								
All	83	0	9	6	0	1	0	93

**Performance on 2022-23 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year<sup>2</sup>**

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	30	11	37%	27	9	33%
4	24	16	67%	21	15	71%
5	29	9	31%	29	9	31%
6						
7						
8						
All	83	36	43%	77	33	43%

**Performance on 2021-22 State English Language Arts 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	29	14	48%	29	22	45.5%
4	32	9	28%	32	31	25.8%
5	24	10	42%	24	24	41.7%
All	85	33	39%	85	77	36.4%

<sup>2</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.

### ELA Measure 2 - Absolute

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

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

### ELA Measure 3 - Comparative

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

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[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 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	33%	27	54.8	520
4	71%	21	59.4	497
5	31%	29	59.5	523
6				
7				
8				
All	43%	77	57.9	1540

**2021-22 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	45.5%	22		
4	25.8%	31		
5	41.7%	24		
6				
7				
8				
All	36.4%	77	49.7%	

**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]

### 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	97.3%	48.3	29.5	1.02
4	92.1%	28.1	26.5	0.10
5	93.1%	41.7	23	1.21
6				
7				
8				
All	94.2	38.8	26.5	0.73

#### 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 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: The school used the STAR 360 Assessment program, Stanford 10, and Achieve 3000.

Based on internal assessments, we can see evidence for the following:

- The Achieve 3000 assessment shows evidence for the effectiveness of our early literacy intervention program. The largest pre and post assessment growth that we see is generally among our lowest performing readers. What see this as evidence that our program is impacting the literacy levels of our lowest performing readers. This data may serve as a leading indicator of an improving program overall as we see evidenced by the nearly 7 point improvement year over year in ELA on the state exams. We know we need to accelerate such learning to be able to attain greater proficiency rates across all grades and are adjusting our intervention and reading programs to address this.
- The Stanford 10 assessment assesses student reading and benchmarks student performance against national percentile bands. We see similar results on this assessment as to our NYS proficiency rates confirmation that there is meaningful opportunity to improve our impact. That said, we can see that as students progress through the MCS program they are again showing

improvement. Between 3rd and 5th grade specifically, we can see a steady rise in percentile of about 5-8 percentage points per year of schooling. We believe this is the direct impact of the MCS program and believe that over time, will lead to stronger absolute results overall.

- We believe the STAR 360 program demonstrates our relentlessness toward setting strong internal goals and aligning our work to meet those goals. As such we see strong evidence that MCS is implementing the reading program as planned with the key measured elements being: small group instruction/discussion groups, individual conferencing & goal monitoring, Use of Star 360 lessons, differentiated classwork, differentiated assessments and choice, use of self-assessment/checklists/rubrics, modeling and teacher coaching & planning

## Summary of the ELA Goal

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	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 - based on 21-22 results
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 see 75% proficiency as our aspirational goal for which we are working toward every day. Although we fall short of this goal, we can see that we are approaching this goal particularly in 4th grade where 71% of students are proficient. Our overall score improved by nearly 7% proficient within the last year. We recognize the need to

learn from our success with our 4th grade program and strengthen 3rd and 5th grade. It is noteworthy that MCS has about 30% more economically disadvantaged students than the district average. This difference in economically disadvantaged students is generally attributed to the significant number of gifted and talented programs in neighboring district schools. 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, that when controlling for economically disadvantaged students, we then do meet our goal to exceed our predicted performance by more than 0.3 according to the available 21-22 data. We do this with a 0.73. We anticipate this would be true as well for 22-23 since we can see approximately the same school vs. district gap. We see this as evidence that although there is much work to be done, the MCS program is supporting economically disadvantaged students better than peer schools.

## **Additional Context and Evidence**

The above assessment and associated analysis is based on a mix of spring '23 and '22 performance data and some data remains outstanding. We know that the 2021-22 school year was the first school year since the COVID-19 pandemic. It is important to note that during this year specifically, the needs of students coming back to school ranged far beyond academic, student and staff attendance were impacted by continued COVID cases, and it was during this school year that we programmatically shifted away from a hybrid instructional model back to fully in person. We believe that the spring '22 proficiency rates were directly impacted by these issues. However, as we gather additional data, we expect to see continued improvement in continuity in the 23-24 school year.

## **ELA Action Plan**

As stated earlier, MCS has adjusted its ELA program to increase the focus on foundational literacy using a curriculum heavily informed by the leading literacy research. MCS expanded their focus on 3 of the 5 literacy pillars: phonemic awareness, phonics, and vocabulary needed to develop strong readers. The school additionally added Foundations to 3rd grade in 2022 as well as Just Words in 2023 to 4th grade. Additionally, the school has added a 2nd certified reading specialist allowing for more frequent and more differentiated reading intervention for all students. We believe we are seeing clear evidence of the impact of these changes particularly as we look at 4th grade state exam scores and hope to see similar impact on other grades in the coming school year.

## GOAL 2: MATHEMATICS

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

### Background

Through our math curriculum, students gain an understanding of mathematical concepts, build confidence through daily problem-solving exercises, and learn by applying mathematical principles and processes to real-world issues and challenges.

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/IE P	Admin error	Medically excused	Other reason	Took Regents	
3	30	0	1	0	0	0	0	0	31
4	25	0	3	3	0	0	0	0	28
5	31	0	2	2	0	1	0	0	34
6									
7									
8									
All	86	0	6	5	0	1	0	0	93

**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	30	9	30%	27	9	33%
4	25	14	56%	22	12	55%
5	31	10	32%	31	10	32%
6						
7						
8						
All	86	33	38%	80	31	39%

**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	33%	27	52.5	575
4	55%	22	55.5	537
5	32%	31	51.9	559
6				
7				
8				
All	39%	80	53.3	1671

**2021-22 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	13.6%	22		
4	20%	30		
5	37.5%	24		
6				
7				
8				
All	23.7%	76	48.6%	

**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	97.4%	27.6	29.2	-0.08
4	92.1%	22.6	24	-0.08
5	93.2%	37.5	19.2	1.07
6				
7				
8				
All	94.2	28.6	24.4	.25

### 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 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: Stanford 10 Assessment.

Our internal math assessment data according to the Stanford 10 review shows that students within MCS are performing at approximately the 30th percentile nationally. This exam is not controlled for economic disadvantage and so these scores show a similar result to our state exam scores. We anticipate improvement over the next several years as we again see the benefits of continuous and uninterrupted instruction as well as invest in improving our math instruction.

As is true for literacy, MCS uses the STAR 360 program in math as well. The outcomes of this demonstrate our relentlessness toward setting strong internal goals and aligning our work to meet those goals. As such we see strong evidence that MCS is implementing the math program as planned with the key measured elements being: small group instruction/discussion groups, individual conferencing & goal monitoring, Use of Star 360 lessons, differentiated classwork, differentiated assessments and choice, use of self-assessment/checklists/rubrics, modeling and teacher coaching & planning.

MyPath is a similar program to Achieve 3,000, but with a math focus. This program allows for individualized learning paths for students using baseline data from the Star 360 reviews. The interventions adjust to the needs of students as they progress and the data shows if and how students grew over the year. 22-23 StAR 360 data shows students averaging in upper 40s and low 50th percentiles when not controlling for economically disadvantaged across all grades.

<b>Manhattan Charter School Percentile Rank STAR 360 ELA - Spring 2022-23</b>				
	Average Percentile Ranks	Total Test Takers	Percentile Rank: 2nd Year of Enrollment	Total Test Takers
1	5	2	5	2
2	48	22	52	18
3	39	30	40	28
4	42	23	44	22
5	51	26	51	23
<b>Overall</b>	<b>103</b>	<b>44</b>	<b>45</b>	<b>93</b>

## Summary of the Mathematics Goal

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	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- based on 21-22 results
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 literacy, MCS holds 75% proficiency as our aspirational goal. We recognize we did not meet this goal in spring '23 and know there is much work to be done. However, we demonstrated very significant growth over the 21-22 school year (15.3%) and additionally have narrowed the gap between the district significantly (10.6% over the previous year). We see this as strong evidence the program is working particularly for economically disadvantaged students.
- Regarding the comparative goals, we recognize we did not meet the goal overall, but did meet the goal in 4th grade. We additionally narrowed the school/district gap very significantly overall from the previous year. The gap was 24.9% in 21-22 and is 14.3% in 22-23. 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 MCS is more than 30% more than the district average. This difference in economically disadvantaged students is generally attributed to the significant number of gifted and talented programs in neighboring district schools.

## **Additional Context and Evidence**

Based on the 22-23 State Exam data, we see very clear evidence that our math program is improving significantly despite learning loss in math as evidenced by the 21-22 state exams. We will continue to invest in and improve our program to accelerate learning in this area. Immediately post pandemic, our focus was initially on literacy, but after the 21-22 exam results, we began greater emphasis on math and we believe we are now seeing the impact of this focus as the evidence shows a very significant improvement particularly compared to the district. We believe if we can continue this trend, we will reach our goals in the upcoming years.

Similar to our literacy assessment, these results are a mix of available data including 22-23 State Exam scores, 21-22 State exams, and some data has yet to be released. We know that the 2021-22 school year was the first school year since the COVID-19 pandemic. It is important to note that during this year specifically, the needs of students coming back to school ranged far beyond academic, student and staff attendance were impacted by continued COVID cases, and it was during this school year that we programmatically shifted away from a hybrid instructional model back to fully in person. We believe we are seeing growth in the 22-23 school year and would expect improvement in our overall performance as we look to this coming year.

## **Mathematics Action Plan**

To continue to improve math performance in all grades, we are prioritizing improving students' conceptual understanding of math while at the same time creating more opportunities for remediation. We are doing this through the direct support of several new math consultants with a track record of success in training teachers on teaching contextual math. We are opening one full day each 9 weeks for math teachers to use as data days which we have done in the past for 5th grade and will now expand to 3rd and 4th grades. The consultants will support in facilitating these days as well as providing supplemental materials, aligning the scope and sequence and crafting the related assessment calendar. The consultants will additionally work to build out a math tutoring program which will shift our extended day program to be math focused. In the past, this has been one day per week and will now be three days per week. Math coaching will also include a focus on teacher development. In summary, as we normalize our school routines after COVID, we are focusing on teacher PD and support and strengthening the efficacy of our math instruction overall. We know that in addition to pushing content, we'll be nurturing a school culture that embraces both adult and student learning with a focus on personal growth.

## GOAL 3: SCIENCE

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

### Background

In response to the shift in the NYS science standards, MCS adapted Amplify Science<sup>3</sup>, which blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and discuss like real scientists and engineers. Students used 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, MCS students explored key scientific concepts and principles in the physical and life sciences.

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 4th grade in 21-22. The table below summarizes the performance of students enrolled for at least two years.

**Charter School Performance on 2021-22 State Science Exam  
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	32	25	78%
8			
All	32	25	78%

#### Science Measure 2 - Comparative

<sup>3</sup> <https://amplify.com/programs/amplify-science/>

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.

**2021-22 State Science Exam  
Charter School and District Performance by Grade Level**

	Charter School Students in at Least 2 <sup>nd</sup> Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
4	32	25	78%	690	424	79%
8				692	56	43%
All	32	25	78%			

### Summary of the Elementary/Middle Science Goal

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

## Evaluation of the Science Goal

We were very pleased to see that our 4th grade students met the science goal with over 75% scoring proficient. We believe this is an outcome of our investment in our science curriculum and staffing as well as our broader approach to educating well rounded students. As stated in our executive summary, our students learn French, art, music, technology and physical education all as a part of their overall experience at MCS.

In science, we have had a science consultant who works directly with teachers and students – modeling lessons with teachers, participating in the writing of the new standards, and being able to support in being standards aligned. She will continue this year as well.

## Additional Context and Evidence

N/A

## Action Plan

We will continue to invest in our science education program ensuring we have knowledgeable and highly trained teachers in the role and that students have enriching experiences from which to guide their learning. Additionally, we will continue to ensure that students experience an overall well rounded curriculum to ensure we grow their critical thinking and creative talents all of which contribute to their development.

### [GOAL 4: ESSA](#)

The school will make Adequate Yearly Progress.

#### **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	In Good Standing
2021-22	In Good Standing
2022-23	Local Support and Improvement