



**Middle Village Preparatory
Charter School**

**2022-23 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Michele Allocca (Director of Curriculum/Assistant Principal) and Christian Quezada (Director of 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)
Josephine Lume	Chairperson	Executive, Finance
Serphin Maltese	Vice-Chairperson	Executive
Margaret Ognibene	Treasurer	Finance
Gail Giordano	Secretary	
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Karen Rommeney	Trustee	Education
Cindy Danielski	Trustee	Education
Veronica Cokley	Assistant to the Board	
Michael Michel	Founder/Advisor	

Mrs. Josephine Lume has served as Board Chair since 01/01/2013

Ms. Michele Allocca has served as Director of Curriculum/Assistant Principal since 06/24/2013

Mr. Christian Quezada has served as Director of Operations since 02/26/2013

SCHOOL OVERVIEW

Middle Village Preparatory Charter School is an independent, public charter school which serves students in grades 6-8. It is located on Christ the King High School Campus. Admission to Middle Village Prep is conducted via lottery with District 24 as a priority. MVP expects to enroll an academically diverse population. The curriculum will continue to challenge our students who enter at or above grade level as well as be flexible enough to support students who enter the school below grade level.

The mission of the Middle Village Preparatory Charter School (MVP) is to prepare students for success at a selective college prep high school of their choice. The MVP curriculum is a challenging curriculum designed to meet and surpass the New York State Education Department requirements. Essential to the instructional model is a longer school day and increased classroom instructional time that is devoted to core subjects (ELA, Math, History and Science). Students will master skills and achieve subject proficiency by the end of the 8th grade.

MVP made the decision in the 2021-2022 school year to modify the curriculum to help with the year and a half of hybrid learning that caused a gap in student learning. MVP's Latin program was suspended for 2 years and was offered to all students in Grades 6-8 to work on at home at their own pace by using the Rosetta Stone Program. This was challenging to students and in order to make it more effective, it was continued only in Grade 7 and Grade 8 along with a weekly calendar of assignments to complete. Students working in the Rosetta Stone Program were still required to take Unit Tests that are set for a passing grade of 75% and higher. New modules in the program will not be available until a student acquires a passing score.

Mathematics and English Language Arts continue to be the priority as we continue to assign twice the amount of instructional time that is devoted to these critical instructional areas. Since we removed Latin from the school's daily program, we were able to offer our students additional periods in Math and ELA throughout the week. Nine periods are still being offered to allow students to use the additional time to work on targeted skills.

Science, Social Studies, the Arts, Physical Education, and Health along with time set aside for extracurricular activities are inserted into a student's daily schedule. All 8th grade students are required to take Regent-level courses, such as the Common Core Algebra 1, Earth Science, and United States History and Government.

Students with IEPs and ELL students also benefited from the additional ELA and Math periods built into the school day. Students who were identified having a lower reading level were given the opportunity to work in small groups with a program called Spire. This program specifically was used to work with students who are at a very low reading level who need help with reading comprehension and decoding skills.

Our school's guidance counselors continue to go into the classrooms weekly and offer advisory classes for students. A monthly theme is discussed and counselors have the opportunity to talk about issues

that students are facing each day. This includes but not limited to : anxiety, bullying, social media, and transitions from one grade level to the next. Our Dean continues to serve as the Parent and Community Engagement Coordinator and works closely with the Counselors to strengthen parent communication and partnerships by holding bi-weekly parent information sessions. These sessions are to inform parents of monthly events at the school as well as provide certain topics to help parents with their child at home. Some topics included homework, anxiety, test taking strategies, friendships and other important family topics.

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							142	135	120					397
2021-22							150	126	122					398
2022-23							147	140	115					402

GOAL 1: ENGLISH LANGUAGE ARTS

The ELA Goal for Middle Village Prep is to achieve a score of 75% proficiency and beyond for all of our students. MVP believes that with dedicated reading and writing time, combined with rigorous literary skills instruction, every student has the ability to excel in reading and writing. The ELA curriculum exposes students to a variety of historical and contemporary text, including novels (both classical and current), poetry, journalism, non-fiction, and fiction

BACKGROUND

The ELA curriculum is aligned to the Next Generation Standards for ELA. Teachers make sure to add to their curriculum a variety of reading texts and genres that include critical and extended thinking responses. Taking into consideration the skills that are most challenging for students, writing continues to be an area of focus for our students.

In grade six through grade eight, the students continue to read grade-appropriate complex literature and informational text while further developing the ability to cite textual evidence. They look at how the structure within the selected text influences and contributes to the plot and the development of events or ideas. Students will continually be challenged to improve their ability to write and speak with more clarity, providing clear reasons and relevant evidence. Teachers continue to work with students on

academic language and ways to have discussions with other students and colleagues by using words such as agree and disagree in their responses and also including evidence defending their thoughts.

Teachers are continuing to help students discover how to answer questions through writing since it is a critical component of ELA/Literacy. Students will continue to work on comparing different interpretations of a topic, identifying how authors shape their information and choose to highlight certain facts over others. Students will work with high-quality, complex nonfiction texts and great works of literature. MVP students across all grade levels take part in discussions and debates. This will make their reasoning clear to their listeners and readers, constructively evaluating others’ use of evidence while offering several sources to back up their own claims.

We continue to use the program Achieve 3000 across all grades and to make it a part of our instruction. This program encourages students to read a variety of articles focusing on standards and skills found throughout the ELA curriculum. As students read and complete articles with a passing rate of 75% and higher, this will help grow their Lexile reading level. We also included a subscription this year to ThinkCerca. This program offers students and teachers to work on a 5-step literacy model concentrating on students focusing on citing evidence from the text and writing responses.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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

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

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

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3								
4								
5								
6	146	0	1	0	0	0	0	147
7	140	0	0	0	0	0	0	140
8	114	0	1	0	0	0	0	115
All	400	0	2	0	0	0	0	402

Performance on 2022-23 State English Language Arts Exam

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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						
4						
5						
6	146	92	65%			
7	140	108	77%	140	108	77%
8	114	93	81%	114	193	81%
All	400	293	74%	254	301	79%

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

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.

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](#).

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				
4				
5				
6				
7	77%	108	47%	3635
8	81%	114	56.8%	10897
All	79%	201	51.9%	14532

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

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

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				
4				
5				
6	73%	82.2	51%	1.81
7	62.5%	70%	45.7%	1.29
8	60.5%	75%	48.7%	1.43
All	66%	75.9	48.6%	1.53

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

In the 2022-2023 school year, Middle Village Prep Charter School administered the New York State ELA State test exams to students in Grade 6-8. The following results show that students at the 6th grade level were 65% proficient, 7th Grade students were 77% proficient and 8th grade students were 81% proficient. The school average is at 74% which is 1% lower than the target goal of 75% SUNY measures the proficiency of the students attending 2 years or more in the school. Looking at the students in just Grade 7 and Grade 8, the school exceeded the target reaching 79% proficiency with a gain of 4% of the 75% goal.

During 2022-23, in addition to the New York State 3rd– 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: NWEA MAP TEST

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

SUMMARY OF THE ELA 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 English language arts exam for grades 3-8.	YES
Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	yes
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	yes
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	YES
Growth	Each year, students will continue to reach the benchmark of 75% passing in the 2nd year at Middle Village Prep	YES

EVALUATION OF ELA GOAL

Students in Grade 6- Grade 8 prepare for the NYS ELA State test exam during the school year by taking part in the NWEA MAP Test that is administered 3 times during the school year. The first is in October, then in late January and finally in May. The test does not just help the teachers identify gaps in learning but help teachers to plan instruction accordingly to students weaknesses and strengths. The generated Lexile level also helps teachers to choose appropriate level reading materials for students to read both at school and home.

Middle Village Prep also offers our students Mock testing exams throughout the school year. The mock exams are teacher created based on the skills that are being taught at the time the test is administered. Throughout the school year we also offer testing prep for our students for free using the assistance of the CK Kids Program. Students have the opportunity to sign up for 10 week classes to work on the skills needed for the ELA exam. These classes are taught by different teachers allowing our students to see another perspective of teaching.

ADDITIONAL CONTEXT AND EVIDENCE

With so many assessments given to the students, one challenge that we saw was that the mock exam was inconsistent with the results from the MAP test. This was due to the fact that the number of questions given for each mock exam were different. The number of passages and questions assigned were different for each test. Teachers were not comparing the same amount of questions or written responses and the results were not consistent.

A second challenge was that teachers had too many resources that they were trying to incorporate into their lessons in order to address different needs of students. Think Cerca, as great as the program is, it is very time consuming and does not reach all the needs of the students. Rally Books were used to focus on specific skills and standards in the classroom as opposed to using this program. Going forward, we will not be renewing ThinkCerca and will work with just the Rally books and Achieve 3000

ELA ACTION PLAN

Going forward, an action plan that was developed with the ELA teachers is that consistency will be important. Teachers, instead of selecting specific reading passages that only cover the material that they taught in class, will now change to reflect a full test that will be taken over 2 days. The first day will be reading passages with multiple choice questions. Day two will focus on writing and responding to text. Questions and passages will come from previous state test exams and data will be collected and reviewed accordingly with the team.

GOAL 2: MATHEMATICS

The Math Goal for Middle Village Prep is to achieve a score of 75% proficiency and beyond for the NYS Math Exam. Students in Grade 8 who take the Algebra 1 exam will receive a score of 65% or higher.

BACKGROUND

The mathematics program at Middle Village Prep Charter School is continuing with the shift to the Next Generation Standards. We continue to develop mathematical literacy strategies with our students, skills to solve problems and to provide a balanced instruction in thinking and problem solving. We continue to use resources and materials to enhance teaching and learning by utilizing Smart Boards, differentiated instruction, team teaching that supports Students with Disabilities (SWD), and a use of a variety of assessments from traditional teacher made tests to standards-based, pre-assessments, conferences with students, mock state tests, and mock Regents exams. We continued this year using digital platforms such as ED Puzzle and Delta math

In our instructional model for this year, Students will continue to receive 9 Math periods a week. Similar to ELA, these additional periods will allow teachers the opportunity to meet with students twice in the school day using one specific period to work on skills and activities that students are having challenges

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with. Teachers also were able to incorporate Math Coach books into their daily lessons. Coach books were used to help with multiple choice questions and problem solving activities. Due to the increase of additional Math periods, additional math teachers were needed to work with students to give small group instruction or work as a co-teacher within the classroom.

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									
4									
5									
6	146	0	2	0	0	0	0	0	148
7	140	0	0	0	0	0	0	0	140
8	0	0	0	0	0	0	0	0	0
All	286	0	2	0	0	0	0	0	288

Performance on 2022-23 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year						
Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3						
4						
5						
6	148	109	74%			
7	140	110	79%	140	110	79%
8	0	0	0	0	0	0
All	288	219	77%	140	110	79%

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Math Measure 2 - Absolute

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

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

Math Measure 3 - Comparative

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

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

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7	79%	140	47.1	3,841
8				
All	79%	140	47.1	3,841

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

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

2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3				
4				
5				
6	73.8%	58.2%	30.4%	1.49
7	62.5%	55.3%	31.8%	1.22
8				
All		56.9%	31%	1.37

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 – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: NWEA MAP Test.

Similar to the ELA Map Test, the Math Map test is administered to all students in grades 6-8. Even though the 8th graders are not taking the state test exam, we have them take the Math Map exam so that the Algebra teacher can see their strengths and weaknesses on the common skills that are needed for Algebraic solving. Teachers not only use this information to help with student gaps in mathematics but use the data to identify learning needs.

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The students in Grade 6 and in Grade 7 take the New York State Test Exam while the students in Grade 8 take the New York State Regents exam. The students in Grade 6 were 73% proficient, Grade 7 was 79% proficient while the 8th grade was 85% proficient. The school average of the 3 grades was 76% which is 1% higher than the target of 75%. SUNY measures 7th Grade proficiency at 75%. Middle Village Prep 7th grade students exceeded the target by 4% by being 79% proficient. When combined with students who are proficient in grade 7 NYS MATH and Grade 8 Regents exam the percent of students who are proficient was 82% which is 7% higher than the target.

SUMMARY OF THE MATHEMATICS GOAL

Middle Village Prep holds all students accountable to achieve 75% or higher and 65% or higher on the Algebra 1 Regents exam. In order to help students achieve this high level of achievement, teachers offer small group instruction, and real world problems to solve. Teachers also use a variety of resources such as coach and rally books to help with instruction along with technology programs such as EDPuzzle and Delta Math.

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.	YES
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	yes
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	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.	yes
Growth	Each year the students will maintain a 75% or higher in math	YES

EVALUATION OF THE MATHEMATICS GOAL

The math goal that was put into place has been strengthened by the addition of a Math coach. This coach has been assigned to our school to work bi-weekly with the math teachers on specific targeted areas and pushing the teachers to work toward a digital centered classroom.

ADDITIONAL CONTEXT AND EVIDENCE

Similar to the ELA issue, the mock exams were not consistent and data was not comparable as teachers were picking and choosing content that was already gone over in the classroom. It was decided among the school with the math team that in order to have a better comparison, the test will resemble the actual state test with the same number of multiple choice questions and extended response questions.

MATHEMATICS ACTION PLAN

The target goal for MVP is to obtain a 75 % proficiency in the NYS test exams. Based on the Map Test results the projected proficiency for students in Grade 6 and Grade 7 was below the target.

We have seen growth in student work and assessments based on the targeted skills that were provided in the classroom. This is based on the use of Delta Math programs that provide feedback to the teachers as students work on various assigned problems. We have seen many students achieve over 75% on the activities related to the assigned work given and have made sure to keep students accountable to attending extra support. We have also seen growth in the Mock exams that were administered specifically in the extended response questions where students need to show and identify how they solved the problem in multiple step equations. Students' multiple-choice scores went up after careful review of data that was assessed back in November targeting specific skills related to problem solving, geometry and statistics

GOAL 3: SCIENCE

The Science Goal for Middle Village Prep is to achieve a score of 65% or higher on the Earth Science Regents

BACKGROUND

Middle Village Prep's Science program uses the New York State Next Generation Learning Standards fully this year. Students in grade 6 continue to work on general sciences with a strong emphasis on Life Science, which takes the student through discovery and learning of the living environment. Students continue to participate in a school wide science fair at the end of the school year demonstrating an experiment based on a skill/topic that they learned in science during the year and create a visual board of their topic along with a hypothesis including steps and results of their procedure.

Students in Grade 7 continue to examine the areas of energy, motion, forces, heat waves, light, sound, electricity and atomic structures and their applications. Across all 3 grade levels, teachers had training in the program called Gizmos and were able to incorporate this program throughout the school year to complete virtual labs for the students both in person and remote.

The students in Grade 8 take the Earth Science Regents. Our Regents level program meets New York State Regents standards and participates in the June Regents. All Science programs have 20 hours of lab and laboratory activities with reports are an essential part of the program. We also make sure that students master the skills they need to grow towards scientific literacy, including an understanding of

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scientific explanations, and the ability to generate evidence, understand the scientific method and its applications over time through an exploratory student-centered problem-solving approach in MVP’s Science Lab. Middle Village Prep incorporated the ZSpace lab in place of the fab lab since we had a hard time securing a teacher for the lab.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

MVP does not take part in the New York State Test for Science

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

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
4			
8			
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.

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

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

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

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Middle Village Prep does not offer the 8th grade Science State Test Exam. In place of this exam, all 8th grade students take the Earth Science Regents Exam.

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.	
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.	
	[Write in optional measure here]	

EVALUATION OF THE SCIENCE GOAL

Middle Village Prep’s Science goal is to have all students who take the regents exam score 65% or higher while maintaining a class average of 75%. Students will complete 20 lab hours which is the requirement for the regents exam

ADDITIONAL CONTEXT AND EVIDENCE

As we prepare students for the state test exam by offering test prep and mock exams, we do the same for regents exams. Students will also have the opportunity to work with and utilize the reference table to help solve regents questions.

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2018-19	Earth Science	119	87	73%
8	2021-22	Earth Science	122	24	19%
8	2022-23	Earth Science	115	52	45%

ACTION PLAN

Middle Village Prep continues to support teachers by sending them to professional development workshops that will incorporate STEM activities into the classroom. MVP also included a new book series that is separated into different topics/modules as opposed to a whole textbook. The smaller modules provide students with models of questions and exercises that help promote project-based learning as well as offer science articles with constructive response questions

Middle Village Prep offers the 8th Grade students to earn Regents Credit for Earth Science. Students take part in a full year of learning classroom content along with completing the required 20 hours of labs. We had great success in building the Earth Science Program over the last few years. We were able to secure 2 Earth Science teachers for the school year. By having 2 teachers who are content knowledgeable in the subject can work with students in small groups. Review periods and extra time after school was dedicated to help support students who struggled with the content of the course.

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	Good Standing

APPENDIX A: DATA REPORTING TABLES

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

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

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

NWEA

2022-23 NWEA MAP [ELA/Mathematics] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50%	402	75%	Yes
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th gradestudents whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55%	86	55%	YES

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Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁵	[] ⁶	[49]	[50]	[No]
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ⁷	2+ students	75%	[#]	[%]	[Yes]

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

ELA NWEA MAP Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ⁸	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6	64%	144		
7	78%	132	78%	132
8	65%	109	65%	109
All	69%	385	71.5%	241

⁵ 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

⁶ 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.

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

⁸ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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Math NWEA MAP Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ⁹	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6	63%	142		
7	66%	128	66%	128
8	61%	108	61%	108
All	63.3%	378	63.5	236

End of Year Growth on 2022-23 NWEA MAP [ELA/Mathematics] Assessment By All Students

Grades ELA	Median Growth Percentile	Number Tested
6		
7		
8		
All		

Grades Math	Median Growth Percentile	Number Tested
6		
7		
8		
All		

⁹ 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.