



**Cardinal McCloskey Community
Charter School**

**2021-22 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Jennifer Fedele prepared this 2021-22 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee's Name	Board Position
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Jennifer Fedele has served as the Principal since October 2018.

SCHOOL OVERVIEW

The mission of Cardinal McCloskey Community Charter School (CMCCS) is to address the academic, social-emotional, and developmental needs of its students in a safe, supportive, and trauma-informed learning environment in order to better enable them to learn and succeed academically. The school is committed to serving at-risk students experiencing trauma, including children in foster care and students receiving prevention services. Through a rigorous program of instruction utilizing a trauma-informed, Sanctuary Model approach and by providing a wide range of wraparound support services, CMCCS will help each student become more resilient, independent, and academically successful.

The school model implemented at CMCCS integrates evidence-based Sanctuary Model principles and wraparound services with a rigorous academic program. This approach enables us to meet the needs of our uniquely at-risk student population by addressing social-emotional concerns so that they are able to learn while simultaneously implementing a rigorous curriculum closely aligned to New York State Learning Standards. Each student has an Individual Growth Plan for Success and is provided with therapeutic assistance and counseling in close collaboration with classroom teachers and other instructional staff.

In alignment with our mission and core vision, key design elements of our school model include:

- Integration of the principles and practices of the **Sanctuary Model**, an evidence-based model that cultivates a trauma-informed environment in which at-risk youth can maximize their potential to learn, heal and grow, into the academic program.
- **A rigorous standards-aligned and data-informed academic program** utilizing effective instructional methods and curriculum
- **Intensive instruction and extended day programming** to ensure that each student's needs are addressed, and
- **Comprehensive wraparound services** for students to support their social-emotional, developmental, and behavioral growth and to help them build resilience and capacity to cope effectively with problems

The school opened in August 2019, serving 144 Kindergarten and 1st Grade students. For the 2021-2022 school year, CMCCS had an average of 270 students. On BEDS day, the school population was 15% Black, 78% Hispanic, 1% multiracial, and 3% Native American. In addition, 95% of students were from low-income families, 27% were English Language Learners, and 17% were Students with Disabilities. The school will add one grade per year until reaching the full capacity of 450 K-5th Grade students in 2023-2024.

During this tumultuous time of the post-pandemic, our organization has had to pivot its standard operations to make certain to:

- continue to educate our students safely
- provide social and emotional support effectively with our trauma-informed approach
- maintain a dynamic academic environment where children feel empowered to grow with support regardless of educational model, virtual or in-person instruction.

As we returned to fully in-person instruction, we needed to pivot again to support students who had not attended school in a classroom for quite some time. This was especially difficult for our new

kindergarteners, many of whom had not had the benefits of a structured in-person classroom prior to starting at CMCCS. We were charged with the responsibility of getting our students into the routines and habits of the classroom. In addition, parents who had been forced to become teachers were now asked to turn the instruction of their children back once again to the classroom teachers.

To support our students and families with this transition, we took several steps. We continued to offer our parents support on a regular basis. Parents were invited to our Back to School Night Event. In addition, parents were encouraged to contact teachers and TAs on a regular basis to discuss concerns. Members of the administrative team made themselves available to students and families at all times by phone or in person. All members of the admin team were visible to greet students and families every morning during arrival and in the afternoon during dismissal.

Our newly formed culture team worked tirelessly to initiate a PTO and to plan multiple events to keep parents and families engaged. During PTO meetings, parents were offered training on the use of the CAPIT and i-Ready programs. This allowed them the opportunity to utilize these programs at home to support student learning.

To support our students' academic growth, we began working closely with our teachers, providing them with extensive professional development opportunities throughout the school year. Our summer PD included training on all programs that were being implemented for the upcoming school year. Our Director of Curriculum and Instruction invested time to support our teachers, through mentoring, discussing lesson planning, and modeling lessons. She also worked with teachers to support them with the transition to the i-Ready curriculum.

To support our students' social-emotional development, we provided training to all staff in the tenets of the Sanctuary model. Our social worker and behavior interventionist worked closely with teachers and students to develop behavioral support plans for students in need of extra support. Our social worker, with parental consent, met with some students on an individual basis to work on behavioral techniques and offer emotional support. For other students, the social worker and behavioral interventionist spent time in a variety of classrooms to support students during instruction. They developed individualized plans to support student behaviors within the classroom setting.

As an organization that is seeking to become Sanctuary certified, we are committed to supporting all members of our school community in any way that we can. Sanctuary is a trauma-informed model that supports the social-emotional well-being of all members of the school community. We participated in these practices prior to the onset of the pandemic and fully intend to continue with them for the life of our school.

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
2019-20	91	53												144
2020-21	79	87	60											226
2021-22	52	71	84	53										260

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students at Cardinal McCloskey Community Charter School will demonstrate growth in ELA proficiency and will meet grade-level proficiency standards in ELA each year.

BACKGROUND

During the 2021-2022 academic school year, Cardinal McCloskey Community Charter School utilized a comprehensive English Language Arts program that is aligned with New York State’s Common Core Learning Standards for Kindergarten through third grade. The reading program provides students with a research-based curriculum that enables students to develop a strong foundation. The reading program implemented in the 2021-2022 school year balances the necessary components for young readers including phonemic awareness, phonics, the encoding and decoding of words, fluency development, and the essential components of comprehension.

The Preventing Academic Failure (PAF) Reading Program was used in all grades. This program is a research-based, multi-sensory reading program that incorporates reading, spelling, and handwriting instruction into unified lessons that benefit all children and can prevent reading failure in at-risk children. The PAF Reading Program provides children with the building blocks they need to learn in a logical order which results in minimum frustration — and maximum success. The step-by-step progression leads not only to improvement in basic skills but to an increased sense of mastery and self-esteem. Students are taught how to encode and decode words and students learn how to read accurately and fluently using phrases, sentences, and stories that contain only sounds and words that have already been learned (decodable text). Finally, the students learn how to apply comprehension strategies to help them understand what they read. As part of the program, the students are assessed regularly on curriculum-based proficiency tests to monitor progress and student achievement.

The PAF Reading Program is supplemented by the EngageNY Listening Learning Curriculum, the EngageNY Skills program, CAPIT, and read alouds that expose students to authentic text as well as fiction and non-fiction topics. The phonics program was augmented using the CAPIT program.

CAPIT is a computer-based, student-friendly program that is closely aligned with the PAF program and offers students extra practice in phonics skills both in school and with access from home. The combination of these programs provides students with a rigorous inquiry and language-intensive academic experience. To support teachers throughout the year, professional development workshops and modeling of instructional practices are provided by consultants and the instructional leadership team.

The PAF reading program is effective because of the instructional strategies utilized. Kindergarten students receive 140 instructional minutes in ELA daily, and first graders receive 150 instructional minutes in ELA each day. Specifically, students are placed into flexible leveled reading groups and receive direct support from teachers. To develop students' critical thinking skills, teachers use multiple levels of questions to support the needs of all students. The direct instruction model allows teachers to monitor student progress throughout each lesson and provide targeted feedback to students. The writing program is supported by the EngageNY Skills program for the development of pre-writing skills and is directly supported by the PAF Reading Program as students write daily as part of the lesson format. The students receive immediate feedback from instructional staff to support students' correct use of English written language, with an emphasis on writing mechanics, syntax, and form.

In January of 2022, CMCCS introduced the i-Ready program for ELA and Math. The use of i-Ready assessments replaced the NWEA assessments which were used the previous year. i-Ready gives teachers a baseline of student achievement and allows them to gauge student areas of strength and areas for growth. In addition, this program supported teachers with developing lessons with greater differentiation.

To address learning gaps due to COVID-19, the ELA program includes time for the remediation of reading and writing skills as needed. Time is also built into the schedules for online assessments to establish benchmarks. Teachers use multiple platforms and online resources to facilitate remote learning.

Due to frequent communication between teachers and parents/guardians, including emails, phone calls, and in-person conversations, 100% of CMCCS students were present to take the NYS ELA test. However, it was very challenging to deliver uninterrupted instruction due to both teacher and student turnover and absenteeism. The entire school population experienced the academic and social-emotional effects of the COVID-19 pandemic. Students were dramatically impacted by learning losses. Our third grade students received online instruction during the critical foundational years of development. This group was in first grade during the onset of COVID-19. Over 30% of our students are ELLs, and 95% of our students are classified as economically disadvantaged; both groups were disproportionately affected by the pandemic. Of the 15 ELL students tested, only 6% scored proficient in ELA. Seventeen percent of students with disabilities (SWDs) scored on grade level in reading. In 2021-22, all students were provided with unlimited time and our SWDs received unlimited time and special accommodations.

ELEMENTARY ENGLISH LANGUAGE ARTS

Goal 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 3-8.

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd grade in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2021-22 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	49	-	-	-	-	49
4						
5						
All	49	-	-	-	-	49

RESULTS AND EVALUATION

The chart below highlights the comparison of results on the NYS ELA Exam between students who were enrolled at least two years (n=49) to all students tested (n=52). CMCCS did not meet the 75% proficiency goal on the 2021-22 State English Language Arts Exam for students enrolled in at least their second year, falling short of the goal by 59 percentage points. Since CMCCS was a K-3 school in 2021-22, only third grade testing data is available.

Performance on 2021-22 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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3	14%	49	16%	49
4				
5				
All	14%	49	16%	49

ADDITIONAL EVIDENCE

Since Cardinal McCloskey Community Charter School participated in the New York State ELA Exam for the first time in the 2021-2022 school year, with its first class of third grade students, there is no year-over-year data to provide. In 2022-2023, we added a grade and are currently a K-4 school.

Goal 1: Absolute Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

Goal 1: Comparative Measure

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.

METHOD

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

RESULTS AND EVALUATION

The chart below compares the results of CMCCS on the 2021-22 State English Language Arts Exam against New York Community School District 10, the school’s district of location. The 2021-2022 school year was the first year CMCCS had a testing grade, which only included the third grade. CMCCS achieved a 16% proficiency (3 or higher) rate for students enrolled in at least their second year at the school, which was below the 32.3% proficiency across CSD 10. Since CMCCS was a K-3 school in 2021-22, only third grade testing comparisons can be made.

2021-22 State English Language Arts Exam Charter School and District Performance by Grade Level	
Grade	Percent of Students at or Above Proficiency

² Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	16%	49	32.3%	2871
4				
5				
All	16%	49	32.3%	2871

ADDITIONAL EVIDENCE

Since Cardinal McCloskey Community Charter School participated in the New York State ELA Exam for the first time in the 2021-2022 school year, with its first class of third grade students, there is no year-over-year data to provide. In 2022-2023, we added a grade and are currently a K-4 school.

Goal 1: Comparative Measure

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. Given the timing of the state’s release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 1: Growth Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3rd grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: i-Ready

In 2021-22, CMCCS replaced NWEA with i-Ready. This decision was made to provide teachers with instructional tools that allowed teachers and TAs to provide individualized and differentiated instruction. Further, i-Ready is directly aligned to the NYS exams and NYS Standards. I-Ready provides teachers with the ability to see students' readiness for the NYS Exam. In December 2021, when i-Ready was introduced, all staff received 20 hours of professional development.

The pre-diagnostic assessment allows teachers to group students based on immediate results and differentiate their lessons. Differentiation is observed in classrooms through small, Guided Reading groups and guided skill lessons that surface through the results of the program.

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During 2021-22, CMCCS used the online phonics program, CAPIT, in grades K-2 as an AIS intervention program to support students in small groups. Teachers align the CAPIT data with i-Ready results, providing a second data set to allow flexible grouping throughout K-2 classrooms.

Cardinal McCloskey Community Charter School did not meet any of the ELA measures for the i-Ready internal assessments.

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd grade students will be equal to or greater than 100%.	All students	100%	46	70%	No
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	19	78%	No
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd general education students at the school.	Students with disabilities	70%	7	6%	No
Measure 4: Each year, 75% of 3 rd grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	46	14%	No

The chart below highlights the comparison of results on the i-Ready ELA assessment between students who were enrolled at least two years (n=46) to all students tested (n=52). CMCCS did not meet the 75% score mid on-grade or above goal on the 2021-22 i-Ready ELA assessment for students enrolled in at least their second year, falling short of the goal by 46 percentage points.

End of Year Performance on 2021-22 i-Ready ELA Assessment

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	14%	46	14%	46

4				
5				
All	14%	46	14%	46

ADDITIONAL CONTEXT AND EVIDENCE

iReady Reading Grade 3

According to the i-Ready Comparative Diagnostic exam students **the median percent progress towards typical growth for this class was 70% during 2021. Typical growth is the average annual growth for a student at their grade and initial diagnostic placement level.**

i-Ready Math 3rd Grade

According to the iReady Comparative Diagnostic exam students performed in the median percent progress towards typical growth for this class was **72% during 2021. Typical growth is the average annual growth for a student at their grade and initial diagnostic placement level.**

Cardinal McCloskey Community Charter School did not meet the Absolute Goal of 75% proficiency in ELA for all students enrolled in the school for 2 years or the Comparative Goal against CSD 10.

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.	16%
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.	Did Not Achieve
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

ACTION PLAN

For the 2022-23 school year, CMCCS hired a full-time data staff member who will maintain consistency in its data collection process. An end-of-year PAF assessment was administered in June 2022 across all grades. This data has been set as a baseline for all teachers in September 2022. We recognize that determining the new baseline levels for students and tailoring supports based on this new data will be paramount to ensuring student success. In addition, we administered i-Ready diagnostic assessments in September 2022, which will also be used as benchmarks to compare and align for student grouping and support. Teacher data groups were established to share results across grade levels to offer support utilizing TAs and our external reading teachers, who pull students for intervention. Additional ELA assessments that will be implemented in 2022-23 include pre-, interim, and post-writing assessments that will be evaluated with grade-level writing rubrics. The CAPIT online intervention program will provide a data baseline that will highlight i-Ready data providing a clearer pathway for teachers.

The out-of-class reading intervention teachers utilize student data to ensure a seamless connection between the classroom and their interventions. The school is careful to note students with IEPs and their goals, so accommodations can be made to support all subgroups. All students will work in flexible grouping and be provided Guided Reading instruction, with progress monitored by Lexile reading levels. For testing grades, students will prepare for state exams by taking monthly mock exams, which will provide projections of students' performance.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Students at Cardinal McCloskey Community Charter School will demonstrate growth in Math proficiency and will meet grade-level proficiency standards in Math each year.

BACKGROUND

With 50 minutes allocated for Math instruction in Kindergarten and 60 minutes in grades 1-3, Cardinal McCloskey Community Charter School uses a New York State Common Core-aligned math program that provides students with primary components of math instruction including computational, procedural, and conceptual skills. The EngageNY "A Story of Units" curriculum provides a sequenced and comprehensive mathematics program that builds students' conceptual and practical math skills from one year to the next. The "Story of Units" program provides students with direct experience in problem-solving with concrete-pictorial and abstract learning in a carefully sequenced program that included curriculum-based progress monitoring. In addition, i-Ready has been added to the math curriculum across grades to assess all students and determine interventions for low-performing students.

During each lesson, students are provided the opportunity to develop their basic skills to a level of automaticity to allow for the exploration of more complex mathematical concepts. The focus is on developing a solid mathematical foundation and mathematical fluency. Furthermore, emphasis is placed on the development of mathematical vocabulary the oral and written language of math.

Progress monitoring interim assessments in math are based on mid-module and end-of-module assessments from the “Story of Units” curriculum to determine student proficiency and instructional pacing.

Throughout the year, CMCCS provided professional development to support teachers in the implementation of the curriculum and modifications to best meet the needs of the students. The math program included time for the remediation of skills and content, as needed, to address learning gaps due to remote learning in the previous year. Time was also built into the schedules for online assessments to establish benchmarks.

Due to frequent communication between teachers and parents/guardians, including emails, phone calls, and in-person conversations, 100% of CMCCS students were present to take the NYS Math test. However, it was very challenging to deliver uninterrupted instruction due to both teacher and student turnover and absenteeism. The entire school population experienced the academic and social-emotional effects of the COVID-19 pandemic.

ELEMENTARY MATHEMATICS

Goal 2: 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 Mathematics examination for grades 3-8.

METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 3rd grade in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2021-22 State Mathematics Exam

Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ³				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	49	-	-	-	-	49
4						

³ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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5						
All	49	-	-	-	-	

RESULTS AND EVALUATION

The chart below highlights the comparison of results on the NYS Mathematics Exam between students who were enrolled at least two years (n=49) to all students tested (n=51). CMCCS did not meet the 75% proficiency goal on the 2021-22 State Mathematics Exam for students enrolled in at least their second year, falling short of the goal by 35 percentage points. Since CMCCS was a K-3 school in 2021-22, only third grade testing data is available.

Performance on 2021-22 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	37%	49	37%	49
4				
5				
All	37%	49	37%	49

ADDITIONAL EVIDENCE

Since Cardinal McCloskey Community Charter School participated in the New York State Mathematics Exam for the first time in the 2021-2022 school year, with its first class of third grade students, there is no year-over-year data to provide. In 2022-2023, we added a grade and are currently a K-4 school.

Goal 2: Absolute Measure
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.

The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Comparative Measure
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.

METHOD

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.⁴

RESULTS AND EVALUATION

The chart below compares the results of CMCCS on the 2021-22 Mathematics Exam against New York Community School District 10, the school’s district of location. The 2021-2022 school year was the first year CMCCS had a testing grade, which only included the third grade. CMCCS achieved a 40% proficiency (3 or higher) rate for students enrolled in at least their second year at the school, which was above the 28.8% proficiency across CSD 10. Since CMCCS was a K-3 school in 2021-22, only third grade testing comparisons can be made.

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 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	40%	49	28.8%	2960
4				
5				
All	40%	49	28.8%	2960

ADDITIONAL EVIDENCE

Since Cardinal McCloskey Community Charter School participated in the New York State Math Exam for the first time in the 2021-2022 school year, with its first class of third grade students, there is no year-over-year data to provide. However, in its first year of testing, CMCCS outperformed the district by 11.2 percentage points. In 2022-2023, we added a grade and are currently a K-4 school.

Goal 2: Comparative Measure

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. Given the timing of the state’s release of data necessary to produce this analysis, the 2021-22 results are not yet available. As such, The Institute does not require charters to report on this measure for 2021-22.

⁴ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

Goal 2: Growth Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3rd grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: i-Ready

In 2021-22, CMCCS replaced NWEA with i-Ready. This decision was made to provide teachers with instructional tools that allowed teachers and TAs to provide individualized and differentiated instruction. Further, i-Ready is directly aligned to the NYS exams and NYS Standards. I-Ready provides teachers with the ability to see students' readiness for the NYS Exam. In December 2021, when i-Ready was introduced, all staff received 20 hours of professional development.

Cardinal McCloskey Community Charter School did not meet any of the math measures for the i-Ready internal assessments.

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd grade students will be equal to or greater than 100%.	All students	100%	46	72%	NO
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	27	57%	No
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities	57%	7	26%	No
Measure 4: Each year, 75% of 3 rd grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	46	16%	No

The chart below highlights the comparison of results on the i-Ready math assessment between students who were enrolled at least two years (n=49) to all students tested (n=52). CMCCS did not meet the 75% score mid on-grade or above goal on the 2021-22 i-Ready math assessment for students enrolled in at least their second year, falling short of the goal by 51 percentage points.

End of Year Performance on 2021-22 i-Ready Mathematics Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students	Enrolled in at least their Second Year
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	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	16%	46	16%	46
4				
5				
All	16%	46	16%	46

ADDITIONAL CONTEXT AND EVIDENCE

SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

Although CMCCS did not achieve its absolute mathematics goal of 75% of students testing at proficiency level, with 40% scoring proficient, we did achieve the comparative goal of students enrolled in at least their second year of enrollment outperforming the district of location, CSD 10, by 11.2 percentage points. The action plan included in this document, and developed across grades for Math, will show the changes to curriculum, assessment, and data, which will improve student achievement to attain the goals.

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.	37%
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.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

ACTION PLAN

For the 2022-23 school year, CMCCS hired a full-time data staff member who will maintain consistency in its data collection process. An end-of-year i-Ready assessment was administered in June 2022 across all grades. This data has been set as a baseline for all teachers in September 2022.

We recognize that determining the new baseline levels for students and tailoring supports based on this new data will be paramount to ensuring student success. In addition, we administered i-Ready diagnostic assessments in September 2022, which will also be used as benchmarks to compare and align for student grouping and support. i-Ready data provides a clearer pathway for teachers. Teacher data groups were established to share results across grade levels to offer support utilizing TAs and our external math teachers, who pull students for intervention. Math end-of-chapter assessments will be implemented and create additional data compiled and shared across grades.

The out-of-class math intervention teachers utilize student data to ensure a seamless connection between the classroom and their interventions. The school is careful to note students with IEPs and their goals, so accommodations can be made to support all subgroups. All students will work in flexible grouping and be provided individualized instruction. For testing grades, students will prepare for state exams by taking monthly mock exams, which will provide projections of students' performance.

In 2022-23, CMCCS will continue to use the EngageNY Math curriculum across K-4th grades. Teachers continue to receive professional development on implementing the math curriculum and assessments and hold grade-level math data meetings.

GOAL 3: SCIENCE

Goal 3: Science

Students at Cardinal McCloskey Community Charter School will demonstrate growth in Science proficiency and will meet grade-level proficiency standards in Science each year.

BACKGROUND

The Cardinal McCloskey Community Charter School science program is based on New York State Science Learning Standards. The science program focuses on three primary strands including the physical environment, earth and space, and the living environment. The program is supported by key domain areas in the EngageNY Listening and Learning curriculum, read aloud books that explore science-based topics, and teacher-led demonstrations. Instruction emphasizes the development of vocabulary and language development. Furthermore, the program builds personal connections to science to provide a grounding in the topics. Students are encouraged to demonstrate their understanding orally and through drawing and writing.

The science curriculum is a multisensory program that provides students with an understanding of the world around them with the express goal of building their observational and critical thinking skills.

ELEMENTARY SCIENCE

Goal 3: 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 science examination.

METHOD

To measure student progress in science, students will take curriculum-embedded assessments.

RESULTS AND EVALUATION

Not applicable. As 2019-20 was the first year of operation for CMCCS, the school did not have a fourth grade class in 2021-22.

ADDITIONAL EVIDENCE

Not applicable. As 2019-20 was the first year of operation for CMCCS and interruptions related to COVID-19 have persisted, no year-to year comparisons can be made.

Charter School Performance on 2021-22 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

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

Goal 3: Comparative Measure

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 Institute does not require charters to report on this measure for 2021-22.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Not applicable. As 2019-20 was the first year of operation for CMCCS, the school did not have a fourth grade class in 2021-22.

ACTION PLAN

For the 2022-23 school year, CMCCS hired a full-time data staff member who will maintain consistency in its data collection process. An end-of-year i-Ready assessment was administered in June 2022 across all grades. This data has been set as a baseline for all teachers in September 2022. We recognize that determining the new baseline levels for students and tailoring supports based on this new data will be paramount to ensuring student success. Science is included in the data process that will be followed for ELA and math across all grades. CMCCS adopted FOSS as its new science program, which includes built-in assessments that will provide teachers with progress monitoring data.

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [here](#).

Goal 4: Absolute Measure

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.

METHOD

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.

RESULTS AND EVALUATION

CMCCS is in Good Standing.

ADDITIONAL EVIDENCE

CMCCS has been in Good Standing since its opening.

Accountability Status by Year

Year	Status
2019-20	Good Standing
2020-21	Good Standing
2021-22	Good Standing