



**Community Partnership
Charter School**

**2021-22 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 16, 2022

By Beginning with Children, Derrick Dunlap &
Janna Tsimprea

Lower School: 241 Emerson Pl, Brooklyn, NY 11205
Phone: (718) 399-3824

Middle School: 114 Kosciuszko St, Brooklyn, NY
Phone: (718) 636-3904

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

The Beginning with Children Foundation (BwC), Derrick Dunlap (Lower School Principal) and Janna Tsimprea (Middle School Principal) prepared this 2021-22 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Joan Walrond	Chair	Executive, Nominating, Legal, Academic, High School
Rebecca Baneman	Vice Chair	Executive, Legal, Finance, Academic
Gunnar Millier	Treasurer	Executive, Nominating, Finance, High School
Amy Kolz	Secretary	Executive, Finance, Academic
Sharon Madison	Exec Committee Member at Large	Nominating; Finance, High School
Tonomi Uetani	Trustee	Academic; Nominating; Strategic Planning, High School
Sonia Gulardo-Ortiz	Trustee	Legal; Academic, High School
Mitch Protass	Trustee	Finance; Strategic Planning, High School
Patricia Stallings	Trustee	Academic, Strategic Planning, Legal

Derrick Dunlap has served as the Lower School Principal since 2018.

Janna Tsimprea has served as Middle School Principal since July 2019.

SCHOOL OVERVIEW

Community Partnership Charter School (CPCS) was founded in 2000 by a group of parents in Fort Greene, Brooklyn and the Beginning with Children Foundation (BwCF). At CPCS, families, educators, and community members join together in creating a supportive community that nurtures the talent of the future leaders of tomorrow. Our rigorous academic program teaches students to creatively solve complex problems and explore and develop their own special talents through learning opportunities in and outside of the classroom. Our graduates are well-rounded, engaged students who recognize the importance of perseverance, collaboration and teamwork.

Key Design Elements include:

- An intensive, longer school day and school year that results in no less than 20% more time on task than NYC Department of Education schools
- An emphasis on the development of writing, literacy, and mathematical skills, devoting at least 50% of academic time to these subjects
- Social studies, science, music, art, technology and physical education as core subjects taught by specialists
- Assessment to drive curriculum and staff development which is responsive to individual students' needs
- Leadership team members assigned to specific teachers to support literacy and math instruction, data management and classroom culture and discipline
- An after-school program which provides academic enrichment programs, utilizes best practices and is aligned with the regular school day
- Saturday Enrichment Academy for at-risk students in order to ensure their classroom success
- Development of fully inclusionary intervention model provided primarily in the context of a regular classroom
- Dynamic community partnerships which support enrichment programs that teach students to become life-long learners and active citizens
- Parent/Guardian involvement at all levels of the student community

In an effort to accelerate the academic turnaround of CPCS, the Board of Trustees hired Derrick Dunlap in June 2018 to be principal of the Lower School. Mr. Dunlap has 20 years of experience in education and achieved a remarkable turnaround as principal of Rochdale Early Advantage, a pre-K-5th grade charter school in Queens. In his first year at CPCS Lower School, Mr. Dunlap and his team achieved significant progress in the ELA and Math proficiency rates of our Lower School students, with all students in grades 3 – 5 demonstrating an average proficiency of 60% in ELA and 63% in Math on the 2018-19 NYS Exam. ELA and Math proficiency again increased significantly on the 2021-22 NYS

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Exam, with all students grades 3-5 demonstrating an average proficiency of 71% in ELA and 77% in Math.

In July 2019, the Board appointed Janna Tsimprea, a six-year veteran of Community Partnership, as principal of the Middle School. Our turnaround work at CPCS has continued during the last three academic years, with a particular focus on the academic growth and social-emotional health of our Lower and Middle School students as they navigate the challenges of the pandemic. Despite these challenges, Middle School students also made progress in proficiency rates with students in our 2-year+ cohort demonstrating 49% proficiency in ELA and 41% proficiency in Math on the 2022 NYS Exam, a percentage point increase of 19 and 7, respectively in ELA and Math, compared to 2019 results.

During the 2021-22 school year, CPCS provided full-day in-person instruction to all students, and as needed, provided virtual remote instruction and asynchronous work assignments to students and/or cohorts who had to quarantine due COVID-19 infection or exposure. We returned to in person afterschool academic and enrichment programs, as well as in person Saturday Academy. Additionally, our schools offered students a robust 22-day summer academic and enrichment program through the Summer Boost partnership with Bloomberg Philanthropies.

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
2017-18	30	37	44	39	39	53	46	46	49					383
2018-19	44	39	42	45	43	47	54	45	44					406
2019-20	39	46	43	45	41	40	32	42	41					369
2020-21	34	41	52	46	49	43	31	36	47					379
2021-22	40	34	46	53	41	51	50	42	40					398

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

CPCS students will become proficient readers and writers of the English language.

BACKGROUND LOWER SCHOOL

During the 2021-22 school year, we were strategic about the components of our literacy curricula and instruction that needed to remain consistent, and the places where we could begin shifting programming as all students and teachers returned to fully in-person learning. The Lower School continued to utilize Journeys by Houghton Mifflin for English Language Arts, Lucy Calkins' Units of Study in Opinion, Information, and Narrative Writing for Writing, and Success for All KinderPhonics and Fast-Track Phonics programs for Phonics. We also began the transition of our ELA curriculum from Journeys to Fishtank Learning by incorporating Fishtank into our novel studies blocks in grades 2-5, and some of our writing blocks in grades K-1. Our core curricula, Journeys, was supplemented with the authentic and culturally relevant texts of Fishtank Learning among other texts in a variety of instructional formats including read-aloud, shared reading, guided reading, and independent reading. These supplemental texts connect to the curriculum, support instructional objectives, and develop a love for reading. All teachers continued to receive training and coaching for these programs during our virtual Summer Institute days in August, and throughout the school year to deepen their understanding of the core curricula, especially Fishtank Learning.

The schedules developed at the Lower School continue to devote between 180-225 minutes of literacy instruction per day. This includes one 45-minute block of English Language Arts (ELA), one 45-minute block of guided reading, one 45-minute block to Writing, and one 45-minute block of Phonics for scholars in kindergarten and first grade. The additional literacy instruction blocks per week included a double dose of guided reading (1-2 times per week in grades K-5), and novel studies (2-3 times per week in grades 2-5) during which teachers engaged scholars in the Fishtank Learning ELA curriculum. Teachers used the gradual release of the responsibility model to scaffold instruction by first modeling for scholars using think aloud, then guiding scholars' practice, and finally moving to independent practice.

The first block of ELA instruction is whole group instruction that focuses on developing a big idea using thinking frames for each new text read, and comprehension skills and strategies outlined by Journeys. Through Journeys, teachers engage scholars in reading texts from a variety of genres while utilizing thinking frames. Thinking frames are a series of questions that scholars should be asking themselves as they read to support reading comprehension of specific genres. During the first read of each new text, teachers ask scholars rigorous text-dependent questions to lead scholars to establish a big idea, or deeper understanding of the text using the thinking frames.

Scholars in kindergarten and first grade engage in phonics instruction every day for 45 minutes. During this block, teachers utilize Success for All's KinderPhonics and Fast-Track Phonics programs to develop phonological and phonemic awareness in scholars. This program was also used as an intervention component for struggling scholars in second grade. Teachers (kindergarten, first grade, second grade, and SETSS providers) continue to receive professional development and coaching throughout the year to maintain the fidelity of the program's implementation. Phonics instruction also continued for our struggling readers in grades K-5 utilizing the Orton-Gillingham methodology as a reading intervention approach. Orton-Gillingham is a research and science-based approach that uses explicit, direct, sequential, systematic, and multi-sensory instruction to teach reading and spelling.

The second block of ELA instruction is focused on guided reading for 45 minutes. Guided reading as an instructional approach allows our scholars to receive differentiated small group instruction on their reading level. This approach strengthens independent reading skills/strategies, develops habits for discussing texts, engages scholars in in-depth text discussions and allows scholars to become more independent readers of texts that increase in complexity throughout the school year. Teachers also continued to implement a double dose of guided reading instruction at least twice per week to allow for increased literacy intervention to combat any unfinished learning and address areas of development for scholars.

Teachers continued to utilize Lucy Calkins' Units of Study in Opinion, Information, and Narrative Writing, and the writing workshop model in grades K-5 for process genre writing. Through this curriculum, scholars explore the writing process by writing in different genres. Scholars in kindergarten and first grade engaged in genre writing for 45 minutes per day three days a week and the additional writing instruction became a response to literature utilizing the Fishtank ELA curriculum. Scholars in grades 2-5 engaged in genre writing three times a week and response to literature two times a week. For response to literature in grades 2-5, scholars engaged in reading a text and responding to the text through teacher-created text-dependent questions. Scholars continued to use the RAC2E strategy to tackle both short and extended response questions. The target tasks embedded in the ELA Fishtank Learning curriculum assist in vertical alignment by requiring students in grades K and 1 to engage in this type of writing and provide additional time and support for grades 2-5 in preparation for the type of writing required on the New York State English Language Arts test.

To assess scholar learning this year, we utilized several assessments to collect data and inform instruction. In grades 3-5 students were assessed using the i-ready reading diagnostic assessment in the fall, winter and spring. Kindergarten and 1st grade students were assessed using the phonics curriculum assessments throughout the school year and a sight word assessment at the beginning of the year. Students continued to be assessed using the Fountas & Pinnell Benchmark Assessment

System in the fall (or first entry week of in-person learning), winter and spring. This assessment provides students, teachers, parents, and administrators with data on student mastery of reading accuracy, fluency, within the text comprehension, beyond the text comprehension, and about the text comprehension. It also provides teachers with direction for guided reading instruction on a scholar's ability to infer meaning, synthesize information, respond to the author's craft, understand complex plots and use background information to interpret texts. Teachers also continued to assess scholars utilizing the curriculum lesson assessments and informal assessments such as exit tickets.

Our after school, and Saturday programs continued this year fully in-person to support the literacy needs of scholars. The ELA academic after school program supports scholars in grades 3-5 with the development of their literacy skills using a standards-based approach. This program runs from 4:00pm-5:30pm one day per week. Saturday Academy for ELA is an additional literacy support provided to scholars in grades 3-5. This program runs January-March and provides each grade level with 120 minutes of instruction per session. With these programs, scholars are assessed every 6-8 weeks to determine mastery.

We also continued our Summer Program in-person this year, which ran for 22 days utilizing the ELA Fishtank curriculum and pre and post assessments developed by the Lavinia group. During this program scholars received 90-105 minutes of instruction. For rising kindergarten and rising 1st grade scholars this included 30 minutes of phonics instruction, 45 minutes of whole group reading comprehension instruction, and 30 minutes of guided reading. For grades rising 2-5 this included 60 minutes of whole group ELA instruction, and 30 minutes of guided reading instruction. Select scholars in rising 3rd and 4th grade received 30 minutes of small group phonics instruction daily utilizing the Orton-Gillingham approach to reading.

We continued our focus on teacher professional development and building teacher content knowledge in literacy this year. We continued our literacy committee of teachers this year to discuss topics pertaining to literacy, vertical alignment, school-wide data, problem-solving areas of development for our school in literacy, and school-wide literacy initiatives. We continued utilizing our consultant Jaime White from Capacity Rise LLC, to engage teachers in continued professional development and coaching related to the big idea, transferable takeaways, and questioning strategies for literacy instruction. As we began our transition to Fishtank Learning, all teachers attended professional learning with Fishtank Learning to continue learning about the components of the curriculum and how to implement it.

MIDDLE SCHOOL BACKGROUND

During the 2021-2022 school year, we were determined to maintain as much consistency for students no matter what instructional mode they were learning in. We achieved this instructional consistency through the universal use of Google Classroom for both remote and in-person learners. In-person and remote learners shared the same classrooms, completed the same tasks and participated in the same lessons. In Google Classroom, teachers viewed and commented on student work in real-time, providing feedback similar to that received in a traditional classroom. Teachers were able to use Google Classroom to maintain consistency as students navigated being back in person, after being remote.

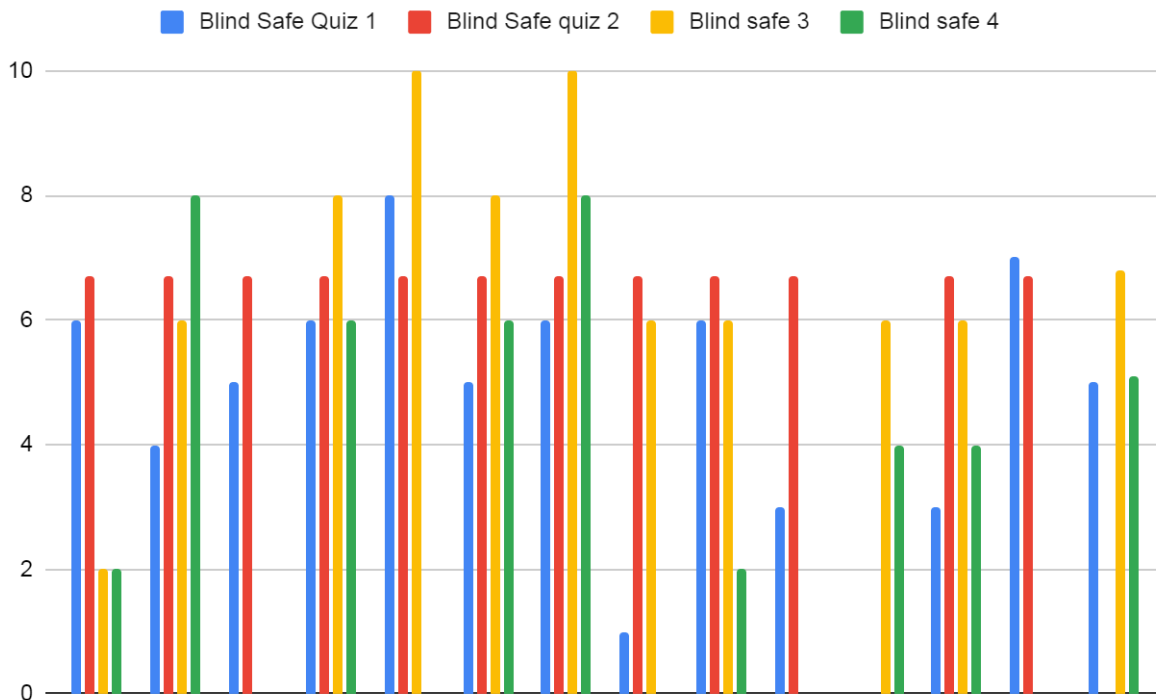
Teachers also fully-implemented the Match Fishtank curriculum this school year for grades 6-8. Teachers used the curriculum as the core of their ELA instruction. During ELA lessons, students are taught using a diverse set of texts, and are assessed through short and frequent assessments. Literacy instruction through the use of novel studies allowed students access to full, authentic texts alongside shorter passages as well. The Match Fishtank curriculum is designed for holistic instruction—inclusive of reading, writing and speaking standards. At the Middle School level, it is crucial for our students to develop their authentic voices. Students were also instructed in Latin roots to support them in making meaning of unfamiliar vocabulary words—therefore aiding their reading comprehension. Lastly, we implemented the computerized programs of iReady and Lightsail, not solely for testing measures but also for instructional tools and supplemental support. Both programs target students at their precise level and work to finish teaching skills from prior school years that students have not yet mastered.

With regards to assessment, we used iReady, Lightsail and short/frequent assessments to gain an understanding of grade level gaps and students' progress over the course of the school year. Short and frequent assessments are used to measure weekly progress, while summative assessments are used to monitor overall progress. Short and frequent assessments are given in two ways, "blind" as created by school leadership on a biweekly basis, and by the teacher on the alternate week. Assessments are designed to mirror the state exam.

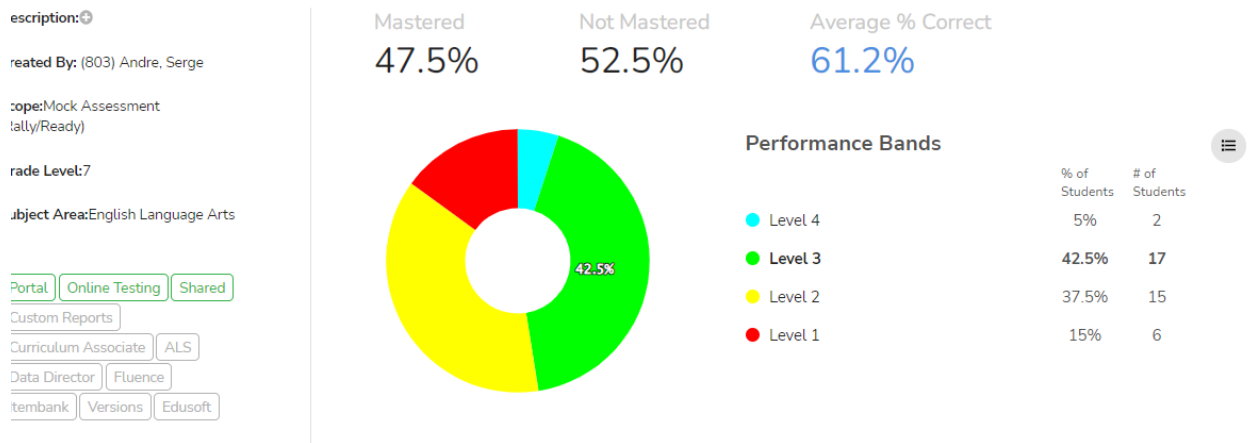
At the Middle School, in order to maintain the accuracy of data and track benchmarks through various methods, teachers are tasked with giving Short and Frequent assessments (SAFE Quiz) and assessments modeled after the state exam.

Below is an example of data drawn from a safe quiz.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT



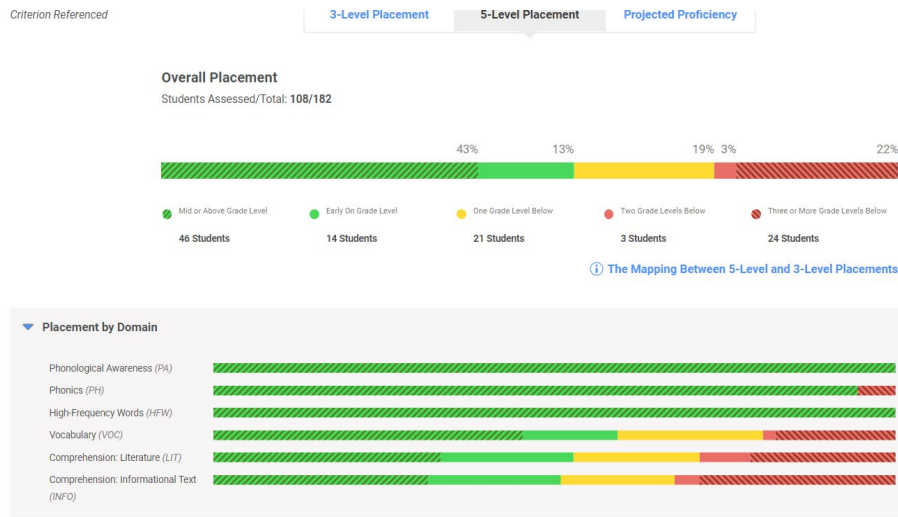
Below is data drawn from Mock State exam (short answer questions)



The assessments listed above were given using online platforms (illuminate and google forms) using questions taken from past state exams to measure student growth. The data reflects student mastery on specific ELA standards (SAFE quiz) and overall standards when responding to short answers (MOCK STATE exam). Teachers primarily focus on using assessments that mirror the state exam, in order to maintain accuracy with regards to students' mastery and gain an understanding of learning gaps. Assessments are created by using past state exam questions, passages. Teachers were able to use data taken from the SAFE Exams and compare them to that of the Mock State Exam to specifically identify student needs and create a test prep program to target specific student deficiencies.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

At the middle school, through the understanding of specific students' gaps in mastery, teachers continue to provide standard/skill-based instruction, as well as supplemental instruction through I-ready. I-Ready instruction allowed teachers to provide instruction on standards that were on and below grade level. Teachers sought to fill any gaps, push student growth to achieve grade level mastery. Listed below are the final placement for students in 2022, with 41 students scoring either mid or above grade level.



Finally, with regards to professional development, teachers consistently participate in PD activities to promote teacher effectiveness in supporting students' attainment of standards mastery. Teachers are provided with a meeting with their coach and co-teacher every two weeks. Teachers also engage in one-on-one meetings with their coach every week. Lastly, teachers meet as an ELA department bi-weekly to work on group and individual goals. An example of an individual goal may include methods of teaching a particular standard. Meetings as an ELA department typically involve strategies to enhance teaching curriculum, aligning strategies, and providing teachers a chance to discuss pacing to ensure vertical alignment of curriculum. Strategies that were aligned during ELA department meetings included methods of reading text, vocabulary instruction, and writing norms to improve student short responses. In addition to the coaching provided by the instructional leadership team, external educational coaches and consultants support teachers in continuously improving their skills.

In an effort to increase students' engagement with texts, we created an in-school library space where students are encouraged to self-select independent reading texts. Because teachers track student lexile growth and provide literacy supports, as needed, students choose texts that match their interests and reading/lexile levels. Students are invited to advocate for the inclusion of books that pique their interests.

ELEMENTARY AND MIDDLE 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 through 8th grades 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	38				11	49
4	33				6	39
5	41				9	50
6	42				8	50
7	26				16	42
8	35				6	41
All	215	0	0	0	56	271

RESULTS AND EVALUATION

Overall, the school did not meet this absolute measure in English Language Arts. In the tested grades, 60% of all students and 61% of students in at least their second year at the school scored at proficiency levels of 3 and 4 on the state assessment. The results fell short of the goal of 75 percent proficient by both groups; (-15) within all students and (-14) by students in at least their second year. Within the student group enrolled at least two years, grades 3 and 4 performed best at 84% and 80%, while grade 8 struggled with a lower proficiency level of 40%.

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.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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
3	87%	38	84%	32
4	79%	33	80%	30
5	49%	41	50%	36
6	48%	42	52%	23
7	62%	26	56%	16
8	37%	35	40%	30
All	60%	215	61%	167

ADDITIONAL EVIDENCE

The majority of the current accountability period has been interrupted by the pandemic in terms of modes of instruction and reliable performance results. While our school community has become skilled at pivoting, it has proven challenging to truly align instruction across the school and collect meaningful assessment data while allowing for unexpected absences, staffing changes and student motivation to test. We do administer interim assessments as well as the iReady.

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

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](#).

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

The New York State Education Department released the NYS English Language Arts scores for grades 3-8 to districts and charter schools in August; however, they remain embargoed at the time of this report. Statewide district scores are currently unavailable to the public.

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 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	84%	32		
4	80%	30		
5	50%	36		
6	52%	23		
7	56%	16		
8	40%	30		
All	61%	167		

ADDITIONAL EVIDENCE

Pending Statewide Release of Scores

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- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: iReady.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

As evidenced in the i-Ready tables below, the school’s median percent progress toward Annual Typical Growth (ATG) in 3rd through 8th grade students end of year (EOY) is 120%. Typical Growth is the average annual growth for a student at their grade and placement level.

The school’s median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more levels below grade level in the fall calculated to 134% on the spring i-Ready in reading.

The Annual Typical Growth of 3rd through 8th grade students with disabilities exceeded the ATG in reading of all general education students with a median percent progress of 139%, thus meeting the measure. In 2021-2022, the school did [not] meet the target of 75% of all students enrolled in at least their second year scale score at the mid on-grade level or above on the year-end assessment. 23% of students in this group scored at **mid** on-grade level or above, with grade 3 performing highest with 34% at mid-on grade level based on the year-end administration.

READING I-READY

2021-22 i-Ready ELA Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	279	120%	Yes
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th 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%	109	134%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th 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 ³	134.5%	39	139%	No

³ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 4: Each year, 75% of 3 rd through 8 th 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%	216	22%	No
--	-------------	-----	-----	-----	----

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	33%	51	34%	41
4	27%	37	29%	34
5	17%	53	15%	45
6	25%	52	23%	31
7	20%	44	24%	33
8	12%	42	16%	32
All	28%	227	23%	216

End of Year Growth on 2021-22 i-Ready ELA Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	97%	40
4	95%	29
5	85%	41
6	237%	49
7	171%	41
8	200%	36
All	141%	236

Summary of the English Language Arts Goal

Overall, 61 percent of students enrolled in at least their second year achieved proficiency on the NYS ELA exam in 2021-22. Although we did not achieve the absolute measure’s target of 75%, our students performed well after a tumultuous and unpredictable period of learning during the pandemic. We look forward to putting the NYS scores in context in comparison to the district, city and NYS upon release of the statewide results.

We are pleased that growth was demonstrated on the internal assessments and iReady end of year administrations.

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.	Did Not Meet
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.	Pending
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

LOWER SCHOOL ACTION PLAN:

- Implement the Fishtank Learning ELA curriculum during the whole group ELA block following the newly establishing curriculum map
- Increase the focus of instruction on responding to texts through constructed response writing through the target task writing embedded into the Fishtank Learning ELA curriculum, and additional response to literature writing blocks in grades 2-5 that replace the novel studies block.
- Responding to the 2021-22 I-Ready Reading Assessment and 2022 NYS ELA assessment by bringing a greater focus to comprehension of informational text, and comprehension of literature through increased frequency of response to literature blocks.
- Adding a Reading Specialist to the Special Education/Student Supports team to provide targeted literacy instruction, especially in phonics utilizing the Orton-Gillingham approach, for scholars struggling with reading
- Adding an ELL teacher to the Special Education/Student Supports team to provide targeted literacy and English language proficiency support in response to an increase in our ELL student population

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

- Continue execution of Success for All's KinderPhonics and Fast-Track Phonics programs for grades K and 1
- Continue utilizing the close reading strategy of thinking frames and big idea to establish a deeper understanding of texts in a variety of genres across all grade levels K-5
- Continue usage of transferable takeaways across literacy, so scholars understand what they are learning today and how it applies to their reading and writing in the future
- Continue implementation of guided reading (K-5), guided reading double dose (K-5), ELA Academic Afterschool (3-5), and Saturday Academy (3-5)
- Provide high dosage tutoring in after school and/or during the school day (K-5)
- Continue to implement daily on-the-spot assessments and data tracking throughout the literacy blocks to inform small group instruction for scholars
- Administer, discuss, and norm scoring of campus-wide and network-wide assessments
- Administer NY Ready ELA assessments (3-5), I-ready diagnostic assessments (K-5), Fountas & Pinnell reading benchmark assessment (for in-person instruction), weekly adapted Journeys assessments, and network interim assessments as formative and summative assessments
- Collaborate during common-planning opportunities to discuss data, lesson plan facilitation, and scholar work
- Continue lesson plan feedback procedures and literacy committee to promote vertical alignment of literacy skills/strategies K-5
- On-going professional development opportunities and data discussions will be utilized to promote literacy goals during Professional Learning Communities (PLCs), individualized teacher coaching and feedback conversations, and professional development days
- Hone in on Domain 3 of The Danielson Framework during PLCs, especially questioning strategies and increasing opportunities for student response
- Increase the number of staff members able to provide multisensory reading instruction to struggling readers by providing additional teaching staff with professional development to learn the Orton-Gillingham approach to reading and writing

MIDDLE SCHOOL ACTION PLAN

- At the Middle School level, we will continue to strive to maintain consistency in reporting and data collection using assessments that mirror the demands set forth by the state.
- In addition, consistency in data collection and reporting will be achieved through professional development on Illuminate and Infinite Campus.
- The use of a Match Fishtank curriculum will help ensure vertical alignment of instruction from grades 6 through 8. Teachers will continue to instruct students in a tiered approach that targets vocabulary, grade level standards, literacy, writing and academic deficiency as identified through assessments.
 - Vocabulary instruction using Latin roots and decoding strategies to help improve literacy and critical thinking.

- Grade level standards, as determined by common core mandates to help improve reading comprehension and writing skills.
- Literacy through the use of class and independent readings such as novels, short passages, poems, and speeches.
- Writing instruction will be implemented using The Writing Revolution, a program to increase student proficiency specifically in writing, and helping them master grade level standards.
- Targeted academic deficiencies through the use of review activities and I-Ready to allow students to gain support based on their level and pacing.
- Maintaining an everyone reads approach with whole school novel and guest author speakers to increase student engagement in literacy
- The use of online platforms such as I-ready will continue to be used to provide targeted supplements to meet students at their specific levels and pacing, while providing high interest texts and activities.
- Lastly teachers, will continue to use small group instruction to provide students with personalized instruction through an understanding of specific student needs and academic growth plans.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

CPCS students will become proficient in the Understanding and Application of Mathematical Skills and Concepts.

LOWER SCHOOL MATHEMATICS

At Community Partnership Charter School, we believe that mathematics instruction should be focused on identifying skills and strategies in core mathematics domains. The 2020-2021 school year marked our 8th year using the *Math in Focus* curriculum. This curriculum helps scholars make sense of Math through hands-on learning and visuals, which allow for each scholar's understanding to grow conceptually. All teachers continued to receive training and coaching for this program during our virtual Summer Institute days in July and August, and throughout the school year to deepen their understanding of the core curriculum. Our core curriculum continues to be supplemented with resources by Kim Sutton Creative Mathematics to increase fluency and number sense that enhances the curriculum, support instructional objectives, and develop a love for mathematics. *Math in Focus* provides teachers with easy-to-use teaching and learning pathways proven to develop foundational understanding in scholars. This curriculum is built on a framework developed by the Singapore Ministry of Education, which highlights problem solving as the focus of mathematical learning and draws on best practices from around the world.

The schedules developed at the lower school devote 90 minutes of mathematics instruction per day regardless of learning modality. We have also included 90 minutes of intervention each week. For in-person learning this includes two 45-minute blocks of math for grades K-5 daily, and one 50-minute block of math constructed response once a week for scholars in grades 3-5. Teachers use the gradual release of responsibility model of instruction, which gradually releases the responsibility of learning to scholars. Teachers scaffold instruction by first modeling for scholars, then guiding scholars' practice, and finally moving to independent practice.

The first block of math instruction is whole group instruction that focuses on a particular strategy/skill within a domain. This block contains the same instructional components regardless of learning modality. Each first block of mathematics begins with a "do now" activity that is a spiral review, and a mental math activity. The block then flows into a whole group lesson model of a mathematics strategy or skill, followed by guided practice, and independent practice with small group instruction and teacher feedback on student work.

Regardless of learning modality, scholars also received small group instruction in math focused on differentiating instruction. Small groups of instruction were divided into above-level, on-level, and below-level groups utilizing data from the curriculum tests and adjusted using daily informal

assessments such as exit tickets. These small groups were based around a math strategy or skill, including center activities, reteach, enrichment, and differentiated instruction opportunities to support various learning styles. These math small groups allowed for math intervention to combat learning loss and address areas of development for scholars. Teachers in-person also implemented a 50-minute math extended/constructed response block once a week in grades 1-5. During which scholars explore math constructed response questions and learned the attributes of effective responses. This is an opportunity for scholars to engage in responses that are revealed in complete thoughts/sentences, make sense, can stand alone with question reference, and include the solve, diagram, and explain components.

To assess scholar learning this year, we utilized several assessments to collect data and inform instruction. In grades 1-5 students were assessed using the i-Ready mathematics diagnostic assessment in the fall, winter and spring. Teachers also continued to assess scholars utilizing adapted versions of the Math In Focus beginning of the year, mid-year, and end of year assessments, curriculum chapter assessments and informal assessments such as exit tickets.

Our After School and Saturday program continued in-person to support the mathematics needs of scholars for 2 hours per Saturday for 15 weeks. Saturday Academy for math is an additional mathematics support provided to scholars in grades 3-5. This program begins in January and provides each grade level with 120 minutes of instruction per session. With this program, scholars are assessed every 6-8 weeks to determine mastery. The After School program targeted scholars who needed additional reteach and enrichment mathematical skill and strategies.

We also continued our Summer Program this year, which ran for two-two days using Math in Focus curriculum and pre and post assessment developed by the Lavinia group. During this program, scholars received mathematics instruction for 90 minutes daily. All scholars received 70 minutes of whole-group Math instruction each day and each scholar received an additional 20 minutes of instruction at least once per day for reteach or enrichment based upon informal data collected through exit tickets and independent work. For grades K-5, the 30 minutes were broken up into 10 minutes of pre-lesson Math practice with a do now and mental math, 20 minutes of skill based whole-group instruction (explicit and guided practice), 20 minutes for independent practice with teacher feedback, and 20 minutes of small group instruction with differentiated Math center activities. Teachers in grades K-5 utilized smaller groups to allow for more individualized feedback.

A main focus for CPCS Lower School this year was teacher professional development and continuing to deepen teacher content knowledge. We have continued with our Math committee of teachers this year to discuss topics pertaining to Mathematics, school-wide data, problem-solving areas of development for our school in math, and school-wide math initiatives. We continue utilizing consultant Kim Sutton from Creative Mathematics, to engage teachers in continued professional development in two identified topics that teachers wanted to build their content knowledge in. Kindergarten and first grade teachers increased their knowledge of counting and cardinality and

adding and subtracting to 20. Teachers in grades 2-3 increased their knowledge of fractions and word problems. Finally, teachers in grades 4-5 increased their content knowledge in angles and area of a triangle and other geometric figures. All teachers received approximately 12 hours of professional development in Math this school year.

MIDDLE SCHOOL MATHEMATICS

In the Middle School for the 2021-2022 year, the math department taught using a revised pacing calendar that developed foundational grade-level skills. The math department's model emphasized both gradual release and small group instruction. Using Match Fishtank in grade 6, and both Engage NY and Ready NY curriculum resources in grade 7 and 8, middle school staff effectively supported scholars in mastering grade level standards. CPCSMS used the I-Ready diagnostic assessment to measure scholars' grade level performance in the beginning of the school year and reassessed them during the middle and the end of the school year to measure growth.

In Grade 6, instructional time is focused on five critical areas: (1) connecting ratio and rate to whole number multiplication and division and using the concepts of ratio and rate to solve problems; (2) completing understanding of division and fractions and extending the notion of numbers to the system of rational numbers which includes negative numbers; (3) writing, interpreting and using expressions and equations; (4) developing understanding of statistical relationships and thinking; (5) retention of fifth grade standards that align with sixth grade.

In Grade 7, instructional time focused on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

In Grade 8, instructional time focused on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Gradual Release Model

We utilized the Gradual Release Model of instruction, which requires the teacher to guide students toward using different skills, strategies and procedures independently. In this model of instruction, the students assume more responsibility with less support from the teacher throughout the course of the lesson. The gradual release model provided students the opportunity to grapple with a real-world problem while using investigation to learn the skills necessary to solve the example. Our 90-minute block consisted of 60 minutes using Match Fishtank/EngageNY materials and 30 minutes of differentiation that ranged from gamification instruction or I-Ready supplemental resources.

Small Group Instruction

Small group instruction is used to differentiate instruction, reinforce new topics, and create a small community students with similar needs. Differentiating instruction by working in a small group allows the teacher to break down the lesson into smaller steps for students who need to learn in a different way. Working with students in a small group allows the instructor to home in on the ways that individual students learn best and target areas that require additional work or instruction. The smaller group also encourages students to open up to the instructor about their needs.

ELEMENTARY AND MIDDLE 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 through 8th grades 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 ⁴				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	38				11	49
4	30				9	39
5	39				11	50
6	43				7	50
7	35				7	42
8	37				4	41
All	222	0	0	0	49	271

RESULTS AND EVALUATION

Overall, the school did not meet this absolute measure in mathematics. In the tested grades, 56% of all students and 59% of students in at least their second year at the school scored at proficiency levels

⁴ 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.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

of 3 and 4 on the state assessment. The results fell short of the goal of 75 percent proficient by both groups; (-19) within all students and (- 16) by students in at least their second year. Grades 3 and 4 performed best at 79% and 93% proficient, while grade 8 struggled with lower a proficiency level at 19%.

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	82%	38	79%	33
4	93%	30	93%	29
5	56%	39	56%	34
6	47%	43	54%	24
7	51%	35	50%	24
8	16%	37	19%	32
All	56%	222	59%	176

ADDITIONAL EVIDENCE

Most of the current accountability period has been interrupted by the pandemic in terms of modes of instruction and reliable performance results. While our school community has become skilled at pivoting, it has proven challenging to truly align instruction across the school and collect meaningful assessment data while allowing for unexpected absences, staffing changes and student motivation to test. We do administer interim assessments as well as the iReady.

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

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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.⁵

RESULTS AND EVALUATION

The New York State Education Department released the NYS Mathematics scores for grades 3-8 to districts and charter schools in August; however, they remain embargoed at the time of this report. Statewide district scores are currently unavailable to the public.

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	79%	33		
4	93%	29		
5	56%	34		
6	54%	24		
7	50%	24		
8	19%	32		
All	59%	176		

ADDITIONAL EVIDENCE

Pending District Assessment Results

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.

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.

⁵ 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](#).

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics: i-Ready

As evidenced in the i-Ready tables below, the school's median percent progress toward Annual Typical Growth (ATG) in 3rd through 8th grade students end of year (EOY) is 143.5%. Typical Growth is the average annual growth for a student at their grade and placement level.

The school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more levels below grade level in the fall calculated to 163.5% on the spring i-Ready in mathematics.

The Annual Typical Growth of 3rd through 8th grade students with disabilities exceeded the ATG in mathematics of all students with a median percent progress of 161%, thus meeting the measure. In 2021-2022, the school did not meet the target of 75% of all students enrolled in at least their second year scale score at the mid on-grade level or above on the year-end assessment. 26% of students in this group scored at **mid** on-grade level or above with grade 4 performing with 44% scoring at that level.

MATH I-READY

2021-22 i-Ready Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	279	143.5%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th 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%	32	163.5%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th 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 ⁶	155%	39	161%	Yes

⁶ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 4: Each year, 75% of 3 rd through 8 th 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%	200	26%	No
--	-------------	-----	-----	-----	----

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	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	28%	50	32%	40
4	39%	38	44%	34
5	21%	52	23%	44
6	21%	52	23%	31
7	11%	44	15%	33
8	12%	42	11%	18
All	27%	226	26%	200

End of Year Growth on 2021-22 i-Ready Mathematics Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	114 %	38
4	122%	30
5	136%	43
6	242%	48
7	208%	39
8	158%	37
All	158%	235

SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

59% of CPCS students in at least their second year at the school performed at proficiency levels in math on NYS math assessment. Measures were met in growth on the iReady Math exam by overall students and the fall administration's low achievers.

We look forward to putting the NYS scores in context in comparison to the district, city and NYS upon release of the statewide results.

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.	Not Met
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.	Pending
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

LOWER SCHOOL ACTION PLAN:

- Analyzing students' unfinished learning from the 21/22 school year using a coherence gap Tool
- Using coherence gap data to inform 22/23 pacing calendars
- Continue implementation of *Math in Focus* during the 22/23 school year across all grade levels in a structured block format following the curriculum map
- Continue the implementation of operations chants, mental math, and math in movement into each mathematics lesson school-wide
- Continue the implementation of math constructed response instruction for every scholar across each grade level (Math Extended Response for Grades 3-5, and Number Stories for Grades K-2)
- Continue Math Lunch Labs (3-5), Math Academic After school (3-5), and Saturday Academy (3-5)
- Provide high dosage tutoring in after school and/or during the school day
- Continue utilizing C.U.B.E.S. and solve, diagram, explain as a school-wide problem-solving norms and implement new school-wide constructed response rubrics

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

- Formalize the implementation of math fluency activities for 15-20 minutes per day in all grades K-5
- Implement a color-coded number-line school-wide that will enhance student number sense and increase vertical alignment
- Incorporate daily on-the-spot assessments and data tracking throughout the math block to inform small group instruction for scholars
- Continue the usage of concrete, pictorial, and abstract mathematical thinking across all grade levels, so scholars have a deeper understanding of each concept taught
- Responding to the 2021-22I-Ready Mathematics Assessment by Bringing greater focus to the following domains in all grade levels K-5.
- Create a math intervention block at least once per week in all grades to allow for increased mathematics intervention, and push in additional teaching staff to support these periods when possible
- Administer, discuss, and norm scoring of campus-wide and network-wide assessments
- Administer NY Ready Math assessments (3-5), I-Ready diagnostic assessments (K-5), beginning of year, mid- year, and end-of year benchmark assessments, chapter assessments, and network interim assessments as formative and summative assessments
- Collaborate during common-planning opportunities to discuss data, lesson plan facilitation, and scholar work
- Continue lesson plan feedback procedures to promote vertical alignment of mathematics skills/strategies K-5
- On-going professional development opportunities and data discussions will be utilized to promote literacy goals during Professional Learning Communities (PLCs), individualized teacher coaching and feedback conversations, and professional development days
- Hone in on Domain 3 of The Danielson Framework during PLCs, especially questioning strategies and increasing opportunities for student response
- Continue Math professional development with Kim Sutton from Creative Mathematics to continue to build and deepen teacher content knowledge in the subject of mathematics

MIDDLE SCHOOL ACTION PLAN:

- Striving for consistency in data collection and reporting
- Professional development on Infinite Campus and aligning curriculum across grades and to standards
- Implementing small class sizes of ~12-15 students, increasing the opportunity for individualized small group instruction. In ICT classes, there will be a ~1:6 ratio of teachers to students.
- Continuation of the 90-minute math block for all students.
- Continuing an Algebra I Regents course through an accelerated class for interested/qualified 8th grade students.
- Continuing to use ReadyNY math tools as formative/summative assessments.
- In 6th grade, continuing to use Match Fishtank as the core math curriculum.
- In 7th and 8th grade, continuing to use EngageNY and Math In Focus as the core math curriculum and supplementing those materials with Match Fishtank's math curriculum.
- Reinforcement of 5th grade Common Core aligned standards now renamed Next Generation Standards.
- Adopting gamification programs such as Prodigy, Nearpod for differentiation purposes in all math classes.
- Continuing to use Google platform to simulate classroom environments and provide direct instructions and feedback to students daily.
- Continuing Kami, Blooket and BrainPOP for instructional purposes and formative/summative assessments across all grade levels.
- Responding to the 2021-22 iReady and state test data by adjusting pacing and scope of the 6th, 7th and 8th grade curriculum and bringing greater focus to the following standards:
 - 6th Grade
 - Expressions and Equations
 - 6.EE.A - Write expressions, evaluate expressions
 - Ratios and Proportional Relationships
 - 6.RP.A - Rate and Ratio, solve unit rate problems
 - Number System
 - 6.NS.A - Quotient of Fractions
 - 6.NS.B - Greatest Common Factor, Least Common Factor
 - 7th Grade
 - Ratios and Proportional Relationships
 - 7.RP.A - Multistep ratio and percent problems
 - 7.RP.A - Proportional relationships
 - 8th Grade

- Expressions and Equations
 - 8.EE.A - Scientific Notation
 - 8.EE.B - Equation of a line
 - 8.EE.C - Linear equation example
- Functions
 - 8.F.A - Definition of a function
 - 8.F.B - Use functions to model relationships

GOAL 3: SCIENCE

Goal 3: Science

CPCS students will become proficient in Science.

BACKGROUND

Lower School

CPCS lower school continues to incorporate science as a specialty class with a full-time science teacher, which strengthens science instruction school-wide. Scholars in grades K-5 learning in-person had science class twice a week. We continue to implement the Science Dimensions curriculum across all grade levels (K-5), which addresses the Next Generation Science Standards through exploration, analysis, application, and explanation of each topic covered. Science Dimensions incorporates the learning environment, scientific reasoning, developing and applying scientific concepts, formative and summative assessments, and technology to instruct science.

In addition to specialist science classes, scholars in fourth grade receive additional support and instruction in preparation for demonstrating mastery of science standards. Scholars in 4th grade attended Science Saturday Academy in May, which consisted of four 240-minute sessions. Additional science class sessions and teachers were also added to the fourth-grade schedule throughout the week, beginning in May, to further support scholars. As a science enrichment option, science club was added to after school allowing all scholars to participate and explore additional science concepts throughout the year. During the summer, we also added a STEM enrichment program through Hand and Mind LLC for a select group of scholars in grades K-3 to engage in coding, circuits, and engineering.

Middle School

CPCS Middle School continues to implement the Full Option Science System (FOSS) curriculum across all three grade levels during science periods. The FOSS program seeks to enforce the philosophy of teaching and learning that guides the development of successful active-learning science through a student's hands. This curriculum bridges research, tools and strategies in order to engage students and teachers in experiences that lead to a deeper understanding of the natural and metaphysical world.

In order to promote students' appreciation of scientific enterprise, the learning of important scientific/engineering concepts and the development of the ability to think well, FOSS provides tools for teaching scientific practices through student investigations, observations and analysis. In addition, this program is designed to build on the learning progressions that provide students with opportunities to investigate core ideas in science and increase complexity throughout the years after.

FOSS is designed to make active learning and science engaging for teachers and students. It pushes for the following key elements within the curriculum:

- Ability to reason scientifically through the use of complete equipment kits with durable, well-designed materials for all students.
- Multiple strategies for formative assessment at all grade levels.
- Detailed guides with science background for the teacher and focus questions to guide students thinking and instructional practice.
- Strategies for use of science notebooks for all students.
- Understanding the disciplinary core ideas and the crosscutting concepts of science, such as patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter—flows, cycles, and conservation; structure and function; and stability and change.
- Using scientific knowledge and scientific and engineering practices for personal and social purposes.
- Knowing that science and engineering, technology, and mathematics are interdependent human enterprises and, as such, have implied strengths and limitations.

The target goal for FOSS students is to know and use scientific explanations of the natural world and the designed world; to understand the nature and development of scientific knowledge and technological capabilities; and to participate productively in scientific and engineering practices.

ELEMENTARY AND MIDDLE 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

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2022. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

CPCS did meet this absolute measure in science grade 4. 97% of all students and 96% of students in at least their second year at the school scored at proficiency levels of 3 and 4 on the state assessments. The results exceeded the goal of 75 percent proficiency by both groups; (+22) within all students and (+21) by students in at least their second year.

Charter School Performance on 2021-22 State Science Exam

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grade	All Students		Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	97%	30	96%	28
8 ⁷	Pending			
All				

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/MIDDLE SCIENCE GOAL

As noted above, science instruction followed the Science Dimension program in the elementary grades and FOSS in the middle school level that includes hands-on activities, lessons and end of unit assessments. Many students performed as having mastered concepts and units throughout the year. Students in grades 4 took the NYS Science exam and 96 percent tested at proficiency in science.

LOWER SCHOOL ACTION PLAN

- Provide on-going professional development opportunities with Science Dimensions
- Continue hands-on learning opportunities for scholars in a remote learning environment
- Continue implementation of Saturday Science Academy and additional science class sessions and teacher-support in May for fourth grade scholars
- Continue to offer science and STEM enrichment options to scholars using Hands and Mind LLC for our scholars in grades K-5.

MIDDLE SCHOOL ACTION PLAN:

- Continue implementation of FOSS materials across all grade levels
- Science teachers develop project based learning curriculum in conjunction with FOSS
- Utilize the FOSS website to provide students with interactive multimedia activities for use in school or at home
- Supplementing the FOSS curriculum with Regents-based materials
- Offering an Earth Science Regents course through an additional 30 minutes of high-quality Science instruction for interested/qualified 8th grade students
- Continuation of the application of lab activities across all grades

⁷ Grade 8 Science scores have not been received at the time of this report due to a technical issue. Working with NYCDOE/NYSED to attain.

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

The school met this measure and remained in Good Standing in 2021-2022.

ADDITIONAL EVIDENCE

The school continues to be in good standing throughout this term.

Accountability Status by Year

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