



**KIPP Albany Community
Charter Schools**

**2021-22 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By the Executive Team

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2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

The Executive Team prepared this 2021-22 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office	Committees
John P. Reilly	Chair	Executive, Finance
Dr. Shai Butler	Vice Chair	Executive, Finance
Carl Young	Secretary	Executive, Governance
Guy Alonge III	Treasurer	Executive, Finance, Development & External Affairs
Dr. Don-Lee Applyrs	Trustee	Development & External Affairs
Katie Hohman	Trustee	Governance
Kelly Kimbrough	Trustee	Development & External Affairs
Ron Mexico	Trustee	Finance
Michael Strianese	Trustee	
Kelly Walborn	Trustee	Governance
Robert Bellafore	Trustee	Development & External Affairs
Robert Bellafore	Trustee	Finance

Chrisheena Hill has served as the Elementary School Principal since 2021.

Jonathan Salls has served as the Middle School Principal since 2022.

SCHOOL OVERVIEW

Mission of KIPP Albany Community Charter School (KIPP AC)

The mission of the **KIPP Albany Community Charter Schools** is to provide a high-quality educational experience for children in the Albany area by building a shared responsibility and commitment to student success. We believe all children can excel in a nurturing and supportive environment of high expectations, love, and respect, giving them the ability to determine their future success in school and life. Through a relentless focus on academic achievement and character development, we seek to develop in our students the academic and social skills necessary to enable them to discover their unique gifts and talents in order to become responsible public citizens, dedicated to the advancement of one's self, one's family and one's community.

ES Background

KIPP Albany Community Charter Elementary School is a kindergarten through grade five elementary charter school located in the south end of Albany. In 2020-21, our fifteenth year of operation the school will serve 468 students in grades (K-5). KIPP Albany Community Charter Elementary School is an urban school with a student population in which 93% of the students qualify for free and reduced lunch, and 98% of the students are Black or Latino. KIPP Albany Community Charter Elementary offers an extended school day, a longer school year, two instructors per class and school uniforms and a variety of afterschool programs (including basketball, track, Drama, chess, Step, Close order Drill, Delicate Diamonds, and Band). Our school places a high value on collaboration, community and culture. We have made a commitment to developing an environment that affirms and celebrates the racial and cultural identities of our students and recognizes the critical importance of having teachers and leaders that reflect the communities we serve. As our mission statement states “we seek to develop in our students the academic and social skills necessary to enable them to discover their unique gifts and talents in order to become responsible public citizens dedicated to the advancement of one's self, one's family and one's community.”

Founded in 2005 as Albany Community Charter School, we have been able to actualize our mission statement and belief that “all children can excel if provided a nurturing and supportive environment of high expectations, love and respect”. In 2012 ACCS was recognized by the U.S. Department of Education as a National Blue Ribbon School of Excellence, one of the first charter schools in the State of New York and the first in the City of Albany to receive that distinction. KIPP Albany Community Charter Elementary is excited to join the KIPP network and become a KIPP school to access more of the curriculum, professional development, and other resources available within the network to provide more opportunities to the community we serve.

MS Background

KIPP Albany Community Charter Middle School (ACCMS) was founded in 2012 as the sister school to KIPP Albany Community Charter Elementary School. In the same year, the school was named a National Blue Ribbon School by the US Department of Education. ACCMS students are taught in an environment that emphasizes respect and character education in addition to reading, writing and mathematics.

Like KIPP Albany Community Charter Elementary School, the middle school offers spacious classrooms, a media center, a state-of-the-art music room and a gymnasium. Students are provided a robust offering of extra-curricular activities on campus, including King & Queens Drill Team, Chimalsi Step Team, Ubuntu Shooting Stars Basketball Program, Delicate Diamonds, Drama Club, Track Club, and Chess Club. These additional offerings complement our longer academic school day and school year to allow for whole child development and an exploration of creativity and personal growth among our students.

KIPP CAPITAL REGION SCHOOLS

The boards of Albany Community Charter School and KIPP Tech Valley Charter School (KTV) made the decision to merge into one education corporation during the 2019-20 school year. Both boards had successfully governed SUNY-authorized elementary and middle schools on the north and south ends of Albany, New York for nearly fifteen years. Given that the shared intent of both boards was to help grow more than 1,600 K-8 graders into college-prepared high school students, there was a sensible fit to combine efforts and realize the benefits of such a merger.

The merger also allows for a city-wide brand of two college-prep K-8 schools that will appeal to a larger population of the Capital Region. KIPP Albany is affiliated with the KIPP Foundation, a national network of 242 college-preparatory public charter schools with a 25-year track record of preparing students in educationally underserved communities for success in college and in life. This will include many families who can have all of their children attend a nationally recognized network, with options on both ends of Albany.

The merger strengthens the overall academic program, as KIPP Albany Community Public Schools (KIPP AC) is transitioning to KIPP's curriculum, pedagogical support structure, and overall schedule.

The KIPP AC seamless alignment with KIPP TV includes a well-structured schedule with high, clear expectations; a standards-based curriculum; strong instructional leadership and staffing; and a rigorous assessment system. These drivers need to be consistent from K-8 so middle school years are built on a strong primary skills foundation in Math, reading and writing. The KIPP AC school wide objective will match that of KIPP TV; to bring a full continuum of K-8th graders to NYS proficiency and be well-prepared for the rigors of high school.

The local KIPP schools merged with a K-12 school in Troy, NY called Troy Prep. Going forward, the school will be called KIPP Troy Prep and continue to enroll students from Troy and its surrounding districts. Creating KIPP Capital Region was driven by four main priorities: deepening and expanding our K-16 programming, increasing our Capital Region impact, collaborating for talent and developing deep talent pipelines, and expanding our regional school support team to ensure schools are better supported. Our schools are now supported by a 45-member regional team that includes deep academic and operational support to our schools to ensure students and teachers have the support they need to be successful.

Return to School in 2021-2022

In 2021-22, we returned to full-time in-person instruction in the building. We moved to virtual instruction January 7-14 and a handful of other times as needed based on staffing and quarantining. The routine was back in the school buildings for 2021-22.

Mental Health, Behavioral, And Emotional Support Services and Programs

Students and families continue to have access to our full social work, counseling, and family support staff, who are available for individual and group remote counseling and continued support to address all social emotional needs as well as case management and access to resources. We will continue to work with outside partners to provide additional resources to families and have applied for additional grant support to increase funding for our mental health and trauma resiliency work.

The emotional and mental health of our students remained of paramount importance to us. So, we made sure that teachers knew how to connect their students and families with our counseling and social workers. We also provided free meals for breakfast and lunch and offered meal delivery to families who expressed need.

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	77	80	76	74	79	78	78	78	61					681
2018-19	73	74	78	75	71	79	69	63	65					647
2019-20	73	75	76	75	73	71	69	77	56					645
2020-21	64	76	65	76	78	75	79	0	83					669
2021-22	68	68	75	71	73	68	86	84	89					682

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students at the KIPP Albany Community Charter School will become proficient in reading and writing of the English Language.

BACKGROUND

KIPP AC continues to utilize the KIPP Wheatley ELA K-8 curriculum. KIPP Wheatley uses an approach emphasizing culturally relevant text in order to maximize student engagement. This allows students to participate in reading and writing where the content is interesting and therefore teachers will have an opportunity to see high student engagement throughout classes. The following excerpt is from KIPP Wheatley:

KIPP Wheatley encourages a balanced approach to literacy instruction that includes close reading, independent reading, language study, and writing every single day. Research and experience show that effective literacy programs build students' word and world knowledge, integrate reading and writing instruction, align with college-ready standards, and are centered on authentic, high-quality texts.

KIPP Wheatley is a fully supportive curriculum where the work of creating the content, scope and sequence, and formative assessments are entirely included. It is therefore the job of KIPP AC teachers to deliver the curriculum, not create it. In fact, the three Common Core State Standards (CCSS) in ELA are addressed with KIPP Wheatley, including: 1. Regular practice with complex texts and their academic language 2. Reading, writing and speaking grounded in evidence from texts 3. Building knowledge through content-rich nonfiction KIPP Wheatley addresses all CCSS in Reading (Informational and Literary).

ELEMENTARY AND MIDDLE SCHOOL 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).

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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	68				5	
4	76				2	
5	63				7	
6	71				9	
7	77				6	
8	75				12	
All					5	

RESULTS AND EVALUATION

Overall, the school did not meet this absolute measure in English Language Arts. In the tested grades, 30% of all students and 31 % 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; (-45) within all students and (-44) by students in at least their second year. Grades 5 and 6 performed best at 46% and 41%, while grades 3 and 4 struggled with lower proficiency levels at 12% and 14% respectively.

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

Grade	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	12%	68	15%	48
4	14%	76	12%	59
5	46%	63	43%	53
6	41%	71	44%	48
7	31%	77	34%	56
8	36%	75	37%	59
All	30%	430	31%	323

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

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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motivation to test. The New York State ELA exam given in 2022 represents a new baseline for scores in proficiency and progress. Going forward, we will be able to measure growth and performance year to year.

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 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	15%	48		
4	12%	59		
5	43%	53		
6	44%	48		
7	34%	56		
8	37%	59		
All	31%	323		

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](#).

ADDITIONAL EVIDENCE

Pending District Results

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: KIPP Internal Assessments and the iReady.

Both the iReady and KIPP Internal Assessments (for ELA) were utilized in the 2021-22 school year. i-Ready was administered Beginning of Year and End of Year, giving the teachers the opportunity to look at student growth. The percentage of students reading on grade level across the region increased by 18% points from BOY to EOY. KIPP Albany Community Elementary School saw a gain of 20% percentage points for reading.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

The school did not meet the one absolute measure in English Language Arts in 2021-22. 31 percent of students scored at proficiency level on the NYS ELA assessment. We are unable to report on our comparative metric as the district scores have not been released publicly statewide at the time of this report. Based on KIPP internal assessments and the iReady, we did track growth in reading from the BOY to the EOY.

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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.	Not Achieved
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 Results
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

All KIPP Capital schools will be utilizing a streamlined set of academic materials and programming. A pilot was completed in Spring 2022 to get feedback so that teachers could further investigate and learn the curriculum. We have shared out pacing guides and assessments calendars for each piece. Throughout the year, we will do walkthroughs and ongoing professional development for staff.

Going forward, we will be using the following programs:

K-2

Success for All Reading Roots and Fast Track Phonics a research-based, beginning-reading program that provides a strong base for young readers through systematic phonics instruction, supported by decodable stories, and instruction in fluency and comprehension.

K-4

Foundation Wheatley is a common core aligned knowledge based, close reading and writing curriculum. The goals of the curriculum are to:

- nurture JOY in reading & writing
- to develop students' ability to COMPREHEND complex texts
- to build KNOWLEDGE of the world through texts
- to develop students' ability to WRITE academically in all three main modes of writing
- to prepare students for the high rigor of middle, high and college literacy in reading and writing

Grades 5-8

NYC Wheatley and Baldwin is a common core aligned novel based, close reading and writing curriculum. The goals of the curriculum are to:

- nurture JOY in reading & writing
- to develop students' ability to COMPREHEND complex texts
- to build KNOWLEDGE of the world through texts

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- to develop students' ability to WRITE academically and authentically.
- to prepare students for the high rigor of high school and college literacy in reading and writing

GOAL 2: MATHEMATICS

Goal 2: Mathematics

All students at the KIPP Albany Community Charter School will demonstrate competency in the understanding and application of mathematics computation and problem solving.

BACKGROUND

The K-8 mathematics program at KIPP AC is grounded in a belief that teaching and learning of mathematics should stimulate curiosity, inquiry, joy, and deep understanding of the mathematics concepts outlined in the Common Core. We are building a program in which we will see the mathematical practices come to life through the shifts (focus, coherence, rigor), called for by the standards. We will continue to refine the components of and resources for the program, on our path to seeing these practices and shifts embodied by our students and driving instruction.

In 2021-22, KIPP Albany Community utilized a combination of Eureka and teacher created math curriculum.

ELEMENTARY AND MIDDLE SCHOOL 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 ACCOUNTABILITY PLAN PROGRESS REPORT

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	66				6	72
4	75				3	78
5	66				4	70
6	68				12	80
7	72				10	82
8	73				14	87
All	66	0	0	0	49	469

RESULTS AND EVALUATION

Overall, the school did not meet this absolute measure in mathematics. In the tested grades, 11% of all students and 12 % 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. Grades 3 and 8 performed best at 14% and 15% , while grades 5 and 6 struggled with lower proficiency levels.

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	14%	66	17%	48
4	12%	75	10%	59
5	6%	66	7%	57
6	9%	68	9%	43
7	13%	72	11%	54
8	15%	73	20%	56
All	11%	420	12%	317

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.

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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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 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	17%	48		
4	10%	59		
5	7%	57		
6	9%	43		
7	11%	54		
8	20%	56		
All	12%	317		

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](#).

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.

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: KIPP internal and teacher created math assessments.

SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

Student proficiency levels were not approaching the target of 75% in math on the NYS exam. We are still contending with pandemic learning loss as many students do not have the necessary math concepts mastered to enable them to move on to the next.

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.	Did Not Achieve
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

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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
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ACTION PLAN

KIPP Albany Community along with KIPP Capital Region Schools will be utilizing a streamlined set of academic materials and programming. A pilot was completed in Spring 2022 to get feedback so that teachers could further investigate and learn the curriculum. We trained teachers and leaders on the curriculum for math. We have shared out pacing guides and assessments calendars for each piece. Throughout the year, we will do walkthroughs and ongoing professional development for teachers. We also hired a Director of Math who can directly support with the transition.

Going forward we be rolling out the following math programming:

Illustrative Mathematics is a curriculum designed to prepare students to solve problems, reason, communicate, and think critically in the classroom and beyond. The curriculum is aligned to the rigor, focus, and coherence of the Common Core and New York State Next Generation Learning Standards.

GOAL 3: SCIENCE

Goal 3: Science

All students at KIPP Albany Community Charter School will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

In 2021-22, our schools used a science curriculum called Amplify Science. Amplify’s approach to science is more cooperative and hands-on. While this was our first year using this curriculum, we were not able to dedicate as much time and resources as we had initially planned. Teachers still followed the modified curriculum and administered curriculum-based assessments with some frequency.

ELEMENTARY AND MIDDLE SCHOOL 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

Overall, the school did not meet this absolute measure in science. In the tested grades, 39% of all students and 40% 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 fell short of the goal of 75 percent proficient by both groups; (-36) within all students and (-35) by students in at least their second year. Grade 4 performed better than grade 8 with 63% of student enrolled at least two years at proficiency.

Charter School Performance on 2021-22 State Science Exam
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	60%	73	63%	59
8	15%	67	16%	56
All	39%	140	40%	115

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

Science instruction followed the Amplify Science program that includes lessons and end of unit assessments. Many students performed as having mastered concepts and units throughout the year. Students in grades 4 and 8 took the NYS Science exams and some students sat for the Living Environment Regents. The score results were varied.

ACTION PLAN

In 2022-23, we will continue using the following in K-8 science class:

Amplify Science is a K–8 phenomena science curriculum that blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers. Amplify is aligned to the Next Generation Science Standards (NGSS) utilizing the three dimensions of science learning: science and engineering practices, cross cutting concepts and disciplinary core ideas.

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