



Manhattan Charter School

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Karen Drezner, Executive Director, 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)
Caitlin Conklin	Chair	Finance, Nominating, Education
Begaiym Edil	Treasurer	Finance
Annabel Javier	Member	Nominating, Education
Megann McManus	Secretary	Nominating
Andria Olson	Member	Finance
Lauren Schwarz	Member	Education

Meredith Mallouk has served as the school leader since August 2021.

SCHOOL OVERVIEW

Manhattan Charter School (MCS) is a small, K-5 charter school in Manhattan’s Lower East Side. The school’s mission is to teach students how to learn and love doing it, how to cultivate their curious minds for the rest of their lives, and how to develop a solid foundation on which to base wise choices and build meaningful futures. MCS opened in August 2005 and currently serves students in grades K-5.

Most of our students are economically disadvantaged and reflect the demographics of the community; many live close to the school. In 2021-22, 93% of students qualified for free and reduced-priced lunches, and 26% were identified as special education.

MCS’s academic program provides rigorous, standards-based learning experiences across core content areas, as well as opportunities to engage in enrichment. All students are afforded daily music instruction and benefit from weekly exposure to art, physical education, technology, and French.

During the 2021-22 school year, MCS further extended its strategies to support students’ and families’ social-emotional health throughout the school year. Teachers leveraged familiar Responsive Classroom techniques, implementing morning meetings, and closing circles to deepen a collective sense of community and support. MCS also invested in Second Step, a social-emotional curriculum, and piloted a roll-out of the materials in the latter half of the school year.

Academically, leaders and teachers took a number of actions to address the stark learning gaps accentuated by the prolonged health pandemic, and simultaneously accelerate learning. Leaders continued to evolve how intervention teachers functioned, reformulated small group instruction, and added foundational skill work and a supplementary program specifically designed to mitigate learning loss.

Finally, the school shifted from an external afterschool partnership to an internally designed and implemented extended day program, offering additional learning and enrichment opportunities until 5:30pm, Monday through Friday.

For the 2022-23 school year, MCS has identified three central goals to guide our priorities. These goals were developed in partnership with MCS2.

1. Accelerate student learning at MCS by increasing our effectiveness with data collection, analysis, and use to inform instructional planning.
2. Support the social-emotional health, learning, and development of all MCS community members, by deepening the implementation of Responsive Classroom and Second Step with students and our sense of belonging and connection as a staff.
3. Ensure MCS are families’ first choice to enroll their children, by evolving our internal and external strategies.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School	K	1	2	3	4	5	6	7	8	9	10	11	12	Total

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Year														
2017-18	44	42	50	49	35	36								256
2018-19	36	45	40	45	42	33								241
2019-20	42	40	47	40	44	39								252
2020-21	35	36	42	42	37	37								229
2021-22	25	41	33	38	38	29								204

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

The English Language Arts (ELA) curriculum and its implementation through instruction at MCS are fully aligned to the New York State Next Generation Learning Standards. In 2021-22, MCS continued to utilize Expeditionary Learning (EL) and WritingCity/Write Steps across grades K-5, and Wilson Foundations for grades K-2.

Literacy instruction encompasses reading, writing, speaking, listening, spelling, grammar, vocabulary, phonics, phonological awareness, and word study. The daily literacy period includes time for shared and performance reading, interactive read alouds and literature discussions, independent reading, and guided reading. In the primary grades, a blend of phonetic, visual, and kinesthetic techniques is used to teach spelling and decoding. All students are taught specific reading skills and metacognitive strategies that enable them to construct meaning from both literary and non-fiction texts in all content areas. Embedded into the reading and writing program are uniquely structured activities that foster the expression of personal ideas and memoirs, creative illustrated works, and expanded research and reflection beyond curriculum expectations. All students build writing portfolios that exemplify all steps of the writing process for review and support. Students participate in writing interviews and conferences weekly, and are encouraged to use rubrics to guide, self-correct, and edit their writing daily. Mentor texts are used daily as a source of discussion and inspiration, and teachers coach students to emulate the works they love.

This year, leaders and teachers took a number of actions to address the stark learning gaps accentuated by the prolonged health pandemic, and simultaneously accelerate learning. For example, professional development sessions facilitated during Summer Institute focused squarely on mitigating learning loss (acceleration vs. remediation) and reintegrating students into the school building. Data meetings with teachers were further leveraged to guide them through the process of forming an action plan and selecting appropriate resources based on their analysis in the form of a calendar, which outlines small group and whole group ELA instruction until the administration of the next assessment. From there, teachers were supported to submit small group re-teach lessons and exit tickets.

In 2020, MCS hired a second reading teacher; one focused on the lower grades (K-2), the other on the upper grades (3-5). In 2021-22, the school restructured how they were deployed, assigning one reading teacher to work with every kindergartener and first grader in small groups, every single day. The other reading teacher was set up to partner with classroom teachers in grades 2-5. They split each class in half to allow the classroom and reading teacher at each grade level to facilitate more effectively small, targeted instructional groups. These groups took on a number of flexible formats based on indications and trends seen in the data (e.g., phonics instruction, guided reading, etc.). In this manner, our teachers were able to closely collaborate to better meet students' learning needs.

Teachers were also supported to extend their intervention strategies. Wilson Foundations offered a newly developed, supplementary program specifically designed to mitigate learning loss. Ready to Rise, a "20-day, in-person foundational skills program targets key decoding, transcription, and fluency skills to prepare students, including English language learners and struggling readers, for the next Level of Foundations." This served as an "intensive boost at the start of the new school year" for rising first and second graders. Ready to Rise utilizes a 90-minute lesson format divided into three 30-minute components: Word Study, Transcription, and Application & Fluency Skills. The Word Study component targets phonemic awareness, the alphabetic principle, sound, and word accuracy/automaticity, and high-frequency word recognition. The Transcription Skills component addresses letter formation/automaticity, spelling, and sentence dictation/punctuation. Lastly, the Application & Fluency Skills component focuses on the application of decoding and encoding skills and provides fluency instruction with connected text.

MCS also received support from the Heckscher Foundation to adopt EarlyBird. EarlyBird's platform provides easy-to-administer, reliable, and comprehensive dyslexia assessments that identify students' reading issues early. It then offers the aligned, evidence-based instructional strategies that each child needs. Both the screener and the strategies leverage the latest research to be predictive, and ultimately, allow the teachers to take a more preventative approach to supporting early reading struggles.

ELEMENTARY ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3rd through 5th 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

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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	29	-	-	-	9	38
4	32	-	-	-	5	37
5	24	-	-	-	4	28
6						
7						
8						
All	85	-	-	-	18	103

RESULTS AND EVALUATION

The chart below highlights the comparison of results on the NYS ELA Exam between students who were enrolled for at least two years (n=78) to all students tested (n=85).

Manhattan Charter School did not meet the 75% proficiency goal on the 2021-22 State English Language Arts Exam for students enrolled in at least their second year, falling short of the goal by 38 percentage points. At 45%, grade 3 came closest to meeting the goal. At 28%, grade 4 students performed significantly lower than the other grades, and the school's instructional leaders are doing extensive reviews of the raw data to look for trends and instructional gaps to be addressed in the 2022-23 school year.

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	48%	29	45%	22
4	28%	32	28%	32
5	42%	24	42%	24
6				
7				
8				
All	39%	85	37%	78

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.

ADDITIONAL EVIDENCE

MCS was recently granted a 5-year renewal, for the period 2021-2026. The Accountability Period also includes the final year of the previous charter term, which is 2020, a year the NYS assessments were not administered. Overall, we are not satisfied with our results this year, as they unfortunately do not yet reflect enough academic recovery and learning acceleration following the prolonged COVID-19 health pandemic.

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

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

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	45%	22	TBD	TBD
4	28%	32	TBD	TBD
5	42%	24	TBD	TBD

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

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6				
7				
8				
All	37%	78	TBD	TBD

ADDITIONAL EVIDENCE

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

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- 5th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: STAR

MCS continued to collect and analyze a range of academic data points to guide instructional priorities and decision-making. In addition to the New York State assessments, the school administered the STAR 360 computer-based adaptive assessment (grades 1-5), Fountas & Pinnell Benchmark Assessment System (grades K-5), and Stanford 10. In addition, MCS administered unit tests from the EL curriculum to determine mastery of NYS standards, as well as Pathblazer ELA for the AIS program.

STAR 360 ELA

The table below highlights the comparison of percentile ranks of students in grades 1-5 on the end-year STAR 360 ELA assessment between students who were enrolled for at least two years (n=150) to all students tested (n=177). The percentile rank is a norm-referenced score that provides a measure of a student’s reading ability compared to other students in the same grade nationally. The percentile rank score indicates the percentage of other students nationally who obtained scores

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equal to or lower than the score of a particular student. MCS uses STAR 360 as a progress monitoring assessment to identify priority skills and strategies for instruction and to identify students in need of intervention services in reading.

Manhattan Charter School Percentile Rank STAR 360 ELA - Spring 2021-22				
	Average Percentile Ranks	Total Test Takers	Percentile Rank: 2nd Year of Enrollment	Total Test Takers
1	49	41	53	30
2	39	32	45	25
3	35	39	32	30
4	42	37	42	37
5	47	28	47	28
Overall	43	177	44	150

First and second grade students in at least their second year of enrollment performed better than newer students in the same grades. The 2+ year cohort in third grade was 3 percentage points lower than all students in that grade. The fourth and fifth grade 2+ year cohorts included all students in those grades; therefore, no differences were evident.

The end-of-year percentile ranks only demonstrated comparable percentile ranks to national averages at the first grade level (53). Grades 2 and 5 ranks were just under the national average, at 45 and 47, respectively, while grade 3 was significantly below, at 32.

The table below highlights the difference of STAR 360 ELA assessment percentile ranks of students in grades 1-5 from the beginning of 2021-22 school year to the end-year assessment.

Manhattan Charter School Average Percentile Rank STAR 360 ELA – 2021-2022				
	Fall 2021-22	Winter 1 2021-22	Winter 2 2021-22	Spring -2021-22
1	41		46	49
2	31	32	36	39
3	34	38	39	35
4	27	38	38	42
5	46	56	47	47

As indicated by the average percentile rank, students demonstrated varied rates of progress in ELA over the course of the year. Grade 4 showed more significant growth than the other grade levels, while grades 3 and 5 showed minimal movement.

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Fountas & Pinnell Benchmark Assessment System (grades K-5)

MCS uses Fountas and Pinnell as a progress monitoring assessment to identify priority skills, including accuracy, fluency, and comprehension, and to determine guidance for independent and guided reading. The table below highlights the percentage of students who achieved the end-of-year Fountas and Pinnell independent reading level benchmark level.

Manhattan Charter School – Fountas and Pinnell Reading Levels, Spring 2022						
Grade Level	K	1	2	3	4	5
IR Benchmark	D	J	M	P	S	V
% of Students At or Above Grade Level Benchmark	44%	39%	31%	49%	30%	36%

These trends are consistent with findings from other measures, indicating that many of our students are not yet reading on grade level. We also looked at the advancement of reading levels, from the beginning to the end of the year.

Manhattan Charter School – Fountas and Pinnell Reading Levels Fall 2021 – Spring 2022				
Grade	Decreased 1 or more level	No Change	Increased 1 Level	Increased 2 or more Levels
K	0%	8%	16%	76%
1	0%	8%	8%	85%
2	0%	0%	14%	86%
3	3%	15%	0%	82%
4	0%	0%	14%	86%
5	7%	0%	0%	93%

Between 76% and 93% of MCS students advanced at least 2 reading levels. Although there is significant opportunity for further acceleration, the F&P data shows that students are making progress during the year, even if they are currently below grade level. This is particularly encouraging for grades 2 and above, where the range of levels of expected growth is lower. For example, grade 1 students are generally expected to grow 6 levels, D to J, from fall to spring, while grade 4 students generally move only 3 levels, P to S, over the course of the school year.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Unfortunately, Manhattan Charter School students did not meet the Absolute Goal of 75% proficiency in ELA for all students enrolled in the school for two years. Internal measures demonstrated limited progress. Although we took steps to mitigate the significant gaps in learning

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during the 2021-22 school year, we are committed to instituting even more aggressive measures to support student progress.

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 Achieve
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.	Unable to Assess
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

As referenced in the school overview, our top priority is to accelerate student learning at MCS by increasing our effectiveness with data collection, analysis, and use to inform instructional planning. This translates to ensuring greater alignment between assessment methods, particularly between the NYS assessments and the STAR 360, and improving how we prioritize and triangulate multiple measures to guide the instructional plans created by teachers. Our principal and assistant principal, both experienced reading teachers, are evolving how data is understood and the framework and coaching they provide to teachers, individually and in teams. Our instructional data analyst from EdOps is working closely with our Executive Director and Director of Curriculum and Instruction to facilitate the targeted development of our leaders and teachers and the codification of data review and instructional planning protocols aligned to best practices.

MCS is continuing to utilize the EarlyBird screening and strategies, as well as Foundations Ready to Rise beginning of year extension. Further, the core Wilson Foundations program implemented in K-2 is now also being utilized in the third grade to address the need for basic skills development.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

In mathematics, daily instruction provides students with opportunities to read, write, discuss, and critically think about math concepts. Problem-solving, as MCS students explore, guess, evaluate and re-evaluate solutions, helps them to build confidence in their abilities to tackle complex mathematical problems. Working in both heterogeneous and homogeneous groups, students experience rigorous teaching and scaffolding of mathematical thinking processes. MCS students learn that they are capable of having mathematical ideas, applying what they know to new situations, and thinking and reasoning about unfamiliar problems. Cooperative learning groups and guided math groups provide differentiated instruction for advanced mathematical conversation and reinforce foundational concepts for students. Students also make conjectures and discuss the validity of those conjectures.

Over several years, MCS grew committed to JUMP Math, a curriculum developed and primarily implemented in Canada. Every curriculum program has its strengths and requires some supplementation. JUMP Math as a core curriculum, however, was rated by EdReports as 'meeting expectations' for focus and coherence, yet 'partially meeting expectations,' in the areas of alignment, rigor, and mathematical practices. Teachers have augmented this core curriculum with EngageNY mathematics units across grades K-5. This year, as described in further detail in the action plan section, we will closely study our current and other potential curricular resources in order to ensure teachers are starting with high-quality, standards-aligned foundational materials.

ELEMENTARY MATHEMATICS

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program Mathematics assessment to students in the 3rd through 5th 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 Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ³				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	29	-	-	-	9	38
4	31	-	-	-	6	37
5	24	-	-	-	4	28
6						
7						
8						
All	84	-	-	-	19	103

RESULTS AND EVALUATION

The chart below highlights the comparison of results on the NYS Math Exam between students who were enrolled for at least two years (n=77) to all students tested (n=84).

Manhattan Charter School did not meet the 75% proficiency goal on the 2021-22 NYS mathematics assessment for students enrolled in at least their second year, falling short of the overall goal by 51 percentage points. All three grades performed significantly below the goal, as did the 2+ year cohort, which for grades 4 and 5 represented the same students. In grade 3, the difference between all students and the 2+ years cohort was significant (by 13 percentage points), with only 14% of this subgroup achieving proficiency.

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	27%	29	14%	22
4	23%	31	23%	31
5	37%	24	37%	24
6				
7				
8				
All	28%	84	24%	77

ADDITIONAL EVIDENCE

MCS was recently granted a 5-year renewal, for the period 2021-2026. The Accountability Period also includes the final year of the previous charter term, which is 2020, a year the NYS assessments were not administered. Overall, we are deeply concerned with our math results this year, as we were in years prior to the pandemic, particularly 2019, when only 37% of students met standards.

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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In fact, this indicates that student math performance, although greatly impacted by the loss of learning opportunities between April 2020 and June 2022, may also be the result of materials and practices that existed pre-pandemic as well. During this charter term, we will operationalize significant improvements that result in improved proficiency levels closer to our 75% goal.

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

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

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	14%	22	TBD	TBD
4	23%	31	TBD	TBD
5	37%	24	TBD	TBD
6				
7				
8				

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](#).

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All	24%	77	TBD	TBD
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ADDITIONAL EVIDENCE

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

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- 5th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics: STAR

MCS continued to collect and analyze a range of academic data points to guide instructional priorities and decision-making. In addition to the New York State assessments, the school administered the STAR 360 computer-based adaptive assessment (grades 1-5), as well as Stanford 10. In addition, MCS administered unit tests from the JUMP Math curriculum to determine mastery of NYS standards, as well as Pathblazer math for the AIS program.

The table below highlights the comparison of percentile ranks of students in grades 1-5 on the STAR 360 math assessment between students who were enrolled for at least two years (n=152) to all students tested (n=179). The percentile rank is a norm-referenced score that provides a measure of a student's math ability compared to other students in the same grade nationally. The percentile rank score indicates the percentage of other students nationally who obtained scores equal to or lower than the score of a particular student. MCS uses STAR 360 as a progress monitoring assessment to identify priority skills and strategies for instruction and to identify students in need of intervention services in math.

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Manhattan Charter School Percentile Rank STAR 360 Math - Spring 2021-22				
Grade	Average Percentile Ranks	Total Test Takers	Percentile Rank: 2nd Year of Enrollment	Total Test Takers
1	52	41	55	30
2	33	32	34	25
3	37	40	34	31
4	46	37	46	37
5	60	29	60	29
Overall	46	179	46	152

First and second grade students in at least their second year of enrollment performed slightly better than newer students in the same grades. The 2+ year cohort in third grade was 3 percentage points lower than all students in that grade. The fourth and fifth grade 2+ year cohorts included all students in those grades; therefore, no differences were evident.

The end-of-year percentile ranks demonstrated comparable percentile ranks to national averages at the first grade (55) and fifth grade (60) levels. Otherwise, the grade 4 rank was just under the national average, at 46, while grades 2 and 3 were significantly below, at 34 each grade.

The table below highlights the change of STAR 360 Math assessment percentile ranks of students in grades 1-5 from the beginning of 2021-22 school year to the year-end assessment. Although every grade except third demonstrated progress between fall and spring, rates of growth were variable; between 8 and 13 points.

Manhattan Charter School Average Percentile Rank STAR 360 Math – 2021-2022				
	Fall 2021-22	Winter 1 2021-22	Winter 2 2021-22	Spring -2021-22
1	44	51	53	52
2	23	31	31	33
3	38	42	44	37
4	33	46	49	46
5	49	53	55	60

SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

Manhattan Charter School students did not meet the Absolute Goal of 75% proficiency in math for all students enrolled in the school for two years. Internal measures demonstrated some, yet limited, progress. Although we took steps to mitigate the significant gaps in learning during the 2021-22 school year, we are committed to instituting even more aggressive measures to support student progress.

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

ACTION PLAN

As noted in the background section above, JUMP Math, currently our core curriculum, is lacking alignment, rigor, and exposure to necessary mathematical practices, according to reviews completed by EdReports. In 2021-22, leaders engaged a professional developer from JUMP Math; however, that individual was based in Canada and had limited experience with NYS and national standards here in the US. For the 2022-23 school year, a JUMP Math consultant with significant US-based experience will be working with leaders and teachers on-site at our school.

The 2021-22 school year was also the first year MCS had a Director of Curriculum and Instruction (DCI) on staff. In summer 2022, the newly hired Executive Director worked with the DCI to further refine and clarify her role. As a result, she will closely monitor the JUMP Math consultant, in close partnership with school leaders, and with a focus on progress monitoring with data. She will also assess the supplementary resources and efforts, including utilizing EngageNY materials, during the year.

GOAL 3: SCIENCE

Goal 3: Science

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

BACKGROUND

MCS science instruction emphasizes scientific inquiry and student investigation of scientific concepts. During the charter term, as part of our ELA curriculum realignment and full adoption of Expeditionary Learning (EL), science instruction has been incorporated into EL literacy units. In 2018-19, MCS began using Amplify Science for the science curriculum, which is aligned to the Next Generation Science Standards.

Students use the processes of science, such as observing, classifying, describing, experimenting, measuring, inferring, and predicting. Through hands-on investigations, collaborative learning, student discourse, inquiry, integration of disciplines and content areas, and multisensory methods, MCS students explore key scientific concepts and principles in the physical and life sciences. MCS is committed to establishing a foundation of scientific literacy for every student, advancing ideas that prepare them for a life in an increasingly complex scientific and technological world. This scientific literacy is fostered via EL with the introduction and scaffolding of instructional efficiency, and with the creation of a science classroom where students actively construct ideas through inquiries, investigations, and analyses.

MCS students are given feedback on their performance in science through curricular unit tests, student interviews, and portfolio assessments. MCS students, prepared with the knowledge and thinking capacities to excel in science in the 21st century, are motivated to exceed societal expectations for the next generation of citizens.

ELEMENTARY SCIENCE

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th 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

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

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
4	TBD	TBD
8		
All	TBD	TBD

Goal 3: Comparative Measure

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

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

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Given the timing of the state's release of data necessary to determine the outcomes, the 2021-22 results are not yet available.

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

ACTION PLAN

MCS has maintained a high level of proficiency in science in recent years and updated its science program in the 2018-19 school year by adopting the Amplify Science curriculum, in order to improve its resources for teachers and to ensure alignment with the Next Generation Science Standards. MCS continues to engage a science consultant to support 3rd and 4th grade classroom teachers with the implementation of the science curriculum and intends to increase the hours of support provided by the consultant in the 2022-23 school year.

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

MCS was found to be in Good Standing as per the New York State Education Department. The school has consistently maintained this status over the past three years.

ADDITIONAL EVIDENCE

Over the past three years, the school has remained in good standing as determined by the New York State Education Department.

Accountability Status by Year

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