

**Middle Village Preparatory Charter
School**

**2021-22 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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By Michele Allocca and Christian Quezada

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2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Christian Quezada (Director of Operations) and Michele Allocca (Director of Curriculum) prepared this 2021-22 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	committees (e.g. finance, executive)
Mrs. Josephine Lume	Chair	Chair, Finance & Executive
Mr. Serphin Maltese	Vice Chair	Executive
Mr. Michael Michel	Founder/Advisor	Finance & Executive
Mrs. Maureen Campbell	Trustee	Education
Mrs. Rosemary Degennaro	Secretary	Education
Mrs. Monika J. Konopka	Trustee	Education
Mrs. Betty Mayer-Foley	Trustee	Education
Mrs. Margaret Ognibene	Treasurer	Finance
Ms. Gail Giordano	Trustee	N/A

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

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

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

SCHOOL OVERVIEW

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

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

Due to Covid-19, MVP made the decision to modify the curriculum to help with the year and a half of hybrid learning the caused a gap in student learning. The first change was to MVP's Latin program. Having a foreign language incorporated into a child's development is important, MVP suspended the Latin program in person for 2 years and has offered students the opportunity to continue learning Latin through the Rosetta Stone Program. This will allow students to work at their own pace to complete modules weekly learning the fundamentals of Latin including vocabulary skills, speaking skills and writing. Students working in the Rosetta Stone Program are still required to take Unit Tests that is set for a passing grade of 75% and higher. New modules in the program will not be available until a student acquires a passing score.

Mathematics and English Language Arts continue to be the priority as we continue to assign twice the amount of instructional time that is customarily devoted to these critical instructional areas. Since we removed Latin from the schools daily program, we were able to offer our student additional period in Math and ELA throughout the week. Instead of 7 periods, MVP will give 9 periods allowing students to use the additional time to work on targeted skills.

Science, Social Studies, the Arts, Physical Education, Health, and STEM along with time set aside for extracurricular activities are inserted into a student's daily schedule. All 8th grade students are required to take Regent-level courses, such as the Common Core Algebra 1, Earth Science, and United States History and Government. Students in Grade 8 also take a Latin Proficiency Exam that will give students who receive a passing grade 1 language credit when they enter high school.

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

SEL, Mental Health and supportive programs was one of MVP's priorities We anticipated many of our students to have challenges coming back to school full time especially as some were not in school for almost 2 years. Our school adopted a program called Fly Five which is an emotional support for our

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students as it comes with specific journal prompts to promote strategies that students can use to help them overcome challenges that they may have both in and out of the classroom.

Our school's guidance counselors continued to work with many families and students during the remote learning period and were able to provide resources, assistance and on-going support to our students and parents. Our dean continues to serve as the Parent and Community Engagement Coordinator and worked closely with the Counselors to strengthen parent communication and partnerships by holding bi-weekly parent information sessions. These sessions were to inform parents of monthly events at the school as well as provide certain topics to help parents with their child at home. Some topics included homework, anxiety, test taking strategies, friendships and other important family topics.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18							145	128	108					381
2018-19							148	130	120					398
2019-20							149	131	117					397
2020-21							142	135	120					397
2021-22							150	126	122					398

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

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

In grade six through grade eight, the students continue to read grade-appropriate complex literature and informational text while further developing the ability to cite textual evidence. They look at how the structure within the selected text influence and contribute to the plot and the development of events or ideas. Students will continually be challenged to improve their ability to write and speak with more clarity, providing clear reasons and relevant evidence. Teachers work with students on “Academic Language” and ways to have discussions with other students and colleagues by using words such as agree and disagree in their responses and also including evidence defending their thoughts.

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

We continue to use the program Achieve 3000 across all grades and to make it a part of our instruction. This program encourages students to read a variety of articles focusing on standards and skills found throughout the ELA curriculum. As students read and complete articles with a passing rate of 75% and higher, this will help grow their Lexile reading level.

In our instructional model for this year, Students received 9 ELA instructional periods a week. Teachers have used a combination of novels, short stories and articles to practice the skills necessary to meet the ELA standards. By adding additional periods to the schedule, this caused MVP to hire additional ELA teachers to work with students on each grade level. With the additional ELA teachers on staff, more small group instruction was able to take place within the classroom to help support students who needed additional help in writing and reading. Programs such as Achieve 3000, NEWSELA and Think Cerca along with other digital platforms such as Near pod, Pear Deck and ED Puzzle were used to help students continue to keep up with their Lexile level and incorporate a variety of articles and reading passages to help with assessments and skills

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 Grade 6 through Grade 8 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						
4						
5						
6	149				1	150
7	126					126
8	120				2	122
All	395				3	398

RESULTS AND EVALUATION

Based on the results of students who have been enrolled at Middle Village Prep Charter School and enrolled in their second year or more have shown growth over time. The students in Grade 7 missed the target of 75% by 4% and our 8th Grade students met the target of 75%.

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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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				
4				
5				
6	81%	149	0	0
7	71%	126	71%	126
8	75%	120	75%	120
All	76%	375	73%	239

ADDITIONAL EVIDENCE

Middle Village Prep continues to utilize the instructional program of Achieve 3000. Teachers can easily search for articles in a data base that include fiction and non-fiction stories to work with students covering different skills such as main idea, authors point of view, character traits, and many more ELA skills. These programs are used to level the students according to their Lexile level. Students work on different reading passages with multiple choice questions and extended responses that will continue to help strengthen vocabulary, writing, and help in college and career readiness goals.

A second program that teachers are utilizing into their daily lessons is the program NEWSELA. Teachers found this to be useful to students in order to target not just specific skills but were able to help identify skills such as cause and effect, main idea and author's point of view.

All ELA teachers also incorporated RALLY coaching books. These books featured targeted skills and activities that resembled questions that would appear on the state test. The books contained a section for students to work on a full mock test exam along with teacher made mock exams that were given during the school 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.

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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

Middle Village Prep has seen growth in many areas over time particularly within the student responses in writing. Students have been able to identify and cite evidence from text. This has been seen through teacher observation, mock exams and other assessments that are teacher created as well as given through the programs of Achieve 3000 and NEWSLA

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				
4				
5				
6				
7	71%	121	N/A	N/A
8	75%	118	N/A	N/A
All	73%	239	N/A	N/A

ADDITIONAL EVIDENCE

All ELA teachers incorporated RALLY coaching books. These books featured targeted skills and activities that resembled questions that would appear on the state test. The books contained a section for students to work on a full mock test exam along with teacher made mock exams that were given during the school year.

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](#).

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: **NWEA MAP**

Middle Village Prep also have students prepare Mock Exams that are also administered to students twice in the year in order to have an indication on how they will perform on the NYS ELA exam in the spring.

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NWEA

2021-22 NWEA MAP [ELA] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	349	75%	Yes
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	86	55%	Yes
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities. ³	48.50	54	59%	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ⁴	2+ students	75%	[#]	[%]	N/A]

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, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

⁴ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

ADDITIONAL CONTEXT AND EVIDENCE

The data recorded from the MAP results shows that 75% of the students in grades 6-8 exceeded the target. As well as our low achievers who also met the target at 55%.

Goal 3: Additional Measure
[Include additional measures that are part of the Accountability Plan.]
<p>METHOD: THE STUDENTS IN MVP FOLLOW THE NEXT GENERATION STANDARDS FOR ELA. TEACHERS CONTINUE TO USE A VARIETY OF RESOURCES TO INTRODUCE AND GO OVER IMPORTANT SKILLS NECESSARY FOR THEM TO IDENTIFY KEY VOCBULARY, AUTHOR’S POINT OF VIEW, CONTEXT CLUES AND WRITING STRATEGIES.</p> <p>RESULTS AND EVALUATION: MIDDLE VILLAGE PREP HAS SEEN GROWTH IN MANY AREAS OVER TIME PARTICULARLY WITH THE WRITING OF SHORT RESPONSES AND STUDENTS CITING EVIDENCE FROM THE READING.</p> <p>ADDITIONAL EVIDENCE: ADDITIONAL EVIDENCE FROM THIS COMES FROM TEACHER ASSESSMENTS AND PROGRAMS SUCH AS ACHIEVE 3000 AND NEWSOLA TO ENHANCE STUDENTS ABILITY TO CONTINUE TO WORK ON SKILLS AND STRATEGIES SURROUNDING THE ELA PROGRAM. THE INCORPORATING OF THE RALLY BOOKS TO HELP WITH SPECIFIC STANDARDS AND WRITING ACTIVITIES WAS ALSO A HELP TO STUDENTS WHO WERE SHOWING DEFICIENCIES IN READING COMPREHENSION AND WRITING.</p>

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	N
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.	N/A
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

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THE STUDENTS IN GRADE 6 AND GRADE 8 MET THE 75% TARGET. STUDENTS IN GRADE 7 MISSED THE TARGET BY 4%. MIDDLE VILLAGE PREP WILL CONTINUE TO UTILIZE THE 9 PERIODS OF ELA INSTRUCTION TO HELP STUDENTS WHO CONTINUE TO SHOW A DEFICIENCY IN ELA SKILLS.

ACTION PLAN

Middle Village Prep will continue to use the software programs such as Achieve 3000, NEWSELA and Rally books to enhance the student's instruction. In the up-coming school year MVP will also plan to implement the program Think Cerca to students across all content areas. Teachers will be able to monitor weekly progress of student reading levels as they complete different articles based on their reading ability. Articles and questions will progressively become more complex as they continue to strengthen their skills in all areas. MVP will also continue to give teachers support by working continuing our work with Teaching Matters to strengthen the Literacy and Writing across all content areas.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

The Math Goal for Middle Village Prep is to achieve a score of 75% proficiency and beyond for all of our students and to receive a score of 65% or higher on the Algebra 1 Regents

BACKGROUND

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

In our instructional model for this year, Students will receive 9 Math periods a week. Similar to ELA, these additional periods will allow teachers the opportunity to meet with students twice in the school day using one specific period to work on skills and activities that students are having challenges with. Teachers also were able to incorporate Math Coach books into their daily lessons. Coach books were used to help with multiple choice questions and problem solving activities. Due to the increase of additional Math periods, additional math teachers were needed to work with students to give small group instruction or work as a co-teacher within the classroom.

ELEMENTARY AND MIDDLE MATHEMATICS

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 Grade 6 through grade 7 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 ⁵				Total Enrolled
		IEP	ELL	Absent	Other reason	
3						
4						
5						
6	146			1	3	150
7	123					123
8	N/A					N/A
All	269			1	3	273

RESULTS AND EVALUATION

The table illustrates that students in Grade 6 and Grade 7 were tested this year of 2021-2022. The school’s goal for mathematics proficiency level is 75% at Proficiency level or higher by the end of the students’ second year. The chart indicates that students in Grade 7 did not meet the proficiency level of 75%. The difference is 20%.

⁵ 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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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				
4				
5				
6	58%	122		
7	55%	106	55%	106
8	N/A	N/A	N/A	N/A
All	57%	228	55%	106

ADDITIONAL EVIDENCE

Performance on a Regents Algebra 1 Exam Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017-18	Algebra 1	91%	108
8	2018-19	Algebra 1	94%	120
8	2021-22	Algebra 1	79%	122

MIDDLE VILLAGE PREP CHARTER SCHOOL ADMINISTERS THE ALGEBRA 1 REGENTS EXAM TO ALL STUDENTS IN GRADE 8. STUDENTS IN THE 7TH GRADE BEGIN WITH A PRE-ALGEBRA COURSE THAT INCORPORATES BOTH 7 TH AND 8 TH GRADE STANDARDS TO PREPARE THE STUDENTS FOR THE 8 TH GRADE LEVEL WHERE THEY BEGIN A 9 THGRADE LEVEL ALGEBRA COURSE. USING MULTIPLE RESOURCES SUCH AS GLENCO ALGEBRA 1 SERIES TEXT BOOK/WORKBOOK, BARRON'S REGENT ALGEBRA 1 PREP BOOK, REGENTS MOCK EXAMS, AND MATH COACH BOOKS, THE STUDENTS IN THE 8 TH GRADE HAVE SURPASSED NOT ONLY THE 75% PROFICIENCY STANDARD, BUT HAVE CONTINUED TO INCREASE THE PERCENTAGE OF STUDENT PASSING WITH A GRADE OF 65 OR HIGHER EACH YEAR. WE ALSO OFFER TO THE 8 TH GRADE STUDENTS A 6 WEEK REGENT PREP COURSE AFTER SCHOOL FOCUSING ON TESTING STRATEGIES AND REGENTS QUESTIONS.

ADDITIONAL EVIDENCE

Middle Village Prep is working very hard to meet the 75% level of proficiency. Our mathematics program has proven to be effective not only for General Ed students but also for students with IEPs and ENL (English as a New Language) students who are having success in mathematics.

Additional evidence includes assessment results from mock exams, MAP data and teacher created assessments.

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Math teachers in grade 6 sort through data and have identified the standards in which students demonstrated the greatest challenges. They plan as a grade, to focus on the areas determined to be in need of improvement. Several strategies were practiced in order reinforce concepts and skills to ensure student progress, among them: re-teaching select skills using different teaching approaches, providing extensive one to one support, doing more frequent small group instruction, maximizing the use of “team teachers “in order to drive instruction.

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.⁶

RESULTS AND EVALUATION

Students in Grade 6 Missed the 75% target by 17% while the 7th grade students missed the 75% target by 20%

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				
4				
5				
6	58%	122	N/A	N/A
7	55%	123	N/A	N/A
8				
All	57%	245	N/A	N/A

⁶ 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

Given the timing of the state’s release of data necessary to produce this analysis, the 2021-22 results 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- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics: **NWEA MAP**

Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	[224]	70%	[No]
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	[81]	[30%]	[No]

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Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities. ⁷	40.99	54	20%	[No]
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ⁸	2+ students	75%	[#]	[%]	N/A

ADDITIONAL CONTEXT AND EVIDENCE

Even though the students in Grades 6 and 7 did not meet the intended target, Grade 6 and Grade 7 Teachers continue to utilize instruction by looking at multiple resources to help strengthen the skills of the students. This can be done either in small groups, stations or one-to one support. Having 9

⁷ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

⁸ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

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periods of instruction has made a difference in the planning and delivery of lessons allowing the teacher additional time in the classroom to focus on important skills and topics

Goal 2: Additional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD: STUDENTS IN GRADES 6 AND 7 CONTINUE TO WORK ON THE MATH STANDARDS SET FORTH BY NYS. STUDENTS WERE ADMINISTERED THE MAP TEST IN PLACE OF THE NYS TEST IN ORDER TO SHOW A PROJECTED SCORE BASED ON SKILLS LEARNED OVER TIME. THE 8TH GRADE STUDENTS HAVE USED THE DATA FROM MOCK TESTING GIVEN IN JANUARY TO CONTINUE TO BUILD UPON ALGEBRAIC SKILLS AND WORK ON QUESTIONS FROM PREVIOUS REGENTS EXAMS IN ORDER TO MASTER THE MATH STANDARDS FOR ALGEBRA 1

RESULTS AND EVALUATION: THE STUDENTS IN GRADE 6 AND 7 DID NOT MEET THE PROFICIENCY RATE BUT HAVE SHOWN GROWTH IN MANY OF THE SKILLS THAT WAS GIVEN ON THE MAP ASSESSMENT TEST THAT WAS ADMINISTERED IN OCTOBER AND THEN AGAIN IN JUNE.

ADDITIONAL EVIDENCE: ADDITIONAL EVIDENCE COMES FROM THE USE OF DIGITAL APPLICATIONS SUCH AS DELTA MATH THAT SHOWS STUDENTS A BREAKDOWN ON HOW TO SOLVE A PROBLEM AND A VIDEO THAT FEATURES STEP BY STEP INSTRUCTIONS FROM THE TEACHER ON HOW TO SOLVE EQUATIONS AND WORD PROBLEMS.

SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	N
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.	N/A
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

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

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

GOAL 3: SCIENCE

Goal 3: Science

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

ELEMENTARY AND MIDDLE SCIENCE

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

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

The students in Grade 8 take the Earth Science Regents. Our Regents level program meets New York State Regents standards and participate in the June Regents. All Science programs have 20 hours of lab and laboratory activities with reports are an essential part of the program. We also make sure that students master the skills they need to grow towards scientific literacy, including an understanding of scientific explanations, and the ability to generate evidence, understand the scientific method and its applications over time through an exploratory student-centered problem-solving approach in MVP's Science Lab.

Middle Village Prep continues to incorporate the school fab lab as a part of its developing STEM program. Because of the shift in the curriculum changes to offer more periods of ELA and Math, students in Grade 7 participated in Fab Lab two periods a week from February through June. This allows the students to work with hands on materials such as Laser Cutters, 3D printing, VR machine, Drone

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Flying and so much more. It is truly a great experience for the students to work hands on with machinery and create something based on their imagination. Science, Technology, Math and Engineering play a big role in the design and model of many of the lessons presented to students in the Fab Lab offering a new world for students to discover and the opportunity to possibly look in to a future career path.

In our instructional model for this year, Students received 6 Science instructional periods a week. One period a week is dedicated to a period of lab.

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

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

RESULTS AND EVALUATION

Students in Grades 6-8 were given a year end assessment/project to complete that would show growth in topics that were addressed during the school year. The 6th and 7th grade students were able to demonstrate their science fair projects while the 8th grade worked on a teacher created regent assessment contained multiple choice questions and incorporated short responses involving the use of the reference table.

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

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

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ADDITIONAL EVIDENCE

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

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017-18	Earth Science	60%	108
8	2018-19	Earth Science	73%	119
8	2021-22	Earth Science	19%	122

Middle Village Prep offers the 8th Grade students to earn Regents Credit for Earth Science. Students take part in a full year of learning classroom content along with completing the required 20 hours of labs. We had great success in building the Earth Science Program over the last 4 years. When Covid-19 closed the school and we switched to a hybrid model, students still continued to receive 5 periods of science along with a lab period that contained both virtual and hands on labs. For the 2020-2021 school year we were informed that the teacher was going to transition to a new school and would not be returning to MVP. We were not able to secure a teacher for the position right away as this is a specific content area that needs a teacher who specialized is the knowledge of Earth Science. When we were able to secure a teacher, they only spend a short time with us as they lived out of NY state and the commute was too much. We were then able to hire another teacher toward the end of the school year. Since the content was delivered by multiple teachers, students had a hard time with the content. Review periods and extra time after school was dedicated to help support students who struggled with the content of the course. Unfortunately based on the results of the test, students did have a hard time with multiple choice questions which resulted in a lower performance for the exam.

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.

ADDITIONAL CONTEXT AND EVIDENCE

In order to make sure our students are well prepared for the Earth Science content for the 2022-2023 school year, a teacher who is certified in Earth Science has already been secured. Training and inter-visitations of another Earth science class has been established to support the teacher to deliver lessons. A coach has also been assigned to work with the teacher to help with assessments and lesson planning.

Science Goal: Additional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD: STUDENTS IN GRADE 8 FOLLOW A HIGH SCHOOL LEVEL CURRICULUM THAT IS ALIGNED TO THE COMMON CORE LEARNING STANDARDS FOR EARTH SCIENCE. TEACHERS USE MULTIPLE RESOURCES SUCH AS TEXTBOOKS/WORKBOOKS, GUIDED NOTE PACKETS, ENGAGENY TESTING QUESTIONS AS WELL AS ADMINISTER UNIT TESTS AND MOCK EXAMS DURING THE SCHOOL YEAR. TEACHERS INCORPORATE A MINIMUM OF 20 HOURS OF LAB HOURS FOR STUDENTS TO PRACTICE EXPERIMENTS AND MAKE DISCOVERIES ON VARIOUS SCIENTIFIC TOPICS

RESULTS AND EVALUATION: MIDDLE VILLAGE PREP HAS SHOWN AN INCREASE IN EARTH SCIENCE SCORES OVER TIME. WITH PROPER SUPPORT WE WILL BE ABLE TO INCREASE STUDENT PERFORMANCE

ADDITIONAL EVIDENCE: MIDDLE VILLAGE PREP WILL OFFER STUDENTS A 6 WEEK PREP CLASS IN PREPARATION FOR THE REGENTS EXAM AS WELL AS AFTERSCHOOL HELP FOR STUDENTS WHO NEED ADDITIONAL SUPPORT

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

In place of the NYS 8th Grade Science Exam, students are required to take the Earth Science Regents exam. Our goal is for students to become proficient with a minimum of a 75% passing rate.

ACTION PLAN

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

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’s instructional approach has focused on specific strategies in order to improve student outcomes in ELA and Math as well as other core subject areas. Students are increasingly challenged to sharpen their ability to write and speak with more clarity and coherence, providing clear reasons and relevant evidence. Greater emphasis is being placed in improving writing skills within the ELA curriculum, as well as across content areas like History, Science and Math. In addition, support has been provided to the faculty members through professional development

ADDITIONAL EVIDENCE

As Middle Village Prep continues to grow, we are able to offer out students more programs that not only enhances their academic abilities but also prepares them for college and career readiness. We continue our mission to meet the goals set by the district and the state.

Accountability Status by Year

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

