



**Capital Preparatory Bronx
Charter School**

**2023-24 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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prepared this 2023-24 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)
Baye Adofo-Wilson	Chair	Marketing Recruiting, Fundraising & Development
Dr. Steve Perry	Secretary	Real Estate Committee, Parent Outreach, Fundraising & Development
Danique Day	Treasurer	Finance and Audit Committee, Curriculum & Academics
Derek Ferguson	Office	Real Estate Committee, Finance and Audit Committee
Tarik Brooks	Office	Finance and Audit Committee
Rochelle Brown	Office	

Simone Hartley-Brooks has served as the school principal since 2024.

SCHOOL OVERVIEW

Capital Preparatory Bronx Charter School (CP Bronx) is the second school in the portfolio of the Capital Preparatory Schools (CPS) network to open its doors in New York City. CPS has developed a life-changing educational model providing scholars with a college prep, social justice, and an academic experience that prepares them to be agents of change equipped with critical college and career readiness skills.

Capital Prep Bronx returning and new scholars are excited and anxious to begin the school year with our high school welcoming eleventh grade scholars for the first time. Our young school is growing and expected to be 520 students this year. We are impacting the community in positive ways, as we continue the legacy of ensuring scholars from the community gain acceptance to four year colleges and universities.

The Capital Prep learner expectations are the foundation to our success;(Collaborator, Problem Solver, Researcher, Empathetic Citizen, and Pillar of Knowledge) are utilized in both the academic and affective setting to help both Illuminators (our title for our teachers) and scholars meet their goals. They anchor the academic and affective expectations and work that is done throughout a scholar's experience at Capital Prep. CP Bronx, like all CPS schools, offers scholars support through two "houses," one focused on academics and the other focused on "affective", the social and emotional support. The model combines college prep classes and early college high school experiences with a strong advisory program designed to strengthen the relationship between the scholars and their learning environment. The model allows many scholars who enter significantly behind grade level when they first enroll, to make significant academic and social/emotional gains, including taking at least one college course by the end of their junior year. This transformative educational process is facilitated through a multifaceted approach including rigorous academic curriculum, a strong advisory model to support both academic and social/emotional growth, our two sports requirement to foster not only good physical health but the importance of teamwork, and a strong and caring Scholar Assistance Team (SAT) focused on identifying each scholar's challenges and helping to develop a support plan to address each one. Our social justice focus along with our mission that 100% of scholars who graduate from Capital Prep will be and have been accepted to a four year college provides our scholars with an exceptional school experience.

The school's priority last year was to build upon the strong return to school that was established the previous year in establishing clear communications and expectations regarding scholar attendance and engagement. Our scholars were committed to coming to school as demonstrated through an averaged 97% daily attendance rate. We also established a culture of care, emphasizing relationship building and leveraging our connection with students which supports all parties in times of correction.

Students in grades seven through ten built upon the strong academic base created the previous year using internal and external formative and summative assessments, and sought to make even greater academic improvements. Using online platforms to deliver the assessments supports illuminators with a quick turnaround time for feedback. This timely turnkey of data

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

keeps families and scholars informed of their academic performance and has aided in building a strong community and culture rooted around academic performance and affective support.

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
2021-22							91	104	48					243
2022-23							112	98	103	85				398
2023-24							104	103	110	60	72			449

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2020 state Accountability Cohort consists of students who first entered the 9th grade anywhere in the 2020-21 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2023-24 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2021-22	2018-19	2018	-	-	-
2022-23	2019-20	2019	-	-	-
2023-24	2020-21	2020	-	-	-

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9th grade anywhere. The 2020 Total Cohort consists of all students, based on last enrollment record as of June 30, 2024, with a First Date of Entry into Grade 9 during the 2020-21 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#),

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to homeschooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2021-22	2018-19	2018	-	-	-
2022-23	2019-20	2019	-	-	-
2023-24	2020-21	2020	-	-	-

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2021-22	2017-18	2017	-	-	-
2022-23	2018-19	2018	-	-	-
2023-24	2019-20	2019	-	-	-

PROMOTION POLICY

- Promotion decisions are made by the school principal based on multiple measures of student readiness for the next grade level in English and Math (as well as science and social studies for grade 8 students).
- Teachers review student work from the school year to identify students who may not be ready for the work of the next grade in English language arts and/or math, even with support. Students whose work shows they are ready for the next grade are promoted by the principal in June.

- If a student's work shows they may not be ready for the next grade level, the teacher completes and scores the portfolio. The principal makes the promotion decision based on the portfolio results.

If a student is not promoted in June based on their portfolio results, the student is required to participate in summer learning.

At the end of summer, the school reviews the progress of the student, and the principal makes the final promotion decision.

GOAL 1: HIGH SCHOOL GRADUATION

Graduation Goal Measure 1 - Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2023-24

Cohort Designation	Number in Cohort during 2023-24	Percent promoted
2022	73	99%
2023	62	100%

Graduation Goal Measure 2 - Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some second year cohorts would have had student waivers for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2024, the 2022 Cohort will have completed its second year.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
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2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

2020	2021-22	-	-
2021	2022-23	2	0%
2022	2023-24	76	68%

Graduation Goal Measures 3 & 4 - Absolute

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

The school's graduation requirements appear in this document above the graduation goal.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years¹

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2018	2021-22	-	-	-
2019	2022-23	-	-	-
2020	2023-24	-	-	-

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2021-22	-	-	-
2018	2022-23	-	-	-
2019	2023-24	-	-	-

Graduation Goal Measure 5 - Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District²

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2018	2021-22	-	-	-	-	-

¹ These data reflect August graduation rates.

² Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2022-23 results as a temporary placeholder for the district's 2023-24 results.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

2019	2022-23	-	-	-	-	-
2020	2023-24	-	-	-	-	-

Graduation Goal Measure 6 - Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

Percentage of the 2020 Graduation Cohort Pathway Students Demonstrating Success by Exam Type³

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing =[(b)/(a)]*100
-	-	-	-
-	-	-	-
-	-	-	-
Overall	-	-	-

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2018	2021-22	-	-
2019	2022-23	-	-
2020	2023-24	-	-

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school's first class to graduate will be in the 2024-2025 school year.

Type	Measure	Outcome
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³ As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, students planning to take a pathway examination during those canceled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	-
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	-
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	-
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	-
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	-
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	-

EVALUATION OF THE GRADUATION GOAL

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school’s first class to graduate will be in the 2025-2026 school year.

ADDITIONAL CONTEXT AND EVIDENCE

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school’s first class to graduate will be in the 2025-2026 school year.

ACTION PLAN

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school’s first class to graduate will be in the 2025-2026 school year.

GOAL 2: COLLEGE PREPARATION

All students will graduate from Capital Preparatory Bronx Charter school having taken a minimum of 2 college classes and passed with credit.

Freshman and sophomore scholars take Pre-AP high school courses through College Board and asynchronous online college courses that are scheduled during the instructional day. Since the

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

2022-2023 school year, we have partnered with the University of Pittsburgh to offer these college classes. The college courses are conducted online through the Outlier.org platform, while our Pre-AP classes are taught in-person through College Board. During the 2024-25 school year we will partner with College Now to offer in person college courses to juniors.

College Preparation Goal Measure 1 - Absolute

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

Percentage of the 2020 Total Cohort Graduates Demonstrating College Preparation by Indicator⁴

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
Overall	-	-	-

College Preparation Goal Measure 2 - Absolute

⁴ Schools use any method listed above, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

College Preparation Goal Measure 3 - Comparative

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

College Preparation Goal Measure 4 - Absolute

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

Matriculation Rate of Graduates by Year⁵

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2018	2021-22	-	-	-
2019	2022-23	-	-	-
2020	2023-24	-	-	-

SUMMARY OF THE COLLEGE PREPARATION GOAL

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school’s first class to graduate will be in the 2024-2025 school year.

Type	Measure	Outcome
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⁵ Schools should update and confirm data for Cohorts who graduated prior to 2023-24 and provide preliminary matriculation data for 2020 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	
Absolute	Each year, the CCCRI for the school’s Total Cohort will exceed that year’s state MIP set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the school’s CCCRI for the Total Cohort will exceed that of the district’s Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	

EVALUATION OF THE COLLEGE PREPARATION GOAL

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school’s first class to graduate will be in the 2025-2026 school year.

ADDITIONAL CONTEXT AND EVIDENCE

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school’s first class to graduate will be in the 2025-2026 school year.

ACTION PLAN

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school’s first class to graduate will be in the 2025-2026 school year.

GOAL 3: ENGLISH LANGUAGE ARTS

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 for grades 3-8.

BACKGROUND

The English Language Arts adapted the sixth through eighth grade curriculum by Lavinia Group at Capital Preparatory Bronx School. Lavinia Group curriculum aids in the development of reading and writing skills due to their unique curriculum that blends reading and writing lessons through novel study and close reading techniques. Each course scope and sequence mirrors that of the one provided in the curriculum during the school year.

As in all core subjects for the 2023-2024 school year instruction was centered around scholars earning proficiency in the CPS Priority Standards (PS) identified for each course. These PS are identified Next Generation English Standards that when focused upon provide accelerated access to grade-level proficiency, leverage for success on high-stakes assessments, and reach towards the acquisition of future grade-level skills. Playlists provide daily lessons including objectives aligned to ELA Common Core Standards for scholars to receive daily instruction and practice to support their proficiency of grade

level standards. In conjunction, the Pauker Method of Writing is used as the main writing process throughout ELA for grades six through ten. Academic talk is key to developing a culture of learning as we aim to improve scholars comprehension and speaking skills by engaging in intentional and meaningful discussions. Implementing “The Game Plan” and transferable questions while reading, writing, and discourse about texts, allows scholars to engage with all genres. For each English course, fifteen priority standards were identified using guidance from resources such as Achieve The Core’s Priority Instructional Content whitepapers and New York State Testing assessment blueprints. English lessons designed with PS central to their objectives improved the likelihood that scholars will become grade-level proficient in an accelerated manner and demonstrate skill proficiency on high-stakes assessments. The PS also informed a vertical alignment providing Illuminators with an understanding of skill commonalities amongst grades directly below and above their own. The emphasis on instruction, remediation, and enrichment of PS at CPS communicated to scholars, families, and other stakeholders the importance of instructional rigor and depth of knowledge within the classroom.

In addition, the concept of Least Restrictive Standards informed remediation for each PS. A Least Restrictive Standard (LRS) is the foundational standard *closest* in grade level to a Priority Standard that when studied would support access to proficiency within the PS skills. Resources like the Achieve the Core Coherence Map were employed to identify LRS for each mathematics PS and inform Tier 1 and Tier 2 instruction.

Scholar progress towards proficiency within PS skills were tracked using data walls within the English classroom. English Benchmark Assessments were issued three times during the school year, fall-winter-spring, to track scholar progress towards proficiency in these priority standards.

Capital Preparatory Bronx scholars also participated in asynchronous learning at their proximal zone of development as identified by English MAP Growth scores using the Reading Plus platform. Scholars were to complete two lessons per week on their individual learning path as dictated by most recent MAP RIT scores.

Professional development for English Illuminators during the school year includes weekly department meetings to discuss best practices, monthly data team meetings, weekly walkthrough observations coupled with individual coaching meetings, and ‘upon request’ individual meetings.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - 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 English language arts examination for grades 3-8.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2023-24 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Administrative error	Medically excused	Other reason	
3								
4								
5								
6	74	1	0	0	0	0	0	75
7	101	0	0	0	0	0	0	101
8	110	0	0	0	0	0	0	110
All	286	1	0	0	0	0	0	286

Performance on 2023-24 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year⁶

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3						
4						
5						
6	74	27	36%	0	0	0
7	101	69	67%	98	67	68%
8	110	76	69%	103	74	72%
All	285	172	60%	201	141	70%

ELA Measure 2 - Absolute

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.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school’s students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value

⁶ Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

that equals or exceeds the state’s 2023-24 English language arts MIP for all students of **113**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.⁷

English Language Arts 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	11.9%	27.7%	38.6%	21.8%

$$\begin{aligned}
 \text{PI} &= 27.7 + 38.6 + 21.8 = 88.1 \\
 &= 38.6 + 21.8 = 60.4 \\
 &+ (.5)*21.8 = 10.9 \\
 \text{PI} &= 159.4
 \end{aligned}$$

ELA Measure 3 - 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 all students in the same tested grades in the school district of comparison.

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.⁸

2023-24 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	0	0	37.4%	2382
7	68%	98	49.7%	2332
8	72%	103	46%	2490
All	70%	201	44%	7204

⁷ You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

⁸ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

ELA Measure 4 - 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.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.⁹

2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3				
4				
5				
6	91.9	450	439	1.25
7	75.8	455	445.3	1.07
8	59.2	465	451.3	1.39
All	76.5	456.3	444.9	1.23

ELA Measure 5 - 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.

⁹ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.¹⁰

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2022-23 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6	55.1	50.0
7	56.1	50.0
8	63.5	50.0
All	57.9	50.0

ELA INTERNAL EXAM RESULTS

During 2023-24, the Capital Preparatory Bronx School primarily used the following exams to assess student growth and achievement in English Language Arts: Benchmark Assessments, summative and formative assessments through Lavinia mastery, MAP, and mock state tests.

Two English Language Arts Quint Benchmark Assessments (fall and spring) allowed for tracking scholar proficiency growth in Priority Standards. Each Benchmark assessed the proficiency level of scholars within the Priority Standards (PS) skills taught up until that point. Winter and spring assessments included questions from newly taught PS skills and previously assessed skills to track scholar growth.

NWEA MAP assessments were administered three times during the school year: fall, winter, and spring. Scholar RIT scores were used to create individual learning plans. Fall through Spring scores were used to program learning plans through Reading Plus and progress monitoring of scholars based on standards to improve upon this work asynchronously on their learning plans starting at the end of September. Scholar placement within the program was adjusted due to performance on each subsequent

¹⁰ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

MAP assessment.

The analysis of scholar proficiency growth within Priority Standards was completed at the end of Quint 2 and Quint 5. Scholar standard proficiency data was triangulated with classwork data, such as Lavinia assessments and Benchmark Assessment data, to identify individual needs for remediation, enrichment, and/or intervention.

Capital Prep Bronx scholars were assessed using three separate tools at the end of the 2023-24 school year. The Quint 5 Benchmark Assessment (BA) is a district-wide assessment designed to measure scholar proficiency within the identified PS skills taught throughout the school year. Both the NWEA MAP and the NYS Intermediate English tests assess scholar proficiency within grade-level English. Spring NWEA MAP assessment data determine scholar growth within English Language Arts during the school year, while the NYS Intermediate assessment allows for comparison with similar scholars across the district and state.

Course	CPS BRONX * BA	2024 Spring MAP	2024 NYST
Grade 6	40%	40%	42%
Grade 7	61%	54%	75%
Grade 8	33%	47%	65%

The Quint 5 Benchmark Assessment predicted scholar performance on the NYS Intermediate assessment.

(Note: NWEA did not report an updated Linking Study for Next Generation assessments during the 2023-24 school year).

**2023-24
Bronx English Language Arts NWEA MAP Predicted Emergent Learners
(Predicted Score of ‘1’)**

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Percentage of Scholars FALL	Percentage of Scholars SPRING	Change in %
6	15%	17%	2%
7	8%	5%	-3%
8	5%	12%	7%

The 2023-24 NWEA MAP ELA assessment results in English showed an increase in the percentage of emergent learners from fall to spring for all grade levels at the Bronx.

(Note: NWEA did not report an updated Linking Study for Next Generation assessments during the 2023-24 school year).

2023-24 Bronx English Language Arts NWEA MAP Predicted Proficient Learners (Predicted Score of '3' or '4')

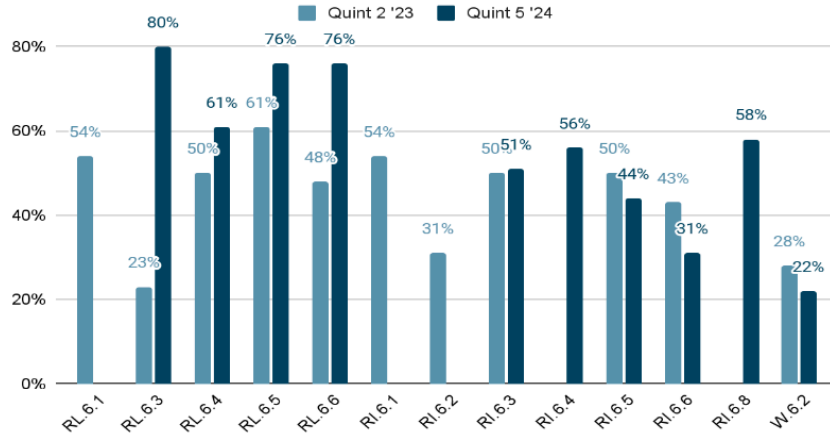
Grade	Percentage of Scholars FALL	Percentage of Scholars SPRING	Change in %
6	41%	40%	-1%
7	46%	54%	8%
8	55%	47%	-8%

2023-24 Bronx English Benchmark Assessment (BA) Overall Proficiency

Course	Quint 2 Proficiency Rate	Quint 5 Proficiency Rate
Grade 6	26%	40%
Grade 7	44%	61%
Grade 8	37%	33%

The tables below demonstrate the overall proficiency rates (scores of 65% or greater) within each of the Priority Standards on the BAs assessed in December and June.

2023-24 Bronx English Language Arts Benchmark Assessment Priority Standard Proficiency Tracker 6th Grade



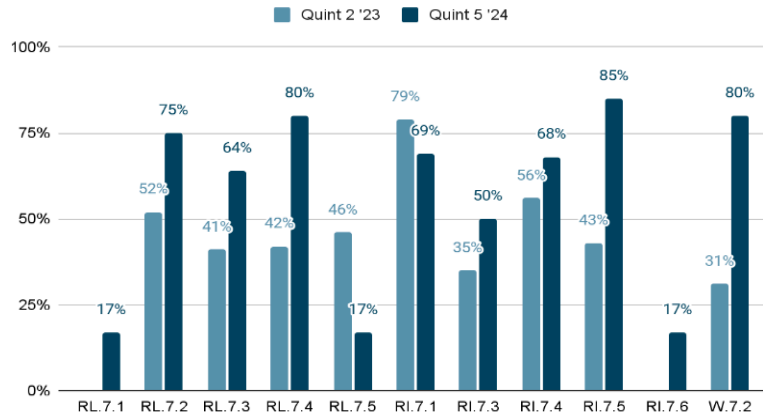
Q5 Priority Standards – Grade 6

Reading standards are approximately 60% of NYS assessment

Writing standards are approximately 40% of NYS assessment



2023-24 Bronx English Language Arts Benchmark Assessment Priority Proficiency Tracker 7th Grade



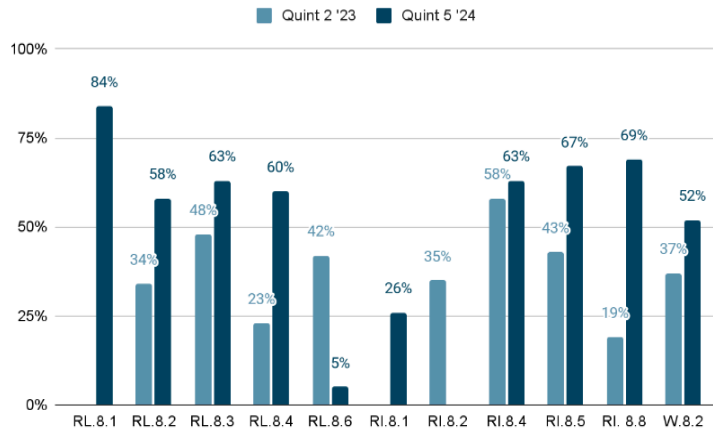
Q5 Priority Standards – Grade 7

Reading standards are approximately 60% of NYS assessment

Writing standards are approximately 40% of NYS assessment



2023-24 Bronx English Language Arts Benchmark Assessment Priority Proficiency Tracker 8th Grade



Q5 Priority Standards – Grade 8

Reading standards are approximately 60% of NYS assessment



SUMMARY OF THE ELA GOAL

Type	Measure	Outcome
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2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	No
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.	Yes
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.	Yes
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.	Yes
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.	Yes

EVALUATION OF ELA GOAL

Capital Preparatory Bronx scholars did not meet the goal of 75% of all tested scholars enrolled in at least their second year performing at or above proficiency on the New York State examination for grades 3-8. 70% of all second-year Capital Preparatory scholars demonstrated proficiency. 72% of seventh graders and 68% of eighth graders enrolled in Capital Preparatory Bronx for two years demonstrated proficiency.

While Capital Prep Bronx did not meet the school English goal for scholars enrolled in at least their second year, their English proficiency rates exceeded those of District 11 and NYC for grades 7 and 8.

2023-24 NY State English Proficiency Rates Capital Prep Bronx v District 11

Grade	Capital Prep Bronx - All	Capital Prep Bronx - Second Year	District 11	Difference: CP Second Year - District 11
7	67%	72%	50%	22%
8	69%	68%	46%	22%

2023-24 NY State English Proficiency Rates Capital Prep Bronx v NYC

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Capital Prep Bronx - All	Capital Prep Bronx - Second Year	NYC	Difference: CP Second Year - NYC
7	67%	72%	55%	17%
8	69%	68%	54%	14%

Although Capital Prep Bronx did not meet the 75% goal, a wide District and NYC ‘7th-to-8th-grade proficiency gap’ suggests that Capital Preparatory Bronx are close to meeting the intended goal. The data indicates that Capital Preparatory Bronx are much closer to the intended goal than the district and NYC. Capital Preparatory Bronx is preparing scholars for high school English better than its district and City counterparts.

ADDITIONAL CONTEXT AND EVIDENCE

During the 2023-24 school year, Capital Prep Bronx middle school seventh grade scholars illustrated much growth from sixth grade to seventh grade using the Lavinia curriculum. The data shows that the longer scholars stay with Capital Prep Bronx, the more proficient scholars become..

By all accounts, sixth-grade English proficiency and growth were lower than desired at Capital Prep Bronx. As in all subjects at Capital Preparatory Bronx, sixth-grade English proficiency has been negatively impacted by lower proficiency rates of scholars who matriculate into the school from District 11. During the 2023-24 NWEA English fall testing cycle, 15% of sixth-grade scholars performed in the Low performance band, placing them in the 1st - 20th percentile of test takers. For the same testing cycle 5% of eighth graders scored in this performance band.

2023-24 Capital Preparatory Bronx Emergent Learners Fall English NWEA MAP

Grade	Fall English Low Performance Band
6	15%
8	5%

The impact of English instruction at Capital Preparatory Bronx on emergent learners is demonstrated by comparing NWEA English results for 2021-22 sixth graders and the cohort’s performance in eighth grade during the 2023-24 school year. Sixth graders are coming with lower proficiency rates which hurts the school’s overall proficiency rates. However, before students leave eighth grade, they demonstrate significant growth.

The percentage of scholars earning a score placing them in the Low performance band amongst the 2021-22 sixth-grade cohort decreased by 48% from the 2021-22 fall and 2023-24 spring test cycles.

While English learning at Capital Preparatory Bronx has a positive effect on the proficiency of emergent learners, it has the same effect on scholars who demonstrate English mastery. As evidence, the percentage of 2022-23 eighth-graders scoring in the High performance band (81st to 100th percentile) increased dramatically from their cohort’s performance in 2021-22 as sixth graders. The sixth grade cohort entered Capital Preparatory Bronx in 2021-22 with 7% of scholars scoring in the High performance band. The same cohort tested in the Spring of 2023-24 as eighth graders with 15% of scholars scoring in the High performance band. This represents an increase of 114% in High performance band scholars during the three years the 2021-22 sixth grade cohort studied English at Capital Preparatory Bronx.

**Capital Preparatory Bronx English NWEA MAP
Cohort Data Comparison
2021-22 6th Grade Fall v 2023-24 8th Grade Spring**

	2021-22 6th Grade Fall	2023-24 8th Grade Spring
Low Performance Band Scholars	23%	12%
High Performance Band Scholars	7%	15%

ELA ACTION PLAN

The greatest change in Capital Prep Bronx English for the 2023-24 school year is implementing student workbooks from Lavinia. The workbooks allow students to interact with the curriculum and make learning connections more accessible. Illuminators are also able to differentiate instruction based on students' needs and supports. In addition, Capital Prep Bronx continues to use “The Game Plan” to help students read and interact with text for meaning and comprehension. The Pauker Method for writing also continues to support students' writing, as it allows students to scaffold their writing and complete writing tasks on grade level utilizing all different writing genre types.

Capital Preparatory Bronx is implementing an accelerated Pathway for English similar to that of mathematics (Algebra). This move will allow scholars to be given early opportunities to sit the English Regents within the 8th grade based on their data from NWEA, Benchmarks and Mock examination. An accelerated program aligns with the Pre-AP 1 and Pre-AP 2 courses that students are already exposed to, Capital Prep Bronx English

accelerated pathway will also serve as a means of scholars' progression being successful at Capital Prep Bronx.

To continue to foster Assessment Capable Learners (ACL) in the classroom, PS data walls will be utilized in every Capital Preparatory Bronx classroom for the 2023-24 school year. Daily interaction with their class' data walls will inform scholars of their Priority Standard skill strengths and weaknesses inspiring them to become ACL. As Assessment Capable Learners, scholars will understand what they are supposed to learn, monitor their own progress, set goals, and reflect on their learning; all of which are habits of learning necessary to maximize learning within the mathematics classroom. This data will be utilized by illuminators and scholars as weekly WIN (What I Need) days will be planned for all Friday classes. During centers, scholars will participate in remediation, reteach, or enrichment of grade-level English skills. Proficiency distribution as displayed on the class' interactive data wall will inform skills of focus, as well as purposeful groupings for Tier 1 instruction for each WIN session.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.¹¹

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹²

¹¹ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

¹² Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22				
2019	2022-23				
2020	2023-24				

High School ELA Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2018	2021-22				
2019	2022-23				
2020	2023-24				

High School ELA Measure 3 - Absolute

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 6 - Comparative

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students
Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22				
2019	2022-23				
2020	2023-24				

High School ELA Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students
Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2018	2021-22				
2019	2022-23				
2020	2023-24				

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school’s first class to graduate will be in the 2025-2026 school year.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	

EVALUATION OF HIGH SCHOOL ELA GOAL

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school's first class to graduate will be in the 2025-2026 school year.

ADDITIONAL CONTEXT AND EVIDENCE

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school's first class to graduate will be in the 2025-2026 school year.

ACTION PLAN

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school's first class to graduate will be in the 2025-2026 school year.

GOAL 4: MATHEMATICS

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 for grades 3-8.

BACKGROUND

Greatminds Eureka curriculum was employed for math instruction in grades six through eighth at Capital Preparatory Bronx School. This curriculum is aligned with the grade level skills outlined in both the CCSS and NYSTP, and is one-to-one with the EngageNY program. Each course scope and sequence mirrors that of the one provided in the curriculum during the school year. Assessment Playlists created in Edulastic specifically for use with the Great Minds curriculum were employed for both Module formative and summative assessments.

Spring 2023 and Fall 2023 mathematics NWEA MAP Growth scores were employed to identify seventh and eighth grade scholars' access to Regents Algebra in the 2023-24 school year. Scholars with a RIT greater than 230 were dual enrolled in their respective grade's mathematics course as well as Algebra. 21% of the seventh graders and 24% of the eighth-grade scholars were identified for this dual enrollment opportunity.

As in all core subjects for the 2023-2024 school year instruction was centered around scholars earning proficiency in the CPS Priority Standards (PS) identified for each course. These PS are identified Next Generation Mathematics Standards that when focused upon provide accelerated access to grade-level proficiency, leverage for success on high-stakes assessments, and reach towards the acquisition of future

grade-level skills. For each mathematics course, fifteen priority standards were identified using guidance from resources such as Achieve The Core’s Priority Instructional Content whitepapers, New York State Testing assessment blueprints, and Eureka’s curriculum mapping documents. Mathematics lessons designed with PS central to their objectives improved the likelihood that scholars will become grade-level proficient in an accelerated manner and demonstrate skill proficiency on high-stakes assessments. The PS also informed a vertical alignment providing Illuminators with an understanding of skill commonalities amongst grades directly below and above their own. The emphasis on instruction, remediation, and enrichment of PS at CPS communicated to scholars, families, and other stakeholders the importance of instructional rigor and depth of knowledge within the classroom.

In addition, the concept of Least Restrictive Standards informed remediation for each PS. A Least Restrictive Standard (LRS) is the foundational standard *closest* in grade level to a Priority Standard that when studied would support access to proficiency within the PS skills. Resources like the Achieve the Core Coherence Map were employed to identify LRS for each mathematics PS and inform Tier 1 and Tier 2 instruction.

Scholar progress towards proficiency within PS skills were tracked using data walls within the mathematics classroom. Mathematics Benchmark Assessments were issued three times during the school year, fall-winter-spring, to track scholar progress towards proficiency in these priority standards.

Capital Preparatory Bronx scholars also participated in asynchronous learning at their proximal zone of development as identified by mathematics MAP Growth scores using the NWEA Accelerator platform. Scholars were to complete a minimum of one-hundred twenty minutes per week on their individual learning path as dictated by most recent MAP RIT scores.

Professional development for mathematics Illuminators during the school year includes weekly department meetings to discuss best practices, monthly data team meetings, weekly walkthrough observations coupled with individual coaching meetings, and ‘upon request’ individual meetings.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - 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 Mathematics examination for grades 3-8.

METHOD

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2023-24 State Mathematics Exam
Number of Students Tested and Not Tested

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3									
4									
5									
6	92	4	2	0	0	0	0	0	98
7	101	0	0	0	0	0	0	0	101
8	104	6	0	0	0	0	0	0	110
All	297	10	2	0	0	0	0	0	309

Performance on 2023-24 State Mathematics Exam

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3						
4						
5						
6	92	22	23.9%	0	0	0
7	100	60	60%	97	57	58.8%
8	102	58	56.9%	96	57	59.4%
All	294	140	47.6%	193	114	59.1%

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

Math Measure 2 - Absolute

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.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2023-24 mathematics MIP for all students of **115.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
294	21.7%	30.6%	33.3%	14.3%

$$\begin{aligned}
 \text{PI} &= 30.6 + 33.3 + 14.3 = 78.2 \\
 &+ 33.3 + 14.3 = 47.6 \\
 &+ (.5) * 14.3 = 7.15 \\
 \text{PI} &= 132.95
 \end{aligned}$$

Math Measure 3 - 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 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.

2023-24 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	0	0	39.6%	2412
7	58.8%	97	49.5%	2372
8	59.4%	96	35.2%	1139
All	59.1%	193	43%	5923

Math Measure 4 - 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.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.

2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3				
4				
5				
6	91.9	449	440.5	.67
7	75.8	452	448.1	.30
8	59.2	461	444.1	1.29
All	76.6	453.6	444.2	.73

Math Measure 5 - 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.

METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.¹³

¹³ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making compared to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and have a state exam score in 2021-22, including students retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated to yield a school's mean growth percentile. To meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6	46.9	50.0
7	45.1	50.0
8	64.3	50.0
All	51.4	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During 2023-24, the Capital Preparatory Bronx School primarily used the following exams to assess student growth and achievement in mathematics: Benchmark Assessments, Eureka summative and formative assessments created in the Edulastic Spark Math library, MAP, and mock state tests.

Two mathematics Quint Benchmark Assessments (fall and spring) allowed for tracking scholar proficiency growth in Priority Standards. Each Benchmark assessed the proficiency level of scholars within the Priority Standards (PS) skills taught up until that point. Winter and spring assessments included questions from newly taught PS skills and previously assessed skills to track scholar growth.

NWEA MAP assessments were administered three times during the school year: fall, winter, and spring. Scholar RIT scores were used to create individual learning plans. Fall scores were used to program learning plans in the Accelerator program so that scholars could work asynchronously on their learning plans starting at the end of September. Scholar placement within the program was adjusted due to performance on each subsequent MAP assessment. Spring 2024 scores were used to inform placement into Regents Algebra for rising 7th graders during the 2024-25 school year.

The analysis of scholar proficiency growth within Priority Standards was completed at the end of Quint 2 and Quint 5. Scholar standard proficiency data was triangulated with classwork data, such as Eureka assessments and Benchmark Assessment data, to identify individual needs for remediation, enrichment, and/or intervention.

Capital Prep Bronx scholars were assessed using three separate tools at the end of the 2023-24 school year. The Quint 5 Benchmark Assessment (BA) is a district-wide assessment designed to measure scholar proficiency within the identified PS skills taught throughout the school year. Both the NWEA MAP and the NYS Intermediate mathematics tests assess scholar proficiency within grade-level mathematics. Spring NWEA MAP assessment data determine scholar growth within mathematics during the school year, while the NYS Intermediate assessment allows for comparison with similar scholars across the district and state.

**2023-24 Bronx Mathematics End-of-Year High Stakes Assessments
Proficiency Comparison**

Course	CPS BRONX Q5 BA	2024 Spring MAP	2024 NYST
Grade 6	18%	19%	24%
Grade 7	51%	32%	60%
Grade 8	57%**	33%	58%

**Scholars in these grades took Regents assessments instead of BA.

The Quint 5 Benchmark Assessment predicted scholar performance on the NYS Intermediate assessment. The proficiency levels identified by the NWEA MAP NY Linking Study have no correlation to proficiency on the state assessment.

(Note: NWEA did not report an updated Linking Study for Next Generation assessments during the 2023-24 school year).

Capital Prep Bronx took the NWEA MAP assessment three times during the year. 2023-24 results in Math showed that 47% of sixth grade scholars, 45% of seventh grade scholars, and 64% of eighth-grade scholars met expected Fall to Spring Growth. 51% of all scholars attending Capital Prep Bronx in grades six through eight met expected Fall to Spring Growth. (target was 50%)

The NWEA NY Linking Study determined scholars' predicted mathematics proficiency levels during all three cycles.

2023-24

**Bronx Mathematics NWEA MAP Predicted Proficiency
(Predicted Score of '3' or '4')**

	Fall	Winter	Spring	Fall to Spring Difference
Grade 6	30%	27%	19%	-11%
Grade 7	34%	32%	32%	-2%
Grade 8	32%	37%	33%	1%

The 2023-24 NWEA MAP mathematics assessment results showed a positive increase in proficiency from fall to spring in 6th grade and 7th grade and a decrease during the same period for 8th grade.

(Note: NWEA did not report an updated Linking Study for Next Generation assessments during the 2023-24 school year).

2023-24

**Bronx Mathematics NWEA MAP Predicted Emergent Learners
(Predicted Score of '1')**

	Fall	Winter	Spring	Fall to Spring Difference
Grade 6	38%	45%	48%	10%
Grade 7	26%	34%	34%	8%
Grade 8	29%	32%	34%	5%

The 2023-24 NWEA MAP mathematics assessment results in mathematics showed an increase in the percentage of emergent learners from fall to spring for all grade levels at the Bronx.

(Note: NWEA did not report an updated Linking Study for Next Generation assessments during the 2023-24 school year).

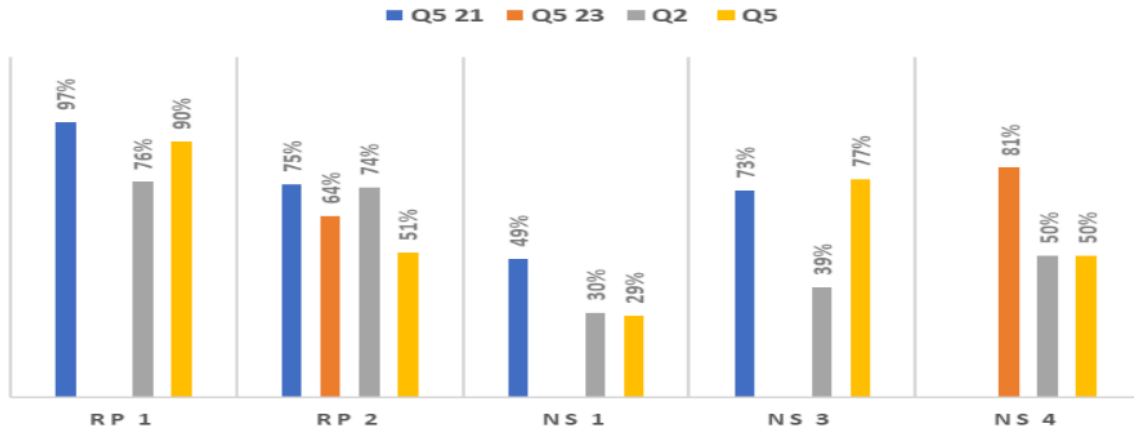
2023-24 Bronx Mathematics Benchmark Assessment (BA) Overall Proficiency

Course	Quint 2 Proficiency Rate	Quint 5 Proficiency Rate
Grade 6 Math	52%	18%
Grade 7 Math	69%	51%
Grade 8 Math	2%*	57%*

*Scholars in this grade took Regents assessments instead of BA.

The tables below demonstrate the overall proficiency rates (scores of 65% or greater) within each of the Priority Standards on the BAs assessed in December and June.

2023-24 Bronx Mathematics Benchmark Assessment Priority Standard Proficiency Tracker 6th Grade



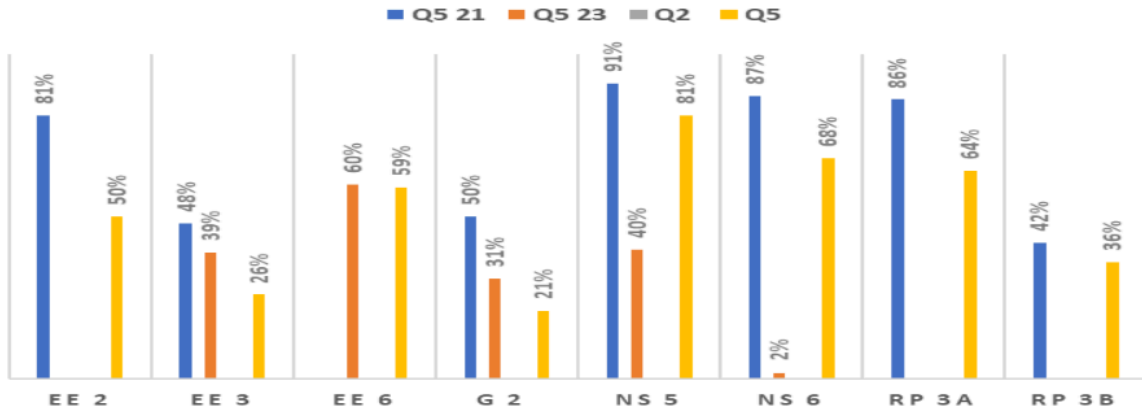
Q5 Priority Standards – Grade 6

RP 21-30% of NYST assessment

NS 17-26% of NYST assessment



2023-24 Bronx Mathematics Benchmark Assessment Priority Standard Proficiency Tracker 6th Grade (continued)



Q5 Priority Standards – Grade 6

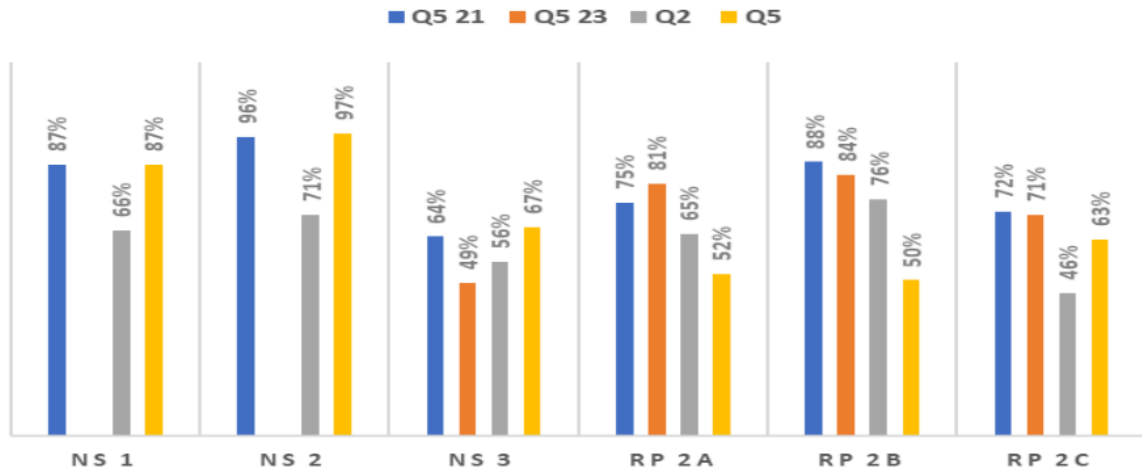
NS 17-26% of NYST assessment

EE 25-43% of NYST assessment

G 14-24% of NYST assessment



2023-24 Bronx Mathematics Benchmark Assessment Priority Standard Proficiency Tracker 7th Grade



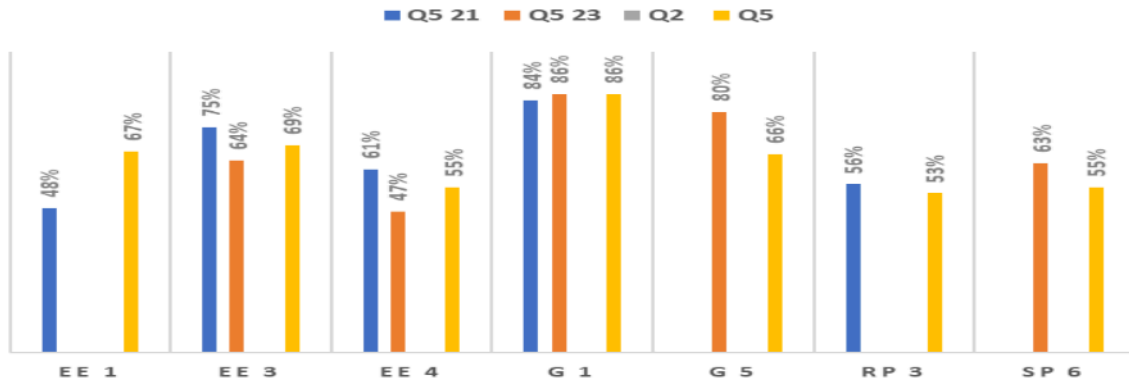
Q5 Priority Standards – Grade 7

NS 16-25% of NYST assessment

RP 24-33% of NYST assessment



2023-24 Bronx Mathematics Benchmark Assessment Priority Standard Proficiency Tracker 7th Grade (continued)

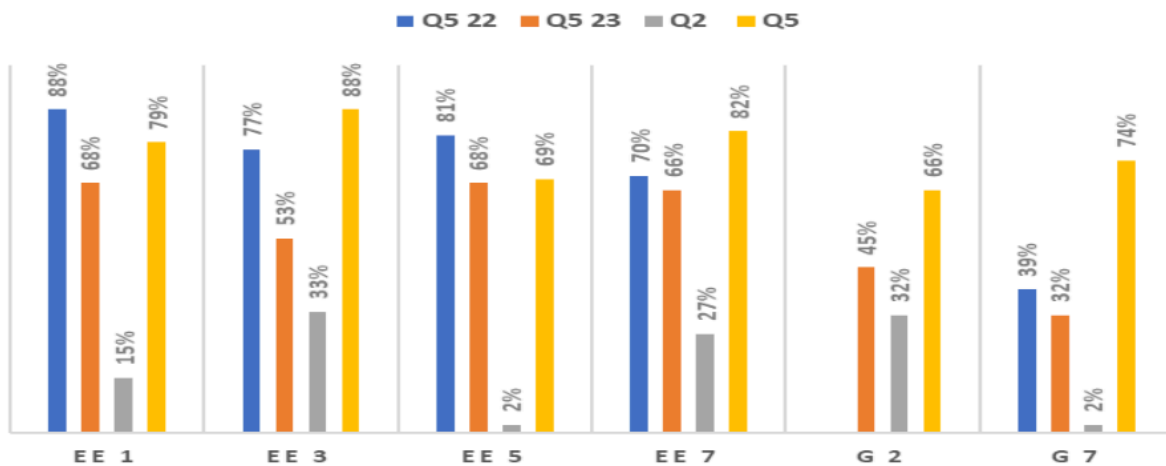


Q5 Priority Standards – Grade 7

- EE 26-39% of NYST assessment
- G 2-7% of NYST assessment
- RP 24-33% of NYST assessment
- SP 12-21% of NYST assessment



2023-24 Bronx Mathematics Benchmark Assessment Priority Standard Proficiency Tracker 8th Grade

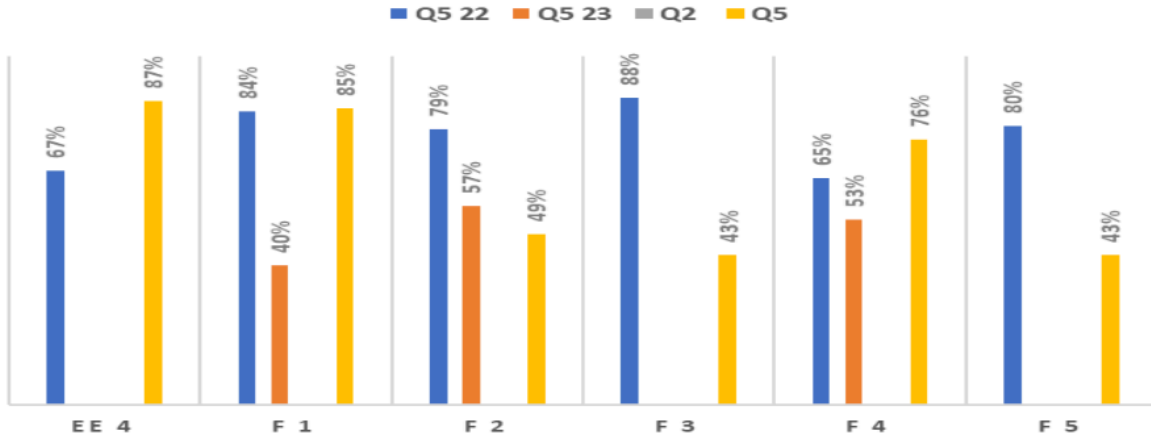


Q5 Priority Standards – Grade 8

- EE 28-41% of NYST assessment
- G 28-41% of NYST assessment



2023-24 Bronx Mathematics Benchmark Assessment Priority Standard Proficiency Tracker 8th Grade (continued)



Q5 Priority Standards – Grade 8

EE 28-41% of NYST assessment

F 16-25% of NYST assessment



SUMMARY OF THE 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.	No
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.	Yes
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.	Yes
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	Yes

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

	analysis controlling for economically disadvantaged students among all public schools in New York State.	
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.	Yes

EVALUATION OF THE MATHEMATICS GOAL

Capital Preparatory Bronx scholars did not meet the goal of 75% of all tested scholars enrolled in at least their second year performing at or above proficiency on the New York State examination for grades 3-8. 59.1% of all second-year Capital Preparatory scholars demonstrated proficiency. 58.8% of seventh-graders and 59.4% of eighth-graders enrolled in Capital Preparatory Bronx for two years demonstrated proficiency.

While Capital Prep Bronx did not meet the school mathematics goal for scholars enrolled in at least their second year, their mathematics proficiency rates exceeded those of District 11 and NYC for grades 7 and 8.

2023-24 NY State Mathematics Proficiency Rates Capital Prep Bronx v District 11

Grade	Capital Prep Bronx - All	Capital Prep Bronx - Second Year	District 11	Difference: CP Second Year - District 11
7	60%	59%	50%	9%
8	58%	59%	35%	24%

2023-24 NY State Mathematics Proficiency Rates Capital Prep Bronx v NYC

Grade	Capital Prep Bronx - All	Capital Prep Bronx - Second Year	NYC	Difference: CP Second Year - NYC
7	60%	59%	57%	2%
8	58%	59%	44%	15%

It is also important to note that the mathematics proficiency rates of Districts 11 and NYC

decreased dramatically when comparing grades seven to eight, 15% and 13%, respectively. This is not the case for Capital Prep Bronx, where there was only a 2% decrease in results for all scholars and 0% for second-year scholars.

Although Capital Prep Bronx did not meet the 75% goal, a wide District and NYC ‘7th-to-8th-grade proficiency gap’ suggests it prepares scholars for high school mathematics better than its district and City counterparts.

ADDITIONAL CONTEXT AND EVIDENCE

During the 2023-24 school year, 26% (n=76) of the Capital Prep Bronx middle school scholars were enrolled in an Algebra class. This represented the greatest number of scholars to be provided accelerated access to high school mathematics at Capital Prep Bronx. For the first time in Capital Prep Bronx school history, this early Algebra access was provided to 7th-graders. 21% (n=21) of the 7th-grade class and 52% (n=55) of the 8th-grade class participated in Algebra.

To be more inclusive in providing this early access, several self-selected eighth-grade scholars were enrolled in Algebra. This resulted in a 20% increase in eighth-grade scholars taking the course from 2022-23 to 2023-24 (n=46 to n=55) and may have contributed to a lower proficiency rate on the Regents assessment (100% to 93%), thus negatively affecting reported 8th-grade proficiency rates.

By all accounts, sixth-grade mathematics proficiency and growth were lower than desired at Capital Prep Bronx. As in all subjects at Capital Preparatory Bronx, sixth-grade mathematics proficiency has been negatively impacted by lower proficiency rates of scholars who matriculate into the school from District 11. During the 2023-24 NWEA Mathematics fall testing cycle, 18% of sixth-grade scholars performed in the Low performance band, placing them in the 1st - 20th percentile of test takers. For the same testing cycle 6% of eighth graders scored in this performance band.

**2023-24 Capital Preparatory Bronx Emergent Learners
Fall Mathematics NWEA MAP**

Grade	Fall Science Low Performance Band
6	18%
8	6%

The impact of mathematics instruction at Capital Preparatory Bronx on emergent learners is demonstrated by comparing NWEA Mathematics results for 2021-22 sixth graders and

the cohort’s performance in eighth grade during the 2023-24 school year. The percentage of scholars earning a score placing them in the Low performance band decreased by 63% for this cohort from the 2021-22 fall and 2023-24 spring test cycles.

While mathematics learning at Capital Preparatory Bronx has a positive effect on the proficiency of emergent learners, it has the same effect on scholars who demonstrate mathematics mastery. As evidence, the percentage of 2022-23 eighth-graders scoring in the High performance band (81st to 100th percentile) increased dramatically from their cohort’s performance in 2021-22 as sixth graders. The sixth grade cohort entered Capital Preparatory Bronx in 2021-22 with 7% of scholars scoring in the High performance band. The same cohort tested in the Spring of 2023-24 as eighth graders with 18% of scholars scoring in the High performance band. This represents an increase of 157% in High performance band scholars during the three years the 2021-22 sixth grade cohort studied mathematics at Capital Preparatory Bronx.

**Capital Preparatory Bronx Mathematics NWEA MAP
Cohort Data Comparison
2021-22 6th Grade Fall v 2023-24 8th Grade Spring**

	2021-22 6th Grade Fall	2023-24 8th Grade Spring
Low Performance Band Scholars	19%	7%
High Performance Band Scholars	7%	18%

This High performance band growth from sixth- to eighth- grade is reflected in the number of scholars enrolled in Algebra and passing the Regents assessment.

MATHEMATICS ACTION PLAN

The greatest change in Capital Prep Bronx mathematics for the 2023-24 school year is the replacement of 8th-grade mathematics with Algebra for all scholars in the district/school course Pathways. Prior Algebra Regents performances in 2021-22 (n=16, 100%), 2022-23 (n=46, 100%) and 2023-24 (n=55%, 93%) inform scholars at the school that they are ready for this accelerated Pathway. This move is also aligned with the district/school social justice mission to provide minority scholars from families with low socioeconomic status access to college preparatory coursework.

Research states that 65% of schools in the nation offer algebra to 8th-graders, and only 20% offer Algebra to ‘any student’. Further, it is suggested that scholars who access this

opportunity do not have the same demographics as scholars who attend Capital Prep Bronx. This change in Pathways will also allow all Capital Prep Bronx scholars to take Calculus before graduation and participate in STEM college courses.

Who can take algebra in eighth grade? The answer varies a lot by state, new survey finds. (2024, February 7). Chalkbeat.

<https://www.chalkbeat.org/2024/02/07/eighth-grade-algebra-access-math-tracking-rand-report/>

Due to the integrated nature of the Eureka curriculum, the updated mathematics Pathways necessitated a curriculum change in Algebra and Geometry (7th-graders in Algebra will be enrolled in Geometry for 8th grade). The McGraw Hill AGA curriculum will be a resource for middle school Algebra and Geometry. ALEKS software will be integrated for asynchronous mathematics skill building in Algebra to assist in closing gaps scholars may have during this transition.

To continue to foster Assessment Capable Learners (ACL) in the classroom, PS data walls will be utilized in every Capital Preparatory Bronx classroom for the 2023-24 school year. Daily interaction with their class' data walls will inform scholars of their Priority Standard skill strengths and weaknesses inspiring them to become ACL. As Assessment Capable Learners, scholars will understand what they are supposed to learn, monitor their own progress, set goals, and reflect on their learning; all of which are habits of learning necessary to maximize learning within the mathematics classroom. This data will be utilized by illuminators and scholars as weekly WIN (What I Need) days will be planned for all Friday classes. During centers, scholars will participate in remediation, reteach, or enrichment of grade-level mathematics skills. Proficiency distribution as displayed on the class' interactive data wall will inform skills of focus, as well as purposeful groupings for Tier 1 instruction for each WIN session.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on a Regents exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22				
2019	2022-23				
2020	2023-24				

High School Math Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on a Regents Exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2018	2021-22				
2019	2022-23				
2020	2023-24				

High School Math Measure 3 - Absolute

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 6 - Comparative

Each year, the Performance Index ("PI") in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for the college and career readiness standard.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22				
2019	2022-23				
2020	2023-24				

High School Math Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2018	2021-22				
2019	2022-23				
2020	2023-24				

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school's first class to graduate will be in the 2025-2026 school year.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or	

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

	above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school’s first class to graduate will be in the 2025-2026 school year.

ADDITIONAL CONTEXT AND EVIDENCE

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school’s first class to graduate will be in the 2025-2026 school year.

ACTION PLAN

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school’s first class to graduate will be in the 2025-2026 school year.

GOAL 5: SCIENCE

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 for grade 8.

BACKGROUND

Science instruction at Capital Preparatory Bronx is a combination of hand-on inquiry through labs and reading about science context in texts. Amplify Science curriculum and its digital platform was employed in grades six through eight at Capital Preparatory Bronx school in all middle school science classes as a means for scholars to explore and investigate science. The Amplify Science program provides assessments for each unit of study.

The Capital Preparatory Schools director of science curriculum supplemented daily Amplify lessons with 'Do Now' video and activities, vocabulary, notes, discussion prompts, and opportunities for scholars to read and write about nonfiction articles written about scientific topics. In addition, Edulastic Assessments were created and utilized to assess priority standards.

Spring 2023 NWEA Science MAP Growth scores suggested the need to provide eighth-grade scholars access to Regents Living Environment during the 2023-24 school year. A RIT of 240 was used as a benchmark to enroll scholars in this course. The Miller and Levine curriculum curriculum was employed for instruction for these sections.

Similar to 2022-23, science assessment focused on proficiency within Priority Standards. CPS Priority Standards are Next Generation Science Standards that when focused upon provide accelerated access to grade-level proficiency, leverage for success on high-stakes assessments, and reach towards the acquisition of future grade-level skills. For each science course fifteen (15) priority standards were identified using guidance from resources such as New York State Testing assessment blueprints and Amplify's and Miller and Levine's curriculum mapping documents. The PS also informed a vertical alignment providing Illuminators with an understanding of skill commonalities amongst grades directly below and above their own. The emphasis on instruction, remediation, and enrichment of PS at CPS communicated to scholars, families, and other stakeholders the importance of instructional rigor and depth of knowledge within the classroom.

In addition, the concept of Least Restrictive Standards informed remediation for each PS. A Least Restrictive Standard (LRS) is the foundational standard *closest* in grade level to a Priority Standard that when studied would support access to proficiency within the PS skills. Resources like the Disciplinary Core Ideas in the Next Generation Science Standards Matrix for K-12 Progression were employed to identify LRS for each science PS and inform Tier 1 and Tier 2 instruction.

Scholar progress towards proficiency within PS skills were tracked using data walls within

the science classroom.

The science curriculum was supported by staff and building leaders participating in weekly coaching sessions, collaborative planning, observation and feedback cycles, and sharing of various instructional strategies.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - 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 science examination.

The school administered the New York State Testing Program science assessment to students in 5th and 8th grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2023-24 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5			
8	97	50	51.5%
All	97	50	51.5%

Science Measure 2 - Comparative

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 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 and the results for the respective grades in the school district of comparison.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

2023-24 State Science Exam						
Charter School and District Performance by Grade Level						
	Charter School Students in at Least 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5						
8	97	50	51.5%	2512	922	36.7%
All	97	50	51.5%	2512	922	36.7%

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	No
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.	Yes

EVALUATION OF THE SCIENCE GOAL

Capital Preparatory Bronx did not meet the science goal to have 75% of 8th-grade scholars who have been enrolled at the school for at least two-years to demonstrate proficiency on the NYS Science Assessment. During the 2023-24 school year, 8th-grade scholars had a 49% proficiency rate, with a 51.5% proficiency rate for scholars enrolled in at least their second year with Capital Preparatory Bronx.

It is important to note that twenty-eight (28) eighth-grade scholars sat for the Living Environment Regents assessment during the 2023-24 school year. 100% of these test-takers met minimum requirements to pass the assessment. Each of these scholars were enrolled in at least their second year with the school.

While Capital Preparatory Bronx did not meet the absolute science goal, it did meet the comparative goal of besting the district average of 36.7% average for its overall proficiency (49%) and proficiency for second year scholars (51.5%).

ADDITIONAL CONTEXT AND EVIDENCE

As in all subjects at Capital Preparatory Bronx, eighth-grade science proficiency has been negatively impacted by the low proficiency of scholars who matriculate in the school as sixth-graders. During the 2023-24 NWEA Science fall testing cycle, 20% of sixth-grade scholars performed in the Low performance band, placing them in the 1st - 20th percentile of test takers. For the same testing cycle 9% of eighth graders scored in this performance band.

The sixth-to-eighth grade Low performance gap widened throughout the 2023-24 school year (11% to 14%) despite a decrease in the percentage of scholars scoring in this performance band for both grades (5% decrease for sixth grade scholars and 44% decrease for eighth grade scholars). This suggests emergent learner proficiency increases at an accelerated rate the longer they are enrolled at Capital Preparatory Bronx.

**2023-24 Capital Preparatory Bronx Emergent Learners
Fall v Spring Science NWEA MAP**

Grade	Fall Science Low Performance Band	Spring Science Low Performance Band	Change
6	20%	19%	1%
8	9%	5%	4%

The impact of science instruction at Capital Preparatory Bronx on emergent learners is further demonstrated by comparing NWEA Science results for 2021-22 sixth graders and the cohort’s performance in eighth grade during the 2023-24 school year. The percentage of scholars earning a score placing them in the Low performance band decreased by 74% from the 2021-22 fall and 2023-24 spring test cycles.

While science learning at Capital Preparatory Bronx has a positive effect on the proficiency of emergent learners, it has the same effect on scholars who demonstrate science mastery. As evidence, the percentage of 2022-23 eighth-graders scoring in the High performance band (81st to 100th percentile) increased dramatically from their cohort’s performance in 2021-22 as sixth graders. The sixth grade cohort entered Capital Preparatory Bronx in 2021-22 with 14% of scholars scoring in the High performance band. The same cohort tested in the Spring of 2023-24 as eighth graders with 23% of scholars scoring in the High performance band. This represents an increase of 64% in High performance band scholars during the three years the 2021-22 sixth grade cohort studied science at Capital Preparatory Bronx.

**Capital Preparatory Bronx Science NWEA MAP
Cohort Data Comparison
2021-22 6th Grade Fall v 2023-24 8th Grade Spring**

	2021-22 6th Grade Fall	2023-24 8th Grade Spring
Low Performance Band Scholars	19%	5%
High Performance Band Scholars	14%	23%

This High performance band growth from sixth- to eighth- grade is reflected in the number of scholars enrolled in Living Environment and passing the Regents assessment.

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22				
8	2022-23	Living Environment	25	25	100%
8	2023-24	Living Environment	28	28	100%

ACTION PLAN

To continue to foster Assessment Capable Learners (ACL) in the classroom, PS data walls will be utilized in every Capital Preparatory Bronx classroom for the 2023-24 school year. Daily interaction with their class’ data walls will inform scholars of their Priority Standard skill strengths and weaknesses inspiring them to become ACL. As Assessment Capable Learners, scholars will understand what they are supposed to learn, monitor their own progress, set goals, and reflect on their learning; all of which are habits of learning necessary to maximize learning within the science classroom. This data will be utilized by illuminators and scholars as weekly WIN (What I Need) days will be planned for all Friday classes. During centers, scholars will participate in remediation, reteach, or enrichment of grade-level science skills. Proficiency distribution as displayed on the class’ interactive data wall will inform skills of focus, as well as purposeful groupings for Tier 1 instruction for each WIN session.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered exam(s). This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2018	2021-22				
2019	2022-23				
2020	2023-24				

High School Science Measure 2 - Comparative

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school's first class to graduate will be in the 2025-2026 school year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	
Comparative	Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	

	[Write in optional measure here]	

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school’s first class to graduate will be in the 2025-2026 school year.

ADDITIONAL CONTEXT AND EVIDENCE

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school’s first class to graduate will be in the 2025-2026 school year.

ACTION PLAN

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school’s first class to graduate will be in the 2025-2026 school year.

GOAL 6: SOCIAL STUDIES

Each year, 75 percent of students in the high school Accountability Cohort will score at least a 65 on a New York State Regents History Regents history exam by the completion of their fourth year in the cohort.

BACKGROUND

The history instruction at Capital Prep Bronx is designed to cultivate inquisitive thinkers who explore the world, its history, and the potential for societal change. Our goal is to develop creative thinkers who empathize with others and respect diverse perspectives, critical thinkers who demonstrate intellectual integrity and perseverance, and reflective thinkers who consistently evaluate their own thought processes for clarity and logic.

During the 2023-2024 school year, the McGraw Hill curriculum and its digital platform were implemented in grades six through twelve across middle and high school history classes at Capital Prep Bronx. The curriculum aimed to enhance vertical alignment across grade levels, focusing on teaching academic skills, integrating priority standard grading practices, establishing inquiry-based units centered on critical thinking, and employing differentiated assessments that emphasized academic writing, accountable speaking, and project-based learning.

In social studies we used daily lessons utilizing the McGraw Hill online platform, incorporating 'Do Now' videos, activities, vocabulary, notes, discussion prompts, and opportunities for scholars to engage with historical events through reading and writing. Additionally, McGraw Hill

Assessments and exit tickets were used throughout the year to evaluate scholars' mastery of priority standards across all grade levels.

To continue to foster Assessment Capable Learners (ACL) in the classroom, PS data walls will be utilized in every Capital Preparatory Bronx classroom for the 2023-24 school year. Daily interaction with their class' data walls will inform scholars of their Priority Standard skill strengths and weaknesses inspiring them to become ACL. As Assessment Capable Learners, scholars will understand what they are supposed to learn, monitor their own progress, set goals, and reflect on their learning; all of which are habits of learning necessary to maximize learning within the Social Studies classroom. This data will be utilized by illuminators and scholars as weekly WIN (What I Need) days will be planned for all Friday classes. During centers, scholars will participate in remediation, reteach, or enrichment of grade-level Social Studies skills. Proficiency distribution as displayed on the class' interactive data wall will inform skills of focus, as well as purposeful groupings for Tier 1 instruction for each WIN session.

To further enhance our approach, the Pauker Product 4 Method for writing continues to support students' writing, as it allows students to scaffold their writing and complete writing tasks on grade level in history classes. In addition, Capital Prep Bronx continues to use "The Game Plan" across humanities to help students read and interact with text for meaning and comprehension. The integration of history writing and reading with ELA enriched the learning experience by fostering critical thinking, reading, writing, and communication skills, leading to a deeper understanding of historical events and social dynamics.

The history curriculum was supported by weekly department meetings, collaborative planning, observation and feedback cycles, lesson modeling, professional development sessions, and the sharing of instructional strategies among staff and leaders.

Social Studies Measure 1 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2018	2021-22				
2019	2022-23				
2020	2023-24				

Social Studies Measure 2 - Comparative

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

Social Studies Measure 3 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2018	2021-22				
2019	2022-23				
2020	2023-24				

Social Studies Measure 4 - Comparative

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

SUMMARY OF THE SOCIAL STUDIES GOAL

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school’s first class to graduate will be in the 2025-2026 school year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
	[Write in optional measure here]	

EVALUATION OF THE SOCIAL STUDIES GOAL

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school’s first class to graduate will be in the 2025-2026 school year.

ADDITIONAL CONTEXT AND EVIDENCE

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school’s first class to graduate will be in the 2025-2026 school year.

ACTION PLAN

Capital Preparatory Bronx Charter School has not had a graduating class yet. The school's first class to graduate will be in the 2025-2026 school year.

GOAL 7: ESSA

ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2021-22	Good Standing
2022-23	Made Progress
2023-24	Made Progress (22/23 rating)

ADDITIONAL CONTEXT AND EVIDENCE

APPENDIX A: DATA REPORTING TABLES

The following section contains sample tables for the optional reporting of grade-level and school-level results under the ELA and mathematics goal areas. The tables align to the measures and targets for the NWEA MAP and a-Ready assessments. Schools that administer other nationally normed assessments or internally developed assessment should modify these tables as necessary.

Paste the completed tables in the “Internal Exam Results” sections under the respective goal area. Table titles need to be adapted to reflect the appropriate subject area, i.e., English language arts, mathematics, etc.

Guidance for calculating the results in each of the tables below is available [here](#).

NWEA

2023-24 NWEA MAP [ELA/Mathematics] 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	ELA=309 MAT=309	ELA=47 MAT=43	ELA=No MAT=No
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th gradestudents 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	ELA=164 MAT=211	ELA=51 MAT=44	ELA=No MAT=No
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 ¹⁴	ELA=50 MAT=44	ELA=32 MAT=32	ELA=20 MAT=24	ELA=No MAT=No

¹⁴ 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

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ¹⁵	2+ students	75%	ELA=201 MAT=201	ELA=49% MAT=33%	ELA=No MAT=No
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End of Year Performance on 2023-24 NWEA MAP [ELA/Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ¹⁶	Number Tested	Percent Proficient	Number Tested
6	44%/19%	97/99	100%/0%	2/2
7	46%/32%	101/100	46%/33%	98/98
8	49%/34%	110/110	52%/36%	103/103
All	46%/28%	308/309	50%/34%	203/203

End of Year Growth on 2023-24 NWEA MAP [ELA/Mathematics] Assessment By All Students

Grades	Median Growth Percentile	Number Tested
6	46%/26%	97/98
7	50%/52%	101/101
8	45%/47%	110/110
All	47%/43%	308/309

¹⁵ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

¹⁶ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.