



CARDINAL McCLOSKEY
COMMUNITY CHARTER SCHOOL

Cardinal McCloskey Community Charter School

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Enter Name(s) and Title(s) 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)
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Dr. Mary Anne DeVivio has served as the principal since [2024].

SCHOOL OVERVIEW

Cardinal McCloskey Community Charter School (CMCCS) opened its doors to families in the Bronx in August of 2019 and has grown to serve well over 400 students in grades K-5 during the 2023-24 school year. The school holds firm to addressing the academic and social-emotional developmental needs of its students in a safe, supportive, and trauma-sensitive learning environment. With a commitment to serve the most at-risk students, its unique program utilizes a trauma-informed Sanctuary approach and a wide range of wraparound services in order to help each student become more resilient, independent and academically successful.

The initial charter term has been a productive and fruitful experience for CMCCS, though one shaped heavily by the COVID-19 pandemic occurring just months into its inaugural school year. Like all schools, CMCCS had to respond to the sudden shift to remote learning, grapple with the trials and tribulations of supporting students and families. Given this happened while the school was establishing itself in the community and just beginning to implement its academic program, many challenges arose during this term. However, upon reflection we understand that those challenges have provided exciting opportunities for growth and expanded efforts to bring a quality education to an area where that is critical, along with opportunities to engage with families. Since this time, CMCCS has strengthened its leadership and professional development, deepened its community ties, and continues to address concerns raised by SUNY. In addition, the school continues to gain academic and social emotional gains.

A Community in Need – Community Demographics

CMCCS is located in one of the highest need areas in all of New York City – Bronx Community District 10. In terms of community demographics, according to 2020 Census data, Bronx District 10 is 75 percent Hispanic or Latino (the Bronx as a whole is 54.8 percent Hispanic or Latino, and New York City was at 28.3 percent), 26.6 percent Black or African American, 6.3 percent white, 1.3 percent Asian, 1.7 percent multiracial, and 1 percent other. Looking at the most recently available city-wide Community District data from the NYC Department of Planning, Bronx Community District 10 leads the City in unemployment, has the third lowest educational attainment rate (measured by the number of residents 25 and older who have earned a bachelor's degree or higher), the fourth highest rent burden, and has the fifth highest rate of residents below the NYC Government Poverty Measure threshold.[1] Additionally, nearly 28 percent of residents self-identify as having limited English proficiency. Data from the Furman Center show that Community District 10 also has higher property and violent crime rates than the rest of the Bronx and the City at-large.[2]

The students attending CMCCS come from a difficult area, but a great school can be a beacon for families. CMCCS has made significant efforts to embed itself within the community to support families and is uniquely positioned to meet the needs of its students in elementary school through the use of its Sanctuary Model and a rigorous academic program. CMCCS has continued to build the school community and this is evidenced through parent surveys and feedback. CMCCS built a newly interactive website, developed new partnerships with colleges, became a training site for pre service teachers through Teach for America, and is developing a PTA for the 2024-2025 school year.

Sanctuary Model

CMCCS is unique in its district as it utilizes a Sanctuary Model-infused, trauma-sensitive educational program. While the school's original intent was to serve mainly children in foster care and children in preventive services, the COVID-19 pandemic altered enrollment trends, though the school does enroll more than 50 children receiving foster or preventative services. Today the school serves a student body that consists of 88 percent economically disadvantaged students, 31 percent students with disabilities, and 25 percent English Language Learners, according to the most recently published New York State Education Department data. These are students who benefit greatly from the use of the Sanctuary approach.

Sanctuary has many benefits in an academic setting, as it supports student learning by reinforcing important life skills and by teaching students to care for those around them and their community. These are critical skills to emphasize for all students, regardless of their background, and CMCCS is able to bring social-emotional health to the forefront of its efforts thanks to the seven commitments of the Sanctuary Model: nonviolence, emotional intelligence, social learning, democracy, open communication, social responsibility, and growth and change.

The heart of the Sanctuary Model is a trauma-sensitive and centered approach. Individuals who have experienced trauma often have difficulty focusing on the present and envisioning the future, which makes moving beyond the past and finding a path forward incredibly difficult. The Sanctuary Model teaches us to focus on the present, developing relationships and new habits that are not linked to past experiences. These approaches help shift students' focus to the future – for some, that future can be as near as the end of the day. For others it could be the next 20 minutes. This model allows us to help our students, a substantial number of whom have experienced significant trauma, to become more present in the moment and focus on their academics. Lesson planning at CMCCS emphasizes incorporating the Sanctuary commitments into daily instruction, and the Sanctuary Model gives everyone in our community a shared language that makes it easier to communicate about our needs and the needs of others. When teachers practice Sanctuary in the classroom, they are modeling behaviors for students. When staff practice Sanctuary throughout the school day, they find it easier to communicate and they have tools to help them navigate difficult situations with students and families. During the renewal term, CMCCS will implement a family curriculum in both English and Spanish to ensure the language and concepts emphasized at school in accordance with the Sanctuary Model are able to be used at home.

Sanctuary provides the tools to help support students in a productive, caring behavior management method both in and out of class. This includes teaching students concepts such as self-regulation without creating further turmoil in their lives by shaming or blaming. Classrooms incorporate the calming corner, which provides an opportunity for students to remain in the classroom environment while taking a moment to regroup. Outside of the classroom, the sensory area affords students who need extra movement the chance to immerse themselves in a sensory experience while working with staff to deescalate student behaviors. These strategies allow the school staff to address student behavior or a student's need for emotional support by giving them a chance to recognize and address their own

feelings. Ultimately, this allows children to refocus while becoming more academically successful. Each morning, students start their school day with a Sanctuary community meeting, in which each student shares how they are feeling, their goal for the day, and who they can work with to help achieve that goal. This is a time for each student to share with the group and feel more included. Additionally, beginning with the 2024-25 school year CMCCS will have a writing assessment administered on one of the seven commitments that will be scored three times annually, and it will be based on a sanctuary rubric to determine the students’ understanding. In addition, the schoolwide bulletin board schedule will have a Sanctuary monthly theme built in that staff will post students Sanctuary classroom projects.

As SUNY noted in its most recent report, the school’s initial implementation of the Sanctuary Model was not as thorough as originally envisioned. As part of the school’s summer professional development activities, an outside Sanctuary trainer is being utilized to prepare staff members for 2024-25 as CMCCS increases the model’s implementation. The school is currently in the process of becoming a certified Sanctuary agency, and by the end of the third year of the renewal term, CMCCS will be a Sanctuary certified school.

ENROLLMENT SUMMARY

In the table below, provide the school’s BEDS Day enrollment for each school year.

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	56	78	88	57										
2022-23	75	64	75	78	71									
2024-24	67	91	85	76	85	70								

GOAL 1: 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 English language arts examination for grades 3-8.

BACKGROUND

Cardinal McCloskey Community Charter School follows a unique curriculum aligned to the NYS Next Generation Learning Standards and incorporates the Sanctuary model throughout the daily instruction and in every class. A schoolwide assessment schedule is followed to monitor and share data that influences flexible grouping, preparing and observing lessons, regular teacher discussions, and professional development. CMCCS has a vertically aligned ELA program that is vertically aligned and embedded with key strategies for the existing Kindergarten to Fifth grades. CMCCS has a rigorous curriculum aligned to NYS Next Generation Learning Standards and follows the Sanctuary Model

through instruction in reading and writing. The academic programs are a collaboratively developed and paced curriculum following a rich Core Subject curriculum. A schoolwide developed assessment schedule is followed to monitor and share data through teacher discussions, flexible grouping, and preparing and observing lessons. The assessment schedule which is covered during PD administers the i-Ready three times annually, a pre-interim-and post writing assessments across all grades, and the NYS Mock tests for testing grades. In addition, Running records are administered three times annually, and all assessment data is analyzed immediately and shared in scheduled data meetings. Based on the learning loss due to COVID-19, IXL has been implemented for students each morning for five minute assessments in both ELA and Math preparing students for the one line NYS test. Guided Reading is done in K-2 and Literacy Circles are led in grades three through five with a built in guide for skill and strategies preparing students for NYS tests. Students will learn to approach complex text and make observations, grapple with interesting ideas, and find evidence in text through meaning through ELA, Science, and Social Studies All grades will include six units centered on literary or informational texts, delivered in several forms including ebooks. Classrooms will also benefit from two to three immersive learning experiences including literacy circles and a dedicated Story Writing unit. One of the writing units covers the seven commitments of Sanctuary. The heart of every lesson is the text. A writing program follows a vertically united schedule aligned to a standards-based skill, strategy, grammar, phonics, and changes weekly. In addition, a strategic plan to support writing, Kindergarten and first grade will follow an in school monthly pacing calendar following the Next Generation writing standards with a built in Pre-Interim and Post assessment. Writing is implemented across grades, two through five, and also has a Pre-Interim-Post assessment. It is a school aligned practice where grade level rubrics are used to demonstrate growth in writing. Monthly bulletin boards follow a monthly theme, one covering the Sanctuary Model. Cardinal McCloskey, through on-going assessments, identified 23 Kindergarten and First grade students, one to two years above grade level. CMCCS implemented an advanced program in 2023-2024 and will expand moving forward and identified bi-lingual students who will start in a new bi-lingual class in the 2024-2025 school year. Passport is being used for Social Studies and PD was offered over the summer to plan and guide implementation. This program incorporates life, earth, and physical science strands through authentic fiction and nonfiction. Cardinal McCloskey brought Amplify Science with assessments after using the FOSS program for two years. The Amplify program was vetted through our curriculum team and a collaborative decision was made to bring it back as the school wide Science program. The program has a digital platform, to engage interactive texts and video. The school implemented an advanced Discovery program, which started in 2023-2024 for grades K-1 and expanded to 3rd grade for the 2024-2025 school year. The program which utilizes a STEAM curriculum also aligned to the Next Generation Learning Standards. A Professional Development committee was developed which is led by a representative from each grade level and will focus on grade leaders collaborating on areas of interest. In addition, a curriculum vetting team has been developed. The Summer PD program offered 15 instructional and program topics across all core subjects and was attended by all instructional staff for two weeks in August. To be noted, CMCCS added three instructional coaches and a tutoring service for the 2024-2025 school year. All coaches have class schedules that they will follow offering model lessons and support. In its most recent report, SUNY flagged that the Institute observed instances of teachers delivering factually inaccurate information during lessons. This was an issue born out of staffing inconsistencies and became a top priority for the school's academic leadership to address. With the school's staffing stabilizing and

the addition of the three added coaches, there is now greater quality and consistency among the instructional staff during lessons. Internal feedback showed teachers were uncomfortable with the math content, so there will be focused professional development for strategies in math instruction through outside consultants and a math coach. Additionally, a required and extensive professional development process is being held in August for all teachers and teaching assistants who work in the building. Additional professional development workshops are also now hosted online that teachers can complete at their own pace. These follow the template of the Danielson Group’s Framework for Teaching, and administrators will conduct formal observations based on these trainings. These new routines were designed to help ensure all instructional staff are aligned with common language, goals, and an understanding of the concepts. Further, leaders have implemented more robust professional development around students with disabilities (SWDs) and strategies for their instruction. A section has been added on lesson plans for identifying SWDs and how best to differentiate instruction, and the use of data will further these efforts.

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.

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	Admin error	Medically excused	Other reason	
3	68	0	8	0	0	0	0	76
4	76	0	9	0	0	0	0	85
5	69	0	1	0	0	0	0	70
6	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0
All	213	0	18	0	0	0	0	231

PI = 108.7

RESULTS AND EVALUATION

The comparison of the 213 student cohort in ELA with an overall PI of 108.7 and the MIP at 113. The school was close to meeting the MIP with a difference of - 4.3 Brief narrative highlighting results in the data tables that directly addresses the measure by comparing the PI to this year’s MIP. The school fell short ultimately due to the fifth grade performance. Similar to proficiency across the city, 5th graders only had one year to prepare for computer based testing and the students reported they were very nervous and stated the time allotted was insufficient based on the reading passages. In addition, the tests were scored by an outside agency which reported they had difficulty finding sufficient scorers and hired whomever they could find. To prepare moving forward, the school purchased technology for students at home and has one on one classrooms and has built in a study period in a technology lab for 5th graders with an outside consulting firm called Varsity Tutor. Students will prepare for testing and focus on reading and math skills.

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.³

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	36%	58	30%	2623
4	43%	67	35%	2725
5	22%	59	29%	2882
6	0	0	2822	32%
7	0	0	2885	41%

³ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

8	0	0	2926	43%
All	34%	184	16863	35%

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.

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.⁴

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	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	90%	-	-	0.66

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.

METHOD

Given the timing of the state’s release of Growth Model data, the 2024-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.⁵

⁴ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

⁵ 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 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	-	50.0
7	-	50.0
8	-	50.0
All	73.8	50.0

ELA INTERNAL EXAM RESULTS

It remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a strong case for renewal. Provide a narrative discussing how the school evaluated student growth and achievement in ELA during the 2022-23 school year using internal assessments.

All classrooms model direct instruction through a mini-lesson that clearly states lesson objectives and expectations with a systematic and explicit teaching of concepts and procedures. The multitude of diagnostic and formative assessments provide frequent assessment and feedback, allowing for flexible grouping in core subjects with cumulative review and reinforcement in learning. CMCCS administers numerous assessments throughout the year. This includes:

- i-Ready – September, January, and May
- Sanctuary Assessment
- NWEA for Discovery classes
- Mock State Exams – November and February;
- Running Record – September, January, June;
- Pre-interim and Post Writing Assessments – September, January, and April;
- Grades 3-5 Narrative Writing – September, November, and January

Additionally, CMCCS administers the New York State exams in grades 3-5, CMCCS further administers the NYSELSAT and the WIDA English Language Development exam. i-Ready and writing assessments will be used to collect data from guided reading notes in kindergarten through second grade, along with literacy

circles in third through fifth grade. The digital IXL platform is utilized to run diagnostics and collect analytics to help the staff further target instruction by identifying concepts across core subjects in which students need additional support. Data dashboards are now being used and housed within Google Drive to identify trends and help refine instruction based on the collected data, and these tools will be fully utilized for the remainder of the current term and beyond.

Per feedback from SUNY, instructional staff were trained on how to structure exit tickets and the data teachers gather and use for small grouping, teaching and if necessary whole class reteach. This training centers on the core concepts of what an exit ticket is and how to use the data gathered. A 10-minute mini-lesson is built into the training for the staff to understand the learning objective and familiarize themselves with the process. Additionally, the school's curriculum team has demonstrated to staff how the use of Bloom's Stems and IXL can assist with the writing of a high-level exit ticket to align with the learning objective. The schoolwide assessment schedule and data collection will be essential for teacher discussions, flexible grouping, and preparing and observing lessons. The school's data analyst will attend grade level meetings to support analysis and help further staff familiarity and engagement with data.

A significant change over the course of this charter term has been the use of a carefully developed weekly ELA skill and strategy so students are exposed to the standards and skills weekly. Data analyzed consistently and is triangulated with ongoing assessment data, ultimately being used as predictors to prepare students to attend a high performing high school and for college and career readiness. The academic team will pull questions from prior NYS tests based on the standards being taught. With this level of data, a first for the school, it ensures students will be ready to graduate CMCCS prepared for high school.

Professional development held for staff in summer 2024 will heavily emphasize data, and a professional development committee is being created to support teachers at each grade level with the use of data and other key strategies to support student learning and engagement. Key strategies may include modeling lessons for teachers, providing one on one coaching for teachers who are struggling and providing intense training on collecting both quantitative and qualitative data. Data will also heavily inform formal observations, and teachers will be asked to use the data in follow-up lessons to showcase their growth in a particular area.

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: i-Ready.

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End of Year Growth on 2023-24 i-Ready [ELA/Mathematics] Assessment

By All Students

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Grades	Median Percent of Annual Typical Growth	Number Tested
3	ELA 104% Math 93%	ELA 68 Math 68
4	ELA 120% Math 109%	ELA 77 Math 76
5	ELA 99% Math 113%	ELA 68 Math 68
6	0	0
7	0	0
8	0	0
All	ELA 112% Math 100%	ELA 213 Math 212

SUMMARY OF THE ELA GOAL

Absolute Measure: 75% Proficiency Target

Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%. During 2023-2024, CMCCS used the i-Ready diagnostic in ELA as an internal assessment and scheduled students across grades K-5 to take the assessment three times, once in September, January, and June. Based on the analysis, Measure 1 exceeded the annual typical growth for the 3rd and 4th grades. The attainment of this goal was the measure of progress from the September administration to the June administration. CMCCS compared pupils in each group, sub groups showing an improvement in all areas of ELA.

Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration. During 2023-2024, CMCCS used the i-Ready diagnostic in ELA as an internal assessment and scheduled students across grades K-5 to take the assessment three times, once in September, January, and June. Based on the analysis, Measure 2 exceeded the annual typical growth for the 3rd and 4th grades who were two or more grade levels below. The attainment of this goal was the measure of progress from the September administration to the June administration. CMCCS compared pupils in each group, with subgroups showing an improvement in all areas of ELA.

Type	Measure	Outcome

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.	No
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.	3rd - Yes 4th - Yes 5th - No
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A
	[Write in additional measure here]	

EVALUATION OF ELA GOAL

CMCCS' goal is that 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.

3	36%	58
4	43%	67
5	22%	59

A schoolwide assessment schedule is followed to monitor and share data that influences flexible grouping, preparing and observing lessons, regular teacher discussions, and professional development. CMCCS has a vertically aligned ELA program that is vertically aligned and embedded with key strategies for the existing Fifth graders. CMCCS has a rigorous curriculum aligned to NYS Next Generation Learning Standards and follows the Sanctuary Model through instruction in reading and writing. The academic programs are a collaboratively developed and paced curriculum following a rich Core Subject curriculum. A schoolwide developed assessment schedule is followed to monitor and share data through teacher discussions, flexible grouping, and preparing and observing lessons. The assessment schedule which is covered during PD administers the i-Ready three times annually, a pre-interim-and post writing assessments across all grades, and the NYS Mock tests for testing grades. In addition, Running records are administered three times annually, and all assessment data is analyzed immediately and shared in scheduled data meetings. During 2023-2024, CMCCS added a phonics program called Reading Recovery which offers scripted phonics lessons to support new teachers and staff. Based on the learning loss due to COVID-19, IXL has been implemented for students each morning for five-minute assessments in both ELA and Math preparing students for the one line NYS test. Literacy Circles are done in testing grades and monitored for comprehension and fluency.

THE OVERALL GOAL 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. The school, grades 3, 4, and 5 are at 34 % proficient. The same tested grades in the school district of comparison the 3rd and 4th grade met the comparative goal.

3rd grade across district 10 was at 29 % - CMCSS is at 35 %

4th grade district 10 is at 34 % - CMCCS is at 42%

5th grade fell short. The district is at 28 % and CMCCS is at 22 %.

CMCCS continues to exceed district 10 in overall performance for both the 3rd and 4th grade but 5th grade . Although 5th grade suffered, 5th grade struggled as this was the first year students took computer based testing and explained they were very nervous with only one school year to prepare for computer based testing skills.

ADDITIONAL CONTEXT AND EVIDENCE

- The plan to offer interventions has begun based on the internal assessments provided. Out-of-class staff will continue small group interventions based on results. Test scores are being analyzed based on areas of concern across standards so curriculum and lessons are focused in these areas. Mock tests, morning math, and writing assessments are built into the curriculum and will rigorously continue on the path of progress for all students. Data is being analyzed for push students, students that slipped, and curriculum is being analyzed to look at pacing and standards. In addition, CMCCS added three instructional coaches to support teachers both in class and during Professional Development.

ELA Action Plan

Cardinal McCloskey Community Charter School follows a unique curriculum aligned to the NYS Next Generation Learning Standards and incorporates the Sanctuary model throughout the daily instruction and in every class. A schoolwide assessment schedule is followed to monitor and share data that influences flexible grouping, preparing and observing lessons, regular teacher discussions, and professional development.

Proficiency Compared to School District of Comparison

- 3rd Grade: The school exceeded the proficiency rate compared to the school district of comparison.
- 4th Grade: The school also exceeded the proficiency rate in this grade.
- 5th Grade: The school did not exceed the proficiency rate for 5th graders when compared to the district.

Details: The school performed notably better than the district in 3rd and 4th grades, suggesting that the instructional methods and interventions used in these grades are effective. However, the performance in 5th grade was below that of the district, indicating a potential area of concern.

The variation in performance across grades may point to differences as the first time students were taking computer based testing. We have added an ELA Coach to early grades in addition to a 3-5 ELA Coach to push in as a reading intervention coach for the 2024-2025 school year as additional support. The school conducted a thorough evaluation of the 5th-grade curriculum and instructional practices and created pacing guides, mock tests, and Varsity tutors to address these discrepancies. Laptops were purchased for students to use at home as an additional resource.

The data suggests that while the school demonstrates strengths in early grades (3rd and 4th), there are notable challenges in meeting overall performance targets and in certain grades (5th). Addressing these issues involves a review of instructional practices, targeted interventions, and possibly adjusting strategies to ensure consistency and effectiveness across all grades. We will continue to engage with the data and implement targeted improvements that could help the school meet and exceed these important performance measures in the future.

GOAL 2: 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 Mathematics examination for grades 3-8.

BACKGROUND

Cardinal McCloskey Community Charter Schools structure for the Math educational program is a vertically aligned program embedded with key strategies for the existing kindergarten to fifth grades. Eureka Squared Math program with an online component was included across grades. The skill-based program will be implemented as implemented in 2024-2025 school year with Professional Development delivered over the summer. September, 2024 supplemented with the online IXL program in which all classrooms start each math session with 5-minute math activity. New York State test preparation modules will be built into teachers' lessons and student progress will be monitored based on standards. Teachers will continue to receive professional development and create lessons that pose problems that invite a variety of approaches, and technology programs to develop interesting thinking in their classrooms. Data will be monitored daily for flexible grouping. End of chapter assessments and mock tests will be added to i-Ready as an internal school wide assessment which will continue to be implemented 3 times annually. This data is triangulated with on-going assessment data and is used as predictors to prepare all students for college and career readiness. Intensive instruction and extended day programming continue through an after-school program. In 2024, a winter and spring academy were implemented with NYS test prep sessions. For consecutive years, a summer program ran through a Summer Boost grant kindergarten through fifth grade. During the program which served over 180 students, a pre and post assessment was administered and differentiated instruction was offered through CARS and IXL, reading and math curriculum. Cardinal McCloskey Community Charter school has

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

a general education teacher and teacher’s aide assigned to each classroom. Teachers and teachers’ aides receive on-going Professional Development through Fordham University to support Special Education and ELL students. The school has a low student to teacher ratio and is staffed to offer counseling, out of class reading and writing support, and enrichment. In addition, a grade 3-5 Math Coach was added to the grades for the 2024-2025 school year.

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.

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									
Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	68	0	8	0	0	0	0	0	76
4	74	0	11	0	0	0	0	0	85
5	68	0	2	0	0	0	0	0	70
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
All	210	0	0	0	0	0	0	0	231

Performance on 2023-24 State Mathematics Exam						
By All Students and Students Enrolled in At Least Their Second Year						
Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	68	28	41%	58	26	45%
4	74	36	49%	66	32	48%
5	68	17	25%	59	13	22%
6	0	0	0	0	0	0
7	0	0	0	0	0	0

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

8	0	0	0	0	0	0
All	210	81	39%	183	71	39%

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 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 2024-24 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
210	24.29%	37.14%	32.38%	6.19%

$$\begin{aligned}
 \text{PI} &= 37.14 + 2(32.38) + 2.5(6.19) = 117.4 \\
 &= 37.14 + 64.76 + 15.475 = 117.375 \\
 &\approx 117.4
 \end{aligned}$$

RESULTS AND EVALUATION

The comparison of the 210 student cohort in Math with an overall PI of 117.4 and the MIP at 115.3. The school exceeded the MIP with a difference of + 2.1 difference. Brief narrative highlighting results in the data tables that directly addresses the measure by comparing the PI to this year's MIP. The school showed positive performance.

Math Measure 3 - Comparative

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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	45%	58	37%	2763
4	48%	66	39%	2859
5	22%	59	36%	2815
6	0	0	34%	2936
7	0	0	40%	2995
8	0	0	34%	2218
All	39%	210	37%	16586

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

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.⁶

2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	90%	-	-	-0.15

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.⁷

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 in 2021-22 including students who were 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 school-wide to yield a school’s mean growth percentile. In order for a school 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 These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

⁷ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

6		50.0
7		50.0
8		50.0
All	47.3	50.0

MATHEMATICS INTERNAL EXAM RESULTS

Cardinal McCloskey Community Charter School has relied upon iReady as the internal Diagnostic during the 2021-2022 and 2024-2024 school years. In 2023-2024, based on i-Ready data, the 4th and 5th grade exceeded the 100% target for the median percent progress to Annual Typical Growth. The 3rd grade was at 93%, Interestingly, 3rd grade fell short 7 percent from the 100 % target. Important to note, all grades met the 100% target at the end of year based on iReady diagnostic. Although the 3rd grade maintained proficiency. In 2023 results 30 % proficient to 41% proficient in 2024. Additionally, the 4th grade rose from 36 % in 2023 to 49 % proficient in 2024. Additionally, CMCCS uses the Eureka classroom program as the math program and substituted with IXL and Iready as additional support. End of unit chapter tests were given and during class time, where end of chapter and modules are given and exit ticket data is analyzed at the end of each module. The i-Ready on-line program was used to support instruction. The data was triangulated and used as predictors to prepare students for the New York State Math test. In 2024, a winter and spring academy were implemented with NYS test prep sessions.

It remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a strong case for renewal. Provide narrative discussing how the school evaluated student growth and achievement in mathematics during the 2023-24 school year using internal assessments.

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics:

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	ELA 104% Math 93%	ELA 68 Math 68
4	ELA 120% Math 109%	ELA 77 Math 76
5	ELA 99% Math 113%	ELA 68 Math 68
6	0	0
7	0	0
8	0	0
All	ELA 112% Math 100%	ELA 213 Math 212

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.	3rd - Yes 4th - Yes 5th - No
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

EVALUATION OF THE MATHEMATICS GOAL

The goal for Mathematics, 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. 3rd grade students performed at 45 % whereas the district is at 37%. 4th grade is at 48 % proficient whereas the district is at 39%. Fifth grade fell behind district 10. CMCSS 5th grade students were at 25% proficient, the district is at 36 %.

Based on information just released that pertains to the 2024 NYS Math scores, the results from 2024 Math are preliminary data, therefore, the results are being analyzed and flexible grouping for all grades are being planned. The plan to plan and offer interventions has begun based on the internal assessments provided. Out of class staff will continue small group interventions based on results. Test scores are being analyzed based on areas of concern across standards so curriculum and lessons are focused in these areas. Mock tests, morning math, writing assessments, are built into the curriculum and will continue with rigor to continue the path of progress for all students.

ADDITIONAL CONTEXT AND EVIDENCE

CMCCS stresses that one year of preparation for students to take state tests on computers is insufficient time to properly prepare students. This is indicative of scores across the city. The students stressed over the skills needed to do their best. The 5th grade students met their target with the end of year iReady diagnostic at 113% exceeding the 100% target. Their performance on exit tickets at the end of modules also indicated the students met their goals. In addition, the outside scorers were not prepared to score state exams as was evidenced by the organization running ads to find individuals to score exams.

MATHEMATICS ACTION PLAN

Cardinal McCloskey Community Charter School follows a rigorous curriculum aligned to NYS Next Generation Learning Standards. Cardinal McCloskey adopted the i-Ready Diagnostic as a means of measuring student success since September 2021 and it is administered three times annually. In addition to i-Ready, the school has integrated IXL which will be analyzed along with iReady as a predictor for the Math exams. IXL, student online skill builder and i-Ready assessment platforms will build test prep into daily instruction providing reports indicating needs based on standards. Students are expected to perform at grade level based on the assessment scale level and both diagnostics will be administered by classroom teachers and as an on-line resource, both program's generate score reports upon completion. At this time, teachers and the school data analyst, along with the curriculum team, hold data meetings to discuss interventions. Both diagnostic assessments, along with the IXL intervention program, build reports by NYS Next Generation Standards. The school has on-going data meetings in which discussions include a well-conceived outcome measure for all students. For students that are not showing growth, intervention programs are in place utilizing out of class support staff.

CMCCS will continue to monitor the students through small group instruction, tutoring, after school, and mid winter break academic programs. CMCCS has added three instructional coaches for the 2024-2025 school year. One coach is specific to 3-5 classroom support. The following steps will be carefully followed daily through instruction:

1. **Real-world Connections:** Relate math concepts to real-life scenarios like shopping, cooking, or travel.
2. **Group Work and Peer Learning:** Encourage collaboration to solve math problems.
3. **Technology Integration:** Use educational apps and software for additional practice.
4. **Use of Manipulatives:** Incorporate tools like fraction strips, base-ten blocks, and protractors to make abstract concepts concrete.
5. **Math Games and Activities**

Assessment and Feedback

1. **Daily Practice Problems:** Quick drills to assess understanding of current lessons.
2. **Weekly Quizzes:** Short quizzes on recently covered topics.
3. **Monthly Tests:** Cumulative assessments to ensure long-term retention.
4. **Project-based Learning:** Apply math to real-world projects (e.g., create a budget, design a room layout).

5. **Feedback and Tutoring:** Provide feedback on mistakes and offer one-on-one support for struggling students. A newly added component of Varsity Tutor has been added for the 2024-2025 school year to support students.

GOAL 3: 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.

BACKGROUND

CMCCS vetted Amplify Science curriculum through a carefully selected team of teachers. Amplify Science was used as the core curriculum in 2020 and replaced by former leadership with FOSS. FOSS did not have a built in assessment so tracking student performance became difficult. Amplify blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists. The program has built in assessments which will be monitored and tracked for growth across all grades. Mock exams will be developed for 5th grade to continually assess progress. Amplify consultants were brought in over the summer of 2023-2024 for professional development. Pacing calendars were prepared for teachers across grades. Science was built into class schedules to make certain vocabulary and content are met. Each unit of Amplify Science engages students in a relevant, real-world problem where they investigate scientific phenomena, engage in collaboration and discussion, and develop models or explanations in order to arrive at solutions. The school partners with an organization called Gardens, students visit and plant and understand horticulture and bring the data back to the classroom.

The 2024 Science test will be analyzed and paced with the new curriculum as a test prep exercise. In addition, the illustrations will be built into the art schedule exposing students to drawing, and looking at map keys, and the earth's spheres through art.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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	58	9	16%
8	0	0	0
All	58	9	16%

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 State Science Exam
Charter School and District Performance by Grade Level

Grade	Charter School Students in at Least 2 nd Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	58	9	16%			
8	0	0	0			
All	58	9	16%			

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.	No

EVALUATION OF THE SCIENCE GOAL

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. CMCCS did not meet this goal whereas 19% of students in their second year performed at proficiency. NYS offered minimal guidance on preparing students for this exam. Only 4th grade exams were available and very little guidance on test layout was made available to schools. In addition, the testing manual recommended 90 minutes as adequate time to take the exam, students worked 3 hours and some were unable to finish. For purposes of misguidance, this is the language taken from the NYS test administration booklet. The 2024 Elementary-Level Grade 5 and Intermediate-Level Grade 8 Tests will be untimed. For planning purposes, schools should allocate a minimum of 90 minutes for the administration of the Elementary-Level Science (ELS) test.

Next Steps for Improvement

1. CMCCS purchased a new Science program for the 2024-2025 school year with built in assessments.
2. **Science-Focused Professional Development:** Equip teachers with the tools and strategies to deliver high-quality science instruction.
3. **Curriculum Review and Realignment:** Ensure that science content is covered comprehensively and that standards are integrated into lesson plans.
4. **Targeted Interventions for Subgroups:** Specially designed interventions for ELL and special education students to help bridge the proficiency gap in science.
5. Professional Development was offered to teaching staff over the summer moving into the 2024-2025 school year.
6. Build the pictures and map keys into art to expose students to these skills

In summary, the school’s 19% proficiency rate in science highlights the need for a deep evaluation of instructional strategies, curriculum alignment, and the efficacy of intervention programs. Improvements in these areas are essential for addressing both the overall shortfall and the specific gaps in student subgroups.

ADDITIONAL CONTEXT AND EVIDENCE

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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	-	-	-	-
8	2024-24	-	-	-	-

ACTION PLAN

GOAL 4: 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	LSI
2022-23	LSI
2024-24	N/A

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	N/A	N/A	N/A
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	N/A	N/A	N/A

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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 ⁸	[X] ⁹	N/A	N/A	N/A
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. ¹⁰	2+ students	75%	N/A	N/A	N/A

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 ¹¹	Number Tested	Percent Proficient	Number Tested
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A

⁸ 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

⁹ Target should reflect the median growth percentile for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median growth percentile of all students at the school not included in that subpopulation.

¹⁰ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

¹¹ 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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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

By All Students

Grades	Median Growth Percentile	Number Tested
3	N/A	N/A
4	N/A	N/A
5	N/A	N/A
6	N/A	N/A
7	N/A	N/A
8	N/A	N/A
All	N/A	N/A

I-READY

2023-24 i-Ready [ELA/Mathematics] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	213 212	112% 100%	ELA Yes Math Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	112 114	115% 100%	ELA Yes Math No
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹²	ELA 112% Math 100%	45 45	78% 83%	ELA No Math No

¹² Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

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 score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	218 217	13% 12%	ELA No Math No
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End of Year Performance on 2023-24 i-Ready [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 Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	ELA 14% Math 14%	ELA 71 Math 71	ELA 16% Math 15%	ELA 61 Math 61
4	ELA 16% Math 12%	ELA 77 Math 76	ELA 18% Math 14%	ELA 67 Math 66
5	ELA 10% Math 10%	ELA 70 Math 70	ELA 10% Math 10%	ELA 59 Math 59
6	0	0	0	0
7	0	0	0	0
8	0	0	0	0
All	ELA 13% Math 12%	ELA 218 Math 217	ELA 15% Math 13%	ELA 187 Math 186

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	ELA 104% Math 93%	ELA 68 Math 68
4	ELA 120% Math 109%	ELA 77 Math 76
5	ELA 99% Math 113%	ELA 68 Math 68
6	0	0
7	0	0

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

8	0	0
All	ELA 112% Math 100%	ELA 213 Math 212