



Coney Island Prep

**2023-24 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Karen Johnson (Chief Executive Officer), Liza Potter (Chief Academic Officer) and Abigail Gabriel (Director of Data & Analytics) 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)
Josh Wolfe	Chair	Executive Governance Facilities
Joe Herrera	Officer	Executive Students, Families, and Staff
Joseph Talia	Officer	Finance
Julie Goran	Officer	Fundraising Governance Executive
Nkonye Okoh Soetan	Treasurer	Finance Facilities Executive
Samantha Tweedy	Officer	Academic Accountability Fundraising
Norian Watson	Officer	Students, Families, and Staff

Karen Johnson has served as the CEO since 2024.

SCHOOL OVERVIEW

Founded in 2009, Coney Island Prep is a free, public K-12 charter school in southern Brooklyn, serving more than 1,200 scholars across four campuses. At its core, ours is a mission rooted in equity: Students at Coney Island Preparatory Public Charter School will develop the academic skills and character necessary for success in selective colleges and universities, and the career of their choice. Students will realize success through a rigorous academic program in a supportive and structured school community. Every school endeavors to see its scholars succeed. But in a city where opportunity is not always so clearly accessible, Coney Island Prep has made the promise of college access a near guarantee for students of color from predominantly low-income backgrounds.

As we complete our fifth school year since the beginning of the COVID-19 pandemic, we see significant evidence of our recovery in our scholars’ academic outcomes and socio-emotional learning. At the same time, we continue to experience a need for acceleration and intervention to ensure that all of our scholars – not just the numbers experiencing success pre-pandemic – achieve the academic success necessary for postsecondary education and life beyond. This year, as we experienced a CEO transition to lead our organization into its next iteration, we revisited our core academic and intervention curricula to ensure that all scholars had access to high-quality instructional materials and personalized instruction in every classroom; committed additional resources to professional development for our culture and social work teams; restructured our postsecondary team to build greater cohesiveness and alignment between campus- and central-office staff; and developed and began executing strategies to drastically improve our literacy outcomes and ensure that every scholar receives grade-level instruction in every class, every day.

While we know there is much hard work to be done to ultimately fulfill our lofty mission, we remain particularly proud that we are fulfilling our truly ultimate outcomes. Graduating seniors continue to earn seven college acceptances on average, and they are persisting at rates that are five times the national average for low-income students of color and first-generation families.

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	93	95	65	93	93	88	108	93	84	103	94	80	71	1,160
2022-23	90	106	89	100	95	96	111	115	88	103	98	88	72	1,251
2023-24	82	103	105	118	113	111	117	118	103	107	100	88	67	1,332

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	72	0	72
2022-23	2019-20	2019	74	0	74
2023-24	2020-21	2020	69	0	69

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](#), including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling 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	72	1	73
2022-23	2019-20	2019	74	2	76
2023-24	2020-21	2020	69	1	70

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	72	2	74
2022-23	2018-19	2018	70	3	73
2023-24	2019-20	2019	72	3	75

PROMOTION POLICY

To deliver on our mission, students must be fully prepared for the rigors of each following grade. Students will not automatically be passed from one grade to the next—we do not believe in social promotion. Students will be promoted to the next grade only if they have demonstrated satisfactory academic performance or their academic performance suggests that they can succeed in the following grade.

We consider student mastery of current grade level content and skills, student readiness for the next grade level’s content and skills, as well as student age and maturity in making promotion decisions. In addition, student completion of statement required course work and testing are also factors in making promotion decisions.

We will communicate promotion-in-doubt status and student performance progress at least twice a quarter (beginning in the second quarter) to families in the hopes that we can, together, prevent those students from being retained. Final promotion and retention decisions will be communicated with families in June.

A student may be retained for meeting one or more of the criteria laid out below:

- **HS:** Scholars who do not earn enough credits in a specific year to be on-track to graduate on time, even with access to credit recovery and/or summer school, may be retained to ensure they can re-take the courses and Regents exams required for graduation
- **K-8:** Scholars who demonstrate little or no mastery of critical grade-level skills and content, as evidenced by class grades in ELA, math, social studies, and science, and/or performance on standardized assessments (e.g. NWEA MAP Growth, mCLASS DIBELS), may be retained to ensure they develop the skills and knowledge necessary for success in next grade without significant remediation

We will seek input from teachers, and other school staff before making decisions, but the Principal and Chief Schools Officer ultimately make all promotion and retention decisions.

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We aim to have a school atmosphere where retention is not something to be ashamed of, but rather it is an indication that a student is willing to persevere and do the hard work necessary to be a leader who truly exhibits Coney Island Prep’s values.

GOAL 1: HIGH SCHOOL GRADUATION

Each year, 85% of the cohort will graduate in four years and 95% of the cohort will graduate in five years.

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	92	95%
2023	85	99%

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)
2020	2021-22	93	67%
2021	2022-23	86	58%
2022	2023-24	92	65%

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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	75	64	85%
2019	2022-23	76	67	88%
2020	2023-24	70	63	90%

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	74	72	97%
2018	2022-23	73	66	90%
2019	2023-24	75	70	93%

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	75	64	85%	2,690	83%
2019	2022-23	76	67	88%	2,888	81%
2020	2023-24	70	63	90%	2,888	81%

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.

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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 $=\frac{(b)}{(a)} \times 100$
Not applicable	Not applicable	Not applicable	Not applicable

*We do not have any students taking pathway exams.

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	Not applicable	Not applicable
2019	2022-23	Not applicable	Not applicable
2020	2023-24	Not applicable	Not applicable

*We do not have any students taking pathway exams.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In the 2022-23 school year, we met our four-year graduation (Graduation Goal Measure 3 - Absolute), credit accumulation (Goal Measure 1 - Leading Indicator), and comparative graduation rate (Graduation Goal Measure 5 - Comparative Measure) goals.

We attribute these successes primarily to a continued return to our core instructional program following the COVID-19 pandemic, and further reduced pandemic-related disruptions. We are proud of these results particularly in light of the retirement of NYSED’s Regents waiver; please see additional context below regarding our Regents pass rates.

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.

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Our current five-year cohort (entering 2019) was perhaps the grade most affected by the pandemic; they completed 9th grade and participated in all of 10th grade virtually, which affected credit accumulation and preparedness for taking Regents exams for the first time in 11th grade.

Type	Measure	Outcome
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.	Yes (95% for 2022 Cohort, 99% for 2023 Cohort)
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.	No (65%)
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Yes (90%)
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	No (93%)
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.	Yes (CIP 90% vs. District 21 81%)
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.	Not applicable

EVALUATION OF THE GRADUATION GOAL

We continue to be immensely proud of our high school graduation rate, which is a testament to the small, caring environment in our school, the strong relationships between CIP staff and families, and the shared ownership across our high school team for students' graduation outcomes.

We are particularly proud this year of our increased Regents pass rates, which strongly support scholars' ability to graduate on time in four years. This year, we shifted our Mock Regents administration strategy to more accurately assess content scholars had already learned during the year, and target missing skills both in class and in our Academic Intervention Block (AIB). As a result, we experienced double-digit increases in eight courses between proficiency on January Mock Regents and the actual June Regents.

In the upcoming year, we are restructuring roles and responsibilities for academic progress tracking, including credit accumulation and Regents pass rates; we are adding an additional academic operations role, and building in explicit systems and structures for the school leadership team, led by the principal, to track data and intervene when scholars are off-track to pass their classes and/or Regents. We hope as

a result to better be able to intervene early, drastically reducing the number of scholars who end grades 9-11 with missing credits, and increasing the number of scholars on-track to graduate within four years.

ADDITIONAL CONTEXT AND EVIDENCE

Last year, we committed to increasing teachers' curriculum literacy; increasing access to high-quality reading intervention; and improving the quality of assessments that help us predict scholars' readiness for the Regents exams. In all three areas, we made significant strides that contributed to improved results by:

- Providing professional development and coaching to support teachers in **understanding and using high-quality instructional materials**. In Spring 2023, only 29% of high school teachers reported on TNTP's Insight survey that they "mostly use the adopted curriculum, rather than materials [they] found or created." By June 2024, this number more than doubled, to 50% of teachers agreeing or strongly agreeing with this statement.
- Implementing **Lexia PowerUp as a literacy intervention** for 9th and 10th grade scholars performing in the lowest quintile on NWEA MAP Growth Reading, including providing targeted support to teachers on small group and 1:1 instruction aligned to PowerUp.
- Revising our **Mock Regents strategy** to include a partial assessment in January, covering only material students had already learned, and a full administration in April, with additional checkpoints for placing scholars in AIB to receive additional teacher support.

ACTION PLAN

- **Expand literacy and math intervention:** In Fall 2024, we will increase enrollment in our literacy intervention course, Critical Reading, from 17 to 34 students across two sections, and adopt Read 180 as the core curriculum for the course. We will also increase enrollment in our Algebra 1 intervention course, Math Study Skills, from 17 to 34 students across two sections, and adopt a project-based Algebra Financial Literacy curriculum for the course. Although these courses are not solely for scholars with IEPs, both will be taught by experienced special education teachers with strong skills targeting instruction based on scholars' individual academic needs.
- **Deepen teacher knowledge of the Science of Reading and literacy in their content:** Through participation in a federal grant with UnboundEd and CORE Learning, our middle school and high school teachers will have access to high-quality professional development on the Science of Reading and adolescent literacy in their content. Because we have found that our Regents scores, particularly in science and history, are highly correlated with scholars' Lexile levels on NWEA MAP Growth, we feel strongly that literacy development for all teachers will allow scholars to access complex text that supports their postsecondary readiness and course/Regents performance.
- **Prioritize performance of scholars with IEPs:** CIP has historically experienced significant gaps in academic achievement between general education and special education students. This year, the organization has a priority to improve the quality of co-teaching in ICT classrooms, and the high school has its own initiative intended to reduce academic gaps between special education and non-special education students.

- **Reallocation of roles and responsibilities for academic data tracking:** See above

GOAL 2: COLLEGE PREPARATION

College Team Vision

Coney Island Prep's College Team ensures that every scholar has the necessary preparation to access the college of their choice and the resources persist through college. The team organizes its equity work around three pillars.

Preparation, Access, and Persistence

- We define **'Preparation'** as: activities outside of our K-12 academic and character curriculum that meaningfully impacts a scholar's educational trajectory by increasing the likelihood that a scholar is academically prepared to succeed in post-secondary education. Most notably, we include diversity equity and inclusion support, academic counseling, writing coaching, college research, and SAT/ ACT preparation in our Preparation work.
- We define **'Access'** as: activities that meaningfully impact a scholar's educational trajectory by ensuring that a scholar has the same or similar access to experiences, individuals, or resources that are likely predictors of college success, including those experiences, individuals, or resources that are commonly associated with students from upper-income backgrounds. Our access work includes, college counseling, financial aid and family counseling, college visits and trips, pre-college academic programs, study abroad opportunities, career exploration, community service, extra-curricular opportunities, and scholarships.
- We define **'Persistence'** as: activities that support a scholar's ability to independently pursue academic excellence, social emotional learning, character and leadership development through college, in ways that put scholars on a path to graduate from a four-year institution within 6 years of high school graduation. These include scholarships, school transfers where appropriate, and membership in a supportive cohort, support navigating higher education and career spaces as students of color or from low-income backgrounds, and career access.

Preparation

- SAT continues to be an important gatekeeper for our kids
- We need to invest in training our counselors to be better at delivering high-quality SAT prep
- SAT preparation principles need to be infused throughout our academic teams

Access

- Quality of counseling matters - we will also invest in the professional development of our counselors
- We need to train our college counselors to know and understand target schools
- We know there are some schools that are better for our first-gen, low-income population (including some privates). We should strategically partner with schools that are strong for our scholars
- We want to target schools with high minority graduation rates
- School partnerships

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- Counseling families on best fits schools is DEI work. We should ensure research guides the conversation—not money/ financial aid

Persistence

- We will design and implement a cohort-based approach to support/target our struggling scholars
- We need to research and learn from best-in-class support systems, especially those that are in place on campuses where our kids thrive
- We need to create deeper partnerships with schools where our scholars thrive, and relationships with key stakeholders on those campuses

At our high school this year, we offered one dual enrollment course per semester through Ed Equity Labs and Arizona State University. All students who passed both semesters earned transferable college credit.

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
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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.

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Pass an AP exam with a 3 or higher	42	30	71%
Achieving the college and career readiness benchmark on the SAT (≥ 480 for Evidence-Based Reading and Writing)	63	39	62%
Achieving the college and career readiness benchmark on the SAT (≥ 530 for Math)	63	27	43%
Earning a Regents diploma with advanced designation	63	34	54%
Passing a college level course offered at a college or university or through a school partnership	24	24	38%
Overall	Total Number of 2020 Cohort graduates: 63	Number of 2020 Cohort graduates achieving at least one indicator: 51	Percentage of 2020 Cohort graduates achieving at least one indicator: 81%

College Preparation Goal Measure 2 - Absolute

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.

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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	69	63	98%
2019	2022-23	70	64	91%
2020	2023-24	63	60	95%

SUMMARY OF THE COLLEGE PREPARATION GOAL

In 2023-24, CIP met both measures of the College Preparation goal. A significant bright spot is our matriculation rate of graduating seniors; in Spring 2024, 95% of our graduates matriculated into a two- or four- postsecondary institution the year after graduation. Moreover, the percentage of CIP's graduating seniors demonstrating preparation for college increased from 58% in 2022-23 to 81% in 2023-24.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Yes (81%)
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.	Not applicable
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	Not applicable
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Yes (95%)

EVALUATION OF THE COLLEGE PREPARATION GOAL

Data was collected by our college access and alumni teams through ongoing communication with graduating scholars and alumni, as well as from the National Student Clearinghouse.

This year, our college readiness benchmark percentage exceeded the 75% goal by 6%, and represented a year-over-year increase of 23% from our 2022-23 performance. Moreover, Coney Island Prep maintains a laser-focus on ensuring that all of our graduating seniors matriculate to a college or university; we are proud to have exceeded this goal, and will continue to use 95% or higher college matriculation as our

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.

postsecondary north star. This commitment is bolstered by Coney Island Prep’s Pride Promise, a privately-funded matching scholarship available to every graduate, intended to significantly reduce or, in some cases, eliminate a family’s financial burden for their child’s college education.

ADDITIONAL CONTEXT AND EVIDENCE

In SY22-23, 58% of Coney Island Prep graduating students met college-ready benchmarks in comparison to 81% this year. The majority of our students met this criteria by passing at least one AP exam and achieving the college and career readiness benchmark on the SAT (≥ 480) for Evidence-Based Reading and Writing). Specifically, we saw a significant increase in the number of scholars passing an AP exam with a 3 or higher (from 25% to 71%), and an increase in the number of scholars achieving the college and career readiness benchmarks on the SAT for Evidence-Based Reading and Writing (from 57% to 62%) and Math (28% to 43%).

ACTION PLAN

- **Improve and expand AP and dual enrollment opportunities:** In Fall 2024, CIPHS will offer ten AP courses, including two new courses – AP Precalculus and AP Environmental Science – for the first time in the school’s history. Additionally, we are deepening our partnership with the National Education Equity Lab (Ed Equity) to offer two dual enrollment environmental science courses through Cornell University; Introduction to Microeconomics through Barnard College; and a leadership course through Howard University.
- **Revise our SAT strategy:** Currently, all CIPHS scholars take the SAT, and we plan to continue this practice in the upcoming year. However, the majority of our seniors do not report an SAT score to their colleges, and many ultimately attend test-optional colleges. This year, we plan to target our SAT prep strategy toward students likely to apply to and attend colleges that require the SAT, devoting more resources per scholar to test prep and ensuring that every scholar who needs the SAT has the best chance to earn their highest possible score.
- **Restructure the postsecondary team and planning systems:** In the upcoming year, we are restructuring roles and responsibilities for academic progress tracking, including credit accumulation and Regents pass rates. We are adding an additional academic operations role, and building in explicit systems and structures for the school leadership team, led by the principal, to track data and intervene when scholars are off-track to pass their classes and/or Regents. And under the leadership of a new Senior Director of Postsecondary Success and Director of College and Career Readiness, we plan to re-envision 9th and 10th grade advisory as pre-CCR courses to build coherence in our graduation and college planning processes.

GOAL 3: ENGLISH LANGUAGE ARTS

ELA 3rd – 5th Grade	60% of scholars will earn a 3-4 on the NYS ELA test (+13% over FY23)
ELA 6th – 8th Grade	55% of scholars will earn a 3-4 on the NYS ELA test (+8% over FY23)

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ELA - HS	85% of scholars will earn a passing score (65 or higher) on the NYS English Regents
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BACKGROUND

Our core instructional program for ELA incorporates standards-based reading and writing, foundational skills (K-5), and personalized literacy intervention, as necessary. An overview of our adopted ELA curriculum is below:

Curriculum	Type	Grades	Focus	Daily Min.
Wit and Wisdom	Core	K-8	Standards-aligned reading, writing, and language	75-90
Reading Mastery	Core	K-2	Foundational reading skills/systematic phonics	40
Geodes	Supplemental	K-2	Wit and Wisdom-aligned decodable texts	20
Amplify Boost Reading	Supplemental	K-5	Independent, adaptive reading and skills practice	15-20
mCLASS Intervention	Intervention	K-5	Intervention aligned to mCLASS/DIBELS	30
Lexia PowerUP	Intervention	6-8	Intervention aligned to the Science of Reading	30
EngageNY ELA	Core	9-12	Standards-aligned reading, writing, and language	45
Springboard	Core	11-12	AP Lang/Lit reading, writing, and language	45
Quill	Supplemental	6-12	Independent grammar practice	10

All scholars at Coney Island Prep participate in both nationally normed interim assessments (NWEA MAP Growth for 2-10, mCLASS DIBELS for K-5) and curriculum-provided internal assessments. Key assessments are listed below:

Assessment	Grades	Focus
NWEA MAP Growth	2-10	Nationally normed assessment of reading skill and growth
mCLASS/DIBELS	K-5	Foundational reading and phonics skills, comprehension
Curriculum assessments	K-12	Curriculum-provided formative and summative assessments

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Our instructional staff participates in many different forms of professional development to help them understand the overall structure of a curriculum, internalize units and lessons, and improve their instructional practice. The PD structure is captured in the table below:

Type of PD	Description
Summer PD Sessions	Before a school year launches, our staff participates in three weeks of professional development sessions, one week of which is focused on building knowledge about curricula and systems. The purpose of these sessions is to build an understanding of the overall structure of the curricula (big picture goals, assessment structure), as well as investment in them. Staff will also participate in their first round of academic systems (module internalization and lesson internalization), described below.
Module Internalization	At least one week before a new module launches, teachers complete a Module Internalization Guide which helps them study the modules' theme, standards, assessments, key lessons, and overall instructional practices. Teaching teams meet together with their instructional coach to discuss their takeaways, begin to plan how to reach all learners, and discuss any other items they may need for the unit (tools, anchor charts, etc.)
Lesson Internalization	About once a week, grade teams meet to participate in a Lesson Internalization Meeting to help them deeply internalize a key lesson, how it's aligned to the standards, how it aligns to the module assessment, and the key teaching routines within it. Teachers individually complete a Lesson Internalization guide and then meet as a team to debrief and create any additional materials needed to reach all learners.
Data Meetings	About once a week, grade teams meet to participate in Data Meetings, focused on either exit ticket data or the data from a recent curricular assessment. The team norms on exemplar responses, determines the biggest student misconceptions, and then creates a plan to reach students who need additional support understanding the concept.
Observation & Feedback	About once a week, teachers are observed by their instructional coach using our Instructional Practice & Development Guide rubric. In a debrief meeting, the coach and teacher discuss areas of strength, and then determine an area to focus on to help improve their instructional practice. The teacher receives an action step (clear and measurable steps to implement to improve) and additional coaching.
Additional PD Sessions	Each week, schools have built in time for any additional PD sessions that may be needed. The need for sessions is determined by overall trends observed during other professional development. Generally, additional sessions focus on lesson planning, implementing instructional routines, and ELA knowledge development.

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	Admin error	Medically excused	Other reason	
3	106	1	8	3	0	0	0	115
4	103	0	2	2	0	0	0	105
5	112	1	0	0	0	0	0	113
6	106	4	0	2	0	0	0	110
7	108	7	1	2	0	0	0	116
8	96	6	2	4	0	0	0	104
All	631	19	13	13	0	0	0	663

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	106	52	49%	93	48	52%
4	103	55	53%	88	45	51%
5	112	47	42%	84	37	44%
6	106	41	39%	90	34	38%
7	108	57	53%	99	51	52%
8	96	50	52%	92	49	53%
All	631	302	48%	546	264	48%

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

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

value 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
631	22%	30%	33%	15%

$$\begin{aligned}
 \text{PI} &= 30 + 2*33 + 2.5*15 \\
 \text{PI} &= 133.5
 \end{aligned}$$

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	52%	93	Not released	Not released
4	51%	88	Not released	Not released
5	44%	84	Not released	Not released
6	38%	90	Not released	Not released
7	52%	99	Not released	Not released
8	53%	92	Not released	Not released
All	48%	546	Not released	Not released

ELA Measure 4 - Comparative

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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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	90%	445.0	438.5	0.62
4	93.7%	453.0	440.7	1.21
5	83.3%	445.0	441.5	0.37
6	89.2%	442.0	439.5	0.29
7	90.4%	451.0	442.7	0.96
8	86.4%	453.0	447.2	0.66
All	88.9%	448.0	441.6	0.68

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 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.¹⁰

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

¹⁰ 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	64.1	50.0
5	52.7	50.0
6	52.6	50.0
7	55.3	50.0
8	42.8	50.0
All	53.7	50.0

ELA INTERNAL EXAM RESULTS

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: NWEA MAP.

NWEA

2023-24 NWEA MAP ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50th	606	46th	No
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55th	463	35th	No

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 ¹¹	36th	154	36th	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ¹²	2+ students	75%	509	26%	No

End of Year Performance on 2023-24 NWEA MAP ELA 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 ¹³	Number Tested	Percent Proficient	Number Tested
3	35%	111	37%	82
4	29%	102	24%	86
5	21%	112	24%	83
6	20%	104	21%	72
7	20%	114	18%	97
8	31%	98	33%	89
All	26%	641	26%	509

End of Year Growth on 2023-24 NWEA MAP ELA Assessment By All Students

Grades	Median Growth Percentile	Number Tested
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¹¹ 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

¹² <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

¹³ 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

3	59th	108
4	41nd	98
5	44th	107
6	40th	96
7	40th	107
8	54th	90
All	46th	606

SUMMARY OF THE ELA GOAL

We met one of our two comparative measures; the data for the other comparative measure was not available for analysis. We met one of the two absolute measures; we did not meet our goal for proficiency on the NYS ELA test. We met our growth goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No (48%)
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 (133.5 actual vs. 113 targeted)
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.	Unknown (Data not released)
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 (0.68 for Grades 3-8)
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 (53.7 for Grades 4-8)

EVALUATION OF ELA GOAL

This year, we have some wins to celebrate as we evaluate our ELA goal, even as we continue to work toward meeting the absolute goal of 75% of CIP scholars scoring proficient on the NYS ELA exam. Some specific bright spots include:

- **Exceeding our Growth Target:** This year, we exceeded our mean unadjusted growth percentile in ELA in all grades except one. This growth is also reflected in our overall NWEA MAP Growth data, where we experienced Fall-Spring Reading growth at the 47th median conditional growth percentile (mCGP), up from the 41st mCGP in the 2022-23 school year.
- **Grade-Level Growth:** We experienced critical growth on several ELA and reading measures across our campuses:

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

- 3rd and 7th grades grew by +3% each on the NYS ELA exam
- 3rd grade's Fall-Spring median conditional growth percentile was 59
- 72% of scholars in 5th grade met or exceeded end-of-year benchmarks on mCLASS DIBELS

ADDITIONAL CONTEXT AND EVIDENCE

There is no additional context for this measure.

ELA ACTION PLAN

We recognize that we have more or less reached a plateau in our ELA results, and we know that we have to make significant changes in order to achieve breakthrough results. In 2024-25, we are investing major resources - time, money, and people - in improving our literacy outcomes, grounded in the following core strategies:

- **Remove gaps in curriculum:** In Fall 2024, our elementary school campuses will adopt Foundations as their core phonics curriculum (K-2) and phonics intervention curriculum (K-5) to build coherence between phonics instruction, small group reading, and our core reading and writing curriculum. At the high school, we will adopt Read 180 as a reading intervention, which will be delivered to approximately 35 9th grade scholars selected based on their MAP Reading scores.
- **Deepen teacher knowledge of the Science of Reading and literacy in their content:** This summer, we began a partnership with UnboundEd and CORE Learning to build expertise in the Science of Reading among our central office and campus academic leaders, which we will turnkey to teachers throughout the year. Additionally, we are participating in a federal grant with UnboundEd and CORE Learning, which will provide our middle school and high school teachers high-quality professional development and coaching on the Science of Reading and adolescent literacy in their content.
- **Increase support for struggling readers:** This summer, we launched CIP's first-ever academic summer intervention, in partnership with Springboard Collaborative and Bloomberg Philanthropies' Summer Boost program. We served 75 scholars and families at our upper elementary campus, providing half-day small group literacy and phonics instruction through a high-quality curriculum. At our middle school, we are expanding access to Lexia PowerUP to provide personalized phonics intervention to scholars who need additional support. Please see above for additional information about literacy intervention.

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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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.¹⁴

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹⁵

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	72	68	0	Not applicable (all exempt)
2019	2022-23	74	67	0	0%
2020	2023-24	69	0	19	28%

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

¹⁴ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

¹⁵ 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

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	72	68	0	Not applicable (all exempt)
2019	2022-23	74	67	2	29%
2020	2023-24	69	0	45	65%

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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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 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	25	22	0	Not applicable (all exempt)
2019	2022-23	34	28	0	0%
2020	2023-24	1	0	0	0%

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

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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	25	22	0	Not applicable (all exempt)
2019	2022-23	34	28	2	33%
2020	2023-24	1	0	0	0%

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In 2023-24, we did not meet our HS English Language Arts goals. Please see below in additional context for information about the makeup and size of our accountability cohort, as well as growth we have made with subsequent cohorts that demonstrates we are on-track to meet this goal in future years.

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.	No (28%)
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.	No (65%)
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.	Not applicable
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.	Not applicable
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.	Not applicable
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.	Not applicable

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	No (0%; however, only one student who was previously retained took 8th grade NYS exams because the majority of the 2020 Accountability Cohort was exempt due to COVID)
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.	No (0%; however, only one student who was previously retained took 8th grade NYS exams because the majority of the 2020 Accountability Cohort was exempt due to COVID)

EVALUATION OF HIGH SCHOOL ELA GOAL

Although we did not meet our high school ELA goals this year, the size of our accountability cohort remained quite small for some measures due to COVID-19 and the resulting Regents waivers; additionally, because this cohort re-entered in-person instruction in their 11th grade year, they did not receive much of the intervention that subsequent cohorts have received.

ADDITIONAL CONTEXT AND EVIDENCE

Since June 2022, we have experienced consistent and significant gains in the percentage of scholars passing the ELA Regents:

Administration Window	Pass Rate (Scoring 65%+)
June 2022	62%
June 2023	76%
June 2024	80%

We attribute these gains largely to improvements we have made in our acceleration strategy, as well as our increased use of NWEA MAP Reading to drive academic decision-making.

ACTION PLAN

- **Expand literacy:** In Fall 2024, we will increase enrollment in our literacy intervention course, Critical Reading, from 17 to 34 students across two sections, and adopt Read 180 as the core curriculum for the course, supplemented by Lexia PowerUp. One section will be designed to

include multilingual learners (MLLs) and will include an English as a New Language (ENL) teacher as a co-teacher.

- **Deepen teacher knowledge of the Science of Reading and literacy in their content:** Through participation in a federal grant with UnboundEd and CORE Learning, our middle school and high school teachers will have access to high-quality professional development on the Science of Reading and adolescent literacy in their content.
- **Prioritize performance of scholars with IEPs:** CIP has historically experienced significant gaps in academic achievement between general education and special education students. This year, the organization has a priority to improve the quality of co-teaching in ICT classrooms, and the high school has its own initiative intended to reduce academic gaps between special education and non-special education students.

GOAL 4: MATHEMATICS

3rd Grade	66% of scholars in 3rd grade earn a 3 or 4 on NYS math test
4th Grade	70% of scholars in 4th grade earn a 3 or 4 on NYS math test
5th Grade	70% of scholars in 5th grade earn a 3 or 4 on NYS math test
6th Grade	65% of scholars in 6th grade earn a 3 or 4 on NYS math test
7th Grade	57% of scholars in 7th grade earn a 3 or 4 on NYS math test
8th Grade	69% of scholars in 8th grade earn a 3 or 4 on NYS math test
Algebra 1	85% of scholars will pass the Algebra 1 Regents

BACKGROUND

We implement several different curricula across K-12th grade to ensure all students are receiving rigorous, standards-aligned instruction. Information about the curricula is captured in the table below:

Curriculum	Type	Grades	Focus	Daily Min.
Eureka/Eureka Squared Math	Core	K-5	Standards-aligned mathematics instruction	75-90
Illustrative Math	Core	6-8	Standards-aligned mathematics instruction	90
Zearn	Supplemental	K-8	Digital support aligned to EngageNY	20-45
Agile Mind	Core	9-12	Standards-aligned Algebra, Geometry, Algebra II, Pre-Calculus, and AP Calculus instruction	45-60

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Curriculum	Type	Grades	Focus	Daily Min.
Teacher-Created	Core	9-12	<i>Our statistics curriculum is teacher-created</i>	45-60

All scholars at Coney Island Prep participate in both nationally normed interim assessments (NWEA MAP Growth for 2-10) and curriculum-provided internal assessments. Key assessments are listed below:

Assessment	Grades	Focus
NWEA MAP Growth	2-10	Nationally normed assessment of reading skill and growth
Curriculum assessments	K-12	Curriculum-provided formative and summative assessments

Our instructional staff participates in many different forms of professional development to help them understand the overall structure of a curriculum, internalize units and lessons, and improve their instructional practice. The PD structure is captured in the table below:

Professional Development	
Type of PD	Description
Summer PD Sessions	Before a school year launches, our staff participates in three weeks of professional development sessions, one week of which is focused on building knowledge about curricula and systems. The purpose of these sessions is to build an understanding of the overall structure of the curricula (big picture goals, assessment structure), as well as investment in them. Staff will also participate in their first round of academic systems (module internalization and lesson internalization), described below.
Module Internalization	At least one week before a new module launches, teachers complete a Module Internalization Guide which helps them study the modules' theme, standards, assessments, key lessons, and overall instructional practices. Teaching teams meet together with their instructional coach to discuss their takeaways, begin to plan how to reach all learners, and discuss any other items they may need for the unit (tools, anchor charts, etc.)
Lesson Internalization	About once a week, grade teams meet to participate in a Lesson Internalization Meeting to help them deeply internalize a key lesson, how it's aligned to the standards, how it aligns to the module assessment, and the key teaching routines within it. Teachers individually complete a Lesson Internalization guide and then meet as a team to debrief and create any additional materials needed to reach all learners.

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Data Meetings	About once a week, grade teams meet to participate in Data Meetings, focused on either exit ticket data or the data from a recent curricular assessment. The team norms on exemplar responses, determines the biggest student misconceptions, and then creates a plan to reach students who need additional support understanding the concept.
Observation & Feedback	About once a week, teachers are observed by their instructional coach using our Instructional Practice & Development Guide rubric. In a debrief meeting, the coach and teacher discuss areas of strength, and then determine an area to focus on to help improve their instructional practice. The teacher receives an action step (clear and measurable steps to implement to improve) and additional coaching.
Additional PD Sessions	Each week, schools have built in time for any additional PD sessions that may be needed. The need for sessions is determined by overall trends observed during other professional development. Generally, additional sessions focus on lesson planning, implementing instructional routines, and Math knowledge development.

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

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	106	1	8	3	0	0	0	0	115
4	102	0	3	2	0	0	0	0	105
5	112	1	0	0	0	0	0	0	113
6	105	2	0	2	0	0	3	0	110
7	3	6	0	26	0	0	107	0	116
8	93	11	0	4	0	0	0	0	104
All	521	21	11	37	0	0	110	0	663

Performance on 2023-24 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

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Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	106	63	59%	92	56	61%
4	102	66	65%	87	55	63%
5	112	48	43%	84	37	44%
6	105	50	48%	90	45	50%
7	3	1	33%	2	0	0%
8	93	45	48%	89	44	49%
All	521	273	52%	444	237	53%

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 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
521	18%	30%	39%	13%

$$\begin{aligned}
 \text{PI} &= 30 + 2*39 + 2.5*13 \\
 \text{PI} &= 140.5
 \end{aligned}$$

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.

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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	61%	92	Not released	Not released
4	63%	87	Not released	Not released
5	44%	84	Not released	Not released
6	50%	90	Not released	Not released
7	0%	2	Not released	Not released
8	49%	89	Not released	Not released
All	53%	444	Not released	Not released

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

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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	90%	452.0	444.1	0.54
4	93.7%	457.0	441.9	1.07
5	83.3%	447.0	442.8	0.33
6	89.2%	443.0	441.3	0.13
7	90.4%	456.0	443.8	1.02
8	86.4%	448.0	439.2	0.57
All	88.9%	450.5	442.3	0.61

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.¹⁶

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	67.7	50.0
5	52.8	50.0
6	47.9	50.0
7	64.8	50.0
8	50.1	50.0

¹⁶ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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All	56.8	50.0
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MATHEMATICS INTERNAL EXAM RESULTS

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: NWEA MAP.

2023-24 NWEA MAP 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	50th	603	56th	Yes
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55th	485	48th	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 ¹⁷	53rd	152	53rd	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ¹⁸	2+ students	75%	513	27%	No

¹⁷ 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

¹⁸ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

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End of Year Performance on 2023-24 NWEA MAP 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 ¹⁹	Number Tested	Percent Proficient	Number Tested
3	33%	114	39%	84
4	34%	104	31%	87
5	15%	112	17%	83
6	19%	107	19%	73
7	23%	115	24%	97
8	29%	97	31%	89
All	25%	649	27%	513

End of Year Growth on 2023-24 NWEA MAP Mathematics Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	62nd	107
4	63rd	99
5	48th	102
6	51st	97
7	53rd	106
8	68th	92
All	56th	603

SUMMARY OF THE MATHEMATICS GOAL

We met the majority of our math goals (three out of four measures with available data).

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 (53%)
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 (140.5 actual vs. 115.3 targeted)

¹⁹ 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.

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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.	Unknown (Data not released)
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.	Yes (0.61 for Grades 3-8)
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 (56.8 for Grades 4-8)

EVALUATION OF THE MATHEMATICS GOAL

This year, we met all of our elementary and middle school math goals except the NYS math test absolute measure.

ADDITIONAL CONTEXT AND EVIDENCE

This year, we have some wins to celebrate as we evaluate our math goal, even as we continue to work toward meeting the absolute goal of 75% of CIP scholars scoring proficient on the NYS math exam. Some specific bright spots include:

- **Exceeding our Growth Target:** This year, we exceeded our mean unadjusted growth percentile in ELA in all grades. This growth is also reflected in our overall NWEA MAP Growth data, where we experienced Fall-Spring Math growth at the 51st median conditional growth percentile (mCGP) in all grades 2-10, including:
 - Fall-Spring growth at the 63rd mCGP in both 3rd and 4th grades
 - Fall-Spring growth at or above the 50th mCGP in every middle school grade, including growth at the 68th mCGP in 8th grade
- **Grade-Level Growth:** We experienced critical growth on several math measures across our campuses:
 - 4th grade experienced +10% growth in NYS test proficiency from 2023 to 2024, and +14% growth as a cohort from 3rd grade to 4th grade
 - 6th grade experienced +12% growth in NYS test proficiency from 2023 to 2024

MATHEMATICS ACTION PLAN

- **Deeper Emphasis on K-5 Math:** In 2024, we will adopt Eureka Squared Math for all grades K-5, based on a successful pilot in 4th grade in 2023-24. In K-2, we will add small group math instruction as part of the math block; and in 3-5, we will extend the amount of time allocated for core math instruction, ensuring that scholars have more practice with fluency during the class period.

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- Data-Driven Test Prep Strategy:** Now that we have several years’ of NYS test data post-COVID, we will revise our test prep strategies for math to ensure that they are more responsive to student data and more focused on a proven approach to preparing students for the exam.

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
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	72	0	25	36%
2019	2022-23	74	4	4	6%
2020	2023-24	69	0	12	17%

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.

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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	72	0	69	83%
2019	2022-23	74	4	21	30%
2020	2023-24	69	0	38	55%

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

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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.

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	36	0	4	11%
2019	2022-23	39	2	0	0%
2020	2023-24	1	0	0	0%

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

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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	36	0	18	50%
2019	2022-23	39	2	5	14%
2020	2023-24	1	0	0	0%

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In School Year 2023-24, we did not meet our HS math goals. Please see below in additional context for information about the makeup and size of our accountability cohort, as well as growth we have made with subsequent cohorts that demonstrates we are on-track to meet this goal in future years.

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 a Regents mathematics exam) by the completion of their fourth year in the cohort.	No (17%)
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.	No (55%)
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.	Not applicable
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.	Not applicable
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.	Not applicable
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.	Not applicable
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	No (0%; however, only one student who was

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	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.	previously retained took 8th grade NYS exams because the majority of the 2020 Accountability Cohort was exempt due to COVID)
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.	No (0%; however, only one student who was previously retained took 8th grade NYS exams because the majority of the 2020 Accountability Cohort was exempt due to COVID)

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

Although we did not meet our high school math goals this year, the size of our accountability cohort remained quite small for some measures due to COVID-19 and the resulting Regents waivers; additionally, because this cohort re-entered in-person instruction in their 11th grade year, they did not receive much of the intervention that subsequent cohorts have received.

ADDITIONAL CONTEXT AND EVIDENCE

Since June 2022, we have generally experienced gains in the percentage of scholars passing math Regents:

Regents Exam	June 2022 Pass Rate (Scoring 65%+)	June 2023 Pass Rate (Scoring 65%+)	June 2024 Pass Rate (Scoring 65+)
TOTAL	40%	50%	56%
Algebra 1	54%	67%	63%
Geometry	31%	20%	35%
Algebra 2	36%	63%	70%

ACTION PLAN

- Improve and expand the quality of our STEM offerings:** In Fall 2024, we will launch new, high-quality curricula across our high school STEM courses: Carnegie Learning for Algebra 1, Geometry, and Algebra 2; Savvas Pre-Calculus and Calculus; and New Visions Biology and Earth and Space Science. Additionally, we are expanding our upper-level STEM course offerings, based on feedback from postsecondary partners and research about the relationship between upper-

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level STEM and college persistence, to include AP Precalculus, AP Environmental Science, and two dual-enrollment environmental science courses through Cornell University.

- **Add additional STEM intervention:** This year, we will pilot a project-based Algebra intervention through a partnership with Springpoint Schools. This course, which will be taken simultaneously with Geometry and/or Algebra 2, is provided to scholars who have not yet passed the Algebra 1 Regents. Through a highly engaging, Algebra-based financial literacy curriculum, scholars will have more practice with A1 skills to prepare to pass the Regents without falling behind in math credit accumulation.

GOAL 5: SCIENCE

5th Grade	<i>We did not set ES/MS science goals this year in light of the new NYS science test rollout.</i>
8th Grade	
HS - LE	85% of scholars will pass the Living Environment Regents.
HS - Earth Science	65% of scholars will pass the Earth Science Regents.
HS - Chemistry	65% of scholars will pass the Chemistry Regents.

BACKGROUND

Curriculum	Type	Grades	Focus	Daily Min.
Amplify Science	Core	K-8	Standards-aligned science curriculum	45
New Visions	Core	9-10	Standards-aligned materials for Living Environment/Earth Science	45-60
Teacher-Created	Core	10-12	<i>Our Physics, Chemistry, and AP Biology curricula are teacher-created</i>	45-60

Our instructional staff participates in many different forms of professional development to help them understand the overall structure of a curriculum, internalize units and lessons, and improve their instructional practice. The PD structure is captured in the table below:

Professional Development	
Type of PD	Description
Summer PD Sessions	Before a school year launches, our staff participates in three weeks of professional development sessions, one week of which is focused on building knowledge about curricula

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	and systems. The purpose of these sessions is to build an understanding of the overall structure of the curricula (big picture goals, assessment structure), as well as investment in them. Staff will also participate in their first round of academic systems (module internalization and lesson internalization), described below.
Module Internalization	At least one week before a new module launches, teachers complete a Module Internalization Guide which helps them study the modules' theme, standards, assessments, key lessons, and overall instructional practices. Teaching teams meet together with their instructional coach to discuss their takeaways, begin to plan how to reach all learners, and discuss any other items they may need for the unit (tools, anchor charts, etc.)
Lesson Internalization	About once a week, grade teams meet to participate in a Lesson Internalization Meeting to help them deeply internalize a key lesson, how it's aligned to the standards, how it aligns to the module assessment, and the key teaching routines within it. Teachers individually complete a Lesson Internalization guide and then meet as a team to debrief and create any additional materials needed to reach all learners.
Data Meetings	About once a week, grade teams meet to participate in Data Meetings, focused on either exit ticket data or the data from a recent curricular assessment. The team norms on exemplar responses, determines the biggest student misconceptions, and then creates a plan to reach students who need additional support understanding the concept.
Observation & Feedback	About once a week, teachers are observed by their instructional coach using our Instructional Practice & Development Guide rubric. In a debrief meeting, the coach and teacher discuss areas of strength, and then determine an area to focus on to help improve their instructional practice. The teacher receives an action step (clear and measurable steps to implement to improve) and additional coaching.
Additional PD Sessions	Each week, schools have built in time for any additional PD sessions that may be needed. The need for sessions is determined by overall trends observed during other professional development. Generally, additional sessions focus on lesson planning, implementing instructional routines, and Science knowledge development.

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

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5	84	23	27%
8	91	42	46%
All	175	65	37%

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						
	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	84	23	27%	Not released	Not released	Not released
8	91	42	46%	Not released	Not released	Not released
All	175	65	37%	Not released	Not released	Not released

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

We did not meet the absolute measure and district comparison data is not yet available to determine the comparative measure outcome.

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 (37%)
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.	Unknown (Data not released)

EVALUATION OF THE SCIENCE GOAL

We did not meet the 75% goal for proficiency on the science test.

ADDITIONAL CONTEXT AND EVIDENCE

Although we did not meet the science goal, we are proud of the accomplishments of our teachers and scholars during the first year of administration of the new NYS science test, particularly considering (1) the extremely limited number of released items for the test and (2) the introduction of CBT and tech-enhanced items on the CBT science test.

ACTION PLAN

- **Improved planning and preparation:** As referenced above, there were several significant factors that led us to view this year as a pilot year for the new science tests. In the upcoming year, we will use released items, practice items we create from our own standards-aligned item bank, and tech-enhanced assessment items to prepare scholars earlier and more strategically for the state test. Additionally, we are moving to the “domain model” of Amplify Science in middle school, in preparation to ultimately (we hope in FY26) offer high school Biology as our 8th grade science course.
- **Deepen teacher knowledge of the Science of Reading and literacy in their content:** Through participation in a federal grant with UnboundEd and CORE Learning, our middle school and high school teachers will have access to high-quality professional development on the Science of Reading and adolescent literacy in their content. Because the new science tests are very reading-heavy, we feel strongly that literacy development for all teachers will allow scholars to access complex text that supports their performance in science.

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 Living Environment, Earth Science, Chemistry, and Physics exams. 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	73	7	61	92%
2019	2022-23	74	4	11	16%
2020	2023-24	69	0	34	49%

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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

In School Year 2023-24, we did not meet our HS science goals. Please see below in additional context for information about the makeup and size of our accountability cohort, as well as growth we have made with subsequent cohorts that demonstrates we are on-track to meet this goal in future years.

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.	No (49%)
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.	Not applicable

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

Although we did not meet our high school math goals this year, the size of our accountability cohort remained quite small for some measures due to COVID-19 and the resulting Regents waivers; additionally, because this cohort re-entered in-person instruction in their 11th grade year, they did not receive much of the intervention that subsequent cohorts have received. Additionally, we have historically struggled with high school science on multiple levels – curriculum, instructional quality, and leadership capacity. In each of these three areas, we have a strategy for the upcoming year to address them.

ADDITIONAL CONTEXT AND EVIDENCE

Since June 2022, we have generally experienced gains in the percentage of scholars passing science Regents:

Regents Exam	June 2022 Pass Rate (Scoring 65%+)	June 2023 Pass Rate (Scoring 65%+)	June 2024 Pass Rate (Scoring 65+)
TOTAL	36%	40%	47%

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Living Environment	57%	66%	52%
Earth Science	26%	40%	53%
Chemistry	38%	37%	48%
Physics	3%	9%	21%

ACTION PLAN

- **Improvements to Curriculum:** This year, Living Environment and Earth Science will switch to the new, more robust New Visions curricula for Biology and Earth and Space Science, to align with the new Regents rolling out in Spring 2025. We also are adopting Savvas’ Chemistry curriculum to provide additional support. And, we will no longer teach Physics, replacing the course with AP Environmental Science.
- **Investment in Teacher Quality:** In addition to improving teacher materials, we are providing additional training and support to HS science teachers, including training on the Science of Reading; PD from curriculum providers; and participation in UnboundEd’s new high school science pathway at Standards Institute.
- **Additional Leadership Capacity:** Although we have had a high school science content team leader for several years, he has always taught a full course load and has had limited capacity to support the teachers he coaches/manages. This year, he will teach only one course, giving him significant additional capacity for coaching and time for support from his vice principal and our network Director of 6-12 STEM.
- **Prioritize performance of scholars with IEPs:** CIP has historically experienced significant gaps in academic achievement between general education and special education students. This year, the organization has a priority to improve the quality of co-teaching in ICT classrooms, and the high school has its own initiative intended to reduce academic gaps between special education and non-special education students.

GOAL 6: SOCIAL STUDIES

BACKGROUND

Curriculum	Type	Grade s	Focus	Daily Min.
Lavinia Group Ignite	Core	3-5	Standards-aligned social studies curriculum	45
Success Academy	Core	6-8	Standards-aligned social studies curriculum	90
Teacher-Created	Core	9-12	<i>Our high school history curricula are teacher-created</i>	45-60

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Our instructional staff participates in many different forms of professional development to help them understand the overall structure of a curriculum, internalize units and lessons, and improve their instructional practice. The PD structure is captured in the table below:

Professional Development	
Type of PD	Description
Summer PD Sessions	Before a school year launches, our staff participates in three weeks of professional development sessions, one week of which is focused on building knowledge about curricula and systems. The purpose of these sessions is to build an understanding of the overall structure of the curricula (big picture goals, assessment structure), as well as investment in them. Staff will also participate in their first round of academic systems (module internalization and lesson internalization), described below.
Module Internalization	At least one week before a new module launches, teachers complete a Module Internalization Guide which helps them study the modules' theme, standards, assessments, key lessons, and overall instructional practices. Teaching teams meet together with their instructional coach to discuss their takeaways, begin to plan how to reach all learners, and discuss any other items they may need for the unit (tools, anchor charts, etc.)
Lesson Internalization	About once a week, grade teams meet to participate in a Lesson Internalization Meeting to help them deeply internalize a key lesson, how it's aligned to the standards, how it aligns to the module assessment, and the key teaching routines within it. Teachers individually complete a Lesson Internalization guide and then meet as a team to debrief and create any additional materials needed to reach all learners.
Data Meetings	About once a week, grade teams meet to participate in Data Meetings, focused on either exit ticket data or the data from a recent curricular assessment. The team norms on exemplar responses, determines the biggest student misconceptions, and then creates a plan to reach students who need additional support understanding the concept.
Observation & Feedback	About once a week, teachers are observed by their instructional coach using our Instructional Practice & Development Guide rubric. In a debrief meeting, the coach and teacher discuss areas of strength, and then determine an area to focus on to help improve their instructional practice. The teacher receives an action step (clear and measurable steps to implement to improve) and additional coaching.
Additional PD Sessions	Each week, schools have built in time for any additional PD sessions that may be needed. The need for sessions is determined by overall trends observed during other professional development. Generally, additional sessions focus on lesson planning, implementing instructional routines, and Social Studies knowledge development.

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.

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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

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	73	73	Not applicable (all exempt)	Not applicable (all exempt)
2019	2022-23	74	69	1	20%
2020	2023-24	69	0	57	83%

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	Number Exempted with No Valid Score	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
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2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

		(a)	(b)		
2018	2021-22	73	72	1	100%
2019	2022-23	74	70	1	25%
2020	2023-24	69	0	57	83%

Social Studies Measure 4 - Comparative

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

We exceeded both absolute measures by 8%, with the percentage of students in the high school Accountability Cohort scoring at least 65 on New York State Social Studies Regents exams by the completion of their fourth year in the cohort was 83% for U.S. History and 83% for Global History.

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.	Yes (83%)
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.	Not applicable
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.	Yes (83%)
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.	Not applicable

EVALUATION OF THE SOCIAL STUDIES GOAL

Our high school social studies team continues to excel, and we are proud to have met both of our social studies goals for this year.

ADDITIONAL CONTEXT AND EVIDENCE

No additional context for this goal.

ACTION PLAN

- **Deepen teacher knowledge of the Science of Reading and literacy in their content:** Through participation in a federal grant with UnboundEd and CORE Learning, our middle school and high school teachers will have access to high-quality professional development on the Science of Reading and adolescent literacy in their content. Because we have found that our Regents scores, particularly in science and history, are highly correlated with scholars' Lexile levels on NWEA MAP Growth, we feel strongly that literacy development for all teachers will allow scholars to access complex text that supports their postsecondary readiness and course/Regents performance.
- **Prioritize performance of scholars with IEPs:** CIP has historically experienced significant gaps in academic achievement between general education and special education students. This year, the organization has a priority to improve the quality of co-teaching in ICT classrooms, and the high school has its own initiative intended to reduce academic gaps between special education and non-special education students.

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	Local Support and Improvement (Formerly called Good Standing)
2023-24	Local Support and Improvement (Formerly called Good Standing)

ADDITIONAL CONTEXT AND EVIDENCE

For the past three years, we have been in Good Standing/Local Support and Improvement. While we continue to make significant growth toward recovery to our pre-pandemic achievement levels, we know that our school has continued opportunities to grow.

Specifically, accelerating student growth and responding to unfinished learning remain our biggest challenges, particularly in ELA and reading. This includes both moving our most struggling scholars out of the lowest performance categories; continuing to reduce and eliminate disparities in performance by race/ethnicity, special education status, and MLL status; and increasing the number of high school scholars who meet college-readiness benchmarks and are prepared for college.

At the same time, by the numbers, our school performance improved for the second year in a row in almost every key indicator, including 3-8 state test performance in both ELA and math, Regents scores and Regents pass rates, and NWEA MAP achievement and growth. And, we have some significant bright spots of double-digit growth in each area from which we can learn so that we can accelerate our growth.

As a school, our scholars are outpacing their national peers in math growth, and have made massive strides in moving toward the national growth median in reading. We have deepened our ability to make data-driven decisions based on MAP and state tests this year, and have implemented and are planning strategic initiatives that facilitate continued growth. As we enter into our second year of a new Chief Schools and Chief Academic Officer team, and our first full year with a new CEO, we feel confident that

our academic and school management strategy will continue to bear fruit, and bear fruit at a higher rate.