Lamad Academy Charter School

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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By Reverend Alfred Cockfield

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2023-24 ACCCOUNTABILITY PLAN PROGRESS REPORT

Rev. Alfred Cockfield, Executive Director 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)
Abenaa Frempong-Boadu	Member	Education
Gregorio Mayers	Treasurer	Finance & Education
Kenneth Halperin	Secretary	Governance
Marsha Escayg	Secretary	Finance
Rubain Dorancy	Chair	Governance

Reverend Alfred Cockfield has served as the Executive Director since August 2020.

2023-24 ACCCOUNTABILITY PLAN PROGRESS REPORT

SCHOOL OVERVIEW

The mission of Lamad Academy Charter School (LACS) is to prepare and inspire students to successfully and enthusiastically pursue advanced mathematics and science education in their secondary and post-secondary career. By providing a rigorous, standards-based curriculum with a focus on mathematics and science, LACS provides our students with a competitive edge in this increasingly global marketplace and instills a true passion for these subjects, therefore increasing the likelihood they will pursue advanced studies in these areas and ultimately contribute as practitioners in these fields. LACS opened in August 2020, serving students in 6th grade in its first year, growing to capacity with students in 6th to 8th grades by our third year.

Equally committed to providing opportunities for low-income and minority students, the school primarily serves students from New York City Community School District 18, many of whom are growing up in neighborhoods that are plagued by unemployment, academic failure, poverty and crime. In CSD 18, only 38% of 6-8th grade students scored proficient on the 2018 New York State ELA exam and only 30% proficient in math. Given these statistics, which demonstrate significant and persistent underperformance, the majority of our incoming students have significant academic deficits and underdeveloped habits that predict academic success (i.e. regular school attendance, a strong work ethic, good study skills, etc.).

The LACS school model has been designed to optimize student potential and engagement and focus on outcomes so that the school will be able to achieve its mission and empower students for success in high school, college, and career. As our mission is to not only prepare but inspire students to pursue advanced study in math and science in high school and college, LACS will take the unique approach of integrating math and science in all subjects. The key goal of this integration to reinforce these skills in other subject areas by engaging students in scientific and mathematical communication, problem solving, science investigation activities and other higher order thinking skills. The key design elements and the curriculum to be implemented support this goal through data-driven instruction combined with extended learning time and a cross-curricular approach. We believe that our ability to create and maintain a school culture driven by shared high expectations will be one of the most critical factors in ensuring the success and achievement of all students. Further, LACS will offer both extended day and extended year programming to provide students with the time on task, which we believe will be necessary to overcome academic deficits and to develop better habits for success.

To support students' social, mental, and emotional health, LACS offers a pre- and post-advisory program that serves as SEL checks at the beginning and end of day and has its own, internally developed social-emotional curriculum. In addition, teachers take frequent temperature checks of students' mood throughout the school day to ensure that students maintain engagement and to provide them with strategies that will help them to be accountable. LACS also has a full-time

guidance counselor on staff who provides support to all students experiencing social emotional/wellness issues and to ensure that all families suffering from food and/or housing insecurities or other challenges receive the supplemental services they need.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	6	7	8	Total
2021-22	45	60	N/A	105
2022-23	52	70	65	187
2023-24	44	52	66	162

GOAL 1: ENGLISH LANGUAGE ARTS

Students will be proficient readers and writers of the English language

BACKGROUND

At LACS, we believe that students who build a solid foundation in reading and writing will have a better chance of success in science and mathematics. By having students exposed to a balance of informational text and non-informational text during the Reading/English Language Arts and writing blocks will allow the opportunity to build students' background knowledge and build their reading foundation.

The literacy curriculum is organized into a thematic unit of study for the year that includes wide reading of prose and poetry that encompasses reading during the traditional literacy period as well as during the social studies and science periods. The primary instructional methodology for the development of literacy lessons is the *Gradual Release of Responsibility Method* . Scaffolded instruction or the gradual release model is recognized as one successful approach for moving classroom instruction from whole group teacher-centered to student-centered collaboration and independent practice. This strategy increases the likelihood that students will be successful with a task by modeling strategies and skills for students first and then providing multiple opportunities for guided and independent practice.

Textual Analysis

Students read and analyze nonfiction texts that provide background information for the novels they are reading. The purpose of the textual analysis component of the framework is to provide students with the background knowledge needed to successfully comprehend a text as well as to provide meaningful opportunities for students to practice and apply test taking strategies.

Shared Reading of Class Novel

The teacher models fluent reading and the strategies that "good readers" use when they are reading and analyzing texts as he/she reads aloud a small portion of the text using the bridging technique. The teacher also has students participate in the reading using a variety of strategies such as cold calls and choral reading. This is the "I" and "We" portion of the gradual release model. Instruction is explicit, because the teacher is sharing his/her thinking via the think-aloud. The purpose (lesson objective) for reading is shared with students as well as the mechanism for assessing student mastery (lesson assessment). The strategy or skill that is being reinforced or introduced is stated and defined for students.

Response to Literature

Students demonstrate their understanding of the lesson skill or strategy with guidance and support from the teacher.

Writing is an integral part of our literacy model. We believe that reading and writing are complementary processes and is best taught across the curriculum. During the traditional literacy block, students respond to literature as well as create original stories related to genres studied in class and create poems. Students are required to write narratives and informational and opinion pieces across all grade levels using the writing standards as a guide for instruction. In addition, students write to demonstrate content knowledge in social studies and science. This approach is based on the concept that each discipline has its own conventions of language use and style and that these conventions must be taught to students. Students learn about the conventions of the English language by participating in the writing process (prewriting, writing, revising, editing and publishing). Teachers scaffold writing instruction by writing aloud and through shared writing. Students then apply the skills and strategies modeled by the teacher in authentic independent writing situations. Writing is included as part of the framework for instruction for each content area. A maximum of 15 minutes of instructional time is devoted to writing. Many assignments consist of the "one shot deal" in which students demonstrate their understanding of lesson concepts. Assignments that require students to use the writing process are conducted over the course of several days or weeks and are generated in conjunction to the literacy, social studies or science topics for each grade level. This form of writing takes place during independent work time or during several sessions during the course of a predetermined number of days to culminate a unit.

The Engage NY ELA curriculum includes six modules that focus on reading, writing, listening, and speaking in response to high-quality texts that will be used to supplement teacher generated materials.. Each module is intended to last a quarter of a school year; the addition of two extra modules allows for teacher choice throughout the year. The modules will sequence and scaffold content that is aligned to the New York State Next Generation Learning Standards. Each module will culminate in an end- of-module performance task which can provide information to educators on whether students in their classrooms are achieving the standards. Modules may include several units, and each unit may include a set of sequenced, coherent progressions of learning experiences that build knowledge and understanding of major concepts. They will also include daily lesson plans, guiding questions, recommended texts, scaffolding strategies, examples of proficient student work, and other classroom resources.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

2023-24 ACCCOUNTABILITY PLAN PROGRESS REPORT

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

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

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

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
6	47	1	2	8	0	0	8	66
7	50	0	4	7	0	0	3	64
8	58	0	5	4	0	0	2	69
All	155	1	11	19	0	0	13	199

Performance on 2023-24 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year[1]

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
6	47	12	25%	N/A	N/A	N/A
7	50	18	36%	42	15	35.7%
8	58	28	48%	52	24	46.2%
All	155	58	37.4%	94	39	41.5%

ELA Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

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

[1] 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.

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.[2]

English Language Arts 2023-24 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	[29]	[34]	[29]	[8]

PI	=	[34]	+	[29]	+	[8]	=	[71]
				[29]	+	[8]	=	[37]
					+	(.5)*[8]	=	[4]
						PI	=	[112]

RESULTS AND EVALUATION

On the 2023-24 English language arts exam, Lamad missed its performance index goal by one point. This is largely attributed to the fact that the school's sixth grade had a low percentage of students achieving proficiency on the ELA assessment exam. However, these students are new to the school. If the sixth grade results were to be taken out of the performance index equation, Lamad would have met its PI goal. Lamad did meet its MPI goal.

ELA Measure 3 - Comparative

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

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[3]

2023-24 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
7	35.7%	42	50.2%	751

[2] You can find the statewide MIP goals for 2022-23 to 2026-27 here

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

8	46.2%	52	54.9%	782
All	41.5%	94	52.6%	1533

ELA Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.[4]

2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
6	76.9%	433.0	442.0	-0.99
7	61.4%	441.0	447.8	-0.68
8	73.8%	447.0	449.1	-0.21
All	70.3%	440.6	446.5	-0.62

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.[5]

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

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

[5] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

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
6	40.2	50.0
7	51.6	50.0
8	59.7	50.0
All	51.1	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: i-Ready

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

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%.	All students	100%	[170]	[53%]	[No]
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	[119]	[56%]	[No]

Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.	Students with disabilities[6]	[56%][7]	[39]	[47%]	[No]
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.	2+ students	75%	[97]	[10%]	[No]

End of Year Performance on 2023-24 i-Ready [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 Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
6	8%	51	-	-
7	9%	57	7%	43
8	15%	62	13%	54
All	11%	170	10%	97

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

Grades	Median Percent of Annual Typical Growth	Number Tested
6	74%	51
7	33%	57
8	34%	62
All	53%	170

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

[7] Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

2023-24 ACCCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE ELA GOAL

On the 2023-24 English language arts exam, Lamad met its growth goal, but did not meet its absolute or comparative goals.

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
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	No
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	No
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	No
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	Yes

EVALUATION OF ELA GOAL

Lamad exceeded its English language arts growth goal by 1.1 percentile points.

Lamad did not meet its absolute goal of 75% of students enrolled at the school for two or more years performing at a proficient level on the English language arts exam. However, it should be noted that very few schools in New York have 75% of students achieving proficiency on the State ELA assessment exam. As discussed above, Lamad missed its other absolute goal of an aggregate PI of 113, by one point.

Lamad did not meet either of its growth goals on the State's 2023-24 English language arts exam. When comparing the percentage of 7th and 8th grade CSD 18 students achieving proficiency on the exam to the percentage of Lamad students enrolled at the school for two or more years achieving proficiency, Lamad was 11.2 percentage points below the district average. The school also did not meet the predicted level of performance goal, with the sixth grade missing the predicted goal by nearly a full percentage point.

ADDITIONAL CONTEXT AND EVIDENCE

Percentage of Students Achieving Proficiency on the 2023-24

New York State English language arts Exam				
	Lamad	**IS 211**	**IS 68**	**Science & Medicine**
6th Grade	25%	38.2%	25.0%	35.2%
7th Grade	36%	54.3%	32.4%	45.7%
8th Grade	48%	52.2%	37.3%	56.7%
Total	37.4%	49.7%	32.3%	47.7%

While Lamad did not meet its comparative goal when measured against all of the CSD 18 middle school students, when comparing the school's 2023-24 English language arts results to CSD 18 middle schools serving a similar student population, the results are more favorable. Each of Lamad's grade levels had the same or a higher percentage of students achieving proficiency on the 2023-24 ELA exam compared to IS 68. Although IS 211 had a higher overall percentage of students achieving proficiency on the exam compared to Lamad, our school had a 12-percentage increase in proficiency when comparing the school's 7th to 8th grade, while IS 211 had a 2-percentage point decline when comparing these grades. This is a positive sign for our school, as it shows we have a higher percentage of students achieving proficiency the longer students are enrolled in our program.

ELA ACTION PLAN

At LACS, after students have completed the I-Ready Diagnostic and baseline assessment, teachers utilize the performance data weekly to determine if instructional modifications need to be made for Reading. Professional development workshops are then used to guide educators on how to monitor student's progress over time by using the Tools for Instruction to inform teachers if students are benefitting from it. The attendance committee utilizes parent outreach to ensure that students are present for targeted instruction that will lead them on the pathway to demonstrate mastery of skills as well as their individualized instructional goals.

The data that is analyzed from the assessments are used to place students in homogenous class groupings. Additionally, class designations were also changed to identify and align the most appropriate academic intervention supports that each class would need.

Additionally, the results of the I-Ready diagnostic exam, categorized students into two kinds of instructional groupings for learning: the 3- Level Placement which categorizes students in Tiers 1-3; or the 5-Level Placement (that groups students according to being on grade level, above grade level, 1 grade level below, 2 grade levels below, and 3 or more grade levels below. Students are then provided with individualized online instruction designed to help them access and become proficient in grade-level content. The instructional groupings reports will also include recommended strategies and actions for teacher-led, differentiated small group instruction for Academic Intervention Service during the instructional day.

GOAL 2: MATHEMATICS

Students will demonstrate competency in the understanding and application of mathematical computation, modeling, reasoning, and problem solving.

BACKGROUND

LACS uses KEMS and Fishtank for mathematics instruction. KEMS is an exciting program that offers on-demand, grade-specific, math lessons for grades 6-8. These engaging lessons and videos are

thoughtfully designed to guide students through the discovery of fundamental math concepts. By offering a guided approach, students can explore math principles, allowing for a deeper understanding of each topic.

KEMS - Key Elements for Mathematical Success

This program supports students' understanding of mathematical concepts and conceptual development. It builds mathematical concepts and connections through best practices utilizing the following seven proven methodologies:

- Problem Solving: SOLVE method
- Manipulatives: Concrete learning experiences that guide student discovery of key math concepts
- Pictorial: nonlinguistic representations that make necessary connections between the concrete and abstract
- Graphic Organizers - Instructional tools that helps students organize information to use as a reference
- Engaging Activities: Intensive practice that encourages student participation
- Formative Assessments: Progress monitoring that determines necessary reteaching and extension opportunities
- Systematic Review: Focused practice overtime that will help students reach mastery

With KEMS, students build conceptual understanding of math concepts by:

- Interactive learning with a workbook and manipulatives
- Making connections about their learning using multiple representations
- Experiencing real-world practice and application using SOLVE, NTN's problem-solving paradigm
- Learning to organize and explain their thinking about math concepts
- Communicating about mathematical thinking in cooperative learning groups
- Providing multiple access points for entry

Fishtank for middle school math includes:

- Unit Launches
- Expanded Assessment Packages
- Daily Problem Sets with Answer Keys
- Fluency Activities Library
- Ready-Made Lesson Slides
- Editable Student Handouts and Assessments
- Google Drive Integration
- Unit Family Guides
- Customizable Unit Downloads
- Vocabulary Package
- Teacher Tools Library

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ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

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

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

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
6	49	1	10	9	0	0	0	0	69
7	50	0	7	6	0	0	0	0	63
8	57	1	6	5	0	0	0	0	69
All	156	2	23	20	0	0	0	0	201

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

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
6	48	16	33.3%	N/A	N/A	N/A
7	50	22	44.0%	42	19	45.2%
8	57	20	35.1%	51	17	33.3%
All	155	58	37.4%	93	36	38.7%

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
	[31]	[32]	[32]	[6]

PI	=	[32]	+	[32]	+	[6]	=	[70]
				[32]	+	[6]	=	[38]
					+	(.5)*[6]	=	[3]
						PI	=	[111]

RESULTS AND EVALUATION

On the 2023-24 mathematics exam, Lamad missed its performance index goal by 4.3 points. This is largely attributed to the fact that the school's sixth and eighth grade had a low percentage of students achieving proficiency on the exam. Lamad did meet its MPI goal.

Math Measure 3 - Comparative

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

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

2023-24 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
7	45.2%	42	52.0%	393
8	33.3%	51	47.1%	298
All	38.7%	93	49.7%	691

Math Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.[8]

2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
6	76.9%	442.0	445.0	-0.24
7	61.4%	444.0	452.3	-0.67
8	73.8%	437.0	441.5	-0.30
All	70.3%	441.0	446.5	-0.41

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.[9]

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

[8] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

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

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
6	58.7	50.0
7	66.4	50.0
8	51.9	50.0
All	58.8	50.0

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: i-Ready

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

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%.	All students	100%	[169]	[127%]	[Yes]
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	[123]	[127%]	[Yes]

Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.	Students with disabilities[10]	[122%] [11]	[39]	[142%]	[Yes]
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.	2+ students	75%	[169]	[7%]	[No]

End of Year Performance on 2023-24 i-Ready [Mathematics] Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
6	4%	51	-	-
7	5%	57	7%	43
8	10%	61	9%	54
All	7%	169	8%	97

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

Grades	Median Percent of Annual Typical Growth	Number Tested
6	140%	51
7	142%	57
8	100%	61
All	127%	169

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

[11] Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

2023-24 ACCCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE MATHEMATICS GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	No
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	No
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	Yes

EVALUATION OF THE MATHEMATICS GOAL

Lamad exceeded its mathematics growth goal by 8.8 percentile points, a significant achievement.

Lamad did not meet its absolute goal of 75% of students enrolled at the school for two or more years performing at a proficient level on the mathematics exam. However, it should be noted that very few schools in New York have 75% of students achieving proficiency on the State mathematics assessment exam. As discussed above, Lamad missed its other absolute goal of an aggregate PI of 115.3, by 4.3 points.

Lamad did not meet either of its growth goals on the State's 2023-24 mathematics exam. When comparing the percentage of 7th and 8th grade CSD 18 students achieving proficiency on the exam to the percentage of Lamad students enrolled at the school for two or more years achieving proficiency, Lamad was 11 percentage points below the district average. The school also did not meet predicted level of performance goal.

ADDITIONAL CONTEXT AND EVIDENCE

Percentage of Students Achieving Proficiency on the 2023-24 New York State Mathematics Exam				
	Lamad	IS 211	IS 68	Science & Medicine

6th Grade	33.3%	29.7%	33.3%	27.6%
7th Grade	44.0%	57.7%	23.8%	49.3%
8th Grade	35.1%	58.3%	47.3%	65.5%
Total	37.4%	50.4%	33.3%	50.0%

While Lamad did not meet its comparative goal when measured against all of the CSD 18 middle school students, when comparing the school's 2023-24 mathematics results to CSD 18 middle schools serving a similar student population, the results are more favorable. Lamad's overall proficiency percentage of students achieving proficiency was higher than IS 68. It is also worth noting that, of the schools listed in the chart above, no school had a higher percentage of sixth grade students achieving proficiency on the State mathematics exam than Lamad. This is significant because, at the time these students took the mathematics assessment exam, they had not been enrolled in the school for a full year. This is even more remarkable when considering that a large amount of these students enter our school testing below grade level.

MATHEMATICS ACTION PLAN

At LACS, after students have completed the I-Ready Diagnostic and baseline assessment, teachers utilize the performance data weekly to determine if instructional modifications need to be made for Mathematics. Professional development workshops are then used to guide educators on how to monitor student's progress over time by using the Tools for Instruction to inform teachers if students are benefitting from it. The attendance committee utilizes parent outreach to ensure that students are present for targeted instruction that will lead them on the pathway to demonstrate mastery of skills as well as their individualized instructional goals. The data that is analyzed from the assessments are used to place students in homogenous class groupings. Additionally, class designations were also changed to identify and align the most appropriate academic intervention supports that each class would need.

Additionally, the results of the I-Ready diagnostic exam, categorized students into two kinds of instructional groupings for learning: the 3- Level Placement which categorizes students in Tiers 1-3; or the 5-Level Placement (that groups students according to being on grade level, above grade level, 1 grade level below, 2 grade levels below, and 3 or more grade levels below. Students are then provided with individualized online instruction designed to help them access and become proficient in grade-level content. The instructional groupings reports will also include recommended strategies and actions for teacher-led, differentiated small group instruction for Academic Intervention Service during the instructional day.

GOAL 3: SCIENCE

Students will use technology, mathematics, design principles, and scientific concepts to generate hypotheses, conduct and analyze investigations, and represent conclusion.

BACKGROUND

LACS uses Savvas Realize Elevate Science textbooks to support our teachers in implementing the Next Generation Science Standards (NGSS). Our curriculum fosters and promotes three-dimensional learning. According to Dr. William Spady, "One dimensional thinking is to know something, three dimensional thinking is to know something and be able to apply it in context under conditions that reflect real life." Our students are not only responsible for learning what the NGSS refers to as Disciplinary Core Ideas, but

demonstrating the science taught by Science and Engineering Practices, the students are responsible for making connections with Crosscutting Concepts in other disciplines such as Math, English and Social Studies. Our goal as a school in teaching our students to be three dimensional thinkers is to prepare them to be globally competitive, college and career readiness as well as for the workplace. All lessons are centered around inquiry-based, small group instruction, peer evaluation and hands-on laboratory experience.

Our 8th graders at LACS are taught the Living Environment curriculum which covers Ecology, Cells, Genetics, and Evolution. In preparation for the NYS Living Environment Regents exam the students will complete 1200 minutes of laboratory hands-on experience as well as completing all the State mandated labs. The laboratory component of Living Environment is to support and help the students gain a deeper understanding of the science units. By the end of the course the students will sit for the Regents Exam, our desire in offering this High School course in the 8th grade is to give our students the opportunity to demonstrate proficiency and thereby earn High School credit.

Each lesson taught in grades 6-8th is aligned to the NGSS. Throughout the lessons, our students delve into the three dimensional design of the NGSS:

1. Science & Engineering Practices (SEP)- where our students are taught to think like Scientist and Engineers in their learning and practice of science. They do this by obtaining, evaluating and communicating scientific information.
2. Disciplinary Core Idea (DCI)- these are the fundamental ideas that our students must know and understand in order to be able to make real-world connections.
3. Cross-Cutting Concepts (CCC)- This aspect is where students make connections across the different disciplines by connecting new learning with prior understanding in order to engage deeper with the material.

At LACS we are able to explore these different facets of the NGSS with the Savvas Realize curriculum through Quest Interactivity, Quest Hand-on Lab and Quest Virtual Lab and for the 8th graders through all the labs. The laboratory component allows our students to experience science and see science in action. Students are responsible for submitting lab reports for each laboratory activity completed explaining the science phenomena being explored as well as explaining their experimental design and analyzing the results. Another aspect of science education at LACS is exposing our students to science articles and keeping them current with new advances and discoveries in the evolution of science with our subscription with ScienceNews.org.

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 8th grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years.

2023-24 ACCCOUNTABILITY PLAN PROGRESS REPORT

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

Grade	Students in At Least Their 2nd Year		
	Number Tested	Number Proficient	Percent Proficient
8	51	11	21.6%
All	51	11	21.6%

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 2nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
8	51	11	21.6%	Not Available	Not Available	Not Available
All	51	11	21.6%	Not Available	Not Available	Not Available

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Present a narrative providing an overall discussion of the school's attainment of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Not Achieved
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.	Cannot assess, the district data is not available at the time of submission.

EVALUATION OF THE SCIENCE GOAL

Lamad did not meet its absolute goal and the comparative goal could not be measured. Amongst the students taking the state assessment exam, 21.6% achieved proficiency. Amongst the students who took the living environment regents exam, 100% passed. This was a 77.3 percentage point increase compared to the percentage of students who passed the earth science regents exam in the previous school year.

ADDITIONAL CONTEXT AND EVIDENCE

Narrative discussing any concerns the school may have regarding the data reported above and the school's attempts to mitigate those concerns. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the elementary/middle science goal should report those results here.**

Schools that administer a Regents science exam to 8th grade students in lieu of the state exam should report the results in the table below.

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22	0	0	0	0
8	2022-23	Earth Science	66	15	22.7%
8	2023-24	Living Environment	5	5	100%

ACTION PLAN

The school will evaluate our 8th grade science curriculum to ensure that it is adequately suited to prepare our students to pass the Earth Science Regents exam. Additionally, we will offer more practice Earth Science Regents exams, as well as review courses prior to the administration of the 2025 Earth Science Regents exam.

GOAL 4: ESSA

ESSA Measure 1

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations

for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system. More information on assigned accountability designations and context can be found here.

Accountability Status by Year

Year	Status
2021-22	Good Standing
2022-23	Good Standing
2023-24	Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

Lamad has been in good standing for each of the last three school years.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT