



Manhattan Charter School

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Ariel Rutigliano, Director of Talent and Operations, 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)
Caitlin Conklin	Vice Chair	Law, Finance
Begaiym Edil	Treasurer	Finance
Annabel Javier	Member	Education
Megann McManus	Chair	Finance, Law, Education
Lauren Schwarz	Secretary	Education

Tamara Cooper has served as the Chief Executive Officer since July 2023. The previous Chief of Schools was Genie Depaulo who served as a consultant for the school through October of 2023.

SCHOOL OVERVIEW

Manhattan Charter School (“MCS”) was founded in July 2004 as a public charter elementary school to offer instruction in grades Kindergarten through Five. MCS opened for its first school year in September 2005 with students in Kindergarten through Grade One. In September of 2006 we added Grade Two, in September of 2007 we added Grade Three. In August of 2008 we added Grade Four and in August of 2009 we added Grade Five.

Our Mission

The mission of Manhattan Charter School for Curious Minds is *to teach our students how to learn and love doing it, how to cultivate their curious minds for the rest of their lives, and how to develop a solid foundation on which to base wise choices and build meaningful futures.*

Our Core Values

Our school motto, “Changing the World, One Curious Mind at a Time,” encapsulates our belief in the transformative power of an exceptional public education.

Manhattan Charter School is grounded in three core values—*Opportunity, Curiosity, and Courage*—that drive how we work with students and families, staff, leaders, and the community. They also inform the operational systems and processes we create to support student achievement. For example, an instructional hallmark evident in our classrooms is the Opportunity for students to lead small-group instruction or discussion. You will also witness teachers normalizing risk and building in students the Courage to fail and continue to try- thus building resilience.

Our Community

Currently, the school serves 179 students in grades Kindergarten through grade 5. The chart below breaks down the demographic characteristics of our school for the 2023-2024 academic year.

Data Point	Percentage of Population
Black of African American	30%
Hispanic or Latino	61%
Asian or Native Hawaiian/Other Pacific Islander	4%
White	>1%
Multiracial	2%
English Language Learners	9%
Students with Disabilities	27%

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Economically Disadvantaged	88%
Homeless	18%

Our Commitment to Students and Families

The School's educational program is unlike any other on the Lower East Side. This is due, in part, to our dual focus: a rigorous, standards-based educational program and an arts-rich curriculum with music class for every child, every day. The School prides itself on its intimate culture and learning environment, evident in the individualized attention students receive from teachers committed to bringing out each child's best; the arts and culture-rich curriculum that introduces students to new worlds and ways of seeing; and the philosophy of inquiry- and experience-based learning that engages the whole child, cultivates natural curiosity, and teaches students how, not just what, to learn. During the 2023-24 school year, the MCS2 school was approved to expand to a middle school with a focus on IB- inspired philosophy and Artificial Intelligence. This approval was a result of the network's ability to demonstrate experience and success with inquiry- and experience-based learning that mirror much of the existing IB curriculum principles. This program will afford the younger students the opportunity to build the mental acuity to serve as a leader in the global citizen through the ethical use of technology. This program is the first of its kind for middle school students in the lower East side in partnership with the MIT AI curriculum.

Accelerating Student Learning

The pandemic (2020-2022) introduced unexpected, complex challenges for students, families and staff members. Manhattan Charter School is continuing its recovery from this devastating time for families and students- our school has continued to create innovative ways to address the trauma while building new supports (tutoring to continue to support closing learning gaps). While the COVID-19 pandemic demanded some shifts in how instruction was delivered, Manhattan Charter School (MCS) made no changes or modifications to the curriculum content. The shift in delivery to a hybrid model was disruptive to student learning, and MCS, like schools across the country, continues to implement strategies to mitigate students' learning loss. For the 2023-2024 academic year, our internal goal related to accelerating learning was to *Accelerate student learning at MCS by increasing our effectiveness with data collection, analysis and use to inform instructional planning.*

Internal data has continued to show a particular need to focus on early literacy ensuring all of the school's students are able to read on grade level by the time they enter upper elementary grades. We attribute this need directly to the fact that younger students lacked explicit reading instruction during the pandemic. As such, the school is expanding its use of Wilson Foundations reading program to include 3rd grade and increasing professional development and teacher support in all grades with a focus on foundational literacy instruction. Additionally, the school hired an additional reading interventionist making it possible to offer increased reading intervention to students as well as differentiate instruction between lower elementary and upper elementary grades. Recognizing the school's need for ongoing

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embedded professional development, the school hired a full time literacy coach mid-year with a focus on closing learning gaps for diverse experiences of the teaching staff and supporting gaps in learning. Additionally, the network developed a professional learning community to discuss student artifacts and to redevelop the after school academic program with a focus on literacy and math.

The Foundations reading program is grounded in research. The instruction emphasizes highly explicit and systematic teaching of all the foundational elements that are critical for reading and writing proficiency. These include phonemic awareness, phonics and word recognition, fluency, vocabulary, listening and reading comprehension and written expression. During the 2024-2025 school year, the school will further expand the reading program though adopting new benchmark assessments such as NWEA Map Growth and the NWEA Reading Fluency.

Moreover, MCS has instituted a new accountability system- data dashboard. This dashboard tracks the progress of students in academics, discipline, and attendance. This data becomes the framework for informing decisions about students in professional learning communities. These research based practices were implemented in March of 2023 with a small population in math and the result witnessed a 6% growth for students. We firmly believe that by implementing the process systematically during the upcoming year, MCS will continue to see success for students.

ENROLLMENT SUMMARY

Enrollment numbers remained the increased during the 2023-24 school year from the previous year. Enrollment continues to be an area of growth for MCS. For the 2024-2025 school year, the school has added an attendance and enrollment specialist to support the parent coordinator. Additionally, the school is continuing to review ways in which the school can accommodate changing demographics in the Manhattan area.

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	25	41	33	37	38	29	0	0	0	0	0	0	0	203
2022-23	22	26	36	30	31	34	0	0	0	0	0	0	0	179
2023-24	35	34	25	35	26	26	0	0	0	0	0	0	0	181

GOAL 1: ENGLISH LANGUAGE ARTS

Students' academic performance in ELA meets or exceeds local, state, and national standards.

BACKGROUND

The English Language Arts (ELA) curriculum and its implementation through instruction at MCS are fully aligned with the New York State Next Generation Learning Standards. In 2023-24, MCS continued to

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utilize Expeditionary Learning (EL) and Write Steps across grades 1-5, and Wilson Foundations for grades 1-3.

Literacy instruction encompasses reading, writing, speaking, listening, spelling, grammar, vocabulary, phonics, phonological awareness, and word study. The daily literary period includes time for shared and performance reading, interactive read-alouds and literature discussions, independent reading, and guided reading. In the primary grades, a blend of phonetic, visual, and kinesthetic techniques is used to teach spelling and decoding. All students are taught specific reading skills and metacognitive strategies that enable them to construct meaning from both literary and non-fiction texts in all content areas. Embedded into the reading and writing program are uniquely structured activities that foster the expression of personal ideas and memoirs, creative illustrated works, and expanded research and reflection beyond curriculum expectations. All students build writing portfolios that exemplify all steps of the writing process for review and support. Students participate in writing interviews and conferences weekly, and are encouraged to use rubrics to guide, self-correct, and edit their writing daily. Mentor texts are used daily as a source of discussion and inspiration, and teachers coach students to emulate the works they love.

ELEMENTARY 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 3-5.

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	31	1	2	10	0	0	1	35
4	26	0	0	8	0	0	0	26
5	22	0	4	6	0	0	0	26
All	79	1	6	24	0	0	1	87

Performance on 2023-24 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year¹

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.

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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	31	12	39%	24	7	30%
4	26	10	39%	24	9	38%
5	22	10	45%	21	10	48%
All	79	32	41%	69	26	38%

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 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

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	18%	41%	28%	13%

$$\begin{aligned}
 \text{PI} &= 41 + 28 + 13 = 82 \\
 &+ 27 + 13 = 41 \\
 &+ (.5) * 13 = 6.5 \\
 &\text{PI} = 129.5
 \end{aligned}$$

RESULTS AND EVALUATION

MCS achieved a Performance Index (PI) of 129.5, successfully exceeding the (MIP) by 16.5. Notably, Grade 5 saw the most significant percentage of students passing the state assessment with 45.5%. Additionally, Grade 3 had overall the highest percentage of students passing the state assessment. Overall, the school’s results highlight effective practices but also suggest areas for targeted

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

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improvement. For the 2024-2025 school year our school plans to implement *Wit and Wisdom* as the new ELA curriculum along with a full time ELA/Literacy coach and Reading Interventionist to support with closing the achievement gaps.

ELA Measure 3 - Comparative

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

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

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	30%	24	59.5%	526
4	38%	24	59.3%	526
5	48%	21	52.1%	497
All	38%	69	58.5%	3228

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

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.

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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.⁴

2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	90	440	438.5	.14
4	87.1	454	442.2	1.16
5	82.4	438	441.7	-.40
All	86.5	443.3	440.7	.25

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 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.

Grade	Mean Growth Percentile	
	School	Target
4	N/A	50.0
5	N/A	50.0
All		50.0

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.

ELA INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd– 5th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: Renaissance Star360.

MCS continued to collect and analyze a range of academic data points to guide instructional priorities and decision-making. In addition to the New York State assessments, the school administered the STAR 360 computer-based adaptive assessment (grades 1-5). In addition, MCS administered unit tests from the EL curriculum to determine mastery of NYS standards, as well as Imagine Learning MyPath AIS program.

STAR 360 ELA

The table below highlights the comparison of percentile ranks of students in grades 1-5 on the end- year STAR 360 ELA assessment between students who were enrolled for at least two years. The percentile rank is a norm-referenced score that provides a measure of a student’s reading ability compared to other students in the same grade nationally. The percentile rank score indicates the percentage of other students nationally who obtained scores equal to or lower than the score of a particular student. MCS uses STAR 360 as a progress monitoring assessment to identify priority skills and strategies for instruction and to identify students in need of intervention services in reading.

Manhattan Charter School Percentile Rank STAR 360 ELA - Spring 2023-24				
	Average Percentile Ranks	Total Test Takers	Percentile Rank: 2nd Year of Enrollment	Total Test Takers
1	55	30	49	18
2	40	22	40	18
3	39	31	39	26
4	42	24	40	22
5	39	20	41	19
Overall	43.3	127	41.4	103

Students in the second year of enrollment performed slightly better than if they were in their first year in grade5; however, in grade 1 and 4, they performed slightly worse. In grade 2 and 3, students in their second year saw no performance difference.

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The end-of-year percentile ranks did not demonstrate comparable percentile ranks to national averages of 50. Grade 1 ranks were just under the national average, at 49%, while grades 2, 3, 4, and 5 were significantly below, at 40%, 39%, 40%, and 41%, respectively.

The table below highlights increases of STAR 360 ELA assessment percentile ranks of students in all tested grades from the beginning to the end of year assessment.

Manhattan Charter School Average Percentile Rank STAR 360 ELA – 2023-2024			
	Fall 2023-24	Winter 2023-24	Spring -2023-24
1	35	52	55
2	35	41	40
3	39	46	39
4	37	37	42
5	44	44	39
Overall Average	38.1	44.6	43.3

SUMMARY OF THE ELA 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
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	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

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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.	No
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EVALUATION OF ELA GOAL

Unfortunately, Manhattan Charter School students did not meet the Absolute Goal of 75% proficiency in ELA for all students enrolled in the school for two years. Internal measures demonstrated limited progress. Although we took steps to mitigate the significant gaps in learning during the 2023-24 school year, we are committed to instituting even more aggressive measures to support student progress. We continue to use 75% proficiency as our aspirational goal for which we are working toward every day. We will continue to work toward 75% and believe that, as we continue to adjust and focus our program, we will move on this trajectory.

ELA ACTION PLAN

As referenced in the school overview, our top priority is to accelerate student learning at MCS by increasing our effectiveness with data collection, analysis, and use to inform instructional planning. For the 2024-2025 school year MCS will implement the NWEA Map Growth, NWEA Reading Fluency, and the DIBELS benchmark assessment. This change will translate to ensuring greater alignment between assessment methods and improve how we prioritize and triangulate multiple measures to guide the instructional plans created by teachers. Our principal and assistant principal are evolving how data is understood and the framework and coaching they provide to teachers, individually and in teams. Our instructional data analyst from EdOps is working closely with our District Team and the Principal to facilitate the targeted development of our leaders and teachers and the codification of data review and instructional planning protocols aligned to best practices.

MCS hired an instructional assistant to provide additional academic support in the classroom as assigned by the principal, directly supporting students in both ELA and math. Additionally, MCS will have a full time ELA/Literacy coach who will work to support teachers in their academic instruction. Furthermore, MCS will also have a full-time Reading Interventionist who will support tier 2 and tier 3 students with their reading, literacy, and phonological skills. MCS will utilize the NWEA Map Growth, NWEA Reading Fluency, and DIBELS assessments and strategies, as well as Foundations for direct instruction. Further, the core Wilson Foundations program will continue to be implemented in grades K-3 while our 4th graders will receive *Just Words* intervention to address the need for basic skills development. Additionally, MCS has a consultant to continue to monitor impact of all curricular items instituted. Finally, MCS has instituted Hess's Cognitive Matrix for Rigor and setting a culture of high expectations across the landscape.

GOAL 2: MATHEMATICS

Students' academic performance in Math meets or exceeds local, state, and national standards.

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BACKGROUND

In mathematics, daily instruction provides students with opportunities to read, write, discuss, and critically think about math concepts. Problem-solving, as MCS students explore, guess, evaluate, and re-evaluate solutions, helps them to build confidence in their abilities to tackle complex mathematical problems. Working in both heterogeneous and homogeneous groups, students experience rigorous teaching and scaffolding of mathematical thinking processes. MCS students learn that they are capable of having mathematical ideas, applying what they know to new situations, and thinking and reasoning about unfamiliar problems. Cooperative learning groups and guided math groups provide differentiated instruction for advanced mathematical conversation and reinforce foundational concepts for students. Students also make conjectures and discuss the validity of those conjectures.

For the 2023-2024 school year, MCS used *JUMP Math*, a curriculum developed and primarily implemented in Canada. Every curriculum program has its strengths and requires some supplementation. While *JUMP Math* was used as the core curriculum it was rated by EdReports as ‘meeting expectations’ for focus and coherence, yet ‘partially meeting expectations,’ in the areas of alignment, rigor, and mathematical practices. Teachers have augmented this core curriculum with EngageNY mathematics units across grades K-5. Teachers also utilize supplemental online intervention programs, such as Sumdog, Khan Academy, and MYPATH, to increase grade-level skills practices and provide individualized math lessons. Additionally, MCS has hired a full-time math coach as well as a consultant to continue to measure impact across the network.

ELEMENTARY 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 3-5.

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	Refusa l	ELL/IE P	Admin error	Medicall y excused	Other reason	Took Regents	
3	31	0	3	10	0	0	1	0	35
4	26	0	0	8	0	0	0	0	26
5	23	0	3	6	0	0	0	0	26
All	80	0	6	24	0	0	1	0	87

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

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	31	16	52%	24	13	55%
4	26	12	47%	24	11	46%
5	23	8	35%	22	8	36%
All	80	36	45%	70	32	45%

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
	16%	39%	35%	10%

$$\begin{array}{rclclclcl}
 \text{PI} & = & 39 & + & 35 & + & 10 & = & 84 \\
 & & & & 35 & + & 10 & = & 45 \\
 & & & & & + & (.5)*1 & = & 5 \\
 & & & & & & 0 & & \\
 & & & & & & \text{PI} & = & 134
 \end{array}$$

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RESULTS AND EVALUATION

MCS achieved a Performance Index (PI) of 134, successfully exceeding the (MIP) by 18.7. Notably, Grade 3 saw the most significant percentage of students passing the state assessment with over half of the students passing at 52%. Additionally, Grade 3 had overall the highest percentage of students passing the state assessment. Overall, the school's results highlight effective practices but also suggest areas for targeted improvement. For the 2024-2025 school year our school plans to implement *Illustrative Math* as the new Math curriculum along with a full time STEM coach to support with closing the achievement gaps.

Math Measure 3 - Comparative

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

METHOD

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

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	55%	24	63.2%	546
4	46%	24	63.9%	546
5	36%	22	56.6%	479
All	45%	70	60.2%	2939

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.⁶

2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	90	440	444.1	-.28
4	87.1	457	444	.93
5	82.4	441	443.1	-.17
All	86.4	445.3	443.7	.11

Math Measure 5 - Growth

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.⁷

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

⁶ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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

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2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	N/A	50.0
5	N/A	50.0
All	N/A	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd – 5th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: Renaissance Star360.

MCS continued to collect and analyze a range of academic data points to guide instructional priorities and decision-making. In addition to the New York State assessments, the school administered the STAR 360 computer-based adaptive assessment (grades 1-5). In addition, MCS administered unit tests from the Jump Math curriculum to determine mastery of NYS standards, as well as Imagine Learning MyPath AIS program.

STAR 360 Math

The table below highlights the comparison of percentile ranks of students in grades 1-5 on the end- year STAR 360 Math assessment between students who were enrolled for at least two years. The percentile rank is a norm-referenced score that provides a measure of a student’s reading ability compared to other students in the same grade nationally. The percentile rank score indicates the percentage of other students nationally who obtained scores equal to or lower than the score of a particular student. MCS uses STAR 360 as a progress monitoring assessment to identify priority skills and strategies for instruction and to identify students in need of intervention services in reading.

Manhattan Charter School Percentile Rank STAR 360 Math - Spring 2023-24				
	Average Percentile Ranks	Total Test Takers	Percentile Rank: 2nd Year of Enrollment	Total Test Takers
K	29	35	N/A	N/A
1	46	29	43	18
2	44	22	47	18
3	57	31	58	25
4	41	21	41	19

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5	44	19	44	18
Overall	43.1	157	47	98

Students in the second year of enrollment performed slightly better than if they were in their first year in grades 2 and 3; however, in grade 1 they performed slightly worse. In grades 4 and 5 students saw no performance difference.

The end-of-year percentile ranks for grade 3 exceed the national percentile rank of 50 by 8 points. However, other grades did not demonstrate comparable percentile ranks to national averages of 50. Grade 2 ranks were just under the national average, at 47%, while grades 1, 4, and 5 were significantly below, at 43%, 41%, and 44%, respectively.

The table below highlights increases of STAR 360 ELA assessment percentile ranks of students in all tested grades from the beginning to the end of year assessment.

Manhattan Charter School Average Percentile Rank STAR 360 Math – 2023-2024			
	Fall 2023-24	Winter 2023-24	Spring -2023-24
K	N/A	30	29
1	46	61	46
2	36	38	44
3	44	47	57
4	42	44	41
5	57	52	44
Overall Average	45.2	45	43.1

SUMMARY OF THE MATHEMATICS GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes

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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.	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.	N/A

EVALUATION OF THE MATHEMATICS GOAL

Regarding the absolute scores, as with ELA, MCS holds 75% proficiency as our aspirational goal. We recognize we did not meet this goal in the 2023-24 school year and know there is much work to be done.

Regarding the comparative goals, we recognize we did not meet the goal overall, our school overall increased their math proficiency rate by 6.6%. We believe this is evidence that our program is effective and that we must work to improve our impact, particularly for our early elementary students. While NYSED has not released the 2023-2024 district 1 enrollment data, we want to specifically point out that the historical rate of our economically disadvantaged students was over 20% more than the district average. Additionally, the historical rate of our students with disabilities was over 5% more than the district average.

MATHEMATICS ACTION PLAN

For the 2024-2025 school year, we intend to implement *Illustrative Math* as our new K-5 math curriculum. Additionally, we will use NWEA Map Growth benchmark assessment which provides Imagine Learning MyPath with personalized lessons and support for students through online intervention. Furthermore, MCS will also utilize Zearn Math as an additional online intervention program for all students. At the beginning of the 2024-2025 school years all teachers will engage in a professional development multi-day workshop from *Illustrative Math* to become immersed in the new curriculum. For the 2024-25 school year, MCS will also have a full-time internal STEM Coach who will work with leaders and teachers on-site at our school. Additionally, MCS plans to continue to build on the success from last year by instituting intervention and tutoring blocks across the network for all students.

GOAL 3: SCIENCE

Students' academic performance in Science meets or exceeds local, state, and national standards.

BACKGROUND

MCS science instruction emphasizes scientific inquiry and student investigation of scientific concepts. Since 2018-19, MCS has been using *Amplify Science* for the science curriculum, which is aligned to the Next Generation Science Standards.

Students use the processes of science, such as observing, classifying, describing, experimenting, measuring, inferring, and predicting. Through hands-on investigations, collaborative learning, student discourse, inquiry, integration of disciplines and content areas, and multisensory methods, MCS students explore key scientific concepts and principles in the physical and life sciences. MCS is committed to establishing a foundation of scientific literacy for every student, advancing ideas that prepare them for a life in an increasingly complex scientific and technological world. This scientific literacy is fostered via EL with the introduction and scaffolding of instructional efficiency, and with the creation of a science classroom where students actively construct ideas through inquiries, investigations, and analyses. A science consultant comes to the school twice a month to support both teachers and students in implementing the science curriculum. Moreover, science will be supported across the network with virtual science labs and physical science labs weekly.

MCS students are given feedback on their performance in science through curricular unit tests, student interviews, and portfolio assessments. MCS students, prepared with the knowledge and thinking capacities to excel in science in the 21st century, are motivated to exceed societal expectations for the next generation of citizens.

ELEMENTARY 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 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 2nd Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	21	8	38%
All	21	8	38%

Science Measure 2 - Comparative

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

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

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

Grade	Charter School Students in at Least 2 nd Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	21	8	38%	N/A	N/A	N/A
All	21	8	38%	N/A	N/A	N/A

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Unfortunately, Manhattan Charter School students did not meet the Absolute Goal of 75% proficiency in science for all students enrolled in the school for two years. Internal measures demonstrated limited progress. Although we took steps to mitigate the significant gaps in learning during the 2023-24 school year, we are committed to instituting even more aggressive measures to support student progress.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	No
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A

EVALUATION OF THE SCIENCE GOAL

Regarding the absolute scores, as with ELA and Math, MCS holds 75% proficiency as our aspirational goal. We recognize we did not meet this goal in the 2023-24 school year and know there is much work to be done.

We recognize we did not meet the goal overall, and while we are committed to taking an aggressive approach to support closing the achievement gap. Additionally, the 23-24 year marked the first time

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that all students were required to take the exam via computer-based testing (CBT), which was a new format for all our students. To better prepare our students for the 2024-25 assessment, we plan to focus intensively on strengthening their understanding of science concepts, increasing hands-on experience in science labs, and enhancing their technology skills to ensure they are fully equipped for both the content and format of future exams.

ACTION PLAN

For 2024-2025 we intend to continue to utilize *Amplify Science* with fidelity. Furthermore, we will be adding the NWEA Map Growth Science benchmark assessment for all students grades 3-5. Through the benchmark data from NWEA we will provide personalized support to students in areas identified as weaknesses through small group instruction. Additionally, we will increase science to four days a week for our 3rd and 4th graders and five days a week for our 5th graders. Furthermore, all 4th and 5th grade students will have an additional science lab built into their schedule to support completing mandatory science labs. For the 2023-24 school year, we will also have a full time internal STEM Coach who will work with leaders and teachers on-site at our school.

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	In Good Standing
2022-23	Local Support and Improvement
2023-24	Local Support and Improvement

ADDITIONAL CONTEXT AND EVIDENCE

While we have continued to receive the status of Local Support and Improvement for the 2023-2024 school year, we are aggressively implementing strategies to improve and are actively

engaged with SUNY on all communication and updates.

APPENDIX A: DATA REPORTING TABLES

Manhattan Charter School Percentile Rank STAR 360 ELA - Spring 2023-24				
	Average Percentile Ranks	Total Test Takers	Percentile Rank: 2nd Year of Enrollment	Total Test Takers
1	55	30	49	18
2	40	22	40	18
3	39	31	39	26
4	42	24	40	22
5	39	20	41	19
Overall	43.3	127	41.4	103

Manhattan Charter School Average Percentile Rank STAR 360 ELA – 2023-2024			
	Fall 2023-24	Winter 2023-24	Spring -2023-24
1	35	52	55
2	35	41	40
3	39	46	39
4	37	37	42
5	44	44	39
Overall Average	38.1	44.6	43.3

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Manhattan Charter School Percentile Rank STAR 360 Math - Spring 2023-24				
	Average Percentile Ranks	Total Test Takers	Percentile Rank: 2nd Year of Enrollment	Total Test Takers
K	29	35	N/A	N/A
1	46	29	43	18
2	44	22	47	18
3	57	31	58	25
4	41	21	41	19
5	44	19	44	18
Overall	43.1	157	47	98

Manhattan Charter School Average Percentile Rank STAR 360 Math – 2023-2024			
	Fall 2023-24	Winter 2023-24	Spring -2023-24
K	N/A	30	29
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2	36	38	44
3	44	47	57

