

**Middle Village Preparatory
Charter School**

**2023-24 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Mary Basile, Principal; Michele Allocca, Assistant Principal and Christian Quezada, Director of 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)
Josephine Lume	Chairperson	Executive, Finance
Serphin Maltese	Vice-Chairperson	Executive
Margaret Ognibene	Treasurer	Finance
Gail Giordano	Secretary	
West Poindexter	Trustee	Education
Maria Candela	Trustee	
Karen Rommeney	Trustee	Education
Cindy Danielski	Trustee	Education
Veronica Cokley	Assistant to the Board	
Michael Michel	Founder/Advisor	

Mrs. Josephine Lume has served as Board Chair since 01/01/2013

Ms. Mary Basile has served as Principal since 7/15/2023

Ms. Michele Allocca has served as Assistant Principal since 06/24/2013

Ms. Jessica Frith has served as Assistant Principal since 7/15/2023

Mr. Christian Quezada has served as Director of Operations since 02/26/2013

SCHOOL OVERVIEW

Middle Village Preparatory Charter School is an independent, public charter school which serves students in grades 6-8. It is located on Christ the King High School Campus. Admission to Middle Village Prep is conducted via lottery with District 24 as a priority. MVP expects to enroll an academically diverse population. The curriculum will continue to challenge our students who enter at or above grade level as well as be flexible enough to support students who enter the school below grade level.

The mission of the Middle Village Preparatory Charter School (MVP) is to prepare students for success at a selective college prep high school of their choice. The MVP curriculum is a challenging curriculum designed to meet and surpass the New York State Education Department requirements. Essential to the instructional model is a longer school day and increased classroom instructional time that is devoted to core subjects (ELA, Math, History and Science). Students will master skills and achieve subject proficiency by the end of the 8th grade. Incorporated into the school day, students have the opportunity to take elective classes in the areas of Studio Art, Band, Theater, and Speech and Debate.

For the 2023-2024 school year, Middle Village Prep extended our lottery enrollment to offer an additional 30 students to the school. This raised the enrollment number from 150 students to 180 students being offered a seat at the 6th grade level. By increasing the number of students, MVP also needed to hire additional teachers to teach the additional class sections.

MVP was able to start the school year by offering a semester of Latin to the students in Grade 7 and Grade 8, while continuing to offer the Rosetta Stone Program to students in Grade 6 in person. The Latin Teacher transitioned out of MVP at the end of Trimester 1 due to personal reasons resulting in MVP offering students in Grade 6-Grade 8 a Writing Program to help enhance the ELA curriculum.

Mathematics and English Language Arts continue to be the priority as we continue to assign twice the amount of instructional time that is devoted to these critical instructional areas. Students receive ten periods of instruction in ELA and Math to allow students to use the additional time to work on targeted skills. Science, Social Studies, the Arts, Physical Education, and Health along with time set aside for extracurricular activities which are inserted into the student's daily schedule.

All 8th grade students are required to take Regent-level courses, such as the Common Core Algebra 1, Earth Science, and United States History and Government.

Students with IEPs and ELL students continue to benefit from the additional ELA and Math periods built into the school day. Students who were identified having a lower reading level are given the opportunity to work in small groups with a program called Spire. This program specifically was used to work with

students who are at a very low reading level who need help with reading comprehension and decoding skills.

Our school's guidance counselors continue to go into the classrooms weekly and offer advisory classes for students. A monthly theme is discussed and counselors have the opportunity to talk about issues

that students are facing each day. This includes but not limited to : anxiety, bullying, social media, and transitions from one grade level to the next. Our Dean continues to serve as the Parent and Community Engagement Coordinator and works closely with the Counselors to strengthen parent communication and partnerships by holding monthly parent information sessions via zoom. These sessions are to inform parents of monthly events at the school as well as provide certain topics to help parents with their child at home. Some topics included homework, coping with anxiety, test taking strategies, friendships and other important family topics.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2021-22							150	126	122					398
2022-23							147	140	115					402
2023-24							172	137	133					442

GOAL 1: ENGLISH LANGUAGE ARTS

The ELA Goal for Middle Village Prep is to achieve a score of 75% proficiency and beyond for all of our students. MVP believes that with dedicated reading and writing time, combined with rigorous literary skills instruction, every student has the ability to excel in reading and writing. The ELA curriculum exposes students to a variety of historical and contemporary text, including novels (both classical and current), poetry, journalism, non-fiction, and fiction)

BACKGROUND

The ELA curriculum is aligned to the Next Generation Standards for ELA. Teachers make sure to add to their curriculum a variety of reading texts and genres that include critical and extended thinking responses. Using the data collected from teacher created tests, and programs such as Achieve 3000 and MAP Testing, teachers focus on the skills that are most challenging for students and incorporate activities that will help students achieve proficiency in both reading and writing.

In grade six through grade eight, the students continue to read grade-appropriate as well as complex literature. Short stories, articles and informational text is provided to help students further develop the skill of citing textual evidence. They look at how the structure within the selected text influences and contributes to the plot and the development of events or ideas. Students will continually be challenged to improve their ability to write and speak with more clarity, providing clear reasons and relevant

evidence in their responses. Teachers continue to work with students on academic language and vocabulary as ways to have discussions with other students and colleagues by using words such as agree and disagree in their responses while backing it up with evidence.

Teachers are continuing to help students discover how to answer questions through writing since it is a critical component of ELA/Literacy. With the transition of the New York State Test for the 8th Grade students moving to computer-based testing, students will practice using specific tools to help them navigate the reading text, short responses, and essay questions.

MVP students across all grade levels take part in discussions and debates. This will make their reasoning clear to their listeners and readers, constructively evaluating others' use of evidence while offering several sources to back up their own claims.

We continue to use the program Achieve 3000 across all grade levels. This program encourages students to read a variety of articles focusing on standards and skills found throughout the ELA curriculum. As students read and complete articles with a passing rate of 75% and higher, this will help grow their Lexile reading level.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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

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

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

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3								
4								
5								
6	172	0	0	0	0	0	0	172
7	135	1	1	0	0	0	0	137
8	133	0	0	0	0	0	0	133
All	441	0	0	1	0	0	0	442

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

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3						
4						
5						
6	175	102	58.3%			
7	135	107	79.3%	136	107	79.3%
8	133	105	78.9%	133	105	78.9%
All	441	314	72%	269	212	79%

ELA Measure 2 - Absolute

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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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
Cohort	32	97	180	134

$$\begin{array}{rcllclclcl}
 \text{PI} & = & 22 & + & 41 & + & 30 & = & [93] \\
 & & & & 41 & + & 30 & = & [71] \\
 & & & & & + & (.5)30 & = & [15] \\
 & & & & & & \text{PI} & = & [179] \\
 & & & & & & & &]
 \end{array}$$

RESULTS AND EVALUATION

Middle Village Prep not only met the measure of the state’s 2023-24 English language arts MIP for all students of **113** but exceeded it by 66 points. Middle Village Prep’s performance, in Grades 7 and 8 of students who have been in school for 2 years or more, success is attributed to many different factors. This includes updating our Mock exam format to be consistent with the NYS ELA test exam along with the incorporation of the MAP and Achieve 3000 data used to identify student gaps. The coaching that was made available to teachers included more student centered activities and debates that allowed students to gather evidence and make claims not only in their writing but in their speaking.

Students in the 7th and 8th grade were also challenged with the Speech and Debate program to work on gathering evidence on a specific topic and providing additional support to their claim. The additional writing periods added to the 6th-8th grade program also impacted the students growth in the writing process.

ELA Measure 3 - Comparative

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

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state 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				
4				
5				
6				
7	79%	135		
8	78%	133		
All	79%	268		

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

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.

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

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2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3				
4				
5				
6	73%	82.2	51%	1.81
7	62.5%	70%	45.7%	1.29
8	60.5%	75%	48.7%	1.43
All	66%	75.9	48.6%	1.53

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.

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

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6	54.5	50.0
7	59.6	50.0
8	55.5	50.0
All	56.6	50.0

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

ELA INTERNAL EXAM RESULTS

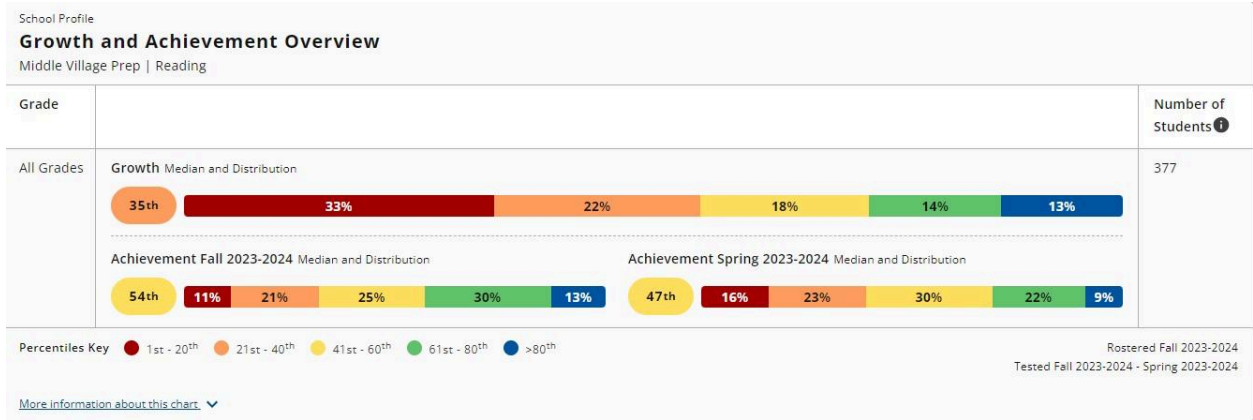
In the 2023-2024 school year, Middle Village Prep Charter School administered NWEA MAP Assessment for ELA to Grades 6-8 in October and May. The October data provides teachers showing a projected state test score along with an indication if the students are meeting the grade level standards. The test does not just help the teachers identify gaps in learning but help teachers to plan instruction accordingly to students weaknesses and strengths. The generated Lexile level also helps teachers to choose appropriate level reading materials for students to read both at school and home.

Middle Village Prep also offers our students Mock testing exams throughout the school year. The mock exams are teacher created based on the skills that are being taught at the time the test is administered. Throughout the school year we also offer testing prep for our students for free using the assistance of the CK Kids Program. Students have the opportunity to sign up for 10 week classes to work on the skills needed for the ELA exam. These classes are taught by different teachers allowing our students to see another perspective of teaching.

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

At minimum, schools must provide specific growth results from the internal assessment used to supplement the state exams. Schools may modify and use the sample tables suitable for reporting these data available in [Appendix A](#). Paste the completed tables here.

ELA Grade 6 - Grade 8



SUMMARY OF THE ELA 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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	Yes
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.	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 English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	Yes

EVALUATION OF ELA GOAL

Students in Grade 6 through Grade 8 prepare for the NYS ELA State test exam during the school year by taking part in the NWEA MAP Test that is administered 3 times during the school year. The first is in October, then in late January and finally in May. The test does not just help the teachers identify gaps in learning but help teachers to plan instruction accordingly to students weaknesses and strengths. The generated Lexile level also helps teachers to choose appropriate level reading materials for students to read both at school and home.

Middle Village Prep also offers our students Mock testing exams throughout the school year. The mock exams are teacher created based on the skills that are being taught at the time the test is administered. Throughout the school year we also offer testing prep for our students for free using the assistance of the CK Kids Program. Students have the opportunity to sign up for 10 week classes to work on the skills needed for the ELA exam. These classes are taught by different teachers allowing our students to see another perspective of teaching.

Additional support was also provided to students who had a failing grade throughout the semester or who had an average of 75%-80% in ELA by providing an Enrichment class after school from 4PM -5PM. The Enrichment class was run by the CK Kids Program who worked with the MVP teachers to review and work on current topics that would be addressed in the classroom. Students would be able to receive a review and reteach of materials in order to strengthen their foundation.

ADDITIONAL CONTEXT AND EVIDENCE

With the change of administering the ELA state test to the 8th grade from paper based to computer, the Mock exams administered were also revised to reflect the changes that the students would see on the computer. The 6th - 8th Grade mock exams were revised to reflect the state assessment so that it would be consistent with the number of questions administered on the NYS Exam. By changing the format, teachers will be able to evaluate the data provided and have a more accurate preliminary result of the student outcomes.

In order to address student needs, Rally Books continue to be used to focus on specific skills and standards in the classroom. Going forward, we will continue to work with just the Rally books and Achieve 3000.

ELA ACTION PLAN

The action plan that was developed with the ELA teachers is that consistency will be important. Teachers, instead of selecting specific reading passages that only cover the material that they taught in class, will now change to reflect a full test that will be taken over 2 days. The first day will be reading passages with multiple choice questions. Day two will focus on writing and responding to text. Questions and passages will come from previous state test exams and data will be collected and reviewed accordingly with the team.

GOAL 2: MATHEMATICS

The Math Goal for Middle Village Prep is to achieve a score of 75% proficiency and beyond for the NYS Math Exam. Students in Grade 8 who take the Algebra 1 exam will receive a score of 65% or higher.

BACKGROUND

The mathematics program at Middle Village Prep Charter School is continuing to incorporate the Next Generation Standards. We continue to develop mathematical literacy strategies with our students, skills to solve problems and to provide a balanced instruction in thinking and problem solving. We use resources and materials to enhance teaching and learning by utilizing Smart Boards, differentiated instruction, team teaching that supports Students with Disabilities (SWD), and a use of a variety of assessments from traditional teacher made tests to standards-based, pre-assessments, conferences with students, mock state tests, and mock Regents exams. We continued this year using digital platforms such as ED Puzzle and Delta math along with programs like Kahoot and interactive games to make the learning experience more enjoyable

In our instructional model for this year, Students will receive 10 Math periods a week. Similar to ELA, these additional periods will allow teachers the opportunity to meet with students twice in the school day using one specific period to work on skills and activities that students are having challenges with.

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Teachers also were able to incorporate Math Coach books into their daily lessons. Coach books were used to help with multiple choice questions and problem solving activities. Due to the increase of additional Math periods, additional math teachers were needed to work with students to give small group instruction or work as a co-teacher within the classroom.

A math coach was provided to the team in order to help with instructional practices and strategies. The coach would visit the teacher while administering lessons to students, debrief one-to-one with the teacher or co-teaching team and also provide Professional Development to the teachers on our scheduled Wednesday to talk about different mathematical students engagement strategies to use in the classroom to have more students involved in the math classroom.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

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

2023-24 State Mathematics Exam									
Number of Students Tested and Not Tested									
Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3									
4									
5									
6	175	0	0	0	0	0	0	0	175
7	136	0	1	0	0	0	0	0	137
8	0	0	0	0	0	0	0	133	133
All	311	0	1	0	0	0	0	133	445

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						

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4						
5						
6	175	116	66%	0	0	0
7	136	117	86%	136	117	86%
8	0	0	0	0	0	0
All	311	233	76%	136	117	86%

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
	[21]	[57]	[162]	[71]

$$\begin{aligned}
 \text{PI} &= 18 + \frac{52}{52} + \frac{23}{23} = 93 \\
 &+ \frac{[23]}{[23]} = 75 \\
 &+ (.5)\frac{11.5}{5} = 11.5 \\
 \text{PI} &= 179.5
 \end{aligned}$$

RESULTS AND EVALUATION

Middle Village Prep not only met the measure of the state's 2023-24 Mathematics MIP for all students of **115.3** but exceeded it by 70.7 points. Middle Village Prep's performance in Grades 6 and 7 of students is attributed to many different factors. Teachers have provided students with various assessments and resources to use both in and out of the classroom. Programs like Delta Math and ED Puzzle along with other educational math games and activities are used in the classroom to help keep students engaged in the learning. Students were provided with supplemental books to target specific skills and standards to review throughout the school year. All the math teachers have a specific math coach that works with

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teachers both individually as well as a team to discuss student engagement in the math classroom and how to incorporate real world problem solving strategies daily.

Math Measure 3 - Comparative

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

METHOD

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

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7	86%	117	N/A	N/A
8				
All				

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

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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				
4				
5				
6	73.8%	58.2%	30.4%	1.49
7	62.5%	55.3%	31.8%	1.22
8				
All		56.9%	31%	1.37

Math Measure 5 - Growth

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

METHOD

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

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

2022-23 Mathematics Mean Growth Percentile by Grade Level

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.

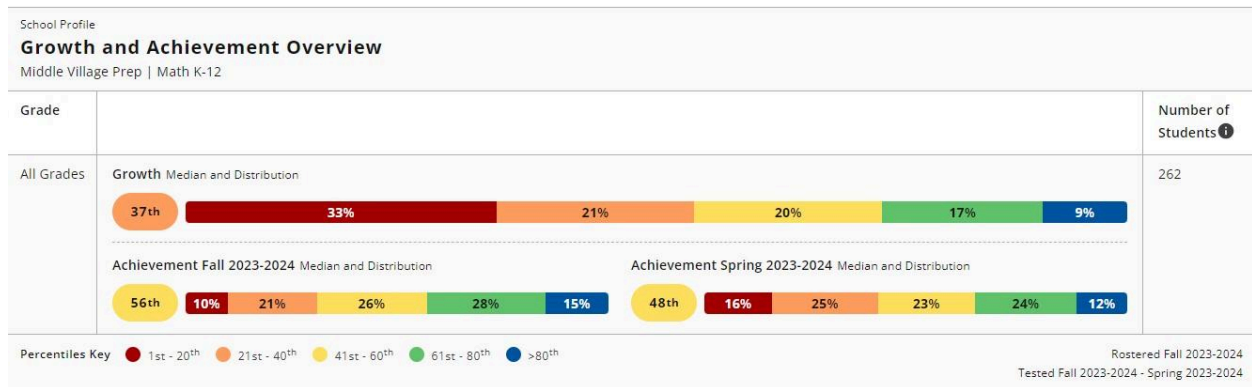
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Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6	51.7	50.0
7	61	50.0
8		50.0
All	56.3	50.0

MATHEMATICS INTERNAL EXAM RESULTS

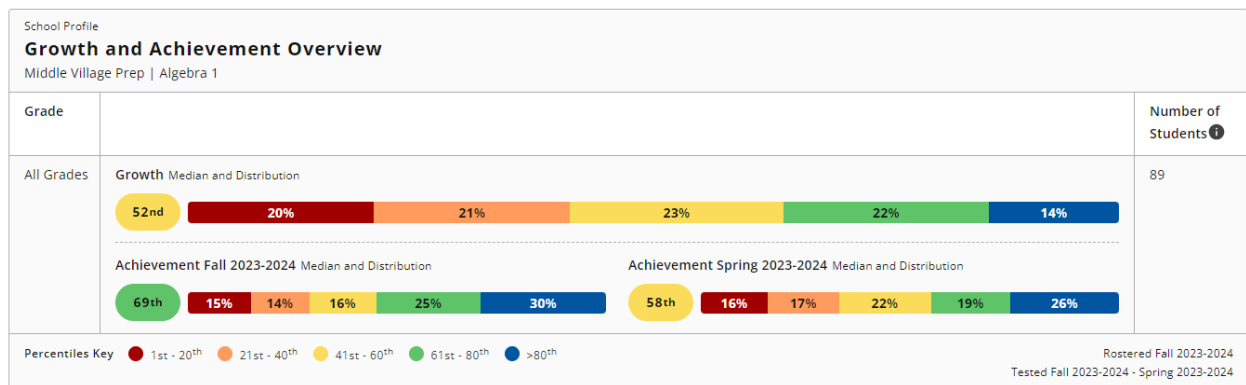
During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: NWEA MAP TEST.

Math Grade 6 and Grade 7



Algebra 1

Middle Village Prep



SUMMARY OF THE MATHEMATICS GOAL

Middle Village Prep holds all students accountable to achieve 75% or higher in all academic subjects and 65% or higher on the Algebra 1 Regents exam. In order to help students achieve this high level of achievement, teachers offer small group instruction, and real world problems to solve. Teachers also use a variety of resources such as coach and rally books to help with instruction along with technology programs such as EDPuzzle and Delta Math.

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.	YES
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.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	Yes

EVALUATION OF THE MATHEMATICS GOAL

The math goal that was put into place has been strengthened by the addition of a Math coach. This coach has been assigned to our school to work with math teachers throughout the month on specific targeted areas and pushing the teachers to work toward a student centered classroom. A specific planning time was also incorporated into the teachers schedules to allow for the Math Teachers to meet as a team to discuss mathematical lessons, look at student data, create mock exams to use for practice for the NYS Math test and Algebra 1 Regents.

ADDITIONAL CONTEXT AND EVIDENCE

Similar to past ELA Mock exams, the Math mock exams were not consistent and data was not comparable as teachers were picking and choosing content that was already gone over in the

classroom. It was decided among the school and with the math team that in order to have a better comparison, the test will resemble the actual state test with the same number of multiple choice questions and extended response questions.

MATHEMATICS ACTION PLAN

The target goal for MVP is to obtain a 75 % proficiency in the NYS test exams. Based on the Map Test results the projected proficiency for students in Grade 6 was below the target by 9% and Grade 7 was above the target by 11%.

We have seen growth in student work and assessments based on the targeted skills that were provided in the classroom. This is based on the use of Delta Math programs that provide feedback to the teachers as students work on various assigned problems. We have seen many students achieve over 75% on the activities related to the assigned work given and have made sure to keep students accountable to attending extra support. We have also seen growth in the Mock exams that were administered specifically in the extended response questions where students need to show and identify how they solved the problem in multiple step equations. Students' multiple-choice scores went up after careful review of data that was assessed back in November targeting specific skills related to problem solving, geometry and statistics.

GOAL 3: SCIENCE

The Science Goal for Middle Village Prep is to achieve a score of 65% or higher on the Earth Science Regents

BACKGROUND

Middle Village Prep's Science program uses the New York State Next Generation Learning Standards fully this year. Students in grade 6 continue to work on general sciences with a strong emphasis on Life Science, which takes the student through discovery and learning of the living environment.

Students in Grade 7 continue to examine the areas of energy, motion, forces, heat waves, light, sound, electricity and atomic structures and their applications. Across all 3 grade levels, teachers had training in the program called Gizmos and were able to incorporate this program throughout the school year to complete virtual labs for the students both in person and remote.

To the program we have also created an extension to the science lab by incorporating a technology lab called Z-Space.

The students in Grade 8 take the Earth Science Regents. Our Regents level program meets New York State Regents standards and participates in the June Regents. All Science programs have 20 hours of lab and laboratory activities with reports are an essential part of the program. We also make sure that students master the skills they need to grow towards scientific literacy, including an understanding of scientific explanations, and the ability to generate evidence, understand the scientific method and its applications over time through an exploratory student-centered problem-solving approach in MVP's Science Lab. Middle Village Prep incorporated the ZSpace lab in place of the fab lab since we had a hard time securing a teacher for the lab.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

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

Middle Village Prep does not administer the NYS Science state test to the 8th Grade students. In place of this exam, Middle Village Prep offers the Earth Science Regents Exam to all 8th Grade students.

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

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	N/A	N/A	N/A
8	N/A	N/A	N/A
All			

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

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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.	N/A
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

Brief narrative highlighting results in the data tables above that directly addresses each measure. Narrative explicitly stating whether the school met the measures and discussing by how much the school fell short of or exceeded the measures, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

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

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22	Earth Science	122	24	19%
8	2022-23	Earth Science	115	52	45%
8	2023-24	Earth Science	133	77	58.3%

ACTION PLAN

Narrative explaining how the school will strive to maintain consistency in its data collection and reporting in the context of possible changes to the modality of instruction. The narrative also explains what specific steps the school will take to maintain or improve academic performance based on the specific results associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or subpopulations.

Middle Village Prep continues to support teachers by providing professional development workshops that will incorporate STEM activities into the classroom. Science teachers have been trained using technology with a program called Gizmo. This program allows for teachers to provide students with virtual labs. Professional development was also provided to all teachers to learn the Z-Space lab functions with priority given to Science and Math teachers as there are many apps and programs dedicated to these two fields.

Middle Village Prep offers the 8th Grade students to earn Regents Credit for Earth Science. Students take part in a full year of learning classroom content along with completing the required 20 hours of labs. We had great success in building the Earth Science Program over the last few years. Review periods and extra time after school was dedicated to help support students who struggled with the content of the course.

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](#).

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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

ADDITIONAL CONTEXT AND EVIDENCE

Provide a narrative reviewing the school's ESSA status during each year of the current Accountability Period.

APPENDIX A: DATA REPORTING TABLES

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

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

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

NWEA

2023-24 NWEA MAP ELA Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50			[Yes/No ↓]
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th gradestudents whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55			[Yes/No ↓]

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁸	[X] ⁹	[#]	[X]	[Yes/No]]
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ¹⁰	2+ students	75%	[#]	[%]	[Yes/No]]

NWEA

2023-24 NWEA MAP ELA Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50			[Yes/No]
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55			[Yes/No]

⁸ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

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

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

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹¹	[X] ¹²	[#]	[X]	[Yes/No]
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ¹³	2+ students	75%	[#]	[%]	[Yes/No]

End of Year Performance on 2023-24 NWEA MAP [ELA/Mathematics] Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ¹⁴	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7				
8				
All				

¹¹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

¹² Target should reflect the median growth percentile for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median growth percentile of all students at the school not included in that subpopulation.

¹³ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

¹⁴ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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

By All Students

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

I-READY

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

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

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹⁵	[%] ¹⁶	[#]	[%]	[Yes/No]
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	[#]	[%]	[Yes/No]

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3				
4				
5				
6				
7				
8				
All				

¹⁵ 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

¹⁶ 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 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3		
4		
5		
6		
7		
8		
All		