



**NYC Charter School of the Arts  
(CSA)**

**2023-24 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

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By Elisa Murphy

26 Broadway, 12th floor

New York, NY 10004

646-793-6320

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Elisa Murphy, Curriculum and Data Consultant, 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)
Laura Blankfein	Chair	Executive, Membership Recruitment
Peter Sack	Treasurer	Executive, Finance
Max Osse	Secretary	Executive, Family
Matthias Ederer	Trustee	Executive, Finance
Laurence Heilbronn	Trustee	Executive, Membership Recruitment
Michele Murphy Gastel	Trustee	Executive, Program Oversight
Adam Falkner	Trustee	Executive, Program Oversight, Membership Recruitment
Mark Hall	Trustee	Program Oversight
Stephen Mak	Trustee	Program Oversight

**Hannah Kehn has served as the school Executive Director since 2024.**

## SCHOOL OVERVIEW

New York City Charter School of the Arts (City School of the Arts or CSA) is the only public, non-screened, arts-based middle school in Manhattan. The mission of CSA is: To inspire a diverse community of young people to engage with the arts as a pathway to rich and rigorous academic scholarship and a creative, purposeful life.

We received approval for our charter on October 15, 2015 and opened in September 2016, initially serving students in 6th grade. CSA reached our chartered grade span in 2018-19, serving Grades 6–8. Our facility is located in Manhattan’s Financial District, at 75 New Street, 12th Floor, in Community School District (CSD) 2. In 2021, our school was renewed for a five-year term ending in 2025-26.

CSA was originally intended to be a middle-school option for families in Lower Manhattan, where the majority of high-quality, public middle-school programs have screened admissions. However, CSA immediately drew interest from families beyond Lower Manhattan and has evolved to be a true citywide program. CSA has become a vital school choice for families across the five boroughs interested in a public, arts-based middle school program, open to all learners without portfolio or audition requirements. Our broad reach is facilitated by our location in the Financial District, which is a citywide transportation hub: there are over 10 subway stops within close distance from our building. This allows families from across the city access to our program.

In 2023-24, CSA’s BEDS day enrollment was 234 students. The demographic breakdown of this enrollment was:

- 65% economically disadvantaged;
- 29% students with disabilities (SWD);
- 4% English language learners (including former English language learners); and
- 11% homeless or in foster care

CSA’s five key design elements are grouped into three domains, *Create-Learn-Thrive*. Revision of one Key Design Element, which refined the description of the arts-centered curriculum delivered, was approved by the Board in June 2024.

### **Create**

*Arts-Centered Curriculum* - Recognizing that the arts are a vital part of academic, social, and emotional development, CSA offers a high-quality arts education, which includes an arts-centered curriculum in core art and ensemble classes and a mixture of arts-enhanced and arts-integrated lessons and projects within their core academic classes.

*Grade-Level Artistic Concentrations* - We provide students with the opportunity to deepen their arts education through a comprehensive artistic program that includes the study of piano in sixth grade and visual art in seventh grade. Eighth grade students pursue advanced study in Creative Connections, which integrates artistic and academic learning in powerful cross-curricular projects. In addition to these three Core Arts classes, CSA students take an elected Ensemble course. All students can continue in piano or

visual art or pursue other course offerings (subject to change per the annual schedule) such as vocal music, strings, music technology, theater, dance and digital storytelling.

Through this approach, CSA students are prepared for successful high school careers, with the additional advantage of a foundation in the visual and performing arts.

### **Learn**

*Arts and Support for All Learners* - We are committed to providing a comprehensive, high-quality arts-integrated education for all learners, including those who typically do not have access to such programs. To ensure access for students with disabilities, economically disadvantaged students, and English language learners—students who often lack access to a high-quality arts education in our city—our lottery policy includes an additional weight for students who belong to any of the three aforementioned groups.

The arts can be a lifeline for students who struggle to master standards in traditional settings. Our inclusive program uses the power of the arts to reinforce learning throughout the academic day with creative modalities that help visual, auditory, spatial, and kinesthetic learners connect to content. In addition, we use data-driven intervention methods to provide targeted academic support for students who are struggling and extensions for those who are ready for more challenging work. Our full-time Student Support Team and all academic and artistic staff members are trained in neurodevelopmental methods for supporting students across a wide range of learning needs.

*Professional Learning Community* - CSA maintains a Professional Learning Community through highly collaborative structures such as frequent co-planning periods, weekly all-staff meetings, consistent coaching, and regular data analysis meetings.

Through responsive professional development, we prepare our teachers to equip students with a cross-disciplinary framework of creative and academic skills. Teachers collaborate across disciplines by co-planning units, sharing lesson plans, and regularly observing colleagues' classes. Frequent data analysis sessions support teachers in the agile and responsive use of data. Annually, our summer academy fosters innovative co-planning.

### **Thrive**

*Focus on the Whole Child* - In addition to the dynamic "Create" art program, and rigorous academic "Learn" curriculum, CSA is committed to addressing the social-emotional health of our students in our "Thrive" program. Cognizant of the unique developmental needs of our middle school population, we use a variety of resources to inform our approach to social-emotional learning. Our diverse population includes students who may experience trauma associated with poverty, as well as other challenges that can impact wellbeing and academic achievement. We work to understand our students' backgrounds and provide support tailored to their needs. Informed by research-based resources, CSA provides structures like daily morning advisory meetings, to frame how we teach students socioemotional and academic competencies.

Our Create, Learn, and Thrive programs, and their associated design elements, provide a rigorous, standards-aligned arts and academic education, accompanied with a comprehensive social-emotional

advisory curriculum and additional support for the needs of our diverse population of students. Our Learn program not only focuses on the academic growth of each child, but also applies to our Professional Learning Community and the support we provide our teachers to implement our programs with fidelity. Finally, to support our “Thrive” value, we prioritize the social and emotional needs of our diverse population through the KDE: A Focus on the Whole Child.

### **School-wide Accomplishments in the 2023-24 School Year**

#### **Create**

CSA’s approach to arts education, like the work we do across all three instructional domains, is guided by the iterative design process—an ethos of cyclical reflection and revision summarized elegantly by a framework called the Season Wheel.

Rooted in indigenous ways of knowing and a touchstone of Quaker wilderness education, this framing device aligns the creative process to the seasonal cycles of agriculture, giving artists, designers, teachers and learners across disciplines a simple but powerful compass for infusing their work with a generative sense of rhythm, purpose and meaning.

The model organizes creative work and learning into four phases:

- \* Starting with the spring phase, we get inspired and plant the seeds, building excitement about big questions and ideas, and connecting to why we care about them.
- \* The summer phase brings a period of focused practice and work, symbolized by tending the crops. During this time we roll our sleeves up and get dirty; we embrace struggle, we wrestle and persist.
- \* The fall is a time to celebrate the harvest, when the fruits of our labors emerge at last to be presented, whether for an intimate gathering of peers or the widest public audience.
- \* And finally, the winter brings an invitation to rest the soil, to reflect on what has been created, design changes for future iterations of our work, and replenish our creative forces in preparation for the next project.

With that guidance, and always seeking to refine the arts program in order to meet students’ needs, the Create team reflects on its accomplishments, and enhances the program significantly every year.

#### **6th Grade Semester Ensembles, Including Dance**

For the first time, 6th graders chose and were able to experience two semester-long ensembles rather than one for the entire year. This gave them the opportunity to explore more areas of interest. In the Fall of 2023, we also offered a new dance ensemble. Their debut performance at the National Museum of the American Indian, alongside the seasoned ensembles, was a success for the participating students and a hit with the audience.

#### **Dance Cycles in Fitness**

To give all CSA students some exposure to dance, each grade experienced two six-week dance cycles as part of Fitness. These new units introduced students to dance as both an art form and a means of physical fitness to promote overall well-being. Dance-infused fitness classes incorporated technical

training, creative exploration, and historical context. We hope to have students build a new way to relate to fitness while potentially leading to a passion for dance as an art form.

### **Developing NYC Arts Partnerships**

As CSA continues to explore the Battery Park area, the school is taking advantage of local performance spaces for presentations. In addition to the New York Film Academy, where the annual musical is presented, the full arts department showcases were presented four times at the National Museum of the American Indian for the school community and families. In the spring of 2023, students from piano, vocal and theater performed at the Perelman Arts Center at the World Trade Center complex.

In the 2023-24 school year, we expanded the art educational program to include some of these phenomenal events happening in the city:

- CSA Vocal Ensemble students were treated to a day at the Metropolitan Opera, as invited guests to the final dress rehearsal of *Orfeo ed Euridice*. The students were invited by a MET performer, who is a parent of one CSA's students.
- The CSA String Ensemble students attended an open rehearsal of the New York Philharmonic at Avery Fisher Hall in April 2024 thanks to our strings teacher.
- In October of 2022 and 2023, 8th grade theater students who were preparing to audition for Arts Based High Schools participated in a mock audition with Broadway actress Jessie Hooker-Bailey. Students were able to perform their two monologue pieces for Hooker-Bailey and receive feedback and coaching in the moment guiding them in fine tuning their audition material.
- In January of 2024 6th, 7th, and 8th grade Theater students partnered with the NY City Center Ed. Dept to participate in two in-school workshops, as well as attend the student matinee performance of City Center's production of "Once Upon a Mattress" starring Sutton Foster. Leading up to the show, students worked with a City Center teaching artist on tableau storytelling and identifying the themes of the show. Then, after students saw the matinee performance, the teaching artist returned to do a post-show reflection. We are working to secure the same partnership for their 2024 - 25 season.
- Comic book artist Anton Griffin shared his expertise with the visual art classes. He guided the students in developing their own 'superheroes' based on work they had developed around endangered animals. He also gave an Artist Talk to the 8th Grade Visual Art Ensemble class around developing a career as a working artist.
- In October of 2024, strings students will attend the Sphinx Organization's *Virtuosi Gala* at Carnegie Hall.

### **Sister Act Musical**

Our spring musical was a big success this year, bringing the community together in powerful ways. Our cast and crew included 43 performers and 27 design team members from all three grades. The show was supported by our adult community more expansively than any show in CSA's history, with 14 staff members directly engaged with directing, choreographing, designing and coaching students

and 18 parents of current students and CSA theater alumni helping out behind the scenes. Set, costume and props crews were led by a cohort of exceptionally skilled 8th grade leaders who have left a strong legacy of creative excellence, teamwork and professionalism for next year's student leaders. All students across the grades, community members, and a number of prospective students and families had the opportunity to see the production; several of these families cited the experience as a key factor in their decision to come to CSA. In the cast and crew talkbacks after each performance—a beloved CSA theater tradition—performers and set crew members testified movingly about the power of their experience participating in the show: facing challenges collaboratively, summoning courage to take creative risks, and building skills, self-confidence, emotional resilience and perseverance.

### **Arts-Based High School Acceptance Rate**

For the 2023-24 school year, 53% of students who submitted an audition/portfolio to an arts-based high school were accepted into at least one of their top choices. Students received offers to these prestigious high schools:

- Art & Design
- Frank Sinatra
- Special Music School
- LaGuardia
- Professional Performing Arts School (PPAS)
- Talent Unlimited
- Fashion Institute of Technology
- Brooklyn HS of the Arts
- Repertory Company High School for Theatre Arts
- Fordham School of the Arts

## **Learn**

### **Growth and Achievement Metrics in ELA**

In 2023-24, the percent proficient of all students in the State English Language Arts Exam was comparable to the year before at 68% and 19% points above the New York state average. The ELA NWEA 6th-8th grade average median growth percentile was 66%, much higher than the target of 50 and 6% points higher than 2022-23.

### **Growth and Achievement Metrics in Math**

In 2023-24, the percent proficient of all students in the State Math Exam was 60%, a 6% decline from the previous year and 11% points above the New York state average. The Math NWEA 6th-8th grade average median growth percentile was 65%, much higher than the target of 50 and comparable to the previous year.

### History

While students benefited from the extended double-block period to read and write using the Wit & Wisdom curriculum, we noticed student gaps in historical understanding. Students in previous years learned about several historical time periods in a non-linear manner, which made it difficult to understand the causes and effects of historical events. By separating the Humanities into separate ELA and History strands, students were able to gain a better understanding of the linear progression of these events. Our new history program was designed to be implemented over two school years, starting in 2023-24.

In 2023- 24, 6th grade had three periods of World History per week and seven periods of ELA. 6th grade used the McGraw-Hill's World History textbook to learn about units ranging from geography to ancient South Asia. Both 7th and 8th grades had one period of the first half of United States history class every day, starting from the indigenous peoples settling in the Americas to the end of the Civil War. Students used the McGraw-Hill's United States History textbook to supplement their readings and analyses of primary sources.

A major success was the buy-in by both teachers and students. Two humanities teachers who were passionate about this two-year initiative created the first iteration of curricula for 6-8 grades. Humanities teachers, during this implementation year, utilized the same writing schema in their separate English and History classes, but with these distinct classes, students had a much greater variety of reading and essay prompts. For example, students were expected to read and analyze more primary source documents than in prior years.

### Specialized High Schools

CSA provides tutoring for any student who expresses interest in taking the Specialized High School exam. 16 students took the SHSAT, and three students met the score requirements to qualify for a specialized high school offer. However, due to school preference lists, only one student received an offer, and that student is attending Brooklyn Tech.

### Thrive

#### Expanded Positive Incentive Program

To enhance a positive school climate and an increased sense of belonging among students, the Thrive team expanded the positive incentive program. Students who modeled positive and kind behavior, had excellent attendance and consistently met school expectations were recognized at grade-wide community meetings. These students were also invited to special Thrive events-such as a bowling trip to Chelsea Piers and an after-school dance party.

### School Wide Initiatives

City School of the Arts is continuously striving for student growth and development. At CSA, our mission is not for our community to reach one point, but for each individual to display growth. Growth is an iterative process. At CSA, we strive for artistic, academic, and social emotional growth for all students, both inside and outside the school community.

As a school community, we believe that growth in academics is not the only important data point. Student’s engagement in artistic practices, positive relationships, an independent sense of self expression, and connection to the community are all elements that contribute to engagement in academics.

Some growth occurs naturally, some growth is more targeted. In order to continue to develop an inclusive school community, all students should have access to additional support when needed. Regardless of learning or language differences, individual needs for all students vary in time, environment, and circumstance.

### **MTSS Program**

In the 2023-2024 school year, CSA implemented the Multi-Tiered System of Supports (MTSS) school-wide program. MTSS is a more holistic approach to identifying the barriers to student success, in all our spheres of Create, Learn, and Thrive, as opposed to our previous Response to Intervention (RTI) system, which focused solely on academic performance. MTSS relies on data to both identify students who are struggling academically, artistically, behaviorally, and/or socio emotionally, and regular reviews of the data to determine whether our interventions are successful. A newly written [handbook](#) codified our program and was disseminated and reviewed with teachers. Professional development on Tier 1 practices was begun in the 2022-23 school year and is a priority for continued development in the coming school year.

Our new MTSS program included an academic intervention period. Two times per week, students attended an academic intervention/ enrichment period on Tuesdays and Thursdays. The content of these periods changed every six weeks, depending on student need. There were seven cycles throughout the year, and each cycle we switched focus between math and language skills. The final cycle was built around clubs, engaging in students' personal interests at the end of the year.

For some cycles, all students received access to Tier 1 academic programs including iReady, IXL, typing instruction, and independent reading. We utilized iReady and IXL because each student could work on his/her personalized skill paths based on test scores and class performance. Some Tier 2 small group intervention support included Read180, guided reading, math practice groups, and Algebra and Living Environment Regents test skill preparation groups. We also had a Tier 3 phonics support group. Advanced students were also offered enrichment in math and reading or arts high school portfolio support.

The implementation of Tuesday / Thursday academic intervention time was successful as demonstrated by the dramatic growth of low-achieving students in the math NWEA MAP assessment. Teachers and providers were able to implement Tier 1, Tier 2, and Tier 3 intervention and enrichment for students in the newly created period in our schedule.

### **Publicizing CSA Story**

To bolster recruitment and enrollment efforts CSA engaged in strategic public relations and promotion. In a time when innovative educational approaches are outpacing societal norms, CSA is a leading voice in reshaping the educational landscape. By codifying our brand and positioning ourselves as an industry leader, we're not just boosting enrollment—we're showcasing a blueprint

for the future of education. Our *Create-Learn-Thrive* whole-child approach is cultivating community-minded scholars equipped to navigate an uncertain future by using the creative process to approach adaptive challenges. In contrast, CSA has already been practicing and seeing the benefits of the three equal parts of imagination, academics, and SEL as rigor in our program. For example, by our longstanding no-phone policy, which demonstrates foresight in addressing challenges like social media's impact on adolescent mental health. As highlighted by major media outlets, our methods are gaining recognition as a flagship in educational innovation. By amplifying our successes and unique approaches, we're attracting students and influencing the broader conversation on what constitutes effective, forward-thinking education in the 21st century.

An example of a recent story is this *Good Morning America* 3 [segment](#). And as stated above, we look forward to an upcoming segment Sept. 2024 on CBS that will profile us as a leader with a no phone policy for students. Unlike districts around the country changing to a no phone policy this year, we have had a no phone policy for over six years because we want our students to be fully present during the school day, and since social media has been linked to adolescent mental health challenges.

## **New Programs and Initiatives for the 2024-25 School Year**

### **New Executive Director**

*Bio: The newly appointed executive director of the New York City Charter School of the Arts (CSA), Hannah Kehn brings fourteen years of experience in school leadership. Her diverse background includes serving as the first implementation coordinator for the Turnaround Arts Initiative, ELA teacher, assistant principal, founding principal of a high school concerned with "activism". She holds a master's degree in teaching at Pace University, and a master's degree in school leadership from Harvard University's Graduate School of Education. As a Catapult Fellow in Denver, she absorbed valuable insights from schools and leaders nationwide who are effectively grooming students to be innovators.*

-Authority Magazine, May 2024

Ms. Kehn's formal background in school leadership and school design positions her to deepen and strengthen the work already in place at CSA. Her expertise in areas related to coaching, systems-thinking, and arts integration/enhancement will support CSA's growth in alignment with critical benchmarks. CSA Board of Directors specifically wanted to hire an Executive Director with the capacity to support the intentional integration of the arts as well as support the longevity of the mission. Beyond this, Ms. Kehn's network in education can support CSA's work, becoming more broadly known at conferences.

## **Create**

### **New Dance Ensembles in 7th and 8th Grades**

As mentioned, our veteran fitness teacher piloted a one semester Dance Ensemble elective in fall 2023. While CSA had tried dance with little success in its initial years, the idea of returning dance as a full, three-year program had been considered important for some time, as dance is another choice

for students interested in audition-based NYC high schools, and CSA is seeing great success in acceptance rates in other artistic disciplines. The sixth-grade pilot program was so well received by the community that dance is returning to all three grades in the 24-25 school year.

### Learn

#### Executive Functioning Curriculum

Almost all middle-school students lack executive functioning skills (emotional control, flexibility, goal-directed persistence, metacognition, organization, planning and prioritizing, response inhibition, sustained attention, task initiation, time management and working memory), which impairs their ability to fully engage with all of the learning in academic and artistic classes. We strongly believe that if students are formally taught to identify and monitor their executive functioning strengths and weaknesses, and practice specific strategies to improve these cognitive processes, they will possess essential tools that will enable them to be successful whole-life learners.

We will be intentionally teaching executive functioning vocabulary and skills to students in all classes, including specific curriculum in academic (MTSS) time, and training teachers to seamlessly incorporate strategies and protocols within the context of their classes. It's crucial for teachers and students to engage with executive functioning in authentic and meaningful learning situations within the classroom itself.

Each department will create an executive functioning skills rubric, differentiated on how these skills manifest specifically in that particular course; completed rubrics will be shared four times a year with students and families, along with progress reports and report cards, to support student reflection, self-assessment, and formative feedback.

#### History

This is our second year of implementing a new history program at CSA. Teachers will revise and expand the history curriculum that we currently have to include more units and arts-integrated learning experiences. Since the 7th and 8th graders were taught the same U.S. History curriculum in 2023-2024, the current 8th grade will continue on to the second half of U.S. History, picking up from the aftermath of the Civil War.

6th grade will also have distinct ELA and history classes every day. Since 6th grade History will now meet more often, for five periods a week, students will experience two more world history units: Mediterranean and the Byzantine Empire.

Teachers will collaborate more in department meetings to create standards-aligned and fine-grained formative and summative assessments. History and English teachers will also regularly meet in co-planning meetings to ensure writing and reading standards are aligned in both subject areas. These efforts will strengthen our Humanities curricula and instructional materials so that students have multiple opportunities to demonstrate their understanding and hone their writing and thinking skills.

#### Professional Development- Increased Preparation for ComputerBased Tests

All grades will have to take the NY State assessment digitally this year, and we do not want a change in the mode of test administration to negatively impact students' performance simply due to unfamiliarity with the platform. One six-week cycle of the academic period will be devoted to improving typing skills. Departmental meetings will be focused on strategies to explicitly teach students how to approach and answer computer-based test questions.

### **Grading Policy**

The Instructional Leadership team is working to refine our grading policy so that it more accurately assesses the acquisition of knowledge and eleven executive functioning skills.

### **Thrive**

#### **Revised Code of Conduct**

Rooted in our belief that each student and situation is unique, our responses must both follow due process and ensure that interventions and consequences are tailored to meet student needs. The Code of Conduct has been revised, informed by, and aligned with the NYC DOE Code of Conduct. The Code of Conduct includes five progressive levels. Each level has a range of restorative/reflective interventions as well as a range of possible disciplinary action. Parents are being apprised of the changes in mandatory introductory meetings this Fall.

#### **Refined Behavior Data Management Tool with More Targeted Support for Teachers and Students**

We are building a tool that will ensure 1) that there is follow up for classroom support requests, 2) that incident management is communicated in a timely manner and each step is documented properly and 3) the newly formed communication loop builds trust between student support staff and teachers.

#### **Health**

Health education will be integrated into Advisory this year. Advisors will implement lessons from the *Health Smart Curriculum*. *Health Smart* focuses on empowering students to make healthy personal choices and will highlight violence prevention, positive relationships, mental and emotional health and wellness, drug and alcohol prevention, and STD/pregnancy prevention.

#### **Expanding Mental Health Services with New Guidance Counselor**

In the 2024-25 school year, CSA expanded the mental health and intervention services by hiring a full-time Guidance Counselor. The Guidance Counselor will be providing mandated IEP counseling services along with supportive counseling to students with Tier 2 / 3 social emotional or behavior needs. The new position will be collaborating with the Director of Community and Culture to pilot a peer mediation program.

#### **Grant for Peer Mediation**

CSA won a competitive grant for free training and technical assistance to develop a peer mediation program through NYSED. The Thrive team will work with the Community Dispute Resolution Center and the Peace Institute to train 15-25 peer mediators. Students and staff will receive 16 hours of training in the Fall. The peer mediation program should launch in early 2025.

### **Peace Institute Professional Development**

The Peace Institute will continue to work with CSA staff to build capacity for restorative practices. They will provide training about: using Community Circles as a Tier 1 intervention in Advisory, responding to harm, re-entry meetings and conflict resolution in the workplace.

### **Whole School**

#### **More Robust Data Collection and Analysis System**

##### **MTSS- Next Phase**

We readily monitor assessment data, which along with teacher reporting enable us to have a robust picture of each individual child so that we can deliver an educational program that will maximize their learning. For data gathering we have relied on an inefficient system which involved manually preparing spreadsheets biweekly. Time wasted on data collation and analysis and a two-week time lag are only two of the problems we faced.

Starting this year, CSA will be utilizing the MTSS Student Success platform by Panorama Education. Each night, the Student Success software integrates data from our student information system, from NWEA MAP, and from our socioemotional survey system so that we have a complete up-to-date daily picture of how students are faring. The MTSS team can easily gather data needed to proactively identify system-wide and individual student needs and track the success of intervention plans.

The MTSS team consists of the Director of Supported Education, the Director of Community and School Culture, the Social Worker, the Guidance Counselor and the Deans. The team will analyze the data, monitor student tier placement, and evaluate the progress of interventions for Tier 2 and Tier 3 students. They will communicate updates to the grade team meetings and collaborate with both academic and artistic teachers. This team will primarily support Tier 2 and Tier 3 student interventions.

The 2024 - 25 MTSS goals include 1) an increase of school-wide use of the tiered MTSS language in all meetings 2) effective utilization of the new Panorama data system to organize students on “tiers” based on the type and depth of support they may need at the time (academic, attendance, behavior, social-emotional, artistic) 3) continue to utilize Tuesday / Thursday academic time for data-driven interventions based on student needs.

**Arts Integration**

Through intentional PD and coaching support, teachers will practice using high impact arts strategies that when integrated into core academic classes can help students retain information and create work they are proud of. All departments will follow examples of effective arts integration using the text *Handbook for K-8 Arts Integration: Purposeful Planning Across the Curriculum* as well as projects from High Tech High Schools in San Diego. Through these case studies, academic teachers will be encouraged and supported to experiment with using arts standards in their authentic project designs in order to deepen practice in this area. Some of this work will be documented via Documentation Boards which is a practice that originates from Reggio Emilia Schooling for the purpose of telling the “behind the scenes” story of a learning experience. This will make clearer to all stakeholders what arts integration can look like.

**Develop More Meaningful Parental Partnerships**

Similar to the national trend, starting with the COVID pandemic, CSA experienced declining parental engagement with the school. However, to serve the whole child, it is essential for teachers to develop partnerships with parents and for parents to know and be involved with what their child is learning.

CSA is prioritizing hosting more events to interact with families and expanding communication with a new tool, Parent Square. Parent Square streamlines two-way communication between teachers and adults at home in real-time and eases the administrative tasks of returning forms (lunch, field trips, immunization... )for the families

Additionally, we plan to hold more events that build community with families and students in the neighborhoods where they live. This will also ensure we are more visible in the communities we serve.

We are hitting the ground in September with Family Readiness Workshops that not only allow individuals space to get to know the new Executive Director but that also review critical updates and information.

Through our work in our Family Association, we hope to provide more opportunities for parents to engage in learning experiences, fundraising, and arts events.

**ENROLLMENT SUMMARY**

School Enrollment by Grade Level and School Year

School Year	6	7	8	UG	Total
2021-22	72	72	102		246
2022-23	61	70	83		215
2023-24	65	86	82	1	234

## GOAL 1: ENGLISH LANGUAGE ARTS

Students will be proficient readers and writers of the English language.

### BACKGROUND

CSA has an arts-infused, thematically-based English and History curriculum that develops students’ creative and critical capacities across disciplines. With a strong emphasis on reading, writing, speaking and listening for both historical and fictional texts, CSA seeks to maximize students’ exposure to a wide array of literature, primary source documents, and non-narrative non-fiction texts.

In the 2023-24 school year, the Humanities block was split into distinct English and History classes, so that students could gain a more complete understanding of the linear progression of historical events. English continues to use the Wit and Wisdom curriculum, and History lessons were created by the teachers, and utilize McGraw-Hill’s World and United State History textbooks.

Lessons, materials, and units are designed using Wiggins’ & McTighe’s Understanding by Design (UbD) framework, and teachers are given ample time to complete extensive UbD plans. CSA assessed and evaluated student achievement in ELA during the 2023-24 school year by using the following:

- Exit Tickets
- School-created ELA Semester Exams (using formative assessments, created by the school and based on state exam questions)
- End-of-Module Wit and Wisdom Writing Assessments
- End of Unit History Assessments
- MAP Assessments (norm-referenced administered BOY, MOY and EOY)

## MIDDLE SCHOOL 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	
6	59		2				4	65
7	77	1	1			1	5	85
8	71	1	4				3	79
All	206	2	7	0	1	1	12	229

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### Performance on 2023-24 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year<sup>1</sup>

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
6	59	37	62.7%	1	0	0.0%
7	76	54	71.1%	51	37	72.5%
8	71	48	67.6%	58	40	69.0%
All	206	139	67.5%	110	77	70.0%

#### 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 (PI)

#### English Language Arts 2023-24 Performance Index (PI): MIP = 113

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
206	10	22	32	35

$$\begin{aligned}
 \text{PI} &= 22 + 32 + 35 = 90 \\
 &\quad\quad\quad 32 + 35 = 67 \\
 &\quad\quad\quad\quad + (.5)*35 = 17.5 \\
 &\quad\quad\quad\quad\quad\quad\quad \text{PI} = 174.5
 \end{aligned}$$

<sup>1</sup> 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.

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

**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.<sup>3</sup>

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 <sup>nd</sup> Year		All District 2 Students (Preliminary)	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
6	0.0%	1	71.4%	1998
7	72.5%	51	79.1%	1945
8	69.0%	58	73.1%	1786
All	70.0%	110	74.6%	5729

**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.

**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

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

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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.<sup>4</sup>

### 2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
6	60.7	457.0	445.4	1.27
7	67.1	458.0	446.8	1.15
8	61.4	463.0	450.9	1.23
All	63.2	459.1	447.5	1.21

#### 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.<sup>5</sup>

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.

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

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

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grade	Mean Growth Percentile	
	School	Target
4		
5		
6	59.1	50.0
7	55.3	50.0
8	61.5	50.0
All	58.3	50.0

### ELA INTERNAL EXAM RESULTS

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

### ELA 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 <sup>rd</sup> through 8 <sup>th</sup> 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	195	66	Yes
Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> 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	80	43	No
Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>6</sup>	60 <sup>7</sup>	55	71	Yes

<sup>6</sup> 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

<sup>7</sup> 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.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure	Subgroup	Target	Tested	Results	Met?
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> 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. <sup>8</sup>	2+ students	75%	115	65%	No

### SUMMARY OF THE MS ELA GOAL

The charter school met three of the four English Language Arts goals we are able to report on in 2023-24. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS ELA exam. We did not outperform the local CSD 2 in 2023-24, but only 6.8% of our enrollment lives there. We did outperform all boroughs and the citywide proficiency in grades 7-8. Based on the 2022-23 Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide in terms of poverty, the school did perform better than expected to a meaningful degree with greater than 0.3 overall effect size. The school also demonstrated growth from the beginning of the year to the end of the year as measured by the NWEA MAP data.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State 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.	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

<sup>8</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>

### EVALUATION OF ELA GOAL

The ELA tables above provide data that supports whether the measures were achieved in 2022-23. Statewide NYS 3-8 assessment results have been posted, however NYC and CSD scores have not been made public.

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS ELA exam.
  - o CSA proficiency in ELA, as demonstrated by performance on the State Exam, remained steady, with 68% of all students demonstrating proficiency in the last two years of test administration. Proficiency for students enrolled in 2+ years was 70%.
2. Measure: The charter school will exceed its predicted level of performance on the state exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
  - o Our students performed well compared to similarly economically disadvantaged students among all public schools in NY with an effect size of 1.21 in 2022 - 23 the most recent data available; this score exceeded the target of 0.3, demonstrating that our students are proficient to a much higher degree than demographically similar public schools statewide.
3. The charter school demonstrated academic growth in 2023-24 based on interim assessments. CSA achieved two of the four metrics based on the end of year Reading NWEA MAP assessment in 2023-24. The school's median growth percentile of all 6th through 8th grade students was 66%, which exceeded the target of 50% and was 7% points higher than the previous year. The median growth percentile of 6th through 8th grade students with disabilities was much greater than that of the general education students at the school with the median growth percentile for SWD and general education students 71% and 60%, respectively. The 71% MGP for SWD was 5% points higher than the previous year as well.

CSA did not meet the metric for low achievers. The school's median growth percentile of all 6th through 8th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall did not meet or exceed 55% in the spring administration at 43%; however, this was an improvement of 4% points from the year before.

As well, 65% of the students enrolled in at least their second year at the school did not meet the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. However, CSA's overall RIT score proficiency has been improving steadily – 50% were proficient in 2021-22, 59% in 2022-23, and 65% in 2023-24.

### ADDITIONAL CONTEXT AND EVIDENCE

Although CSA is located in Manhattan CSD 2, only 6.8 percent of our enrollment resides there. Our scholars come to us from all five boroughs.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

NYS ELA	2023-24	2023-24 (Preliminary)					
		Grade	NYCCSA 2+ Yr Cohort	NYC	BRONX	BROOKLYN	MANHATTAN
7	73%	55%	42%	57%	63%	58%	61%
8	69%	54%	42%	55%	58%	57%	59%
7-8	<b>70%</b>	54%	42%	56%	61%	57%	60%

Home District Borough	Percent Enrolled at CSA in 2023-24
Bronx	14.53%
Brooklyn	42.74%
Manhattan	26.07%
Queens	7.69%
Staten Island	8.97%

### ACTION PLAN FOR ALL ACADEMICS

Four initiatives, some previously described in detail, are being implemented to bolster all academic programs.

**1) Data System**

- Student Success Panorama software will enhance the ability to identify struggling students and track effectiveness of interventions.

**2) Executive Functioning Emphasis**

- Have executive functioning self-reflection, vocabulary, and effective strategies be part of the everyday discourse in classrooms.

**3) After School Reflection**

- After school reflection occurs for 45 minutes after school Monday through Thursday and all staff rotate supervision in an equitable way.

- This new system will support all students in a variety of ways. Staff can initiate this as a consequence for chronic lateness to first period or absenteeism. It can also be initiated to support students in danger of failing. It can also be used for students who didn't finish a task during the day or need to simply make up a test. Students can also opt into this time if they realize they are falling behind.

#### 4) *Computer facility*

- In preparation for digital administration of state tests, adequate practice with utilizing the platforms making sure students are comfortable with the technology so that they can demonstrate their mastery of the grade-level content.

### ELA ACTION PLAN

The ELA action plan is twofold: 1) focus on strategies to impact in particular low-initial achiever, and 2) utilize expanded departmental meeting time to explore professional development. Topics that we want to explore and learn more about as a department include:

- Coherence between the English and History departments on strategies used to develop strong writing.
- Creation of strong summative assessments and working backward to make sure formative assessments build up well to these summative tasks.
- More intentional art-integrated projects along with substantial writing pieces; they provide an additional assessment for students to demonstrate understanding.

The Instructional Leadership Team will explore in more depth how the academic intervention period, twice a week, can be utilized more effectively to target the low-initial achievers.

## GOAL 4: MATHEMATICS

Students will be proficient in using mathematical concepts.

### BACKGROUND

In 2023-24 we adopted the iReady curriculum for two reasons. First, the accessibility of the practice problems. Based on teacher feedback, the math problems in our previous Envision curriculum did not meet the needs of our student population; the workbooks had a few problems that were highly scaffolded and then jumped to extremely rigorous problems without enough guided practice. With many of our students arriving at CSA below grade level, the Envision curriculum at times was problematic, either providing too much support or not enough.

Second, personalized learning. As a stand-alone middle school, we have students in our sixth grade from every borough and many elementary schools, with divergent levels of math fluency and comprehension. In 2023-24 we added two thirty-minute intervention blocks to our schedule. iReady offers online customized learning paths that teach differentiated lessons to engage all students, at any grade level. While some students were engaged in a rigorous math activity, other students could be in a small instructional group with the teacher.

All iReady curriculum maps are aligned to the New York State Learning Standards, and provide clear directions for teachers, students, and families. They include frequent comprehensive checks for understanding so that teachers can monitor mastery and reteach, remediate, or enrich when appropriate.

Our long-term goal is for all 8th grade students to be successful on the Algebra Regents Exam. In 2022 - 23, for the first time, we had an Algebra class in which all students enrolled were expected to take the Algebra 1 Regents. Given demand, in 2023 - 2024, we expanded to two Algebra classes and in the coming year; in order to accommodate all students, we have an ICT Algebra 1 section.

Lessons, materials, and units are designed using Wiggins' & McTighe's Understanding by Design (UbD) framework, and teachers are given ample time to complete extensive UbD plans. CSA assessed and evaluated student achievement in math during the 2023-24 school year by using the following:

- Exit Tickets
- School-created Math Semester Exams (using formative assessments, created by the school and based on state exam questions)
- End-of-Unit iReady Assessments
- MAP Assessments (norm-referenced administered BOY, MOY and EOY)

## MIDDLE SCHOOL MATHEMATICS

### Math Measure 1 - Absolute

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

### METHOD

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

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

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/I EP	Admin error	Medically excused	Other reason	Took Regents	
6	59		2				4	0	65
7	77	1	2			1	4	0	85
8	69	1	6		1		2	69	79
All	205	2	10		1	1	10	69	229

Note: Grade 8 students took both the NYS math exam as well as the Algebra 1 Regents.

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

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
6	59	37	62.7%	1	0	0.0%
7	76	44	57.9%	51	31	60.8%
8	69	42	60.9%	56	35	62.5%
All	204	123	60.3%	108	66	61.1%

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### 2023-24 NYS Math Exam or Algebra 1 Regents State Exam – Counted Once with High Score Charter School and District Performance by Grade Level

Grade	All Students			Students in their Second Year			All District Students (2022-23)		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
8 Combined	69	43	62%	56	36	64%	1891	1529	81%

### ADDITIONAL EVIDENCE

#### Performance on a Regents Algebra Exam Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2018-19	Algebra 1	40%	51
8	2021-22	Algebra 1	100%	21
8	2022-23	Algebra 1	96%	28
8	2023-24	Algebra 1	93%	30

#### 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.

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### Mathematics 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
204	18.6	21.1	39.7	20.6

$$\begin{aligned}
 \text{PI} &= \frac{21.1}{1} + 39.7 + 20.6 = 81.4 \\
 &= 39.7 + 20.6 = 60.3 \\
 &+ (.5) * 21 = 10.5 \\
 \text{PI} &= 152.2
 \end{aligned}$$

### Math Measure 3 - Comparative

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

### 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. Because the 2023-24 statewide exam results are still being verified, we are using 2022-23 district proficiency rates for reference.

### 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 <sup>nd</sup> Year 2023-24		All District Students (Preliminary)	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
6	0.0%	1	74.9%	2049
7	60.8%	51	79.9%	1995
8	62.5%	56	67.2%	411
All	61.1%	108	76.4%	4455

### 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)

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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.

#### 2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
6	60.7	450.0	450.0	0.00
7	67.1	458.0	450.7	0.57
8	31.4	468.0	443.7	1.82
All	63.2	458.1	448.4	0.75

### 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.<sup>9</sup>

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

<sup>9</sup> These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

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aggregated school-wide to yield a school’s mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

### 2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6	50.8	50.0
7	63.7	50.0
8	70.9	50.0
All	61.4	50.0

### MATHEMATICS INTERNAL EXAM RESULTS

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

### SUMMARY OF THE MATHEMATICS GOAL

The charter school met three of the five mathematics goals in 2023-24. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS mathematics exam. The school’s aggregate PI on the state’s mathematics exam calculates to 152 which does meet this year’s Measure of Interim Progress (MIP) of 115.3 set forth in the state’s ESSA accountability system. Comparatively, the charter school did not outperform the local district based on aggregate proficiency. Based on the 2022-23 Comparative Performance Analysis, the school performed better than expected to a meaningful degree with greater than 0.3 overall effect size. The regression analysis compares the school’s performance to that of demographically similar public schools statewide in terms of poverty. The school’s mean unadjusted growth percentile in mathematics for all tested students in grades 6-8 was above the target of 50. The school also demonstrated growth from the beginning of the year to the end of the year as measured by the NWEA MAP data.

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

	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.	
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 mathematics tables above provide data that supports whether the measures were achieved in 2023-24. Citywide and NYC district NYS 3-8 math assessment results have not been posted; however, updates may be made as the scores are verified. For this reason, we are comparing to the district 2022-23 proficiency rates.

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS math exam.
  - o The charter school did not meet this measure. Overall, 60% of all students achieved proficiency on the NYS Math exam in 2023-24, compared to 66% in 2022 -23 and 39% in 2021 - 22. Overall, 61% of students enrolled in 2+ years demonstrated proficiency on this math assessment.
  - o Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades based on 2022-23 results.
  - o The charter school did not meet this measure with 61% proficient compared to the district’s 76%. However, CSA outperformed the citywide proficiency rates as well as all boroughs except Staten Island (by 1 percentage point). See table that follows.
2. Measure: The charter school will exceed its predicted level of performance on the state math exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
  - o The charter school did meet this measure. Our students performed well compared to similarly economically disadvantaged students among all public schools in NY with an effect size of 0.75 in 2022 - 23; this score exceeded the target of 0.3, demonstrating that our students are proficient to a much higher degree than demographically similar public schools statewide.
3. The charter school demonstrated academic growth in 2023-24 based on interim assessments.
  - o CSA achieved two of the four metrics based on the end of year Math NWEA MAP assessment in 2023-24. The school's median growth percentile of all 6th through 8th grade students was 65%, which exceeded the target of 50%. The median growth percentile of 6th through 8th grade students for low initial achievers was 61%, above the target of 55%, and 11% points higher than the previous year.
  - o The median growth percentile of 6th through 8th grade students with disabilities was less than that of the general education students at the school with the median growth percentile for SWD and general education students 54% and 65%, respectively.

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- o Also, 46% of the students enrolled in at least their second year at the school did meet the RIT score proficiency equivalent, instead of the 75% target, according to the most recent linking study comparing NWEA Growth to New York State standards. This percentage proficiency, in conjunction with the 6% proficiency decline in State Tests warrants further investigation and discussion within the department.

### ADDITIONAL CONTEXT AND EVIDENCE

Although CSA is located in Manhattan CSD 2, only 6.8% percent of our enrollment resides there. Our scholars come to us from all five boroughs.

NYS MATH	2023-24	2023-24 (Preliminary Scores)					
		NYC	BRONX	BROOKLYN	MANHATTAN	QUEENS	STATEN ISLAND
Grade	NYCCSA 2+ Yr Cohort						
7	61%	57%	43%	60%	63%	60%	68%
8	63%	44%	35%	53%	44%	41%	52%
7-8	<b>61%</b>	53%	40%	57%	58%	55%	62%

Home District Borough	Percent Enrolled at CSA in 2023-24
Bronx	14.53%
Brooklyn	42.74%
Manhattan	26.07%
Queens	7.69%
Staten Island	8.97%

### MATHEMATICS ACTION PLAN

The decline in overall proficiency from the previous year is primarily due to the precipitous decline in 8th grade proficiency, from 81% in 2022 - 23, to 61% in 2023 - 24. Two events are likely contributors: our students were not prepared technically with how to tackle an online math assessment, and our 8th grade math veteran teacher did not teach for the first third of the year. In order to better prepare our

students, all our math teachers, including the veteran who has returned for this year, will be administering tests online, as well as explicitly teaching the executive functioning skills on how to solve math problems when presented digitally.

Our long-term goal is that all 8th grade students take the Algebra 1 Regents exam. In 2023-24 due to demand, we expanded to two Algebra class sections. On the new 2023-24 Algebra 1 Regents, 30 students or 40% of our eighth graders took the test. 90% of this group passed. Of the students with IEPs who took the test, 100% passed.

As a stand-alone middle school, our students come with a plethora of math learning experiences. We have observed, similar to the national trend, that because of COVID learning loss, students lost the most in math, “with a disproportionate drop for students who are Black, Hispanic, from low-income families, and already scoring in the lowest 10th percentile.”<sup>10</sup> To address this issue, we are focusing on fluency this year, along with the usual grade-level content. Many of our students, who are coming to us with significant math deficits, are struggling to master middle-school, higher-level complex problems because they have not mastered basic math facts and skills.

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<sup>10</sup> National Science Board. “COVID-19 pandemic exacerbated widening gap and overall decline in students’ math scores,” n.d. [https://www.nsf.gov/nsb/news/news\\_summ.jsp?cntn\\_id=308493](https://www.nsf.gov/nsb/news/news_summ.jsp?cntn_id=308493).

## GOAL 5: SCIENCE

Students will be proficient in scientific concepts.

### BACKGROUND

Science instruction at CSA is designed to give students a solid foundation in all of the disciplines and build a sense of discovery, curiosity, and fascination with the world through numerous hands-on activities. CSA utilizes an NGSS aligned, activity-rich curriculum five times a week so that students are exposed to all of the physical science disciplines in the 6th and 7th grades (using curriculum from OpenSci), with a focus on biology in the 8th grade (using New Visions curriculum). In 8th Grade Science, students prepare for the Living Environment Regents exam and all 8th Grade students are expected to take this exam. Frequent labs allow students to perform hands-on experiments and analyze findings using skills and competencies practiced in Math (creating and analyzing graphs, charts, and statistical information, for example) and Humanities (reading, writing, and speaking to master Science standards).

## MIDDLE SCHOOL 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 did not administer the New York State Testing Program science assessment to students in 8th grade in spring 2024 because all students in 8th grade sat for the Living Environment Regents exam.

Charter School Performance on 2023-24 Living Environment Regents  
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Students in At Least Their 2 <sup>nd</sup> Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
8	73	53	73%	58	43	74%

### 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 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2023-24 Regents Living Environment Regents Charter School and District Performance by Grade Level

	Charter School Students in at Least 2 <sup>nd</sup> Year			All NYC District 2 Students (2022-23)		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
8	58	43	74%	817	670	82%

### SUMMARY OF THE MIDDLE SCIENCE GOAL

Students in 8th grade took only the Living Environment Regents exam in 2023-24. 73% of all students and 74% of students in at least their second year earned at least a 65 on the exam.

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

### EVALUATION OF THE SCIENCE GOAL

Students did not meet the 75% proficiency goal; overall 73% of students were proficient, whereas 74% of students enrolled for 2+ years demonstrated proficiency.

### ADDITIONAL CONTEXT AND EVIDENCE

All of our 8<sup>th</sup> grade students sit for the NYS Living Environment Regents exam.

### Performance on a Regents Science Exam Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22	Living Environment	89	47	53%
8	2022-23	Living Environment	58	43	75%
8	2023-24	Living Environment	69	53	73%

**ACTION PLAN**

The Regents exam is new for the 2024-25 school year, and one of our main goals as a department is to understand in depth the new expectations and lab activities so that we can deliver rigorous content to match this new assessment. We are taking the opportunity with this new test to expand the use of the *OpenSci* curriculum that has been so successful in 6th and 7th grade, and to utilize their high school biology units this year in the eighth grade. The *OpenSci* curriculum follows NYS Next Generation Science Standards and meets commencement requirements including labs for students to be eligible to take the Regents exam.

**GOAL 7: ESSA**

**ESSA Measure 1**

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

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

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

**ADDITIONAL CONTEXT AND EVIDENCE**

The school continues to be in good standing.