



PAVE Academy Charter School

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2024

By Meg Brown

732 Henry St.
Brooklyn, NY 11231

718-858-7813

Meg Brown, 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)
Eldridge Gilbert	Chairman	
Melanie Dukes	Trustee	Finance Committee
Allie Sweeney	Treasurer	Finance Committee
Kim Lumpkin	Trustee	
Sophie Lippencott Ferrer	Trustee	
Spencer Robertson	Trustee	
Melissa Torres	Trustee	
Sania Khan	Trustee	
Tyler Pride	Trustee	

Marsha Gadsden has served as the Executive Director since 2021.

SCHOOL OVERVIEW

History: PAVE Academy Charter School (“PAVE”) was founded in 2008 in the Red Hook neighborhood of Brooklyn, New York. PAVE opened with grades K-1, grew into a full elementary school, then added a middle school in 2012 and a pre-kindergarten program in 2013. It is currently a K-8 school authorized to serve 588 students.

Mission Statement: PAVE is a K-8 college-preparatory charter school that lays the foundation for a productive and choice-filled life. We build our students brick by brick; equipping them with the academic, social, and emotional skills that they need to become critical thinkers, problem solvers, overcomers, and leaders in their communities.

Vision Statement: Our vision is that Kindergarten through 8th Grade scholars across New York will emerge from our classrooms on a path of expanded opportunities.

Our Approach: PAVE has achieved strong academic success by developing and refining a rigorous grade K-8 college preparatory school model designed specifically to close the achievement gap and prepare students for competitive high schools. PAVE Academy has been established on the following four pillars:

- **Curriculum and Content:** We believe that one of the biggest contributors of student achievement is rigorous curriculum delivered by teachers with deep content knowledge. Through a comprehensive inquiry-based methodology, we inspire a love of learning. We prioritize strong intellectual preparation and masterful facilitation of student discourse, recognizing that our own skills and understanding of content must be exceptional in order to guide and motivate our students.
- **Data Driven Practices:** Feedback is the number one driver of student achievement and we believe that data is exactly that: feedback! We use data to track student progress, inform curricular design, and continuously improve instruction, ensuring we can meet the learning needs of our students. Leaders also use academic and other data to establish priorities, set goals and plan for professional development.
- **High Expectations:** Our belief in our students is unwavering and we want them to realize their full potential. As a result, we expect excellence from our staff and students. We maintain high expectations for our scholars and ourselves, with love, through intentional development, practice and frequent reflection
- **Whole Child:** Academic success alone is not enough. Our scholars work to cultivate the character strengths needed to build healthy relationships with themselves and others, and develop the social and emotional tools that will help them navigate life within and beyond the classroom.

School Characteristics: PAVE is a neighborhood school that serves the communities of Red Hook and Sunset Park, which are located within Community School District (CSD) 15.

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	42	47	59	58	61	60	57	56	49	-	-	-	-	489
2022-23	54	53	40	59	55	60	55	51	54	-	-	-	-	481
2023-24	38	53	44	44	59	53	48	51	47	-	-	-	-	437

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

To thrive in competitive high schools and four-year colleges, scholars must broaden their understanding of the world through reading, writing, speaking, and listening. As readers, PAVE scholars deeply engage with texts by thinking critically, questioning, connecting, and evaluating. As writers, scholars produce both generative and text-based pieces. As speakers and listeners, students discuss and debate complex ideas with their teachers and classmates. In early elementary grades, ELA at PAVE consists of interconnected blocks (Reading Workshop, Guided Reading, Writer’s Workshop, and Foundations) that work in tandem to develop scholars’ understandings of reading, writing, speaking, and listening concepts. In upper elementary grades, Foundations is no longer used, and a Text Analysis block is added to ensure students are grappling with rigorous and often unfamiliar texts and topics. In middle school, students have 90 minutes of ELA, M - TH and 60 minutes on Friday. That time consists of novel study, close reading and writing. Middle school students also have 45 minutes of History daily.

PAVE does not use a textbook to teach reading. Teachers use authentic literature and engaging informational texts. These resources provide bands of text complexity to ensure accessibility and adequate challenge for all students during book clubs, guided reading, and textual analysis activities. Ultimately, scholars’ literacy skills enable them to excel in meaningful careers of their choice.

PAVE uses the following curriculum programs as part of their literacy program:

- **Foundations:** All students in grades K-2 participate in Foundations lessons to develop foundational phonics. Foundations focuses on sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. Critical thinking, speaking, and listening skills are practiced during Storytime activities. In addition, Foundations is aligned to the

Common Core. Foundations Double Dose is used as a tier-two intervention for students requiring additional support based on Rtl protocols.

- **Fountas and Pinnell Leveled Literacy Intervention (LLI):** LLI is used with students who need intensive support to achieve grade-level competency. It combines reading, writing, and phonics/word study with an emphasis on teaching comprehension strategies.
- **Wilson Reading System:** A highly structured remedial program used for tier-three interventions that directly teaches the structure of language to students who have struggled to make adequate progress with other teaching strategies or need multisensory language instruction.
- **Insight Humanities™ :** Insight Humanities™ is Lavinia Group's multicultural, project-based, and integrated reading, writing, and social studies curriculum. We provide teachers with everything they need to successfully teach—a comprehensive unit overview, writing exemplars, scripted daily lesson plans, project samples, and booklists. All units are thematically linked to the content focus throughout the year and work backward from inquiry-based essential questions.
- **Close Reading for Meaning™** Using genre as an inroad, this method teaches students to use various strategies to unpack complex texts that are at or above grade level. This curriculum prepares students to discover the essential meaning of the text as well as the author's craft.
- **Insight Middle Courses™ :** is a literacy curriculum from Lavinia Group used from Grades 6 -8 that improves literacy achievement through a global, thematic, and project-based approaches. Students develop content knowledge as they engage with diverse and rigorous texts, themes, and topics. They apply their learning through authentic and integrated literacy and project work to develop as independent readers, writers, thinkers, and doers.
- **History:** The History curriculum from Grades 5-8 at PAVE is inquiry-based and allows students to develop their own beliefs based on context, fact, perspectives, primary sources, and more. Students are able to determine between key historical facts and debate big ideas. Literacy is practiced through reading and analyzing primary sources and writing arguments supported by evidence.

In addition, PAVE participated in the Summer Boost program funded by Bloomberg and held tutoring sessions over spring break to support students during long breaks.

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in the 3rd through 8th grades in the Spring of 2024. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates the total enrollment and number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

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	41			2				43
4	57		1	1				59
5	46			4				50
6	49			1				50
7	49			2				51
8	46			1				47
All	288		1	11				300

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	41	23	56%	36	19	53%
4	57	31	54%	55	30	55%
5	46	19	41%	43	17	40%
6	49	27	55%	45	24	53%
7	49	35	71%	48	34	71%
8	46	29	63%	43	29	67%
All	288	164	57%	270	153	57%

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.

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	53%	36	60%	1863

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.

4	55%	55	64%	1864
5	40%	43	56%	1945
6	53%	45	51%	1519
7	71%	48	64%	1540
8	67%	43	54%	1315
All	57%	270	58.6%	10046

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.²

2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean scaled score		Effect Size
		Actual	Predicted	
3	91.7%	449.0	438.2	1.04
4	89.1%	443.0	441.7	0.13
5	91.5%	444.0	439.8	0.44
6	88.9%	439.0	439.6	-0.07
7	85.7%	449.0	443.6	0.63
8	92.6%	445.0	446.3	-0.14
All	90.0%	444.7	441.5	0.33 MET TARGET

² These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

ELA INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessments to measure student growth and achievement in ELA: F&P and Literably Data.

Table 1 - PAVE Academy - Fountas and Pinnell Reading Levels Spring 2024

Grade Level	K	1	2	3	4	5	6	7	8
IR Benchmark	D	J	M	P	S	V	X	Y	Z
% of Students AT or ABOVE grade level benchmark	62%	54%	75%	61%	59%	52%	55%	63%	78%

Table 2 - PAVE Academy – Fountas and Pinnell Reading Levels Fall 2023 – Spring 2024

Grade	Decreased 1 or more level	No Change	Increased 1 Level	Increased 2 or more Levels
K	0	4	0	32
1	1	3	6	43
2	0	2	1	41
3	0	1	0	42
4	7	11	9	31
5	4	4	4	25
6	0	11	3	14
7	1	17	4	15
8	0	17	11	4

SUMMARY OF THE ELA GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	not met
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.	not met
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.	met
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.	N/A

EVALUATION OF ELA GOAL

PAVE fell short of the 75% proficiency target on the ELA state exam by 18 percentage points. The 7th grade had the highest proficiency overall at 71%, as well the highest proficiency for students in at least their 2nd year at PAVE. While we did not meet our target, we are motivated by the growth that we have seen in proficiency from SY22-23, and also the movement that we saw from Level 1 to Level 2.

In regards to students' independent reading levels, we saw reading growth on every grade level from September to June with the most reading growth occurring in grades 1st, 2nd, and 3rd. We will take a deeper look into 7th grade's reading levels in relation to their high performance on the ELA New

ADDITIONAL CONTEXT AND EVIDENCE

PAVE is proud of its impact on the lives of its students, especially given the challenges they face from systemic racism and high poverty levels. Students feel a genuine connection to the adults in the community, with 85% percent of students reporting that they feel safe and comfortable with their teachers at PAVE, and 78% percent of students reporting that there is at least one adult at PAVE that they can talk to if they have an issue, both indicating a high level of trust. Still, as a school consistently striving to improve its outcomes and programming, PAVE recognizes important areas of challenge. Though the school's average attendance rate prior to the pandemic was above the NYC average and between 93-95%, the rate has dropped to 90% in the

2023-24 school year, below the NYC average. Since evidence shows that chronic absenteeism puts students at high risk of failure in high school, but that improved attendance rates throughout middle school can help get students back on track, PAVE is prioritizing strategies to address its attendance challenges, especially since those with the lowest attendance are also its students most at risk of academic failure.

ELA ACTION PLAN

PAVE will continue with the steps that have historically led to improved academic performance. We believe that teacher development, engaging and rigorous lessons and data driven instruction will be key in helping our students to continue to make progress. While we have not met our goals, we have seen significant progress across our school resulting in a 13% increase in proficiency on the NY State exam.

Firstly, we will continue to strengthen our K-2 literacy program. We are accelerating student targets, and investing in the quality of our guided reading program and increasing our resources in Grades K-2.

We will continue our guided reading program in Grades 3 and 4; but will also be pushing for higher rigor and more heavy lifting across grades 3-8. This past year was the second year implementing the Lavinia Group's Insight Humanities Curriculum and we will partner with them again to strengthen our implementation of this program. In our middle school, we plan to continue implementing an intervention block in order to provide more targeted small group instruction; but are also working to better leverage the power of two in each classroom.

Additionally, PAVE's middle school will continue to use the Literably software program, which identifies students' reading levels, diagnoses skill gaps, screens students for reading difficulties, and monitors progress. The elementary school will utilize the Fountas and Pinnell Reading Assessment as in years past. PAVE will also continue to use formative data (quizzes, unit tests, homework, and exit tickets) to guide instruction and evaluate student learning.

PAVE elementary school will administer three interim assessments that are state-test aligned prior to the state exam and one at the end of the year to support diagnostic efforts for the following year. Elementary school students will take computer-based interim assessments in preparation for their first year of computer-based state exams in Spring 2025. Leaders and teachers will then analyze the data and the student work to make adjustments to the instruction in the classroom. PAVE middle school will administer three interim assessments prior to the state exam.

GOAL 2: MATHEMATICS

Students will demonstrate competency in understanding and application of mathematical computation

and problem-solving.

BACKGROUND

PAVE believes that scholars must develop a deep, conceptual understanding of mathematics to be successful in college and in STEM careers. Scholars are challenged to reflect upon and defend their strategies, analyze the strategies of others, and make generalizations and conjectures about mathematical concepts and ideas. Scholars learn more advanced strategies and gain more complex understandings by solving problems that are carefully designed to raise certain mathematical questions and discussing and analyzing them with their classmates. In contrast to the traditional method of teacher-directed modeling and practice, PAVE's math teachers act as facilitators who use careful questioning to help scholars develop and solidify their own understandings about math.

For K-2, PAVE administers three interim assessments to evaluate student progress, and to prepare for the upcoming New York State exams. In 3rd and 8th grades, students take two interim Math assessments and a mock-exam in preparation for their state test. Twice a year, teachers deep-dive in their student interim assessment data and make class and individual action plans to remediate and accelerate learning.

Below is a summary of the components of the PAVE math program for 2023-2024:

- **Elementary School Math:**
 - **Three interconnected blocks** (the Math Content Block, Math Routines, and Problem Solving) work in tandem to develop scholars' understandings of math concepts.
 - **Daily Story Problems:** Central to CGI is the use of story problems to engage students in critical thinking about mathematics.
 - **enVision Mathematics 2020:** Teachers use the enVision math curriculum to address grade level content and standards. This program focuses on authentic math contexts, problem solving, visual learning, and daily differentiation to develop deep mathematical understandings and the ability to apply them.
 - **Math Routines:** Teachers focus on number sense by teaching explicit connections, properties, and relationships between numbers. For example, students might discover different factors of 24 by making arrays with tiles in 3rd grade while 2nd grade is focusing on the associative property to add 2-digit numbers.

- **Middle School Math:**

- **Content Block:** Teachers use a variety of programs to address Next Generation-aligned domains and standards. These programs are highly rigorous, inquiry-based, and constructivist in nature to engage students in deeper conceptual understandings and applications before students generalize understandings and work on fluency and procedures. The emphasized curricula are Illustrative Math’s Open Up program for 5th through 8th.
- **Workshop Block:** The MS "workshop" period targets specific student needs by creating fluid differentiated stations. Teachers wield a variety of strategies and activities, such as math routines, whole group addressing of common errors, targeted remediation, and project-based learning (PBL). Certain students receive remediation in small groups, while others work independently on rigorous module-based online math curriculum and resources.

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	43								43
4	58		1						59
5	50								50
6	50								50
7	51								51
8			5					42	47
All	252		6					42	300

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	43	27	62.8%	36	23	63.9%
4	58	34	58.6%	55	33	60.0%
5	46	22	47.8%	44	21	47.7%
6	50	25	50.0%	45	22	48.9%
7	51	29	56.9%	48	28	58.3%
8	8th Grade took Regents					
All	248	137	55.2%	228	127	55.7%

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.

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	63.9%	36	68.2%	1947
4	60.0%	55	69.6%	1929
5	47.7%	44	64.0%	1872
6	48.9%	45	54.5%	1518
7	58.3%	48	66.0%	1511
8	—	—		
All	55.7%	228	64.1%	8921

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.

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.

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scaled Score		Effect Size
		Actual	Predicted	
3	91.7%	453.0	443.7	0.64
4	89.1%	441.0	443.4	-0.17
5	91.5%	437.0	440.2	-0.26
6	88.9%	435.0	441.4	-0.51
7	85.7%	445.0	445.2	-0.02
8	–	–	–	–
All	89.5%	442.0	442.7	-0.06 NOT MET

MATHEMATICS INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd– 8th grade exams, the school primarily used school-based Interim Assessments aligned to the grade-level standards in a similar manner as the state exam. These Interim Assessments were administered three times throughout the year.

2023-24 Math Interim Assessment Performance by Grade

Percent of students collecting 70% of points or greater

Grade	IA 1 (November)	IA 2 (January)	IA 3 (March)
K	n/a	78%	94%
1	10%	44%	67%
2	46%	56%	51%

3	29%	49%	50%
4	38%	27%	28%
5	16%	19%	38%
6	9%	13%	32%
7	7%	18%	44%
8	2%	11%	7%
Grand Total	20%	33%	44%

SUMMARY OF THE MATHEMATICS GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	not met
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.	not met
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.	not met
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

EVALUATION OF THE MATHEMATICS GOAL

PAVE fell short of the 75% proficiency target by 20 percentage points. 3rd grade had the highest proficiency overall and are only 12 percentage points from the goal. In SY23-24, grades 6 and 7 had large proficiency increases by cohort on the state exam increasing by 17 and 32 percentage points respectively. All other grades also had increases in proficiency by cohort. Students in Grade 8 took the Algebra Regents this year.

MATHEMATICS ACTION PLAN

PAVE's first priority to improve academic performance in mathematics is through teacher development. Teachers meet weekly with their colleagues and leaders to deep dive into not just the grade level content, but to develop strong pedagogy. Lessons from both envisions (ES) and Open Up (MS) are revised to increase lesson engagement and rigor. In addition we have made some adjustments to the scope and sequence and are including additional tools and resources to the current material to ensure that we have the best lessons in front of students and that they are sequenced in a way that will lead to optimal results.

At the beginning of the year, students will take an online math diagnostic through IXL. Teachers will continue to utilize daily formative assessments to monitor growth and give feedback. Daily exit tickets, midpoint quizzes and unit exams guide instruction and student action plans. Leaders meet with staff 2-3 times per week to support this effort.

In middle school, leaders are implementing an intervention block and hiring an additional teacher to provide math intervention throughout the day. We did not find virtual tutoring to have the impact that we had desired and so will prioritize in-person supports. Elementary school will continue to dedicate Fridays to differentiation and math intervention.

It is also important to note that this year we have hired a new middle school principal who has a history of high academic achievement as a Math teacher and Dean as well as a new Dean of Math and Science. We have also hired new teachers in Math who have significantly more experience with teaching math. We hope that their expertise and new energy will result in greater gains in Math for our students.

GOAL 4: ESSA

ESSA Measure 1

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

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

Accountability Status by Year

Year	Status
2020-21	In Good Standing
2021-22	In Good Standing
2022-23	In Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

The School met this measure. The school was in good standing this year, and has been in each of the past four years.