

Middle Village Preparatory Charter School

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

October 26, 2021

By Michele Allocca

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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Christian Quezada (Director of Operations) and Michele Allocca (Director of Curriculum) prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	committees (e.g. finance, executive)
Mrs. Josephine Lume	Chair	Chair, Finance & Executive
Mr. Serphin Maltese	Vice Chair	Executive
Mr. Michael Michel	Founder/Advisor	Finance & Executive
Mrs. Maureen Campbell	Trustee	Education
Mrs. Rosemary Degennaro	Secretary	Education
Mrs. Monika J. Konopka	Trustee	Education
Mrs. Betty Mayer-Foley	Trustee	Education
Ms. Deborah Kueber	Trustee	N/A
Mrs. Margaret Ognibene	Treasurer	Finance
Ms. Gail Giordano	Trustee	N/A

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

Ms. Nancy Velez has served as the Principal since 02/06/2017

Ms. Michele Allocca has served as Director of Curriculum since 06/24/2013

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

SCHOOL OVERVIEW

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

The mission of the Middle Village Preparatory Charter School (MVP) is to prepare students for success at a selective college prep high school of their choice. The MVP curriculum is a challenging curriculum designed to meet and surpass the New York State Education Department requirements. Essential to the instructional model is a longer school day and increased classroom instructional time that is devoted to curriculum subjects. Students will master skills and achieve subject proficiency by the end of the 8th grade.

The curriculum of MVP includes a requirement that all students study Latin for three years, a key language for building a strong vocabulary and understanding of languages such as Spanish and Italian.

Mathematics and English Language Arts continue to be the priority as we continue to assign twice the amount of instructional time that is customarily devoted to these critical instructional areas. Science, Social Studies, the Arts, Physical Education, Health, and STEM along with time set aside for extracurricular activities are inserted into a student's daily schedule. All 8th grade students are required to take Regent-level courses, such as the Common Core Algebra 1, Earth Science, and United States History and Government. Students in Grade 8 also take a Latin Proficiency Exam that will give students who receive a passing grade 1 language credit when they enter high school.

Every effort was made to have ALL students return to a "brick and mortar" settings. We strongly believe that the most ideal educational experience for our students is to have accessibility to a teacher, live instruction, in real time. However, given the circumstances, our main priority is to maintain the safety and health of our students and staff, and by extension, our families. Middle Village Prep chose the model known as the AA, BB model which includes blended learning (a combination of in Person Instruction and Remote Learning).

Hybrid Model	Mon.	Tues.	Wed.	Thurs.	Fri
In-person	Group A	Group A	Group B	Group B	

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Remote	Group B Group C	Group B Group C	Group A Group C	Group A Group C	Groups A & B & C
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In Person Learning Instruction included Cohorts of groups/pods of no more than 15 students in a classroom. This configuration was made based on the square footage of the room. The school hours were Monday-Thursday 730AM-3:00PM and Friday 7:30AM – 2:00PM was a full remote day for students. Teachers would report to school for the day and have professional development from 2:30PM-4:00PM on Friday afternoons.

Student who participated remotely (online) during school hours would receive support from their teachers through live teaching by following their school schedule as if they were in person. This was done using the zoom platform to log in to the teacher’s class for “live” instruction. Students will receive modified but rigorous, rich lessons prepared by the teachers through Google Classroom. Students will be asked to submit their work to the teacher in the form of Google Docs, Google Slides, and email.

Students with IEPs and ELL students will attend school Mon-Thursday, instead of two days a week. This additional In-Person instructional time will enable our IEP/ELL students to extend their learning as well as master necessary skills, especially in the content areas.

SEL, Mental Health and supportive programs was one of MVP’s priorities. Many professional development opportunities were provided to ensure that teachers and staff receive training on how to implement and address the social and emotional learning for our students and families. Our school’s guidance counselors worked with many families and students during the remote learning period and were able to provide resources, assistance and on –going support to our students and parents.

In addition, there was a focus on the implementation of social and emotional learning to address the impact of the Remote Learning experiences in the spring as well as adjustments to the learning environment. Parent and school communication was strengthened by securing the hiring of a dean whose experience and background includes effectively using restorative practices and implementing SEL strategies. Our dean also serves as the Parent and Community Engagement Coordinator and worked closely with the Counselors to strengthen parent communication and partnerships.

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
2016-17							147	124	102					373
2017-18							145	128	108					381
2018-19							148	130	120					398
2019-20							149	131	117					397
2020-21							142	135	120					397

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts The ELA Goal for Middle Village Prep is to achieve a score of 75 proficiency and beyond for all of our students. MVP believes that with dedicated reading and writing time, combined with rigorous literary skills instruction, every student has the ability to excel in reading and writing. The ELA curriculum exposes students to a variety of historical and contemporary text, including novels (both classical and current), poetry, journalism, non-fiction, and fiction

BACKGROUND

The ELA curriculum is aligned to the Next Generation Standards for ELA. Teachers made sure to add to their curriculum a variety of reading texts and genres that include critical and extended thinking responses. Taking into consideration the skills that are most challenging for students, an emphasis was placed on how authors use motives to make their points and support arguments with evidence.

In grade six through grade eight, the students continue to read grade-appropriate complex literature and informational text while further developing the ability to cite textual evidence. They look at how the structure within the selected text influence and contribute to the plot and the development of events or ideas. Students will continually be challenged to improve their ability to write and speak with more clarity, providing clear reasons and relevant evidence.

Teachers are continuing to help students discover how to answer questions through writing since it is a critical component of ELA/Literacy. Students will continue to work on the strategy of compare different interpretations of a topic, identifying how authors shape their information and choose to highlight certain facts over others. Students will work with high-quality, complex nonfiction texts and great works of literature. MVP students across all grade levels take part in discussions and debates. This will make their

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reasoning clear to their listeners and readers, constructively evaluating others' use of evidence while offering several sources to back up their own claims.

Teachers also embed rich vocabulary of academic words, which they use to speak and write with more precision. We continue to use the program Achieve 3000 across all grades and to make it a part of our instruction. This program encourages students read at school a variety of articles focusing on standards and skills found throughout the ELA curriculum. As students read and complete articles with a passing rate of 75% and higher, this will help grow their Lexile reading level.

In our instructional model for this year, Students received 5 ELA instructional periods a week. Teachers have used a combination of novels for in person students and e-books for those who are remote to work on the skills necessary to meet the ELA standards Teachers were able to pull from their curriculum the necessary skills and topics that students needed to work on across all grade levels. Programs such as Achieve 3000, NEWSELA and Think Cerca along with other digital platforms such as Nearpod, Pear Deck and ED Puzzle were used to help students continue to keep up with their Lexile level and incorporate a variety of articles and reading passages to help with assessments and skills

METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: **NWEA MAP**

Middle Village Prep administered the MAP Assessment Program for ELA to students in grades 6 through 8 in early October and a second time in June. The results of this exam gave teachers data to look at projected levels of students and skills that students were proficient/not proficient in. MVP also incorporated the use of the Rally books for ELA to help with student assessment. Teachers also created Mock Exams that were converted to a grade-specific scaled score and a performance level.

RESULTS AND EVALUATION

2020-21 NWEA MAP [ELA/Mathematics] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	43.5	358	48%	Yes

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Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	43.5	200	56%	Yes
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹	43.5	35	22%]	No

The 2020-2021 school year completes Middle Village Prep Charter School 8th year. In keeping with our school goal of achieving 75% or higher proficiency, based on the projected scores of the MAP test that was administered in June students that scored a level 2 or higher in the projected proficiency are in the table below:

Grade Level	# of Students Tested	# of students with a projected score of 2 or higher	Percentage	Target met? Yes or No
Grade 6	140	94/140	67%	No
Grade 7	131	103/131	78%	Yes
Grade 8	115	89/115	77%	Yes

ADDITIONAL CONTEXT AND EVIDENCE

Middle Village Prep continues to use and make progress in the instructional program of Achieve 3000. Teachers can easily search for articles in a data base that include fiction and non-fiction stories to work with students covering different skills such as main idea, authors point of view, character traits, and many more ELA skills. These programs are used to level the students according to their Lexile level. Students work on different reading passages with multiple choice questions and extended responses that will continue to help strengthen vocabulary, writing, and help in college and career readiness goals.

A second program that teachers are utilizing into their daily lessons is the program NEWSOLA. Teachers found this to be useful to students in order to target not just specific skills but were able to help identify

¹ 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

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skills such as cause and effect, main idea and author's point of view. In the 2019-2020 school year we had a trial version of this program. For the 2020-2021 school year Middle Village Prep has a subscription to the program allowing us to monitor both student and teacher usage of the program.

ELA Goal: Additional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD: THE STUDENTS IN MVP FOLLOW THE NEXT GENERATION STANDARDS FOR ELA. TEACHERS CONTINUE TO USE A VARIETY OF RESOURCES TO INTRODUCE AND GO OVER IMPORTANT SKILLS NECESSARY FOR THEM TO IDENTIFY KEY VOCBULARY, AUTHOR'S POINT OF VIEW, CONTEXT CLUES AND WRITING STRATEGIES.

RESULTS AND EVALUATION: MIDDLE VILLAGE PREP HAS SEEN GROWTH IN MANY AREAS OVER TIME PARTICULARLY WITH THE WRITING OF SHORT RESPONSES AND STUDENTS CITING EVIDENCE FROM THE READING.

ADDITIONAL EVIDENCE: ADDITIONAL EVIDENCE FROM THIS COMES FROM TEACHER ASSESSMENTS AND PROGRAMS SUCH AS ACHIEVE 3000 AND NEWSLA TO ENHANCE STUDENTS ABILITY TO CONTINUE TO WORK ON SKILLS AND STRATEGIES SURROUNDING THE ELA PROGRAM

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

The target goal for MVP of 75% in ELA was met on the Grade 7 and Grade 8 Level on the MAP test projected scores. We have seen growth in student work and assessments based on the targeted skills that were provided in the classroom. This is based on the use of Achieve 3000 as we have seen many students achieve over 75% on the activities related to the articles. We have also seen growth in the Mock exams that were administered specifically in multiple choice from November to February. Students' multiple-choice scores went up after careful review of data that was assessed back in November targeting specific skills related to citing textual evidence and theme.

ACTION PLAN

Middle Village Prep will continue to use the software programs such as Near pod and Pear Deck to enhance student involvement in the lesson. We continue to use other on-line resources such as Newsela, Engage NY, and Achieve 3000. Teachers will be able to monitor weekly progress of student reading levels as they complete different articles based on their reading ability. Articles and questions will progressively become more complex as they continue to strengthen their skills in all areas. MVP

will also continue to give teachers support by working continuing our work with Teachers College to strengthen the Literacy and Writing across all content areas. This includes whole group professional development as well as individual coaching of teachers while also having professional development continue with technology and in house staff coaching/support.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

BACKGROUND

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

In our instructional model for this year, Students will receive 5 Math instructional periods a week. Teachers have used a combination of digital resources such as Padlet, Ed puzzle and delta math. Kahn academy and teacher made videos of lessons were also incorporated into teaching this year.

Teachers were provided with many free digital resources to incorporate into the virtual setting. Teachers were able to receive training using digital tools such as padlet, Ed puzzle, and delta math. Kahn academy was also used to incorporate videos of solving different types of problems. This was helpful for student to view when working independently on tasks. Teachers were also asked to create their own videos modeling steps on how to solve problems. Teachers were able to pull from their curriculum the necessary skills and topics that students needed to work on across all grade levels.

METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: **NWEA MAP**

Middle Village Prep administered the MAPP Assessment Program for Math to students in grades 6th and 7th grade in early October and a second time in June (in place of the NYS Math Exam) The 8th grade students were administered the Algebra 1 math test and the projected results were used to gage the NYS Algebra Regents. The results of this exam gave teachers data to look at projected levels of students

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and skills that students were proficient/not proficient in. MVP also incorporated the use of the Rally books for Math to help with student assessment. Teachers also created Mock Exams that were converted to a grade-specific scaled score and a performance level.

RESULTS AND EVALUATION

2020-21 NWEA MAP [ELA/Mathematics] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	40.99	[390]	41%	Yes
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	40.99	143	17%	No
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ²	40.99	24	20%	No

The school's goal for mathematics proficiency level is 75% at Proficiency level or higher across the grade levels. MVP's 6th and 7th grade students participate in the NYS Math exam while out students in grade 8 take the Algebra 1 regents.

Grade Level	# of Students Tested	# of students with a projected score of 2 or higher	Percentage	Target met? Yes or No
Grade 6	139	86/139	62%	No

² 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

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Grade 7	130	81/130	62%	No
Grade 8	114	75/114	66%	No

ADDITIONAL CONTEXT AND EVIDENCE

The challenges of a Hybrid schedule this year for Middle Village Prep was to hold students accountable for continuing to take our scheduled Mock Math Exams / Algebra Mock Exams as we did not know how it would be offered to our students at the end of the school year. To prepare students, we designated class periods for testing. Math teachers in grade 6 -8 sort through data of the MAP test and have identified the standards in which students demonstrated the greatest challenges. They plan as a grade, to focus on the areas determined to need improvement. Several strategies were practiced in order reinforce concepts and skills to ensure student progress, among them: re-teaching select skills using different teaching approaches, providing extensive one to one support, doing more frequent small group instruction, maximizing the use of “team teachers “to drive instruction.

Mathematics Goal: Additional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD: STUDENTS IN GRADES 6 AND 7 CONTINUE TO WORK ON THE MATH STANDARDS SET FORTH BY NYS. STUDENTS WERE ADMINISTERED THE MAP TEST IN PLACE OF THE NYS TEST IN ORDER TO SHOW A PROJECTED SCORE BASED ON SKILLS LEARNED OVER TIME. THE 8TH GRADE STUDENTS HAVE USED THE DATA FROM MOCK TESTING GIVEN IN JANUARY TO CONTINUE TO BUILD UPON ALGEBRAIC SKILLS AND WORK ON QUESTIONS FROM PREVIOUS REGENTS EXAMS IN ORDER TO MASTER THE MATH STANDARDS FOR ALGEBRA 1

RESULTS AND EVALUATION: THE STUDENTS IN GRADE 6 AND 7 DID NOT MEET THE PROFICIENCY RATE BUT HAVE SHOWN GROWTH IN MANY OF THE SKILLS THAT WAS GIVEN ON THE MAP ASSESSMENT TEST THAT WAS ADMINISTERED IN OCTOBER AND THEN AGAIN IN JUNE. THE 8TH GRADE STUDENTS PROJECTED PROFICIENCY RESULTS ALSO FELL BELOW THE TARGET.

ADDITIONAL EVIDENCE: ADDITIONAL EVIDENCE COMES FROM THE USE OF DIGITAL APPLICATIONS SUCH AS DELTA MATH THAT SHOWS STUDENTS A BREAKDOWN ON HOW TO SOLVE A PROBLEM AND A VIDEO THAT FEATURES STEP BY STEP INSTRUCTIONS FROM THE TEACHER ON HOW TO SOLVE EQUATIONS AND WORD PROBLEMS.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

The target goal for MVP is to obtain a 75 % proficiency in the NYS test exams. Based on the Map Test results the projected proficiency for students in Grade 6 and Grade 7 was below the target. Each grade scored at 62% proficiency missing the target by 13%. The students in the 8th Grade who took the MAP Algebra 1 had a 66% proficiency level and missed the target by 9%.

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

ACTION PLAN

Middle Village Prep has continued to use the software programs such as Kahn Academy, Delta Math and Padlet to enhance student involvement in the lesson. We will also continue to use other on-line resources such as Engage NY. MVP was about to give teachers support by providing common planning time between content teachers. We also provided whole group professional development as well as individual coaching of teachers while also having professional development continue with technology.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science: The Science Goal for our students is to attain Proficiency and beyond for all of our students. Middle Village Prep offers the 8th grade students the Earth Science Regents. Our goal is to reach 75%

Write the school's Accountability Plan science goal here.

BACKGROUND

Middle Village Prep's Science program uses the New York State Next Generation Learning Standards fully this year. Students in grade 6 continue to work on general sciences with a strong emphasis on Life Science, which takes the student through discovery and learning of the living environment. Students continue to participate in a school wide science fair at the end of the school year demonstrating an experiment based on a skill/topic that they learned in science during the year and create a visual board of their topic along with a hypothesis including steps and results of their procedure.

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

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

Middle Village Prep continues to incorporate the school fab lab as a part of its developing STEM program. Students in Grade 7 and Grade 8 receive Fab Lab two periods a week. This allows the students to work with hands on materials such as Laser Cutters, 3D printing, VR machine, Drone Flying and so much more. It is truly a great experience for the students to work hands on with machinery and create something based on their imagination. Science, Technology, Math and Engineering play a big role in the design and model of many of the lessons presented to students in the Fab Lab offering a new world for students to discover and the opportunity to possibly look in to a future career path.

In our instructional model for this year, Students will receive 5 Science instructional periods a week. One period a week is dedicated to a period of lab. Teachers have used a combination of digital resources such as Padlet, Edpuzzle and Gizmos to enhance their instruction.

METHOD

Students in grades 6 and 7 continued to perform well in science based on teacher created material and assessment. Teachers were able to incorporate many virtual learning experiences such as education videos and virtual field trips. 8th Grade students also participated in many virtual websites including museums and planetariums. They were able to continue working on virtual labs and use real world experiences incorporated into their daily lessons. Another item that was implemented into our school program was the use of Gizmos- This is a site with pre-loaded lessons and labs that teachers are able to use in the classroom to give students a hands-on experience in using scientific tools.

RESULTS AND EVALUATION

Students in Grades 6-8 were given a year end assessment/project to complete that would show growth in topics that were addressed during the school year. The 6th and 7th grade students were able to demonstrate their science fair projects while the 8th grade worked on a teacher created regent assessment that was modified with short answer multiple choice questions and incorporated short responses involving the use of the reference table.

ADDITIONAL CONTEXT AND EVIDENCE

The science fair project for grades 6 & 7 was completed both in person and remotely from home while students either recorded videos of themselves showing the experiment and their demonstration of a scientific topic. Students in Grade 8 continued to work with virtual labs and were able to have breakout room discussions and work independently with an assigned teacher to discuss problems assigned from the regents. Students were able to increase their multiple-choice scores as they were able to deep dive into the lesson with the smaller breakout room sessions.

Science Goal: Additional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD: STUDENTS IN GRADE 8 FOLLOW A HIGH SCHOOL LEVEL CURRICULUM THAT IS ALIGNED TO THE COMMON CORE LEARNING STANDARDS FOR EARTH SCIENCE. TEACHERS USE MULTIPLE RESOURCES SUCH AS TEXTBOOKS/WORKBOOKS, GUIDED NOTE PACKETS, ENGAGENY TESTING QUESTIONS AS WELL AS ADMINISTER UNIT TESTS AND MOCK EXAMS DURING THE SCHOOL YEAR. TEACHERS INCORPORATE A MINIMUM OF 30 HOURS OF LAB HOURS FOR STUDENTS TO PRACTICE EXPERIMENTS AND MAKE DISCOVERIES ON VARIOUS SCIENTIFIC TOPICS

RESULTS AND EVALUATION: MIDDLE VILLAGE PREP HAS SHOWN AN INCREASE IN EARTH SCIENCE SCORES OVER TIME

ADDITIONAL EVIDENCE: ADDITIONAL EVIDENCE COMES FROM THE INCORPORATION OF ADDITIONAL SOFTWARE PROGRAMS SUCH AS CASTLE LEARNING. MIDDLE VILLAGE PREP ALSO OFFERS STUDENTS A 6 WEEK PREP CLASS IN PREPARATION FOR THE REGENTS EXAM AS WELL AS AFTERSCHOOL HELP FOR STUDENTS WHO NEED ADDITIONAL SUPPORT

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

In place of the NYS 8th Grade Science Exam, students are required to take the Earth Science Regents exam. Our goal is for students to become proficient with a minimum of a 75% passing rate.

ACTION PLAN

Middle Village Prep continues to support teachers by sending them to professional development workshops that will incorporate STEM activities into the classroom. MVP also included a new book series that is separated into different topics/modules as opposed to a whole textbook. The smaller modules provide students with models of questions and exercises that help promote project-based learning as well as offer science articles with constructive response questions.

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

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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.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic category 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.

RESULTS AND EVALUATION

The school's instructional approach has focused on specific strategies in order to improve student outcomes in ELA and Math as well as other core subject areas. Students are increasingly challenged to sharpen their ability to write and speak with more clarity and coherence, providing clear reasons and relevant evidence. Greater emphasis is being placed in improving writing skills within the ELA curriculum, as well as across content areas like History, Science and Math. In addition, support has been provided to the faculty members through professional development

ADDITIONAL EVIDENCE

As Middle Village Prep continues to grow, we are able to offer out students more programs that not only enhances their academic abilities but also prepares them for college and career readiness. We continue our mission to meet the goals set by the district and the state.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing

APPENDIX A: DATA REPORTING TABLES

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

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

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

NWEA

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	40.99	[390]	41%	Yes
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	40.99	143	17%	No
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ³	40.99	24	20%	No

³ 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

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End of Year Performance on 2020-21 NWEA MAP [ELA/Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	ELA All Students		Enrolled in at least their Second Year	
	Percent Proficient ⁴	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6	48%	125		
7	50%	124	50%	124
8	37%	96	37%	96
All	49%	345	49%	220

Grades	Math All Students		Enrolled in at least their Second Year	
	Percent Proficient ⁵	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6	48%	125		
7	33%	124	33%	124
8	62%	96	62%	96
All	42%	345	39%	220

*** Students in Grade 8 took the Algebra 1 Map test in place of the MATH K-12 Map test

⁴ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

⁵ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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End of Year Growth on 2020-21 NWEA MAP [ELA/Mathematics] Assessment
By All Students

Grades	Median Growth Percentile	Number Tested
3		
4		
5		
6	61%	125
7	52%	124
8	46%	96
All	53%	345