



**Academic
Leadership**
Charter School

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Eddie Kubina, Principal prepared this 2024-25 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)
James Sander	Chair	Education, Finance, Real Estate
Christopher Brignola	Vice-Chair	Education
Lucas Doe	Treasurer	Finance
Robert Ansbro	Member	Real Estate
Sean Blackwell	Member	Real Estate
Ted Francavilla	Member	Finance
Thomas Gorrell	Member	Education

Norma Hurwitz has served as the Executive Director since 2009

Eddie Kubina has served as Principal since 2023

Paola Coste has served as Assistant Principal since 2024

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

SCHOOL OVERVIEW

“With the leadership of the School Board, its administration, teachers and support staff, Academic Leadership Charter School’s mission is to develop in students the ability to exceed NYS performance standards in all major academic areas in a safe and nurturing environment. In partnership with parents and the community, our students will become empowered leaders and take an active role in their learning while exhibiting good character.”

At Academic Leadership Charter School, we have set very high academic performance goals for our students and striven to meet them by providing a strong and differentiated instructional program. Our main goal and focus is to provide our students with a quality educational program that helps them develop and demonstrate college and career Readiness by meeting or exceeding NYS Common Core Standards through a strong curriculum.

It is our belief that all students can achieve academic success in a nurturing and academically rigorous environment. We have consistently outperformed schools in CSD 7, peer schools, and city-wide schools¹. During our initial charter period, we also recorded individual student growth year to year. Our instructional program focuses on Literacy across content areas in all grades and it has proven to be successful for all our students, including our struggling population.

ENROLLMENT SUMMARY

In the table below, provide the school’s BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2022-23	32	30	42	49	72	65	52	54	62	0	0	0	0	458
2023-24	23	28	33	37	43	63	55	51	53	0	0	0	0	386
2024-25	19	25	27	31	32	45	58	53	52	0	0	0	0	342

GOAL 1: ENGLISH LANGUAGE ARTS

All students at Academic Leadership Charter School will become proficient in English Language Arts

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

BACKGROUND

Our Literacy program is designed to help students become fluent readers and critical thinkers. We follow an interdisciplinary approach that is content-based and allows for language development and vocabulary expansion. Every day, students read and analyze stories and other rich texts such as magazine articles and poetry. Fiction and non-fiction stories are analyzed by students based on weekly themes and story genres which enable mastery of that weekly topic; character study, mysteries, plays, multicultural stories, myths, fables, legends and novels.

We offer four periods of Literacy instruction daily, employing a balanced literacy program offering a mini lesson followed by a workshop period during which the classroom teacher and the associate teacher work with at-risk, special education, or ELL students. Once these students have demonstrated mastery, they proceed to work independently. The classroom teacher then reviews work with the group of at/above level students. Each of the groups participate in small group workshop sessions with the classroom teacher, associate, or one of the instructional support teachers for 15-20 minutes sessions daily during the activity portion of the lesson.

The first two periods consist of our core reading program, SRA Imagine It! for grades K-6 which allows students to read a variety of texts and build necessary reading comprehension skills. For grades 7- 8, we use novels and Pearson's Literature reading anthologies. The third period is devoted to supplemental fiction texts that are teacher-selected and theme-based. The fourth period focuses on writing and responding to literature.

It is important to us that our students develop and nurture a love for reading by providing meaningful topical material tailored to students' social and cognitive developmental and interest level. This is achieved by our selection of engaging texts, providing all students with the opportunity to be active participants in every lesson, regardless of their ability level. To assist with providing best differentiated lessons in ELA, each classroom has created an ELA chart that outlines each comprehension skill, strategy, and elements of figurative language. This system of tracking identifies each student's strengths where students are provided more challenging activities, and weaknesses which requires re-teaching. The ELA chart is updated within each six-week period to support most updated differentiated groups.

In addition to rich fiction texts, we use have a variety of non-fiction texts incorporated in our curriculum. From their early years, ALCS students receive a content-rich curriculum with one period of social studies and one period of science instruction daily. This content is reinforced during our literacy block during which teachers have students read and discuss newspaper articles to remain aware of current events. Students examine articles from various newspapers on the same topic to analyze how each has a point of view and bias and how each journalist chooses to write what they want readers to walk away with.

Each lesson is highly interactive, and teachers facilitate rich discussion, analysis, and application of what is learned. Instead of teachers simply monitoring and ensuring that each

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

student is on task during independent activities, our teachers use this time to re-teach and provide greater scaffolding to students who need it most.

Every Thursday, we hold professional development sessions to help teachers become well versed with our ELA curriculum. School administrators also co-teach with teachers to provide additional support. Students are assessed every six weeks using a mock assessment, modeled after the state's ELA exam.

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.

2024-25 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	29	0	0	2	0	0	0	31
4	28	0	0	4	0	0	0	32
5	45	0	0	0	0	0	0	45
6	58	0	0	0	0	0	0	58
7	53	0	0	0	0	0	0	53
8	52	0	0	0	0	0	0	52
All	265	0	0	6	0	0	0	271

Performance on 2024-25 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year²

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	29	25	86	24	21	88
4	28	26	93	24	24	100
5	45	39	87	34	32	94

² 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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

6	58	53	91	47	44	94
7	53	50	94	44	42	95
8	52	47	90	46	42	91
All	265	240	91	219	205	94

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 2024-25 English language arts MIP for all students of **117.3**. 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 250.³

English Language Arts 2024-25 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
265	[1]	[8]	[31]	[59]

$$PI = 0 * [1]_{\text{Level 1}} + 1 * [8]_{\text{Level 2}} + 2 * [31]_{\text{Level 3}} + 2.5 * [59]_{\text{Level 4}} = [217.5]$$

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

³ You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.⁴

2024-25 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	88	24	33	686
4	100	24	33	733
5	94	34	24	818
6	94	47	27	781
7	95	44	39	796
8	91	46	39	846
All	94	219	33	4660

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 2024-25 analysis is not yet available. This report contains 2023-24 results.⁵

2023-24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	97.1	462	436.7	2.56
4	100	459	437.2	2.02

⁴ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

⁵ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
5	93.8	452	436.5	1.54
6	94.7	450	437	1.43
7	100	471	442.1	2.98
8	94.3	465	443.3	2.15
All	96.4	459.3	438.9	2.06

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 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.⁶

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 2023-24 and also have a state exam score from 2022-23 including students who were retained in the same grade. Students with the same 2022-23 score are ranked by their 2023-24 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.

2023-24 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	50.2	50.0
5	55.8	50.0
6	57.6	50.0
7	81.7	50.0
8	52.1	50.0
All	59.3	50.0

⁶ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

ELA INTERNAL EXAM RESULTS

Students were assessed using internally developed assessments. Our school uses mock ELA assessments for grades 3-8 which are modeled after NYS standardized exams. In addition, we use student writing samples, quizzes, and projects to measure students' growth and mastery level.

During 2024-25, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: Internally developed

SUMMARY OF THE ELA GOAL

Academic Leadership saw continual growth throughout the school year. Our goal is to have at least 75% of students performing at 60% or higher, this goal was met by the end of the school year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	[Yes/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.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	Yes

EVALUATION OF ELA GOAL

Our assessments are modeled after NYSED State exams and often reflect released test questions and passages. Given the difficulty of these exams, 60% is used as the indicator of whether students are on level.

Results: Goal met

80% of students scored 60% or higher on internally developed assessments.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL CONTEXT AND EVIDENCE

Despite the difficulty children faced during the past couple of years, our students performed exceptionally on our internally developed exams. They were able to answer questions thoughtfully and methodically, referring to the passages and using their annotations. Students show consistent growth from start of year to end of year.

ELA ACTION PLAN

Our school will continue to offer vigorous instruction to ensure students continue to meet and or excel goals. We will continue to provide students with the support they need and assess our efficiency using quizzes, work samples and interim assessments. Analysis of these items will allow us to gain a deeper understanding of student performance and improve our methods.

GOAL 2: MATHEMATICS

Students will be proficient in Mathematics

BACKGROUND

Our mathematics program is designed to help students master basic numerical skills while allowing them to think critically and solve word problems. We have a spiraled approach to Mathematics, with each lesson beginning with a ten-minute warm-up activity to review arithmetic operations and fundamentals. Each period contains two mini lessons which focus on different math strands. During each lesson, based on how well students have mastered the day's concepts, they either receive further review or participate in an independent activity offering greater challenge. Mathematics instruction spans two 45-minute periods daily, allowing ample time for students to master their grade's curriculum while being exposed to concepts of the next grade. Math charts which display each mathematics strand and common core standard will be aligned to each student identifying mastery and needs of improvement guiding teachers to best differentiate instruction.

For grades K-8, ALCS employs the Envisions and Go Math! curriculums. For all grades, in addition to our core Mathematics programs, we also purchase supplemental workbooks from Common Core Clinics, Ready NY, and Progress to enhance our Mathematics curriculum. Having as many resources as possible allows teachers to instruct in a variety of ways.

Teachers create math binders which combine all resources, organized by topic. This makes lesson planning more manageable and allows for more strategic planning as activities at various levels are easily available to differentiate instruction. Each classroom has a math center with worksheets organized by topic, manipulatives, and computers for student use. This allows students to reinforce topics if additional support is needed. If a student finishes an activity early, they go to the math center to work at applying, understanding or tackling an area where further practice is warranted. Teachers maintain math charts that track progress by strands/skills and indicate which areas students need additional support. Each student has their individual math

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

progress charts in their notebook and can track progress. This enables students to become active participants in their learning. Students are then able to identify which topics they need extra practice in and use the math center to their advantage.

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.

2024-25 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	29	0	0	2	0	0	0	0	31
4	28	0	0	4	0	0	0	0	32
5	45	0	0	0	0	0	0	0	45
6	58	0	0	0	0	0	0	0	58
7	53	0	0	0	0	0	0	0	53
8	52	0	0	0	0	0	0	0	52
All	265	0	0	6	0	0	0	0	271

Performance on 2024-25 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	29	28	97	24	23	96
4	28	28	100	24	24	100
5	45	42	91	34	31	91
6	58	54	93	47	45	96
7	53	50	94	44	42	95
8	52	47	90	46	42	91
All	265	248	94	219	207	95

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2024-25 mathematics MIP for all students of **119.4**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2024-25 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
265	[2]	[5]	[36]	[58]

$$PI = 0 * [2]_{\text{Level 1}} + 1 * [5]_{\text{Level 2}} + 2 * [36]_{\text{Level 3}} + 2.5 * [58]_{\text{Level 4}} = [222]$$

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.

2024-25 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	96	24	41	727
4	100	24	39	740

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

5	91	34	27	814
6	96	47	27	797
7	95	44	42	786
8	91	46	29	753
All	95	219	34	4617

Math Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.⁷

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	97.1	479	443.4	2.61
4	100	482	444.5	2.40
5	93.8	467	441.3	1.86
6	94.7	465	441.6	1.9
7	100	498	445.4	3.9
8	94.3	487	440.7	2.72
All	96.4	478.9	442.6	2.53

Math Measure 5 - Growth

⁷ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.⁸

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 2023-24 and also have a state exam score in 2022-23 including students who were retained in the same grade. Students with the same 2022-23 scores are ranked by their 2023-24 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2023-24 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	58.3	50.0
5	74.1	50.0
6	59.2	50.0
7	90.7	50.0
8	80	50.0
All	72.6	50.0

MATHEMATICS INTERNAL EXAM RESULTS

Our school used Mock assessments to monitor student mastery. Mock assessments are modeled after NYS assessments.

During 2024-25, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: **Internally developed**

The exams are administered after six week periods. Student progression is monitored throughout the year to ensure mastery.

SUMMARY OF THE MATHEMATICS GOAL

Academic Leadership saw continual growth throughout the school year. Our goal is to have at least 75% of students performing at 60% or higher, this goal was met by the end of the school year.

⁸ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	[Yes/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.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	Yes

EVALUATION OF THE MATHEMATICS GOAL

Our school used internally developed assessments to assess students. Our assessments are modeled after NYSED State exams and often reflect released test questions and passages. Given the difficulty of these exams, 60% is used as the indicator of whether children were on level.

Results: Goal met

85% of students scored 60% or higher on internally developed assessments.

ADDITIONAL CONTEXT AND EVIDENCE

Our students have shown growth over the past two years that is encouraging. We have seen increased proficiency throughout all grade levels. We now need to maintain this level of proficiency as we move forward.

MATHEMATICS ACTION PLAN

We will continue to track mastery of math standards and skills closely. We plan to implement frequent quizzes to track student progress.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

GOAL 3: SCIENCE

Students will show increased proficiency in science from the previous year

BACKGROUND

Our instructional program, which offers Science daily from Kindergarten through 8th grade, has allowed our children to develop strong skills and collect a wide body of knowledge. We focus on a variety of units each school year and students are assessed every six-weeks. We combined literacy and hands-on experiments within our science program.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in 5th and 8th grade in spring 2025. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2024-25 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	34	24	71
8	46	36	78
All	80	60	75

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.

2024-25 State Science Exam
Charter School and District Performance by Grade Level

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

	Charter School Students in at Least 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	34	24	71			
8	46	36	78			
All	80	60	75			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

While we still want better results on the state science exam, we did improve over the previous year. Since the state science exam was redone, we have looked to adjust our curriculum to better prepare students for the new challenge it presents.

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.	Yes
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.	Yes

EVALUATION OF THE SCIENCE GOAL

Our school improved from the previous year and achieved 75% of students passing overall. We will look to improve upon this number by adjusting our curriculum to better support student success moving forward.

ADDITIONAL CONTEXT AND EVIDENCE

We will continue to revise our science curriculum to have students engaged in more experiments and hands on experiences. We are also working on ways to improve spiral review and student retention of information.

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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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
2022-23	Good standing
2023-24	Good standing
2024-25	Good standing

ADDITIONAL CONTEXT AND EVIDENCE

We have made consistent progress across all grade levels each year. We thoroughly analyze test results each school year and then adjust our curriculum and teaching focus to best address areas of weakness.