



Academy of the City Charter School

**2024-25 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Katie-Lyn Santacruz, Head of School, prepared this 2024-25 Accountability Progress Report on behalf of the charter school’s Board of Trustees:

Trustee’s Name	Board Position	
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Katie-Lyn Santacruz was appointed the Head of School as of July 1, 2024, prior she was Middle School Principal from October 2023-June 2024 and Elementary School Principal from July 2019 to October 2023.

SCHOOL OVERVIEW

Academy of the City Charter School (AoC) is a charter school located in CSD 30 in Queens, New York City currently serving students in Grades K-8. In 2024-25 our BEDS date enrollment was 680. The mission of AoC, which opened its doors in August 2011 and is beginning its 15th academic year this year, is as follows:

Academy of the City provides its students with the rigorous and student-centered education, values and tools needed to succeed at the highest levels. We are committed to being an inclusive, equitable and joyful community, where all children reach their full potential.

AoC was originally authorized as a K-5 school in 2010 opening its doors with 100 total students in Grades K and 1 the following year. AoC received a three-year renewal in 2016 and subsequently received a full five-year renewal in 2019 with approval to expand the school to include the middle school grades, 6th through 8th. In December 2023 AoC was approved for another five year renewal term.

Like the community school district in which it is located, AoC's student body is a highly diverse one socio-economically, racially, ethnically and academically. CSD 30 is in fact one of the most culturally and ethnically diverse communities in the country. AoC draws students from many parts of this culturally rich part of Western Queens. Our students are newcomers, first generation Americans, from families who have recently moved to Queens and those that have been here for generations. There are at least 27 different home languages spoken in the homes of the students we serve ranging from Arabic, Bengali, Bosnian, Hindi, French, Romanian, Tagalog, Spanish, Chinese, Italian, Albanian, Polish, Nepali, Hindi and others. In 2024-25, our student body was 6.3% Black, 57.2% Hispanic, 22.2% Asian and 11.8% White. As of BEDS date October 2, 2024, 17.2% of our students were English language learners, 12.2% students with disabilities and 74.9% were eligible for free- and reduced-priced lunch.

This past school year, our BEDS date enrollment was 94% of our maximum approved charter enrollment of 725 and our enrollment as of June 2024 was 717 which was 99% of our maximum chartered enrollment. This is particularly significant given the negative impact the pandemic had on student enrollment in the New York City school district, impacting both traditional public and charter schools.

AoC's Key Design Elements are the following:

- Student-centered instruction: AoC uses the gradual release of responsibility model (GRR) as the overarching instructional model. This model shifts the cognitive load slowly and purposefully, so students gradually assume increasing responsibility for their learning becoming more competent and independent learners. When students actively participate in their own learning through discussion and collaboration, they engage more fully in higher order skills. The peer learning aspect of this model is highly effective in working with inclusive classrooms of heterogeneous students, including students with disabilities (SWD), English language learners (ELL) and economically disadvantaged students (ED). GRR supports instructional differentiation as teachers use comprehensive and ongoing assessment data to identify student needs, tailor instruction and determined flexible small groups.
- Literacy across the curriculum: Literacy is infused in every subject across the AoC curriculum which emphasizes the integration of listening, speaking, reading and writing skills and incorporates topic-appropriate leveled readers in daily lesson plans across all content areas and in all grades. This focus is beneficial to all students (particularly in light of the tremendous pandemic learning loss) and has particular importance to ELLs who need comprehensive and continual exposure to language as well as support in the development of their English language skills.
- Data-driven instruction: AoC implements a comprehensive program of assessment. Ongoing assessment and the analysis and use of a variety of data, disaggregated as needed, is a key

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component of the school's educational program ensuring instruction is tailored to address individual student needs.

- A commitment to inclusion: AoC's instructional model is an inclusive one that holds all students—general education, SWD, ELL and ED—to the same rigorous and high academic standards and provides every student with the supports and scaffolds needed to achieve them. Instructional specialists plan with general education teachers to ensure classroom teachers are appropriately differentiating lessons to address the needs of special populations. For ELLs, the classroom teacher incorporates sheltered instructional strategies to integrate language and content and infuse sociocultural awareness to scaffold instruction for students learning English. The special education coordinator works with each general education teacher whose classrooms include SWD to review each student's IEP and the scaffolding and strategies necessary to differentiate lessons to address their learning needs. AoC currently has an ICT setting in Grade 8. In 2024-25, AoC had an ICT class in Grades 7 and 8.
- A commitment to professional development: AoC supports its instructional staff with extensive and continuous professional development. AoC has adopted the Danielson Teacher Evaluation Model and the coaching cycle based on Danielson ensures that teachers are regularly supported in building their instructional capacities and expertise.
- A longer school day: AoC's school day runs from 8:15 am to 3:15 pm—and has more instructional minutes during the day than traditional public schools. AoC continues to offer early drop off for families in the elementary school from 7:30 am to 8:15 am and an afterschool program from 3:15-6 pm for families whose work schedule requires that option. The afterschool programs are fee-based and run by community partners: Woodside on the Move in the elementary school and Cali Center in the middle school. The afterschool programs include a homework hour followed by enrichment activities (including piano lessons in the elementary school) and a drama club in the middle school.
- A focus on social-emotional learning (SEL): AoC is committed to building our students' social-emotional competencies and resilience—it is an imperative in light of the loss, isolation and trauma our students have suffered from the pandemic. Through Responsive Classroom in AoC's elementary school and the work of the Wellness Team in the middle school to deliver SEL lessons and presentations, students learn, practice and internalize the tools they need to build self-management and interpersonal skills fundamental to the achievement of any type of success.
- High school graduation and access: AoC has developed a comprehensive high school guidance and access program tailored to our students and families in each middle school grade, 6th through 8th to ensure they are fully informed of the public and non-public high school choices available to them. By 8th grade, each student and family are provided with the individual guidance and support necessary to make informed decisions about the schools that would best align with their student's academic profiles, their extracurricular, artistic and/or athletic interests, talents and skills, their preference for size and location, etc. and ultimately which school they choose to attend from among their acceptances.

In 2024-25, AoC piloted the myView assessments in place of the Fountas & Pinnell (F&P) in at least one class per grade to measure and record readers' progress. AoC had been considering replacing F&P with myView. However, the pilot revealed that the myView assessment data was not as strong as F&P in identifying student need to inform instruction. Therefore, AoC made the decision to reinstate F&P in the 2025-26 school year and continue to assess students on it for all grades (or until a student tests out of the assessment). F&P will continue to be administered three times during the year: Fall, Winter and Spring.

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Another curricular change in 2024-25 was AoC’s adoption of the New Visions Open Source curriculum for its 8th grade Regents Living Environment class which was the curriculum recommended by the NYCDOE.

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	83	82	81	79	84	78	85	66	77					717
2023-24	82	87	88	86	83	82	74	81	68					731
2024-25	61	81	75	81	77	78	67	76	84					680

GOAL 1: ENGLISH LANGUAGE ARTS

All students attending AoC will become proficient readers and writers of the English language.

BACKGROUND

Provide a brief narrative discussing English language arts curriculum, instruction, assessment, and professional development at the school. Provide a summary of any important changes to the ELA program or staff during the 2024-25 school year

The Savvas Learning Company’s myView Literacy K-5 continues to be the reading and writing curriculum used in AoC’s elementary school. Last year was AoC’s third year implementing this curriculum. In addition, in order to supplement the phonics practice embedded in the myView curriculum, AoC also implements Wilson’s Foundations for more phonics and phonemic awareness work in Grades K-2. AoC also supplements myView with Novel Study for Grade 5. Novel Study takes place 3 days a week for 30 minutes each day. AoC’s ELA program also includes Lexia Core 5 where students engage in 15 minutes of daily work on this online instructional program. This is individualized reading and phonics lessons based on student performance on the initial Lexia Core 5 assessment. The program adjusts the student’s individual path based on their ongoing performance. Data from student work on Lexia Core 5 are used by teachers to inform whole class reteaching plans, small group instruction and individual student support. Writing instruction takes place daily within the ELA block for 30 to 45 minutes. Elementary school students are engaged in a total of 90-135 minutes of ELA instruction daily.

The middle school uses McGraw-Hill’s StudySync ELA curriculum, a rigorous reading and writing digital curriculum which students access on their school-provided Chromebooks. This curriculum is divided into four core thematic units of students each with an essential question that is answered through a variety of high quality texts in which students engage. The curriculum includes resources to scaffold learning for English Language Learners (ELL), which supports the priority to embed instructional differentiation and strategies for ELL within content area classrooms. There is extensive time devoted to literacy on the

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middle school student daily and weekly schedule. They have 45 minutes of ELA daily with a double block of ELA (two consecutive 45-minute blocks) once a week and a 45-minute ELA enrichment block two days a week.

Teachers use a lesson format that follows a predictable structure 1. Warm up/Introduction 2. Teach/Introduce new material 3. Try/Collaborate 4. Clarify/Formative Assessment. Small group, targeted instruction occurs during guided reading. Our ongoing ELA program consists of a standards-informed reading workshop which includes shared reading, guided reading, and independent reading and Writer's workshop including shared writing, guided and independent writing, and phonics instruction. Our teachers use a variety of research-based teaching methods to differentiate instruction for all students. Teachers' lesson plans included work for students on grade level, those who needed advanced treatment of the material and those who needed additional support, specifically our ELL and SWD.

Additionally, ELLs, SWD and at-risk students receive targeted instruction with the appropriate instructional specialists in order to receive the necessary support, mandated and/or related services. Special Education and ELL Teachers push-into classrooms to provide guided instruction and support for students identified as needing these instructional support services. In addition, Special Education and ELL Teachers provided pull-out instruction as necessary or as mandated by the SWD's IEPs. Teachers' lesson plans included work for students on grade level, those who needed advanced treatment of the material and those who needed additional support, specifically our ELL and SWD. AoC offers an ICT setting for those children whose IEPs require it. During 2024-25, AoC had an ICT class in Grades 7 and 8. This year AoC will have ICT class in Grade 8.

AoC administers the nationally normed assessment—NWEA—in reading (and math). The NWEA was administered three times during the year (fall, winter and spring). In addition, AoC administers curriculum-based and teacher-generated assessments across all grades at varying points in the year..

In 2023-24, AoC formally adopted the i-Ready reading adaptive digital instructional platform as a means for test prep for Grades 3-8 beginning in January. Through this i-Ready platform, students engage in individualized work and are able to revisit, practice and master skills and standards that they need support in. This year, AoC is expanding to begin its use of the i-Ready platform at the start of the school year (previously only used starting in January) across grades 3-8. In the elementary school, students will receive the recommended dose of 50 minutes per week or 10 minutes per day which will take place during their literacy block. At-risk students will receive an additional dose during their pull out targeted small group instructional sessions. In the middle school, students will engage in i-Ready instructional work as part of their 30-minute literacy enrichment period which occurs twice per week which also includes whole group re-teaching and small group targeted instruction.

AoC is committed to building the capacity of our teachers through professional development. AoC provides time in the daily and weekly schedule for teachers to plan and collaborate together in grade level meetings and department meetings. Our professional development priorities last year were to build teachers' pedagogical practices including: reading and effectively using data to inform classroom instruction; differentiating instruction within the general education classroom for ELL and SWD; writing; incorporating student voice to increase engagement; understanding the Danielson Framework to better integrate it into practice; ongoing support with the newly implemented curriculums in each school division; and effectively utilizing the RtI process to identify and support the needs of struggling students.

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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	81						5	86
4	76	1	2	2				81
5	76		4	2				82
6	67		6	2				75
7	76		3	3				82
8	77		6				2* (1 was not enrolled at the time of exam)	85
All	453	1	21	9			7	491

Performance on 2024-25 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	81	42	51.9%	71	38	53.5%

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.

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4	76	46	60.5%	71	42	59.2%
5	76	41	53.9%	67	38	56.7%
6	67	37	55.2%	36	25	69.4%
7	76	39	51.3%	56	29	51.8%
8	77	51	66.2%	62	43	69.4%
All	453	256	56.5%	363	215	59.2%

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. ²

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
453	[14.3]	[29.1]	[33.3]	[23.2]

$$PI = 0 * [14.3]_{Level 1} + 1 * [29.1]_{Level 2} + 2 * [33.3]_{Level 3} + 2.5 * [23.2]_{Level 4} = [153.7]$$

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.

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

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A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

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	53.5%	71	59.2	1361
4	59.2%	71	61.1	1380
5	56.7%	67	62.3	1526
6	69.4%	36	61.4	1603
7	51.8%	56	60.5	1613
8	69.4%	62	64.0	1603
All	59.2%	363	61.4	9086

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.⁴

2023-24 English Language Arts Comparative Performance by Grade Level

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

⁴ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2025.

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Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	70.9	446.0	441.7	0.46
4	79.5	443.0	441.1	0.18
5	70.7	447.0	441.6	0.60
6	71.6	443.0	441.3	0.17
7	70.4	453.0	446.3	0.68
8	72.1	449.0	447.0	0.19
All	72.6	446.7	442.9	0.40

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.⁵

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 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	42.5	50.0
5	45.7	50.0
6	48.7	50.0
7	64.3	50.0
8	49.1	50.0
All	49.8	50.0

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

ELA INTERNAL EXAM RESULTS

AoC continues to administer the nationally-normed NWEA MAP Reading test (which was administered three times a year: fall, winter and spring) as its primary internal assessment to measure student growth and achievement in reading. At the elementary school, students were also assessed on other curriculum assessments.

AoC has continued to engage Project77 to support instructional leaders and teachers in both the elementary school and the middle school in analyzing and interpreting student data from both internal assessments and New York State assessments so leaders and teachers have a clearer, deeper and more insightful understanding of the data to ensure that the data is used effectively in instructional decision-making to promote student growth and achievement in ELA. After each administration of the NWEA MAP assessments, Project 77 conducts a comprehensive data analysis, which includes not only an analysis of student performance against SUNY metrics for the NWEA but also against metrics developed by the school instructional leadership and teachers to measure student progress in accelerating learning. In the elementary school, data dive days were held after the interim assessment data was compiled by Project 77 and led by the Senior Assistant Principal. In the middle school, the Senior Assistant Principal shared the data analysis from Project 77 at a PD or staff meeting which was then followed up more comprehensively in grade level meetings to discuss trends and next steps. At both the elementary school and middle school level, these data analysis meetings inform plans of action by class and grade level to meet the needs of the group as well as individual students. The data has resulted in changes (for example, the expansion of the use of the i-Ready adaptive digital curriculum, as needed).

This school year, the analysis of NWEA data and 2025 NYS assessment data provided by Project 77 was used in August pre-opening professional development with grade level teams and content area teams which discussed the data and created plans around standards that teachers need to continue to address according to the data.

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: **NWEA MAP**

End of Year Performance on 2024-25 NWEA MAP **ELA** Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ⁶	Number Tested	Percent Proficient	Number Tested
3	29.1%	86	31.9%	72
4	40.8%	76	40.6%	69
5	39.7%	78	43.3%	67

⁶ 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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6	34.2%	73	39.0%	41
7	41.8%	79	43.9%	57
8	55.0%	80	56.7%	67
All	40.0%	472	42.6%	373

End of Year Growth on 2024-25 NWEA MAP **ELA** Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	42 nd	86
4	53 rd	76
5	54 th	78
6	41 st	73
7	54 th	79
8	50 th	80
All	48th	472

SUMMARY OF THE ELA GOAL

As is evident from the summary table of AoC's performance against SUNY Benchmarks, AoC had mixed results in achieving the absolute and comparative goals.

- Absolute Measure: 59% of all tested AoC students who were enrolled in at least their second year performed at least a Level 3 on the 2025 NYS ELA exam falling short of the 75% goal.
- Absolute Measure: AoC's aggregate PI of 153.7 exceeded the state's MIP of 117.3.
- Comparative Measure: AoC's 59.2% two-year cohort proficiency rate fell 2.2 points short of CSD 30's proficiency rate of 61.4%.
- Comparative: when one compares AoC performance to students in schools which are more demographically similar to AoC, AoC outperforms them as is evident by the Effect Size metric. AoC exceeded its predicted level of performance on the 2024 NYS ELA exam with an effect size of 0.40.
- Growth Measure: AoC did not meet the Growth goal with its unadjusted growth percentile of 49.8 falling just short of the target of exceeding the 50th percentile.

With regard to NWEA performance, AoC did not meet the Institute's absolute, closing the achievement gap or growth goals:

Measure 1: AoC's performance against the NWEA growth goal mirrored its students' growth results on the NYS assessments. Our median growth percentile was 48 versus a target of 50, falling just short of the goal. Notably, only Grades 3 and 6 fell short of the 50th percentile unadjusted growth percentile. Grades 4 (53rd), Grade 5 (54th), Grade 7 (54th) and Grade 8 (50th) each met or exceeded the target.

Measure 2: AoC's lowest initial achievers did not achieve the required growth over the course of the year in order to make significant progress towards closing the learning gap. This group of students fell short of the 55th median growth percentile with a median growth percentile of 43rd.

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Measure 3: AoC's SWD population did not meet the closing the achievement gap metric with their median growth percentile falling 11 percentiles lower than the median growth percentile of general education students.

Measure 4: AoC's two-year cohort fell short of the absolute goal of 75% meeting or exceeding the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. 43% of AoC's two-year cohort met or exceeded the RIT score proficiency which is significantly lower than the two-year cohort's performance on the 2025 NYS ELA exams where almost 60% achieved proficiency.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	No
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	No

NWEA

2024-25 NWEA MAP ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	472	48	No

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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	55	183	43	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 ⁷	48	47	37	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ⁸	2+ students	75%	373	43%	No

EVALUATION OF ELA GOAL

Absolute Measure: While AoC fell short of 75% of all tested students in the two-year cohort scoring at least a Level 3 on the 2025 NYS ELA exam by 15.8 points, its 59.2% 2025 proficiency rate was 6 points higher than the percent of the two-year cohort which achieved proficiency on the 2024 NYS ELA exam. Further, almost 70% of AoC's 6th and 8th grade two-year cohorts scored at least a Level 3 on the 2025 NYS ELA exam and almost 60% of the two-year cohorts in Grades 4 and 5 scored proficient. With the exception of Grade 7, every grade significantly improved their performance over 2024 as the following table shows:

Grade	+Increase/-Decrease in Percentage of Students Scoring at Least a Level 3 on the NYS ELA test from 2024 to 2025
3	+8 points
4	+11 points
5	+4 points
6	+24 points
7	(-15 points)
8	+14 points
All	+6 points

⁷ 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

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

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Comparative Measures: While AoC did not outperform CSD 30 on the NYS ELA exam, the school fell short of the district by just 2.2 point. Furthermore, AoC's 6th and 8th grade class did outperform their grade-level CSD 30 peers by 8 points and 5.4 points, respectively. It is also important to note that AoC students did outperform both their NYC and NYS peers. According to the NYSED in a Press Release dated August 11, 2025 announcing the release of the preliminary NYS ELA, Math and Science testing data, aggregate Grade 3-8 NYS proficiency on the 2025 NYS ELA exam was 53%. AoC's aggregate Grade 3-8 NYS ELA proficiency rate for the two-year cohort was 6 points higher than that of the state. Additionally, AoC's aggregate proficiency rate of the 2-year cohort was 2.9 points higher than that of NYC (which was 56.3%). Finally, when compared to students most demographically similar to AoC's students, AoC students outperformed them as is evident by the Effect Size of 0.40 which indicates that AoC students are performing higher than expected to a meaningful degree.

Growth Measure: AoC's mean growth percentile on the 2024 NYS ELA exam for all grades was 49.8 falling just 0.2 point short of the greater than 50th percentile target. AoC's middle school grades performed more strongly against this benchmark than the elementary school grades with Grade 7's mean growth percentile of 64.3 and its grade 6 and grade 8 mean growth percentile being within 2 and 1 points of the target, respectively. As discussed previously, AoC's growth on the NWEA reading assessment was strong with every grade but 2 (Grades 3 and 6) meeting or exceeding the 50th median growth percentile.

For the last two years, AoC has seen its students perform strongly in ELA. While not all benchmarks have been met, our students are continuing to see year over year gains. We attribute this to the changes we made in our ELA curriculum after the 2021-22 school year. Last year was the third year of our full implementation of the myView curriculum in the elementary school. Our teachers have become very adept at curriculum implementation. Further supporting strong instruction in the classroom is the fact that we have had strong teacher retention. Thus, our students are benefiting from their teachers' expertise in the curriculum and their strong pedagogical skills that continued to be developed through coaching and professional development. Similarly in the middle school, the adoption of the McGraw Hill StudySync curriculum in 2023-24 and the regular teacher coaching, training and PD has had a very positive impact on student growth and achievement. Further, as discussed in our most recent renewal application, a priority in the middle school was for teachers to implement a structured curriculum across all content areas. For many years, teachers had relied on teacher-created materials that were of variable quality and seldom built knowledge in a coherent manner. Thus, 2023-24 was the first year that AoC's middle school teachers were fully implementing the McGraw Hill StudySync curriculum and being provided with regular coaching, training and PD on its implementation. The shift to all teachers utilizing StudySync has clearly had a positive impact on AoC's students' progress in ELA—our 6th and 8th graders had the highest proficiency on the NYS ELA exams with just short of 70% of them scoring at least a Level 3.

Additionally, adding iReady test prep that students engaged in beginning in January continued to support strong student performance. The ELA teachers in the middle school and classroom teachers in the elementary school were responsible for facilitating iReady test prep in addition to the regular ELA blocks for their students.

The fact that AoC has not yet achieved 75% proficiency in ELA is reflective of the work that is still necessary to accelerate student learning after the negative impacts on student learning and social emotional development as a result of the pandemic. However, AoC students are demonstrating significant growth. This year more than half of the two-year cohort of students at every grade level met or exceeded proficiency compared with 2024 where Grades 3, 4 and 6 did not meet the 50% threshold. Further, Grade 6 students who were in 1st grade when the pandemic hit and remote learning interrupted their critical years in learning foundational literacy skills and numeracy skills are showing strong signs of overcoming pandemic learning loss with 69.4% scoring at least a Level 3 on the Grade 6 NYS ELA exam.

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Our NWEA results (closing the achievement gap metrics for SWD and low achievers) show that our more at-risk populations are not making adequate annual growth to move to grade level proficiency and close the achievement gap between them and their general education peers and these students continue to be a focus for increased support as will be discussed later.

ADDITIONAL CONTEXT AND EVIDENCE

The 2025 assessments were the first ones that the NYS assessments were being administered as computer-based tests (CBT) for all grades after being phased in over the prior two years. We believe all of students were prepared well for CBT testing in ELA. As will be discussed later, in math the CBT format presented challenges for our younger students especially.

After the pandemic, many AoC parents were opting their children out of taking the NYS assessments. In 2024, only 86% of our students sat for the ELA assessments (an improvement, however, over the previous years' 79% participation rate). To address this concern, AoC leadership held testing meetings with families in order to impress upon them the importance of having their children participate in the 2025 NYS testing program highlighting their importance for their children from being an important measure for the school to use to shape instructional decisions for the benefit of their children to helping their children be strong candidates for programs for high school. These meetings were effective in increasing AoC's participation rate on the NYS assessments this past year. In 2025, 92% of our students participated in the NYS ELA assessments. Only 4% of families refused to participate down from 8% in 2024.

ELA ACTION PLAN

AoC is making some changes to the literacy instructional program this year which will support even stronger ELA outcomes. It is clear that the curricular changes it made three years ago have been supporting student growth and achievement in ELA. This year will be the fourth year of full implementation of the myView and StudySync curriculum in the elementary school and middle school, respectively, after piloting both for one year. For the middle school, in particular, the implementation of StudySync has been a profound change for teachers after several years of middle school teachers' inconsistent use of existing curriculum that been purchased by the school with most teachers drawing from a wide range of resources to create their own curriculum with no intentional work to ensure alignment with New York State/Next Generation Learning Standards. The school's strong staff retention has also contributed to strong student performance. As teachers gain more facility with the curriculum and receive regular coaching, training and development, students are the ultimate beneficiaries. AoC teachers are well-trained in the literacy curriculum and their greater familiarity with the curriculum combined high quality coaching and professional development has led to more effective and engaging instruction and improved student outcomes.

This year, AoC is expanding the instructional time that students will be engaged in the i-Ready adaptive individualized instructional platform. During the last two years, it had been primarily used beginning in January for Grades 3-8 as test prep. But this year, it is now a part of the regular instructional program for the full academic year for Grades 3-8. As discussed previously, all elementary students will have 10 minutes of i-Ready work daily as part of their literacy instructional block. At-risk students will receive double dosage as it will be a part of their pull out targeted small group instructional support. In the middle school, students will have two 45-minute literacy enrichment periods each week during which time re-teaching, small group instruction and i-Ready adaptive learning will take place. In 2026-27, AoC

will expand implementation of this i-Ready instructional platform in the Grades K-2 literacy blocks. AoC believes this regularly scheduled time on the daily and weekly schedule for students to engage in personalized learning support through targeted adaptive computer-based reading lessons tailored to their needs will help students accelerate their learning.

In addition to fully implementing the i-Ready adaptive digital instruction as a regular part of the literacy block, AoC is piloting the i-Ready benchmark assessments this year. Students in Grades 3-8 are being administered both the i-Ready and NWEA Reading and math benchmark assessments in the fall, winter and spring to determine which assessments are providing instructional leaders and teachers with the most accurate and most actionable data in order to inform instruction and improve student outcomes. AoC has found that the NWEA benchmark assessments have not been as informative on an ongoing basis as the i-Ready instructional tool which supplies teachers with useful data to use in re-teaching and small group instruction. Additionally, NWEA scores had not been correlating with our student performance on NYS assessments which may have been the result of NWEA's benchmarks being normed against pre-pandemic student performance nationally (NWEA recently released updated benchmarks which reflect actual student performance nationally post-pandemic). The goal this year is to be able to examine student performance on both NWEA and i-Ready along with 2026 NYS assessment scores and ultimately make a decision as to which to continue to use for benchmark assessment purposes going forward.

AoC has also made modifications to middle school novel study to improve student literacy outcomes. The ELA department has selected more culturally relevant grade-level appropriate texts and instructional leaders, and teachers have created more cohesive units for each novel that last no more than 6 weeks. These changes were made in order to increase and maintain student interest and engagement in the literature. Additionally, as part of AoC's high school readiness program, middle school instructional staff identified gaps in student writing. In response, the school is introducing the Simplify Writing program which goes beyond test prep and focuses on all writing genres, including formal essay writing which is needed at the high school level.

Finally, AoC's use of Danielson Framework for teacher evaluation focus which is now in its fourth year of full implementation having replaced a previous in-house developed teacher evaluation tool is supporting improvement in teachers' pedagogical skills and student learning by identifying meaningful and actionable feedback to support teacher improvement.

GOAL 2: MATHEMATICS

All students attending AoC will demonstrate competency in their understanding and application of mathematical computation and problem solving.

BACKGROUND

The elementary school uses the Math Learning Center's Bridges in Math curriculum for grades K-5. Among the strengths of the Bridges curriculum is that the program moves forward while continuing to revisit previously learned standards through a spiral review. The curriculum also includes 25 minutes of Number Corner for all grades where the whole class participates in a review cycle of three to five standards. Students are engaged in 90 minutes of daily math instruction in the elementary school.

AoC's middle school implemented McGraw Hill's Illustrative Math program to create a solid foundation for Algebra in grades 6 and 7 in preparation for Algebra in Grade 8. A change in the middle school math program in 2023-24 was that all 8th graders took Algebra. In the past, AoC offered by regular

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Grade 8 Math and Algebra I, with the majority of those taking Algebra I being the more advanced math student. The decision to have all 8th graders take Algebra was to promote greater equity. However, based on feedback from parents and students last year, AoC has returned to a dual track of 8th grade Algebra and regular 8th grade math this school year (2025-26). Students now were administered a placement test in order to determine which 8th grade math track they would be on. Last year, many students struggled with Algebra and their families expressed concern that their child would have been better suited for regular 8th grade math instead of Algebra Regents. AoC uses McGraw Hill's Illustrative Math for 8th grade math and Algebra Illustrative Math for 8th grade Algebra. McGraw Hill's math texts focus on depth of topics and not breadth to ensure that students master material through detailed instruction, questions, problem solving and visual and hands-on aids addressing the needs of different learners. The learning process allows students to gain a strong math foundation upon which to build increasingly complex skills. With the change in the length of the school day, students in the middle school have 45 minute class periods. Students have 45 minutes of math each day, including a double-block of math (two back-to-back 45 minute math blocks) one day a week, and an additional 45 minute math enrichment period two days a week.

Math instruction is delivered in the Gradual Release of Responsibility (GRR) instructional model, as teachers gradually release responsibility of the learning from teacher to the student. Our teachers use a variety of research-based teaching methods to differentiate instruction for all students. GRR allows for flexible grouping, math rotation stations, and manipulatives to help students at different levels construct their understanding through active learning. Teachers' lesson plans included work for students on grade level, those who needed advanced treatment of the material and those who needed additional support, specifically our ELL and SPED students. Additionally, ELLs and SWD had group sessions with the appropriate instructional specialists in order to receive the necessary support, mandated and/or related services. Special Education and ELL Teachers pushed-into classrooms to provide guided instruction and support for students identified as needing these instructional support services. ELL students also receive pull out instruction with the ELL teachers. As required by their IEPs, SWD also were provided with pull-out instruction by the Special Education teacher.

In addition to curricular unit assessments, AoC's math assessment protocol includes an a nationally normed assessment—NWEA—in math. The NWEA was administered three times during the year (fall, winter and spring).

As with ELA, AoC used the i-Ready math adaptive digital platform as an instructional tool to support test prep in Grades 3-8 beginning in January. Through iReady students are able to revisit, practice and master skills and standards they are weak in. iReady lessons are individualized for each student as teachers are able to assign lessons based on an analysis of student level data that provides information as to what standards students have not mastered. As with ELA, beginning this year 2025-26, i-Ready math has now expanded to be a regular part of the school's math instructional program. In the elementary school, K-5 students engage in 10 minutes of daily i-Ready individualized work in math as part of their daily math instructional block while in middle school students engage in i-Ready work during the 45-minute math enrichment periods which occur twice a week during which time re-teaching, small groups and i-ready individualized work takes place.

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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	82						4		86
4	77	1	2				1		81
5	76		6						82
6	69		6						75
7	75		5				2		82
8							3	82*	85
All	379	1	19				10	82	491

*All 8th graders took the Regents exam not the NYS Grade 8 math assessment

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	82	46	56.1%	71	40	56.3%
4	77	41	53.2%	71	38	53.5%
5	76	45	59.2%	65	40	61.5%
6	69	20	29.0%	36	13	36.1%
7	75	31	41.3%	54	24	44.4%
8						
All	379	183	48.3%	297	155	52.2%

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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
379	21.6	30.1	38.8	9.5

$$PI = 0 * [21.6]_{Level\ 1} + 1 * [30.1]_{Level\ 2} + 2 * [38.8]_{Level\ 3} + 2.5 * [9.5]_{Level\ 4} = 131.45$$

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.

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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	56.3%	71	65.9	2414
4	53.5%	71	66.7	2352
5	61.5%	65	59.5	2539
6	36.1%	36	58.4	2675
7	44.4%	54	63.3	2669
8	*	*		
All	52.2%	297	62.6	12649

*AoC 8th graders all took the Algebra I Regents Exam in lieu of the NYS Grade 8 Math test.

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.⁹

⁹ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2025.

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2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	70.9	453.0	449.0	0.30
4	79.5	457.0	450.3	0.44
5	70.7	454.0	447.4	0.52
6	71.6	444.0	447.9	-0.29
7	70.4	449.0	453.4	-0.30
8				
All	72.7	451.8	449.6	0.16

Math Measure 5 - Growth

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

METHOD

Given the timing of the state’s release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.¹⁰

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	44.7	50.0
5	56.6	50.0
6	43.2	50.0
7	55.2	50.0
8	NA	50.0
All	50.3	50.0

¹⁰ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2025.

MATHEMATICS INTERNAL EXAM RESULTS

NWEA MAP Math assessment was administered three times during the year (Fall, Winter and Spring) to students across all grades in the school. In addition to the NWEA MAP Math test, AoC’s elementary school also administered the Bridges’ curriculums Comprehensive Growth Assessments for K and 1 and the Bridges curriculums Interim Assessments for Grades 3-5 (as well as the Bridges unit tests) as well as other teacher-generated and curriculum based assessments.

The initial baseline assessments for math were done with NWEA MAP Math assessment. AoC engaged Project77 during the 2023-24 school year to support instructional leaders and teachers in both the elementary school and the middle school in analyzing and interpreting student data from both internal assessments and New York State assessments so leaders and teachers have a clearer, deeper and more insightful understanding of the data to ensure that the data is used effectively in instructional decision-making to promote student growth and achievement in math. After each administration of the NWEA MAP assessments, Project 77 conducted a comprehensive data analysis, which included not only an analysis of student performance against SUNY metrics for the NWEA but also against metrics developed by the school instructional leadership and teachers to measure student progress in accelerating learning. In the elementary school, data dive days were held after the interim assessment data was compiled by Project 77 and led by the Senior Assistant Principal. In the middle school, the Senior Assistant Principal shared the data analysis from Project 77 at a PD or staff meeting which was then followed up more comprehensively in grade level meetings to discuss trends and next steps. At both the elementary school and middle school level, these data analysis meetings inform plans of action by class and grade level to meet the needs of the group as well as individual students. These internal assessment data have informed AoC’s instructional program both at a micro level (individual teacher coaching, small student intervention groups, etc.) and a macro level (schoolwide professional development priorities, etc.).

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: **NWEA MAP**

End of Year Performance on 2024-25 NWEA MAP **Mathematics** Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ¹¹	Number Tested	Percent Proficient	Number Tested
3	54.7%	86	58.3%	72
4	57.7%	78	59.2%	71
5	43.6%	78	46.3%	67
6	33.8%	74	41.5%	41
7	37.0%	81	41.4%	58

¹¹ 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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8	42.7%	82	43.3%	67
All	45.1%	479	49.2%	376

End of Year Growth on 2024-25 NWEA MAP **Mathematics** Assessment

By All Students

Grades	Median Growth Percentile	Number Tested
3	38th	86
4	27th	78
5	24th	78
6	23rd	74
7	28th	81
8	35th	82
All	31st	479

SUMMARY OF THE MATHEMATICS GOAL

As is evident from the summary table of AoC’s performance against SUNY Benchmarks, AoC had mixed results in achieving the absolute and comparative goals.

- Absolute Measure: 52.2% of all tested AoC students in the two-year cohort (Grades 3-7—Grade 8 students all took the Algebra I Regents exam) who were enrolled in at least their second year performed at least a Level 3 on the 2025 NYS Math exam falling short of the 75% goal.
- Absolute Measure: AoC’s aggregate PI of 131.45 exceeded the state’s MIP of 119.4.
- Comparative Measure: AoC’s 52.2% two-year cohort proficiency rate fell 10.4 points short of CSD 30’s proficiency rate of 62.6%.
- Comparative: AoC students did not meet the comparison benchmark with students in schools which are more demographically similar to AoC. With an Effect Size of 0.16, AoC did not meet its predicted level of performance on the 2024 NYS ELA exam falling short of the 0.3 Effect Size target.
- Growth Measure: AoC met the Growth goal with its unadjusted growth percentile of 50.3 exceeding the 50th percentile target on the 2024 NYS Math exams.

With regard to NWEA performance, AoC did not meet the Institute’s absolute or growth goals but did meet the closing the achievement gap goals for SWD with the median growth percentile of SWD matching the median growth percentile for general education students. However, AoC did not meet the median growth percentile of 55 for low initial achievers.

Measure 1: AoC’s median growth percentile was 31 versus a target of 50, falling 19 percentiles below the goal. AoC did not meet the 50th percentile target in any individual grade.

Measure 2: AoC’s lowest initial achievers did not achieve the required growth over the course of the year in order to make significant progress towards closing the learning gap. This group of students fell short of the 55th median growth percentile with a median growth percentile of 34.

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Measure 3: AoC's SWD population did meet the closing the achievement gap metric with their median growth percentile of 31 equaling the median growth percentile of general education students.

Measure 4: AoC's two-year cohort fell short of the absolute goal of 75% meeting or exceeding the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. 49.2% of AoC's two-year cohort met or exceeded the RIT score proficiency which is similar to the performance of AoC's two-year cohort on the NYS Math assessment where 52.2% were at proficiency or 3 points higher than what the NWEA math scores showed.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	No
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing 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.	No
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
Regents Absolute	Each year, 80% of all AoC Grade 8 students who take the Algebra 1 Common Core Regents will score at least at Performance Level 3	No

2024-25 NWEA MAP **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	50	479	31	No

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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	55	188	34	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 ¹²	31	47	31	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ¹³	2+ students	75%	376	49.2%	No

EVALUATION OF THE MATHEMATICS GOAL

Absolute Measure: AoC fell short of 75% of all tested students in the two-year cohort scoring at least a Level 3 on the 2025 NYS Math exam by 22.8 points, and its 52.2% 2025 proficiency rate was also 6 points lower than the percent of the two-year cohort which achieved proficiency on the 2024 NYS Math exam. 2025 grade level performance was mixed with Grades 3 and 5 improving over 2024 math proficiency.

Comparative Measures: AoC did not outperform CSD 30 on the NYS Math exam, the school fell short of the district by 10.4 points. Only AoC's Grade 5 outperformed CSD 30's Grade 5 by 2 points. AoC also fell short of both their NYC and NYS peers, the two-year cohort for all AoC students in Grades 3-8 falling short of NYS by 3 points and NYC by 5 points. Finally, when compared to students most demographically similar to AoC's students, AoC students also fell short with an Effect Size of 0.16, below the 0.3 target.

Growth Measure: AoC's mean growth percentile on the 2024 NYS Math exam for all grades was 50.3 exceeding the 50th percentile target. AoC's 5th and 7th Grades' mean growth percentiles of 56.6 and 55.2, respectively, exceeded the 50th percentile target.

¹² 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

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

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AoC’s performance in Math was not as strong as its ELA performance on the 2025 NYS assessments. AoC’s elementary school students were particularly challenged by the move to CBT this year. While elementary students were more adept to computer-based work in ELA having facility with reading texts both in book and digital form and responding written responses on the computer more easily than handwriting them and thus more accustomed to doing literacy work on the computer, students struggled with having to engage in both doing scratch work by hand and then inputting responses onto a computer-based testing application. Some students passed on doing scratch work by hand altogether. We saw a drop of 20 points in proficiency in Grade 4 from 2024 to 2025—in 2024 Grade 4 was still a manual assessment.

Additionally, we had disruption in 7th grade math instruction with our Grade 7 math teacher going on maternity leave early in the year and the replacement math teacher who was hired leaving after a few months requiring AoC to fill the instructional gap with multiple internal teachers. The original Grade 7 math teacher came back in April, but students’ math learning at that point had been compromised by the lack of instructional stability. Internal NWEA math assessment scores show that Grade 7 was the only grade in which students regressed from Fall to Spring with the median RIT score falling by 0.5. Grade 7 math proficiency on the NYS Grade 7 assessment fell 12 points from 2024 to 2025.

Our 6th graders for the last two years have had the weakest performance on the NYS math assessments among all AoC’s tested grades. The 6th grade math teacher is a struggling teacher and has been receiving significant coaching support from instructional leadership.

ADDITIONAL CONTEXT AND EVIDENCE

Performance on a Regents Algebra I Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing (Level 3 and above)	Percent Passing (Level 3 and above)	Percent Passing (Level 4 and above)
8	2021-22	Algebra I	23	23	100%	74%
8	2022-23	Algebra I	29	29	100%	79%
8	2023-24	Algebra I	67	37	55%	27%
8	2024-25	Algebra I	82	51	62%	28%

As discussed previously, the 2025 assessments were the first ones that the NYS assessments were being administered as computer-based tests (CBT) for all grades after being phased in over the prior two years. We believe this format was a challenge for our younger elementary grade students (Grades 3 and 4). Our 3rd and 4th graders would have benefited for more computer-based assessment practice beyond the i-Ready adaptive digital platform test prep that began in January. As discussed earlier, this school year we are expanding the instructional use of the i-Ready digital platform beyond test prep. It will be used across grades 3-8 as part of the regular school day math instructional program. The main reason for expanding its use is to support increased student achievement and growth in math as it is an adaptive tool that is individualized to each student’s needs, adjusting in real time based on student performance. This will allow students to address learning gaps and accelerate learning. Additionally, as an instructional

platform that most closely mirrors the NYS online testing platform, it provides our students with practice on using the computer to do especially math work, allowing them to be more accustomed to and comfortable with its use when they engage in CBT in the spring. In 2026-27, the school intends to roll out the i-Ready instructional work in both reading and math to students in Grades K-2. In this way, AoC's youngest students will become proficient using the computer for work and by the time they reach testing grades, CBT will be second nature to them.

2024-25 was the second year that all Grade 8 students at AoC took Algebra I in lieu of regular Grade 8 math. As such, all Grade 8 students took the Algebra I Regents exam. This was also the first year that we had an ICT class take the Math Regents exam. In previous years, only advanced math students took Algebra I and the rest of the 8th graders remained in standard Grade 8 math. As a result of this change, AoC's passing rate on the Regents exam at Level 3 or above dropped from 100% in 2022-23 to 62% in 2024-25 (which was, however, an increase of 7 points over 2023-24). The percent of students who passed the Regents with a Level 4 or 5 (the College and Career Readiness score) dropped from 79% in 2022-23 to 28% in 2024-25, which was a 1 point increase from those that scored at least a Level 4 in 2023-24.

This year, however, school leadership made a decision to revert back to having two math tracks in Grade 8—the Algebra I Regents track and the standard Grade 8 math track. While our students' Regents performance improved significantly over 2023-24, many students (and their families) felt that they were not ready for Algebra and were frustrated and struggled with their math learning. Because of the importance of having students with strong pre-algebraic skills before they take on algebra and higher math in high school, the school made the decision to offer Algebra I only to students who demonstrated the math proficiency needed to access the curriculum. Students now are placed in the specific Grade 8 math class based on their performance on a math placement exam.

After the pandemic, many AoC parents were opting their children out of taking the NYS assessments. In 2024, only 87% of our students sat for the NYS math assessments (an improvement, however, over the previous years' 79% participation rate). To address this concern, AoC leadership held testing meetings with families in order to impress upon them the importance of having their children participate in the 2025 NYS testing program highlighting their importance for their children from being an important measure for the school to use to shape instructional decisions for the benefit of their children to helping their children be strong candidates for programs for high school. These meetings were effective in increasing AoC's participation rate on the NYS assessments this past year. In 2025, 94% of our students participated in the NYS Math assessments. Only 4% of families refused to participate down from 8% in 2024.

MATHEMATICS ACTION PLAN

While AoC elementary school students did not achieve as strong results in Math as they did in ELA and lagged CSD 30 in math, we do not believe they are related to structural deficiencies in our math curricular and instructional program. We have identified specific factors that resulted in student performance falling short of benchmark—particularly challenges our 3rd and 4th graders had in the CBT format of the NYS assessment.

We expect that the continued use of the Bridges curriculum in the elementary school will support student growth and achievement in Math this year as teachers become more familiar and adept with curriculum implementation. This will be the fourth year of full implementation of Bridges in the elementary school. Further supporting this expectation is that we have had strong teacher retention which translates into improved classroom instruction as teachers gain more facility with the curriculum and receive regular coaching, training and development.

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As discussed previously, AoC is expanding the instructional time that students will be engaged in the i-Ready math adaptive individualized instructional platform. During the last two years, it had been primarily used beginning in January for Grades 3-8 as test prep. But this year, it is now a part of the regular instructional program for the full academic year. As discussed previously, all elementary students in Grades 3-5 will have 10 minutes of i-Ready work daily as part of their math instructional block. At-risk students will receive double dosage as it will be a part of their pull out targeted small group instructional support. In the middle school, students will have two 45-minute math enrichment periods each week during which time re-teaching, small group instruction and i-Ready adaptive learning will take place. AoC believes this regularly scheduled time on the daily and weekly schedule for students to engage in personalized learning support through targeted adaptive computer-based reading lessons tailored to their needs will help students accelerate their learning. Further, the consistent use of this computer-based platform (which will be rolled out to Grades K-2 in the 2026-27 school year) will support our younger students facility with using the computer for math work and thus helping them quickly adapt to the CBT for NYS math exams.

As discussed previously relating to ELA, AoC is also piloting the i-Ready math benchmark assessments this year. Students in Grades 3-8 are being administered both the i-Ready and NWEA Reading and math benchmark assessments in the fall, winter and spring to determine which assessments are providing instructional leaders and teachers with the most accurate and most actionable data in order to inform instruction and improve student outcomes. AoC has found that the NWEA benchmark assessments have not been as informative on an ongoing basis as the i-Ready instructional tool which supplies teachers with useful data to use in re-teaching and small group instruction. Additionally, NWEA scores had not been correlating with our student performance on NYS assessments which may have been the result of NWEA's benchmarks being normed against pre-pandemic student performance nationally (NWEA recently released updated benchmarks which reflect actual student performance nationally post-pandemic). The goal this year is to be able to examine student performance on both NWEA and i-Ready along with 2026 NYS assessment scores and ultimately make a decision as to which to continue to use for benchmark assessment purposes going forward.

We are also looking closely at our middle school math curricular and instructional program this year. As with the elementary school, we are able to point to specific issues that negatively impacted our middle school student performance on the 2025 NYS math assessments—the disruption in our Grade 7 math teaching staff and the need to continue to strengthen our 6th grade math teacher's instructional capacity. However, student performance data, particularly on the NWEA math assessments reveal greater student need with less than half of the students in each grade (5th through 8th) meeting math proficiency. AoC's middle school leadership and math department will be forming a curriculum adoption committee this year in order to evaluate the current curriculum and investigate other research-based programs that might better address identified needs of students. In addition, an analysis of student performance data is pointing to more rigorous math professional development for math teachers (including the 5th grade math teacher. While 5th grade is an elementary school grade, it is structured in a middle school departmental approach).

Finally, AoC's use of Danielson Framework for teacher evaluation focus which is now in its fifth year of full implementation having replaced a previous in-house developed teacher evaluation tool is supporting improvement in teachers' pedagogical skills and student learning by identifying meaningful and actionable feedback to support teacher improvement.

GOAL 3: SCIENCE

All students attending AoC will become proficient in their understanding and use of science.

BACKGROUND

AoC’s science curriculum is designed to ensure that students collect and record first-hand data and to represent and analyze it using the scientific method. Children learn to identify patterns, describe relationships, make connections, develop models, pose questions, make predictions, check hypothesis and puzzle over answers using the scientific method. Science instruction is delivered through an inquiry-based approach and incorporates mastery of core vocabulary and conceptual knowledge with the application of scientific principles in laboratory settings.

AoC’s elementary school uses the Science *Dimensions* text by Houghton Mifflin Harcourt. In 2024-25, Grades K-4 in the elementary school grades had one 45-minute science class weekly and the 5th graders had two 45-minute periods each week. Science is taught by a designated science teacher in the elementary school. AoC’s middle school uses McGraw Hill’s *Inspire Science* text for Grades 6-7 and adopted the New Visions open-source curriculum for the Living Environment Regents class in Grade 8 as that was the curriculum recommended by the NYCDOE. This was the second year that all Grade 8 students took Living Environment culminating in the Regents Life Science Biology (formerly Living Environment) Exam. In the past, AoC offered both the standard Grade 8 Science class as well as the Grade 8 Living Environment Regents with the more advanced science students being placed in the Living Environment class. Students in Grades 6 and 7 have 45 minutes of daily science and grade 8 students have 45 minutes of Living Environment daily.

Professional development for our science teachers includes training from consultants provided by the curriculum we utilize as well as individual workshops that teachers attend. In addition, science teachers receive coaching from leadership team members.

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	65	18	27.7%
8	*	*	*
All	65	18	27.7%

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*All AoC 8th graders take the Living Environment Regents exam in lieu of the Grade 8 NYS Science exam.

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.

Charter School and District Performance by Grade Level

Grade	Charter School Students in at Least 2 nd Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	65	18	27.7%	**	**	**
8	*	*	*			
All	65	18	27.7%			

*AoC 8th graders take the Living Environment Regents exam in lieu of the Grade 8 NYS Science test.

**Neither NYC nor NYSED has released district performance on the NYS Science exam.

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

AoC did not meet the Absolute Performance Goal of 75% of all tested students enrolled in at least their second year performing at proficiency on the Grade 5 NYS science exam. Only 27.7% of AoC's 5th graders performed at proficiency. At this time, we are unable to report on the Comparative Performance Goal as the results for CSD 30 on the NYS Grade 5 Science exam have not yet been released.

AoC also had a school-specific goal for its 8th graders performance on the Science Regents exam. It fell short of 75% scoring at least a Level 3 on the exam by 16.5 points.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	No
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	CSD 30 Science results are not yet available in order to evaluate these results.
Regents (Absolute)	Each year, 75% of the AoC Grade 8 students who take the NY Living Environment Regents Exam will score at least at Performance Level 3.	No

EVALUATION OF THE SCIENCE GOAL

Only 27.7% of AoC Grade 5 Students in the 2-Year BEDS cohort scored proficient on the NYS Science exam which is 47.3 points short of the 75% goal. No comparative data is available for CSD 30 performance on the Grade 5 science exam. AoC 8th graders take the Life Sciences Biology Regents exam in lieu of the Grade 8 NYS Science exam. 58.5% of AoC’s 8th graders passed the Regents exam with at least a Level 3. This is 16.5 points short of the goal. It should be noted that in 2023-24, AoC made the decision to have all its 8th graders take the Regents level science class. In the past, there were two Grade 8 science classes—the regular Grade 8 Science class and the Regents Grade 8 Living Environment Class. When students were placed in the Regents class based on their previous science and math achievement, Regents pass rates were higher and AoC easily surpassed the goal of 75% passing the Science Regents exam. With all students now taking Regents level science in 8th grade, our passing rates have dropped.

Our 5th grade performance on the Grade 6 NYS Science exam is a result of the limited instructional time students have had in Science in elementary school. AoC leadership recognizes that that has not served students well in terms of acquisition of science skills and knowledge. As a result, in 2025-26, AoC is increasing the amount of science instruction students receive in the elementary school. This year Grades 3 and 4 will receive two periods of science instruction per week, up from 1 period weekly. In Grade 5, students will receive three periods of science instruction each week up from 2 periods weekly. AoC has moved Grade 5 to a departmentalized approach with an ELA teacher, math teacher and science/social studies teacher which facilitated the increase in science instruction this year. Grades K through 2 will continue to have one period of science per week. Grades K-4 have a designated science teacher. Along with school leadership, the elementary school science teachers (including the Grade 5 science/social studies teacher) has mapped out the entire school year in order to address all the science standards within the instructional time that is available for science during the school year.

We believe these changes in the elementary school science curricular and instructional program will result in greater science achievement.

Our 8th graders performance on the 2025 Regents exam dropped by 10 points from AoC’s 8th grade performance in 2024. There was significant controversy regarding the Life Sciences Biology Regents exam which was new this year which contained questions that were not aligned with the class standards nor the curriculum. Our students and science teacher expressed the same concerns after the Regents exam was administered.

ADDITIONAL CONTEXT AND EVIDENCE

As discussed above, the lack of alignment between the Regents Life Science Biology exam and the standards covered in the Living Environment class and curriculum (across the State, not just in AoC) is a concern and thus the Regents results may not be reflective of mastery by our students. When NYSED releases the 2025 Regents performance by district and the performance of 8th graders who took the Regents exam in lieu of the Grade 8 NYS science test, it will provide context to AoC’s performance on this Regents exam.

All AoC Grade 8 students took the Life Sciences Biology exam. The results are in the table below. AoC Grade 8 performance on this Regent exam fell 17 points short of the 75% passing rate goal.

Performance on a Regents Science Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing

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8	2022-23	Living Environment	29	26	89.7%
8	2023-24	Living Environment	66	45	68.2%
8	2024-25	Life Science Biology	82	51	58.5%

ACTION PLAN

AoC’s performance on the NYS Science assessments (NYS Grade 5 Science and NYS Life Science Biology Regents) did not meet absolute performance goals. Our 5th graders proficiency rate fell well short of the 75% benchmark with just 27.7% scoring at a Level 3 or above. Comparative scores for CSD 30 have not yet been released.

In 2023-24, as we did with math by having all 8th graders take Algebra 1, we embraced a more inclusive approach to science, striving to extend the opportunity to take the Living Environment Regents Exam to students of diverse abilities. In light of the inherent diversity of our classrooms, there was no longer a singular Regents class exclusively housing high-achieving students. As a result of this more inclusive approach, our performance on the Living Environment Regents exam did drop from previous years. 68% of our 8th graders scored at least a Level 3 in 2023-24 and then 58.5% in 2024-25—although the drop in the score may have to do more with the lack of alignment of this new Life Sciences Biology Regents exam with the standards taught.

As discussed previously, AoC is increasing the amount of instructional time devoted to science in the elementary school beginning with the current 2025-26 school year. AoC leadership recognizes that the limited amount of science instruction has impacted AoC’s students science achievement as is evident on NYS Grade 5 science exam performance. AoC is doubling the amount of science instruction in Grades 3-4 in the elementary school and increasing by 50% the amount of science instruction in Grade 5.

While AoC made the decision to revert back to two math tracks in 8th grade (Algebra I Regents and standard Grade 8 math), it is not changing its approach to Grade 8 Science and will continue to have all Grade 8 students take Living Environment Regents. The leadership determined that having students have exposure to Life Sciences Biology in Grade 8, even if they are not able to pass the Regents exam, will be beneficial to them when they revisit the course in high school. In math, however, students may not have had the pre-algebraic foundation that they could have acquired in standard Grade 8 math in order to access the Algebra I Regents curriculum in high school. This would put them at a significant disadvantage in high school where they would no longer have the opportunity to secure this foundation since they would have no other option but to take Algebra I in 9th grade.

AoC did lose its Regents science teacher who retired at the end of last year. Middle school science teachers are a hard to staff position, given that teachers who are certified to teach science (and especially a Regents level science) are more likely to seek a high school teaching position than a middle school one. AoC has moved one of its strongest elementary school science teachers to the middle school to teach the Regents class (the teacher is continuing to teach elementary school science as well). AoC is confident that this move will support strong 8th grade Regents science achievement and will not compromise the elementary school science program.

Finally, AoC’s use of Danielson Framework for teacher evaluation focus which is now in its fourth year of full implementation having replaced a previous in-house developed teacher evaluation tool is supporting improvement in teachers’ pedagogical skills and student learning by identifying meaningful and actionable feedback to support teacher improvement.

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
2022-23	Local Support and Improvement (LSI)
2023-24	LSI
2024-25	LSI

ADDITIONAL CONTEXT AND EVIDENCE

Under New York State’s accountability system, AoC has continued to be In Good Standing, which in the last three years has been renamed as Local Support and Improvement (LSI). As there were no Recognition School determinations for 2024-25, 2023-24 and 2022-23, the LSI determination AoC received for all three years was the “highest” accountability status awarded.