



Family Life Academy
CHARTER SCHOOLS

**Family Life Academy Charter School
III**

**2024-25 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Brian Knobloch, Director of Data Driven Instruction, 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)
Wanda Torres Mercado	Chair	Executive, CEO Eval, Finance, Bylaws, Mckenzie Philips
Bryan Rivera	Vice Chair	Executive, Accountability, Facilities & Bond, Bylaws, Athletics, Mckenzie Philips
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Pedro Alvarez	Treasurer	Executive, Finance, Facilities & Bond, Nominations
Bishop Raymond Rivera	Founder	Nominations, Facilities & Bond,
Hilda Sanchez	Trustee	Accountability, Finance, CEO Evaluation
Kevin Kearns	Trustee	Facilities & Bond,
Dr. Janet Lerner	Trustee	Nominations
Rafael McDonald	Trustee	Fundraising, Finance, Athletics
Florence Wolpoff	Trustee	Accountability, CEO Evaluation
Kelly Nunez	Trustee	Accountability, Bylaws
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Margarita Roldan	Trustee FLACS MS PA	Fundraising
Diana Jimenez	Trustee FLACS HS PA	Fundraising, Athletics, Mckenzie Philips
Vacant	Trustee FLACS I PA	
Tyisha Ortiz - candidate	Trustee FLACS II PA	
Maria Rodriguez	Trustee FLACS III PA	Fundraising

Rachel Cotto-Nuñez served as the principal from Fall 2021 until May 2025.

Patricia Park has served as principal since July 2025.

SCHOOL OVERVIEW

Family Life Academy Charter School III, opened in 2014, serves kindergarten through fifth grade in the Mott Haven area of the Bronx, in Community School District 9. FLACS III just completed its tenth year of operation. On BEDS day 163 students were enrolled. FLACS III prides itself on attracting students from its surrounding communities in the South Bronx. As of BEDS day, the student population included: 74.8% Hispanic/Latino, 23.9% Black, 95.1% free and reduced lunch, 25.8% current English language learners, and 11.0% students with disabilities.

All FLACS schools share a common mission: Family Life Academy Charter Schools, together with the Latino Pastoral Action Center and parents, creates the conditions for self-empowerment for all its K-12 students to excel academically, take responsibility for their own learning, and affirm human values, today, in college, and beyond.

Every FLACS school has ten key design elements, which are:

- Rigorous Academic Program with a Focus on Scholars Doing the Heavy Lifting
- Data-Driven Planning Fueled by a Rigorous System of Assessment and Accountability
- Intentional Approaches to Meeting the Needs of All Scholars, with a special emphasis on English Language Learners
- Professional Learning that Enriches Teaching and Increases Scholar Achievement
- Caring and Consistent Discipline
- Family Involvement and Empowerment
- Shared Responsibility for Learning between the Scholar, their Family, and the School
- School Communities that Affirm Human Values
- A Focus on Preparation for College, Career, and Civic Life
- A Continued Use of Community Resources

This year, the FLACS Network made significant strides in advancing its instructional vision and strengthening the student experience across all schools. With a renewed focus on social justice, FLACS III continued to implement a shared curriculum and instructional approach designed to foster equity and excellence.

FLACS III strengthened its commitment to high-quality literacy instruction by adopting and implementing Fishtank Plus for English Language Arts (ELA) and Amplify CKLA Skills for foundational literacy. These curricular choices reflect a stronger alignment with the Science of Reading and support cohesive, evidence-based literacy development across grades. The network also continued its investment in professional learning, with a cohort of teachers, coaches, and administrators engaging in LETRS training to build deep expertise in early literacy instruction.

In mathematics, FLACS III expanded its use of Illustrative Mathematics (Imagine Learning) across all grades K–5 following a successful pilot in the 2023-24 school year. This adoption ensures greater continuity and alignment between elementary and secondary math instruction across the network. In science, FLACS III continued to implement hands-on, phenomenon-based instruction.

Additionally, FLACS III maintained its focus on individualized instruction through consistent data-driven practices. Weekly grade team meetings centered on action planning based on formative data, ensuring instruction remained responsive to student needs.

Assessment played a pivotal role in informing instruction and ensuring all students made progress. To continue to support the transition to computer-based testing mandated by NYS, FLACS III administered

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most summative and selected formative assessments in both ELA and math using online platforms. This practice minimized digital format as a barrier and gave students meaningful practice with test-aligned interfaces.

FLACS III continued to administer the NWEA MAP Growth assessment three times a year to monitor literacy and math progress. Additionally, students participated in interim assessments in ELA, math, and science to further support state test readiness. These assessments, along with an enhanced data dashboard, provided teachers and leaders with timely insights for instructional pivots.

FLACS III also piloted the EarlyBird Education early literacy screener in grades K-2, funded through a grant from the Heckscher Foundation. This tool provided predictive insight into students' reading readiness and further strengthened early literacy efforts.

FLACS III remained committed to fostering students' social-emotional well-being. The Second Step SEL curriculum was implemented across all grade levels, and a tiered approach was used to differentiate support based on data from the Panorama SEL survey. Students identified as needing additional help received targeted services from counselors or small-group instruction led by their teachers. A network-appointed SEL team member led monthly meetings to refine FLACS III's SEL vision and proactively address challenges. Initiatives such as morning meetings and monthly assemblies were embedded in the daily and monthly school routines to strengthen community and SEL outcomes.

The guidance team played a critical role in supporting individual students and families, providing direct counseling and connecting families to external resources as needed. A shared social worker across all schools ensured continuity of support and access to services during times of need.

This year, FLACS III also celebrated meaningful community achievements in which the FLACS network continued its teacher-leader initiative across all schools, cultivating future leaders and building instructional leadership capacity.

FLACS III's afterschool programming expanded significantly through a valued partnership with the school's community partner, LPAC, offering students a broader range of enrichment opportunities. Furthermore, FLACS III started a Parent Council, an initiative consisting of parent leaders from all five FLACS campuses aimed at increasing the meaningful engagement of parents in the schools operations.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2022-23	23	29	41	40	48	50	0	0	0	0	0	0	0	231
2023-24	26	17	31	37	43	44	0	0	0	0	0	0	0	198
2024-25	13	25	20	34	35	36	0	0	0	0	0	0	0	163

GOAL 1: ENGLISH LANGUAGE ARTS

Students will demonstrate proficiency in critical literacy skills.

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BACKGROUND

FLACS III uses a systematic phonics program, Amplify CKLA Skills, in kindergarten through grade 2. In all grades, FLACS uses a language and knowledge building curriculum, Fishtank Plus, with integrated writing instruction for ELA. This curriculum is based around high quality texts and was supplemented by Ready NGLS ELA. At all elementary grade levels, time is given for small group instruction and independent reading. Small group instruction, including interventions tailored to individual needs occurred, so that scholars learned strategies for decoding and comprehending texts at their instructional level. Students practiced the skills and strategies learned in whole and small group instruction through independent reading periods.

Literacy instruction was data-driven. Curriculum based unit assessments were administered via an online platform to track students' progress in meeting curriculum goals after each unit of instruction throughout the year. Not only did online testing provide students with an opportunity to engage with a variety of digital interactions prior to state testing, it offered their teachers more timely insights into their students' performance. Teachers used results from these assessments as well as from NWEA MAP Growth and iReady to drive instructional decisions during whole and small group instruction. Data was stored in an online data warehouse and analysis platform so that all teachers and administrators have readily available access to student data. Teachers met in teams, with administration and support from the Director of K-5 ELA to review these multiple points of student data and determine action plans for providing support in reading instruction.

FLACS III continued to implement intervention programs for all grade levels. Teachers utilized small group time to provide intervention using the i-Ready resources and an Academic Intervention Services teacher provided targeted instruction to students in need of more foundational literacy intervention in grades K-5 using the PAF reading program.

Teachers received professional development in internalizing the new curricula throughout the year. The principal and network staff led workshops about literacy topics and using instructional technology to deliver high quality professional development. Teachers received one-on-one coaching from the principal or Director of K-5 ELA or other FLACS Network staff..

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	Administrative error	Medically excused	Other reason	

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3	35	0	0	0	0	0	0	34
4	38	1	0	1	0	0	0	35
5	37	0	0	0	0	0	0	36
6	-	-	-	-	-	-	-	-
7	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-
All	110	1	0	1	0	0	0	105

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	35	12	34.3	26	9	34.6
4	38	24	63.2	29	20	69.0
5	37	17	45.9	34	16	47.1
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	110	53	48.2	89	45	50.6

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

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.

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

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Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
105	19.1	30.3	24.7	25.8

$$PI = 0 * 19.1_{Level\ 1} + 1 * 30.3_{Level\ 2} + 2 * 24.7_{Level\ 3} + 2.5 * 25.8_{Level\ 4} = 144.2$$

ELA Measure 3 - Comparative

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

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.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	34.6	26	46.9	636
4	69.0	29	40.8	669
5	47.1	34	49.6	671
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	50.6	89	45.7	1976

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

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.

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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

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	94.6	443.0	437.2	0.59
4	100	440	437.2	0.26
5	95.5	438.0	436.2	0.18
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	96.8	440.2	436.8	0.33

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

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

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4	49.9	50.0
5	37.2	50.0
6	-	50.0
7	-	50.0
8	-	50.0
All	43.4	50.0

ELA INTERNAL EXAM RESULTS

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.

FLACS III approached, but did not meet Measure 1. The school's median growth percentile for all 3rd through 8th grade students was 47; the target was 50. This measure evaluates overall student growth from the beginning to the end of the year using NWEA MAP Growth assessments.

FLACS III did not meet Measure 2. The school's median growth percentile for all 3rd through 8th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall was 26; the target was 55. This measure assesses the growth of students who began the year below the proficiency benchmark.

FLACS III met Measure 3. The median growth percentile of students with disabilities in grades 3 through 8 was 53, compared to 43.5 for general education students. The expectation is that students with disabilities demonstrate growth equal to or greater than their general education peers.

FLACS did not meet Measure 4. The percentage of 3rd through 8th grade students enrolled at the school for at least two years who met or exceeded the RIT score proficiency equivalent was 32.6%; the target was 75%. This measure reflects the proportion of longer-enrolled students reaching grade-level proficiency based on the NWEA-to-NYS linking study.

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	110	47	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	51	26	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 ⁶	43.5	13	53	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. ⁷	2+ students	75%	89	32.6	No

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 ⁸	Number Tested	Percent Proficient	Number Tested
3	26.5	34	19.2	26
4	43.6	39	48.3	29
5	27.0	37	29.4	34
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-

⁶ 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

⁷ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

⁸ 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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All	36.0	110	32.6	89
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End of Year Growth on 2024-25 NWEA MAP ELA Assessment

By All Students

Grades	Median Growth Percentile	Number Tested
3	37	34
4	56	39
5	38.5	37
6	-	-
7	-	-
8	-	-
All	47	110

SUMMARY OF THE ELA GOAL

FLACS III did not meet the absolute measure. 50.6% of students who were enrolled in at least their second year performed at proficiency on the New York State English language arts exam for grades 3-8. FLACS III had an increase of 14.1% of students who were enrolled in at least their second year performing at proficiency when compared to the 2023-2024 school year.

FLACS III met the comparative measure that all students enrolled in their 2nd year and performing at proficiency of 50.6% is greater than local CSD 7 which was 45.7%.

FLACS III met the second comparative goal, with an effect size of 0.33 which demonstrated a higher predicted level of performance. All grades (3-8) exceeded the 0.3 target showing a slightly stronger predicted level of performance.

FLACS III fell short of the growth measure of the school's unadjusted mean growth percentile. FLACS' unadjusted mean growth percentile was 43.4 which approached the goal of 50.0.

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	Yes

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	language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	
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

EVALUATION OF ELA GOAL

In the 2024–25 school year, the school partially met its English Language Arts accountability goals, demonstrating stronger performance in comparative metrics while falling short on several absolute and growth measures. Below is a breakdown of each goal, including how closely the school met the target and contextual factors contributing to performance.

The school did not meet the goal of having 75% of tested students enrolled for at least two years scoring at or above proficiency. The actual proficiency rate was 50.6%, falling short by 24.6%. Performance varied across grade levels, with the strongest performance in Grade 4 at 69.0% proficiency while performance in grade 3 was weakest at 34.6% proficiency. The shifts in ELA curriculum are having a positive impact on student achievement. Grade 3 performance is indicative of FLACS III's inability to adequately staff the grade.

The school successfully met the state's ESSA target for aggregate Performance Index, with a PI score of 144.2, surpassing the state benchmark of 117.3. This reflects progress across all subgroups.

The school outperformed local CSD 7 by an absolute difference of 4.8 percentage points underscoring stronger relative performance compared to the local district..

The school exceeded its predicted performance level on the 2023-24 results based on a regression analysis controlling for economic disadvantage. The effect size was 0.33, which is above the 0.3 threshold needed to demonstrate meaningful outperformance. This result indicates that the school performed above expectations given its student population. Given the decrease in the number of students scoring at Level 1 and 2 in 2024-2025.

The school fell short of meeting the goal of achieving a mean unadjusted growth percentile above 50 for grades 4–8. The actual growth percentile was 43.4, which suggests limited year-over-year student progress in grades 4-8. Grade 4 approached this expectation with a growth percentile of 49.9. Given 2024-2025 performance in all grades, FLACS anticipates meeting this goal in 2025-2026.

Overall, the school's performance reflects progress is being made. The success in meeting the state PI goal and exceeding the predicted performance level, and exceeding the local CSD indicates strength in ELA instruction.

ADDITIONAL CONTEXT AND EVIDENCE

FLACS III experienced multiple staffing shifts in grade 3. FLACS III did not have any complications testing with internal testing or state testing.

ELA ACTION PLAN

In 2025-26, FLACS III will work toward a dual goal in ELA: increasing the number of students performing at proficient levels (Levels 3 and 4), while simultaneously decreasing the number of students scoring at Level 1. Achieving this vision requires strategic shifts in curriculum, instruction, assessment, and professional learning, each grounded in research-based best practices and aligned to the Science of Reading.

To ensure that all students receive both high-quality core instruction and targeted intervention, FLACS III will continue to implement a dedicated 180-minute ELA block for grades K-2 and 165-minute block for 3-5 at each grade level. Within this block, time will be allocated for whole group instruction, small group skill-based instruction, and independent or guided practice.

To support these instructional goals, FLACS III will continue its implementation of its newly adopted ELA curricula (Amplify CKLA Skills and Fishtank Plus ELA).

A large focus of professional development for the 2025-26 year will be on strengthening the rest of ELA block, most specifically the small group period. FLACS III will be adopting mClass DIBELS to screen all K-2 and selected 3-5 students and continue the use of NWEA MAP Growth .

As part of a broader effort to build teacher capacity, the FLACS III instructional coaching model will become more structured with the adoption of StepLab. StepLab will enable school leaders to deliver supported feedback cycles focused on observation, actionable goal setting, and continuous pedagogical improvement. This approach will prioritize differentiated support for teachers based on need, with the goal of improving instructional quality across all classrooms.

School leaders and the Director of K–5 ELA will play a critical role in supporting the school with implementing the curriculum, including: ensuring alignment between classroom instruction and core curriculum structures; coaching teachers to strengthen routines and instructional quality in small group settings; and supporting teachers in the planning and internalization of lessons. Each of these individuals will collaborate with school leaders to review intervention data and refine instructional practices

In addition, the Principal and Assistant Principal, with support from the Director of K–5 ELA, will lead the design and implementation of data-driven Professional Learning Communities (PLCs). These grade-level PLCs will follow a consistent protocol to analyze student data, identify instructional gaps, and plan reteaching or intervention strategies. This approach ensures that instructional adjustments are timely, targeted, and based on actionable evidence.

To deepen teacher expertise, FLACS III will continue its multi-year investment in Science of Reading professional development through the LETRS (Language Essentials for Teachers of Reading and Spelling) training series. New staff members or those not previously enrolled will begin the training cycle. Over

time, FLACS III aims to ensure that all teachers receive LETRS certification, establishing a network-wide foundation of scientifically aligned reading instruction.

These combined efforts—structured coaching, focused professional development, curriculum fidelity, and data-driven collaboration—are designed to ensure that every student receives the literacy instruction and support they need to become confident, skilled readers.

As indicated, adequate and effective staffing as well as ongoing professional development will be a priority in not only grade 3 but all grades.

GOAL 2: MATHEMATICS

Students will become proficient in the application of mathematical skills and concepts.

BACKGROUND

In 2024–25, FLACS III implemented a significant shift in its mathematics program, adopting (following an extensive review process) the Imagine Learning Math curriculum from Imagine Learning in grades K–4. Imagine Learning Math supports conceptual understanding, procedural fluency, and real-world problem solving, aligning tightly with the New York State Next Generation Learning Standards (NGLS). The emphasis this year is on fidelity to curriculum, vertical alignment, building fluency through retrieval, and enabling teachers to strategically plan for both remediation and enrichment opportunities.

Math instruction at FLACS continues to be data-driven, with teachers using a wide range of assessments to monitor student learning and guide instruction. Teachers administer curriculum-based pretests and end-of-unit assessments in accordance with the network pacing guide. In addition, the FLACS network provides two cumulative interim benchmark assessments, designed to monitor broader skill retention and readiness. In addition to these two interim benchmark assessments, reassessments were provided after a period of reteaching to identify areas of growth and where students still required more intensive support. In addition to curriculum-based assessments, FLACS uses NWEA MAP Growth to assess student progress and drive instructional shifts. FLACS continues to administer the NWEA MAP Growth Math assessments three times per year. This universal screener provides a norm-referenced view of student growth and informs both whole group instruction and intervention planning. Teachers and school leaders triangulate MAP data with curriculum-based and interim assessments to ensure a comprehensive picture of student learning.

Grade teams meet regularly in data-driven PLCs, where they analyze student work, identify misconceptions, and co-develop action plans. These collaborative sessions are now supported by a new data analysis guide, co-developed by the FLACS network and school leaders to standardize best practices for instructional decision-making. To deepen this work, the Director of Mathematics works in partnership with the school leadership to lead data analysis sessions focused on identifying key standards that need reinforcement; designing targeted interventions based on evidence of learning gaps; and determining high-impact instructional strategies that foster growth.

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As part of a multi-tiered system of supports, small group instruction remains a key component of daily practice. Math centers, fluency routines, and targeted practice have been expanded to ensure students at all levels receive instruction that meets their individual needs. This is further supplemented with high-quality instructional materials developed by the network Director of Mathematics in direct response to emerging data trends.

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	Administrative error	Medically excused	Other reason	Took Regents	
3	34	0	1	1	0	0	0	0	34
4	39	0	0	0	0	0	0	0	35
5	37	0	0	0	0	0	0	0	36
6	-	-	-	-	-	-	-	-	-
7	-	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-	-
All	110	0	1	1	0	0	0	0	105

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	34	14	41.2	26	9	34.6
4	39	26	66.7	29	21	72.4
5	37	13	35.1	34	13	38.2
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-

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All	110	53	48.2	89	43	48.3
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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
105	18.2	33.6	40.9	7.3

$$PI = 0 * 18.2_{\text{Level 1}} + 1 * 33.6_{\text{Level 2}} + 2 * 40.9_{\text{Level 3}} + 2.5 * 7.3_{\text{Level 4}} = 133.7$$

Math Measure 3 - Comparative

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

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

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	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	34.6	26	53.3	661
4	72.4	29	44.8	679
5	38.2	34	41.1	686
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	48.3	89	46.3	2026

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

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	94.6	446.6	444.0	0.15
4	100.0	438.0	444.5	-0.42
5	95.5	441.0	440.8	0.01
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	96.8	441.5	443.1	-0.10

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

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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	29.4	50.0
5	35.6	50.0
6	-	50.0
7	-	50.0
8	-	50.0
All	32.5	50.0

MATHEMATICS INTERNAL EXAM RESULTS

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.

FLACS III did not meet Measure 1. The school's median growth percentile for all 3rd through 8th grade students was 40; the target was 50. This measure evaluates overall student growth from the beginning to the end of the year using NWEA MAP Growth assessments.

FLACS did not meet Measure 2. The school's median growth percentile for all 3rd through 8th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall was 21.5; the target was 55. This measure focuses on the growth of students who began the year below proficiency.

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

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FLACS met Measure 3. The median growth percentile of 3rd through 8th grade students with disabilities was 46, compared to 44 for general education students. The expectation was that growth for students with disabilities would be equal to or greater than that of their general education peers.

FLACS did not meet Measure 4. The percentage of 3rd through 8th grade students enrolled at the school for at least two years who met or exceeded the RIT score proficiency equivalent was 45.0%; the target was 75%. This measure reflects the percentage of longer-enrolled students reaching grade-level proficiency according to the NWEA-to-NYS linking study.

NWEA

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	110	40	No
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	56	21.5	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 ¹¹	44	13	46	Yes

¹¹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

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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. ¹²	2+ students	75%	89	45.0	No
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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 ¹³	Number Tested	Percent Proficient	Number Tested
3	41.2	34	34.6	26
4	76.9	39	79.3	29
5	35.1	37	38.2	34
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	50.9	110	50.2	89

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

Grades	Median Growth Percentile	Number Tested
3	40	34
4	68	39
5	32.5	37
6	-	-
7	-	-
8	-	-
All	44.5	110

¹² <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

¹³ 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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SUMMARY OF THE MATHEMATICS GOAL

FLACS III did not meet the absolute measure. 48.3% of students who were enrolled in at least their second year performed at proficiency on the New York State mathematics exam for grades 3-5. FLACS had a 11.3% increase of students who were enrolled in at least their second year performing at proficiency when compared to the 2023-2024 school year.

FLACS III met the comparative measure that all students enrolled in their 2nd year and performing at proficiency is greater than the local CSD 7.

FLACS III fell short of the second comparative goal, with an effect size of -0.10 which demonstrated a lower predicted level of performance. Grade 4 showed the greatest weakness in predicted level of performance with an effect size of -0.42.

FLACS III fell short of the growth measure of the school's unadjusted mean growth percentile. FLACS' unadjusted mean growth percentile was 32.5; the goal was 50.0.

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.	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.	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.	No

EVALUATION OF THE MATHEMATICS GOAL

In the 2024–25 school year, the school partially met its Mathematics accountability goals, demonstrating stronger performance in comparative metrics while falling short on several absolute and growth

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measures. Below is a breakdown of each goal, including how closely the school met the target and contextual factors contributing to performance.

The school did not meet the goal of having 75% of tested students enrolled for at least two years scoring at or above proficiency. The actual proficiency rate was 48.3%. Performance varied across grade levels, with the strongest performance in Grade 4 at 72.4%, while Grade 3 and grade 4 had the lowest at 34.6% and 38.2% respectively. Grade 4 showed the largest absolute percent increase of 36.5% when compared to 2023-2024. The shifts in mathematics curriculum are having a positive impact on student achievement especially in grade 4; however adequate, effective staffing in grade 3 was a solid contributor to the proficiency performance.

The school successfully met the state's ESSA target for aggregate Performance Index, with a PI score of 133.65, surpassing the state benchmark of 119.4. This reflects progress across all subgroups.

In mathematics, FLACS III outperformed local CSD 7, with 48.3% of FLACS III students achieving proficiency compared to 46.3% in CSD 7.

The school did not exceed its predicted performance level on the 2023-24 results based on a regression analysis controlling for economic disadvantage. The effect size was -0.10, which is below the 0.3 threshold needed to demonstrate meaningful outperformance. This result indicates that the school performed below expectations given its student population.

The school did not meet the goal of achieving a mean unadjusted growth percentile above 50 for grades 4–8. The actual growth percentile was 32.5, which suggests limited year-over-year student progress in grades 4. Given 2024-2025 performance in grades 4 and 5, FLACS anticipates approaching or meeting this goal in 2025-2026.

Overall, the school's performance reflects progress is being made. The success in meeting the state PI goal indicates strength in mathematics instruction; however, missed targets in growth and effect size point to opportunities for more adequate staffing, professional development, and targeted instruction.

ADDITIONAL CONTEXT AND EVIDENCE

FLACS III did not have any complications testing with internal testing or state testing.

MATHEMATICS ACTION PLAN

The primary instructional focus this year will be on fidelity to the Illustrative Math curriculum, strengthening vertical alignment, and ensuring all students are on track for Algebra I readiness by 8th grade. Teachers will deepen their understanding of the progression of math concepts across grade levels to better scaffold instruction and prepare students for acceleration.

FLACS is strengthening its instructional coaching model through the structured use of StepLab, which provides a consistent feedback cycle focused on classroom observation, goal setting, and professional growth. Teachers identified as most in need will receive coaching on a regular cadence, ensuring targeted support aligned to student data and instructional priorities.

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To ensure high-quality implementation and build internal leadership capacity, FLACS has added a Director of K–5 Mathematics, dedicated to supporting elementary schools with curriculum internalization, modeling of instructional routines, and coaching around conceptual understanding and math discourse. The previous Director of Mathematics will focus their time in the 6-12 grade band.

Mathematics instruction will be grounded in frequent and actionable assessment. In addition to administering NWEA MAP Growth three times per year, FLACS will implement regular standards-aligned assessments to more immediately identify skill gaps and inform instruction. Teachers will also continue to administer unit-based pre- and post-assessments from the core curriculum, aligned to the improved network pacing guide.

Teachers, coaches, and school leaders will analyze data in strengthened Professional Learning Communities (PLCs). These PLCs will meet regularly with a renewed focus on being purposeful, structured, and responsive to data. Sessions will center on identifying trends, diagnosing misconceptions, and determining instructional next steps. A new network-developed data analysis guide will support consistency and clarity in these conversations.

To ensure equitable access to grade-level content and support individual learning needs, math instruction will continue to include targeted small group instruction, tailored to formative assessment data; math fluency routines, including practice problems and math centers; and live modeling and coaching from the Director of Mathematics and school-based instructional leaders. These strategies are intended to reinforce core concepts, support student discourse, and strengthen problem-solving confidence across all grade levels.

GOAL 3: SCIENCE

Students will demonstrate proficiency in the practice and methodology of scientific inquiry.

BACKGROUND

FLACS III continues to implement Amplify Science as its core science program across all grade levels. This phenomena-based curriculum is fully aligned to the Next Generation Science Standards (NGSS) and is designed to help students think, read, write, and argue like scientists and engineers. The program integrates interactive digital tools with hands-on activities, encouraging active student engagement in scientific inquiry, evidence-based reasoning, and problem-solving.

Each Amplify Science unit for grades K–8 is structured around a unit-specific learning progression known as the Progress Build. This framework outlines how students' understanding of a focal phenomenon is expected to develop over time. The Progress Build supports sequencing of instruction, identification of key assessment priorities, and evidence-based differentiation and instructional adjustments.

By aligning both instruction and assessment with the Progress Build, educators can more effectively respond to student needs in real time and guide students toward deeper understanding.

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In addition to the core curriculum, FLACS III continues to incorporate the required elementary science investigations in grades 3–5, embedding them as meaningful, hands-on classroom experiences that reinforce key NGSS-aligned concepts and practices.

During the 2024–25 school year to prioritize science instruction by lessening the planning load for teachers, science was not taught the first half of the year. Beginning in December, FLACS III adjusted its schedule so that grade 5 students received science instruction four days per week. This change was extended to grades K–4 starting in January. These adjustments were designed to ensure that teachers had adequate time for planning consistent and effective instruction to fully implement the curriculum and support student mastery of scientific concepts.

FLACS III also expanded the use of computer-based testing in science this year to increase student exposure to digital assessment platforms. This shift aims to simulate state testing conditions, build familiarity with interactive item types, and ensure that assessment format does not pose a barrier to student success.

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	12	35.3
8	-	-	-
All	34	12	35.3

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

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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						
	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	12	35.3			
8	-	-	-	-	-	-
All	34	12	35.3			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

FLACS III did not meet the absolute measure. 35.2% of students who were enrolled in at least their second year performed at proficiency on the New York State Science exam for grade 5. FLACS showed an 16.6% increase of students who were enrolled in at least their second year performing at proficiency when compared to the 2023-2024 school year.

FLACS III is not able to compare performance to local CSD 7 due to local CSD 7 data availability.

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.	N/A

EVALUATION OF THE SCIENCE GOAL

In the 2024–25 school year, the school partially met its Science accountability goals, demonstrating stronger performance in comparative metrics while falling short on the absolute measure.

The school did not meet the goal of having 75% of tested students enrolled for at least two years scoring at or above proficiency. The actual proficiency rate was 35.2%. Grade 5 showed the largest absolute percent increase of 16.6% when compared to 2023-2024. The shifts in scheduling which prioritize science instruction are having a positive impact on student achievement.

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FLACS III cannot evaluate the comparative measure of all students enrolled in at least their second year performing at proficiency will be greater than that of all students in the district of comparison due to NYC public schools not releasing local CSD 7 performance.

Overall, the school's performance reflects progress is being made. The year over year growth and performance as compared to the local CSD indicates strength in science instruction; however, the missed absolute target points to opportunities for more targeted instructional support.

ADDITIONAL CONTEXT AND EVIDENCE

FLACS III did not have any complications testing with internal testing or state testing.

ACTION PLAN

FLACS III will continue to implement Amplify Science as the core science curriculum for grades K–5. To strengthen instructional coherence and improve teacher preparation, FLACS III will continue to adjust the scheduling model for science instruction. Rather than alternating science and social studies every other day, students will continue to receive daily science instruction for half the year, followed by daily social studies instruction during the other half. This revised structure will provide teachers with greater capacity to internalize content and deliver lessons with fidelity.

In addition to analyzing data from the embedded curriculum-based assessments within Amplify Science, the FLACS network will support schools in digitizing select internal assessments. This will provide students with more exposure to computer-based testing environments and promote integration of science content with literacy and digital navigation skills.

Teachers will use these assessment results to inform instructional planning and identify opportunities for reteaching or enrichment. To further support hands-on science learning, the FLACS Network Director of Science and Social Studies will lead professional development sessions focused on implementing the required elementary science investigations with fidelity. These sessions will also include norming protocols to help teachers evaluate student work consistently and accurately across classrooms.

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

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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
2023-24	Local Support and Improvement
2024-25	Local Support and Improvement

ADDITIONAL CONTEXT AND EVIDENCE

The school's ESSA status has been at the highest level, "Local Support and Improvement" (2022-23 through 2023-2025).