FINN ACADEMY: AN ELMIRA CHARTER SCHOOL

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Martina Baker, Deborah Breen and Aimee Ciarlo 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)
A. Renee Sutton-Snyder	Chair	Finance
Kathryn Coletta	Vice Chair	Governance
Kevin Brimmer	Treasurer	Finance
Matthew Seybold	Secretary	Governance
Jean Papandrea	Trustee	Academics
Patricia Richards	Trustee	Academics
James Pfiffer	Trustee	Governance
Tyler Wilson	Trustee	Governance

Aimee Ciarlo and Martina Baker have served as the building leaders since 2017 and 2018 respectively.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

SCHOOL OVERVIEW

Mission: “At Finn Academy we promote an inclusive, rigorous, and nurturing environment to best prepare our children for their future and to cultivate a community of scholars, leaders, and friends.”

Graduate Profile: “All Finn Academy graduates will have the skills, knowledge and access to confidently explore their dreams. Scholars will successfully engage with critical and creative thinking, and nurture themselves and their community.”

Finn Academy opened its doors in 2015 to scholars in grades K-3. In our tenth year, the 2024-2025 school year, we served 4 scholars in grades K-6.

Finn Academy's Key Design Elements:

Experiential Learning

Community Connections

College and Career Readiness

Social-Emotional and Physical Wellness

Professional Development and Teacher Support

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	46	54	62	52	53	51	27							345
2023-24	59	50	56	67	56	55	51							394
2024-25	56	57	55	71	71	52	48							410

GOAL 1: ENGLISH LANGUAGE ARTS

Finn Academy Charter School scholars will be proficient readers and writers of the English language.

BACKGROUND

In grades K-3, teachers utilized the New York State Common Core EL Modules to provide scholars with their ELA instruction, enhancing them to generate increased levels of scholar motivation while diving deep into a wide variety of topics. Scholars were learning social studies and science content through the lens of ELA, applying and connecting their knowledge to the world around them.

In grades 4-6 scholars transition to an engaging Reading Reconsidered Curriculum. In the 2024-2025 academic year, the Finn Academy team continued to implement the methodology contained within "Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction," as the primary framework for its upper Elementary ELA program (grades 4 – 6). This curriculum explicitly teaches literacy skills expected of high-quality, research-based instruction, while providing a repertoire of strategies, structures, and tools/techniques which can improve the instructional practice of our educators at all levels. Reading Reconsidered is combined with the Teach Like a Champion practical guide to best practices in teaching by Doug Lemov that supports a streamlined approach to further enhance and support our teachers' instructional practices and development.

During the 2024-2025 Academic School Year, our fourth-grade scholars transitioned from EL Education's content-based literacy curriculum to "Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction." This allowed our scholars to begin learning literature, history, math, science and art via an ELA curriculum a year earlier, providing them with a firm foundation of strong reading skills. This curriculum teaches our scholars to read with precision, rigor and insight utilizing challenging texts and close reading strategies as practiced together in class.

Reading Reconsidered supports instruction that is engaging, enthusiastic, and produces deep-thinking in readers by creating discourse within the classroom that will allow scholars to generate solid meaning themselves with imbedded scaffolds and supports. The framework includes an implementation guide that allows teachers and leaders to collaborate on text selection, planning of texts, and implementation. All novel modules are fully scripted and provide supplemental materials.

Classroom teachers facilitated opportunities for scholars to explore their thinking through writing tasks and relevant, real-world problems, resulting in a culminating event that meets all Common Core standards in writing and ELA. Each grade level worked diligently to connect the unit/module content to our local community, utilizing local experts, accessing local organizations through field studies, and incorporating expedition celebrations that are motivating to our scholars. One example of this is a Field Study to our local Appleridge Senior Living Community. Sixth-grade scholars visited the community and interviewed senior residents about the importance of shared memories while reading *The Giver* by Lois Lowry. An example of an Expert Speaker was local resident Doug Cornfield who co-authored *A Pound of Kindness*. He spoke to scholars about the importance of challenging ourselves despite obstacles we face while helping others overcome their obstacles. This directly connected to the novel scholars were reading, *Freak the Mighty*. We continue to infuse these critical real-world connections into our instruction.

Formative and summative assessments (formal and informal) were administered regularly throughout the course of the units to provide snapshots of scholar growth in reading and writing skills. Classroom teachers utilized rubrics and informal data to identify areas of strength and areas of growth to provide differentiated instruction to scholars based on their needs.

Professional Development was facilitated in-house with the support of EL Education and Uncommon Schools to provide teachers with support around high-quality writing, teaching the skills utilizing and

referencing texts, and scaffolding support as needed. In addition to this curriculum, classroom teachers worked diligently to differentiate instruction during our ELA skills labs. When creating our master schedule, we purposefully provided additional Skills Labs time to ensure our staff could focus on the skills and strategies scholars need to improve academically. These labs provide purposeful instruction at each scholar's zone of proximal development, ensuring we are meeting our scholars at their instructional levels to explicitly teach the skills they are ready to learn. This differentiation involves using materials from previous or future grade levels to meet their needs, while ensuring all grade level standards are also being met. With the addition of our lengthened skills labs, many opportunities for professional learning arose and strengthened to meet our scholars' vast academic needs.

In addition to in-house EL Professional Development, we continued to partner with and implement Kagan Cooperative Learning Structures to further enhance our scholar engagement and achievement in Language Arts. The Kagan Structures have proven themselves to be effective teaching and learning tools for cooperative learning, multiple intelligence, character education, language learning, and emotional intelligence. Research has shown that the Kagan structures boost academics, close the achievement gap, improve scholar relations and create a kind and caring school community.

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	71	0	0	0	0	0	0	71
4	70	0	1	1	0	0	0	72
5	51	0	1	0	0	0	0	52
6	46	0	0	0	0	0	2	48
7								
8								
All	238	0	2	1	0	0	2	243

Performance on 2024-25 State English Language Arts Exam

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

By All Students and Students Enrolled in At Least Their Second Year[1]

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	71	26	37%	49	18	37%
4	70	25	36%	66	24	36%
5	51	21	41%	49	21	43%
6	46	19	41%	43	19	44%
7						
8						
All	238	91	38%	207	82	40%

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
238	34	28	26	13

$$PI = 0 * 34_{Level\ 1} + 1 * 28_{Level\ 2} + 2 * 26_{Level\ 3} + 2.5 * 13_{Level\ 4} = 113$$

ELA Measure 3 - Comparative

[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

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 2nd Year **2024-2025 Data**		All District Students **2023-2024 Data** (24-25 Data not yet available)
	Percent Proficient	Number Tested	Percent Proficient
3	37%	49	18%
4	36%	66	19%
5	43%	49	17%
6	44%	43	23%
7			
8			
All	40%	207	19%

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]

[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.

2023-24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	62.7%	438.0	443.2	-0.59
4	55.4%	440.0	445.8	-0.60
5	63%	435.0	443.3	-0.94
6	62.7%	442.0	443.0	-0.11
7				
8				
All	60.9%	438.7	443.8	-0.56

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	61.5	50.0
5	47.4	50.0
6	46.4	50.0
7		
8		
All	52.2	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

During 2024-25, in addition to the New York State 3rd – 6th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: NWEA MAP

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 3rd through 8th 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	236	60	Yes
Measure 2: Each year, the school's median growth percentile of all 3rd through 8th 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	158	64	Yes
Measure 3: Each year, the median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.	Students with disabilities[6]	60	31	53	No
Measure 4: Each year, 75% of 3rd through 8th 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%	205	42%	No

[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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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	34	70	34	47
4	45	69	47	64
5	42	52	44	50
6	40	45	38	42
7				
8				
All	40	236	41	203

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

Grades	Median Growth Percentile	Number Tested
3	48	70
4	62	69
5	65	52
6	66	45
7		
8		
All	60	236

SUMMARY OF THE ELA GOAL

In 2025-2026, we will continue to utilize NWEA MAP Assessments to benchmark scholars throughout the school year for ELA and Math (K-6). Throughout the past school year, grade-level teachers met regularly to discuss classroom curriculum-based measures to ensure that individual scholar's needs were met. Additionally, team data meetings were held to analyze NWEA benchmark data to further meet the

[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.

needs of our scholars. This data was then used to drive differentiated skills labs instruction. For the 2024-2025 school year, we prioritized expansion of the structured phonics-based curriculum in grade 3 to meet the needs of our at-risk scholar population. To provide additional support to the differentiated needs of our scholars, we prioritized skills labs in our master schedule, ensuring all scholars are provided with explicit instruction in their Zone of Proximal Development for both ELA and Math.

In 2025-2026 we will continue using NWEA Reading Fluency Assessment as needed and intervention activities to provide teachers with more specific skill-based data and a prescription for interventions. Additionally, we will continue to use Heggerty Science of Reading Instruction in all classes in grades K-2 to strengthen phonemic awareness in our youngest learners. For those scholars in need of explicit decoding instruction in grades 3 and 4, we will use the structured phonics programming provided by our K-3 ELA curriculum, EL Education Skills Block. We will continue to use Fountas and Pinnell Running Record Assessments for both RTI and classroom data tracking purposes. Teachers analyze areas of weaknesses in our scholars to differentiate instruction and plan interventions to close skill gaps. We will also continue to provide daily ELA skills lab times to ensure teachers have the opportunity and support to differentiate reading instruction, driven by scholar data.

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.	No
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes, **for 2023-2024**
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.	No
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	Yes

EVALUATION OF ELA GOAL

Finn Academy fell short in the following measure:

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 3-6.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

In the 2024-2025 school year, 38% of scholars at Finn Academy were proficient on the NYS English Language Arts exam. The school recognizes the need for significant improvement in this area in order to meet this goal in the future.

A notable area of strength within the assessment data is that 3 of 3 grade level cohorts showed a proficiency percent increase from the administration of the 2023-2024 assessment to the 2024-2025 assessment. Our 3rd to 4th grade cohort had a 4% increase in proficiency, our 4th to 5th grade cohort had a 5% increase, and our 5th to 6th grade cohort increased by 14% proficiency. This data supports that continued enrollment and targeted ELA instruction is resulting in improved outcomes by cohort. Additionally, the overall proficiency in grades 3 through 6 increased from 36% in 23-24 to 38% in 24-25.

Although the school does not currently have access to comparative data to the district of residence for the 2024-2025 test administration, it is noteworthy that for the 2023-2024 administration, the school outperformed the district of residence in all grade levels as follows: 3rd grade Finn outperformed the Elmira City School District by 14%, 4th grade by 17%, 5th grade by 10%, and 6th grade by 25%. Also of note, Finn outperformed all local districts, including Corning Painted-Post, Elmira Heights, and Horseheads in 6th grade ELA.

Finn Academy exceeded two building level goals established for grades 3-6 and did not meet two building level goals. The internal goals for the NWEA Map Tests were reviewed by administration at the end of the year; and, to compare growth from Fall of 2024 to Spring of 2025. There were four internal goals for ELA; the results and accompanying evaluation of each are listed below.

Finn Academy exceeded the following targets:

<u>Measure 1: All Students:</u>

The school's median growth percentile of all 3rd through 6th grade students will be greater than 50. Finn Academy exceeded this goal with our scholars achieving a median growth percentile of 60 for grades 3-6.

<u>Measure 2: Low Initial Achievers:</u>

Each year, the school's median growth percentile of all 3rd through 6th 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. Our low initial achievers exceeded this goal with a growth percentile of 64.

Finn Academy fell short of the following targets:

<u>Measure 3: Students with Disabilities:</u>

Each year, the median growth percentile of 3rd through 6th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 6th grade general education students

at the school. Finn Academy did not meet this goal of 60, with a result of 53. However, the growth percentile for this group exceeded the percentile needed (50) to accelerate achievement.

Measure 4: Scholars enrolled in at least their second year:

75% of 3rd through 6th 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 the New York State standards. 42% of students in grades 3-6 in at least their second year at Finn Academy have met this standard, as opposed to our goal of 75%.

In reviewing this data, we anticipated challenges in meeting Measure 4. While we did not meet the 75% target point of students enrolled in 2+ years here at Finn Academy, the proficiency of scholars on the New York State ELA exam in this group increased again this year by 5% from 37% proficient in 2023-2024 to 42% proficient in 2024-2025.

ELA ACTION PLAN

Key factors and areas for growth became evident throughout our research process and data analysis, as described below:

Finn Academy will continue to refine our system for instructional leadership capacity by building school-wide instructional coaching, an aligned protocol for identifying instructional goal setting and growth, and creation of a year-long professional development calendar that involves content and curriculum-driven planning to support teacher development and scholar achievement and growth. Instructional coaching and professional development are tiered and differentiated to the extent possible, to best meet the varied needs of our instructional staff.

We have continued to prioritize our intervention staff with two literacy specialists and two math specialists. In addition, we have an ENL specialist on staff to support literacy intervention/enrichment as available.

In 2025-2026 we will continue using NWEA Reading Fluency Assessment as needed and intervention activities to provide teachers with more specific skill-based data and a prescription for interventions. Additionally, we will continue to use Heggerty Science of Reading Instruction in all classes in grades K-2 to strengthen phonemic awareness in our youngest learners. For those scholars in need of explicit decoding instruction in grades 3 and 4, we will use the structured phonics programming provided by our K-3 ELA curriculum, EL Education Skills Block. We will continue to use Fountas and Pinnell Running Record Assessments for both RTI and classroom data tracking purposes. Teachers analyze areas of weaknesses in our scholars to differentiate instruction and plan interventions to close skill gaps. We will also continue to provide daily ELA skills lab times to ensure teachers have the opportunity and support to differentiate reading instruction, driven by scholar data.

Additionally, to further refine our instruction for all scholars, teachers will continue to develop expertise in our ELA curricula for grades 3-6, EL Education and Reading Reconsidered, which are both based in the science of reading.

GOAL 2: MATHEMATICS

Scholars will demonstrate competency in the understanding and application of mathematical computation, modeling, reasoning, and problem solving.

BACKGROUND

In 2024-2025 Finn Academy continued to use GO Math as our math curriculum. This is an innovative and dynamic mathematics program that encourages the school's elementary scholars to explore, understand, and apply mathematical concepts both inside and outside of the classroom. Standards-based units and lessons are the foundation of all instruction, and the program incorporates STEM related, inquiry-based, problem and project-based learning opportunities for all scholars. Computer Based Instruction was utilized through "Ed" the online Go Math resource to further support differentiated instruction, with supplementation through eSpark Learning. Curriculum based assessments were continually administered, then analyzed to determine scholar deficit areas. Once these areas were identified, our staff created differentiated skills labs to meet their needs. Additionally, our math interventionist worked intensely with scholars well-below grade level in mathematics to close skill gaps and accelerate learning.

Professional development for teachers included a one-day session with the curriculum publisher. In-house professional development focused on developing scholars' conceptual understanding of mathematical concepts and developing independence in problem solving.

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 ACCOUNTABILITY PLAN PROGRESS REPORT

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	71	0	0	0	0	0	0	0	71
4	68	2	1	1	0	0	0	0	72
5	51	0	1	0	0	0	0	0	52
6	46	0	0	0	0	0	2	0	48
7									
8									
All	236	2	2	1	0	0	2	0	243

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	71	21	30%	49	13	27%
4	68	27	40%	66	27	41%
5	51	20	39%	49	20	41%
6	46	15	33%	43	15	35%
7						
8						
All	236	83	35%	207	75	36%

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
236	35%	30%	27%	8%

$$PI = 0 * 35_{Level\ 1} + 1 * 30_{Level\ 2} + 2 * 27_{Level\ 3} + 2.5 * 8_{Level\ 4} = 104$$

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 2nd Year **2024-2025 Data**		All District Students **2023-2024 Data** (24-25 Data not yet available)
	Percent Proficient	Number Tested	Percent Proficient
3	27%	49	28%
4	41%	66	20%
5	41%	49	19%
6	35%	43	23%
7			
8			
All	36%	207	23%

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	62.7%	444.0	450.7	-0.89
4	55.4%	448.0	457.1	-0.68
5	63%	446.0	449.5	-0.29
6	62.7%	449.0	450.4	-0.11
7				
8				
All	60.9%	445.5	452.0	-0.52

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

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

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

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	54.4	50.0
5	60.4	50.0
6	53.5	50.0
7		
8		
All	56.1	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

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 3rd through 8th 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	236	40	No
Measure 2: Each year, the school's median growth percentile of all 3rd through 8th 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	122	40	No
Measure 3: Each year, the median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.	Students with disabilities[11]	40	31	33	No

[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

Measure 4: Each year, 75% of 3rd through 8th 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%	203	43%	No

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	43	70	45	47
4	49	69	50	64
5	35	52	36	50
6	38	45	40	42
7				
8				
All	42	236	43	203

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

Grades	Median Growth Percentile	Number Tested
3	44	70
4	41	69
5	41	52
6	33	45
7		
8		
All	40	236

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

[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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE MATHEMATICS GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	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.	No
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, **for 2023-2024**
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

EVALUATION OF THE MATHEMATICS GOAL

Finn Academy fell short in the following measures:

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 math exam for grades 3-6. In the 2024-2025 school year, 35% of scholars at Finn Academy were proficient on the NYS Math exam. The school recognizes the need for significant improvement in this area to meet this goal in the future.

In contrast, an area of strength within the assessment data is that one of our grade level cohorts showed a proficiency percent increase from the administration of the 2023-2024 assessment to the 2024-2025 assessment. Our 3rd to 4th grade cohort had a 5% increase in proficiency. This data supports the idea that continued enrollment and targeted math instruction is resulting in improved outcomes by cohort.

Although the school does not currently have access to comparative data to the district of residence for the 2024-2025 test administration, it is noteworthy that for the 2023-2024 administration, the school outperformed the district of residence in all grade levels in math as follows. Finn Academy's 3rd graders outperformed Elmira City School District by 7%, 4th grade by 21%, 5th grade by 14%, and 6th grade by 25%. Finn Academy outperformed all other local districts including Corning Painted-Post, Elmira Heights, and Horseheads in 6th grade math.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Finn Academy did not meet the building level goals established for grades 3-6. The internal goals for the NWEA Map Tests were reviewed by Leadership at the end of the year; and, to compare growth from Fall of 2024 to Spring of 2025. There were four internal goals for math which were not met.

Finn Academy did not meet the following targets:

Measure 1: Each year, the school's median growth percentile of all 3rd through 6th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score. At Finn Academy, the median growth percentile was 40 for our scholars in grades 3 through 6.

Measure 2: Each year, the school's median growth percentile of all 3rd through 6th 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. This goal was not met with a median growth percentile of 40.

Measure 3: Each year, the median growth percentile of 3rd through 6th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 6th grade general education students at the school. This fell short by 7, with a median growth percentile of 33 for our scholars with disabilities compared to our general education scholars (40).

Measure 4: 75% of 3rd through 6th 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. 43% of our students met this goal as opposed to a goal of 75%. However, this percentage increased from 2023-2024 by 7%, with a percent proficient in 2023-2024 of 36 to a percent of 43 in 2024-2025.

In reviewing this data, we recognize that there is much work to be done in scholar growth and meeting or exceeding RIT score proficiency. Our strategies in addressing these critical data points going forward will include further development of our teachers' expertise in improving scholars' mathematical understanding and using mathematical practices. This professional development and practice will need to focus on problem solving through understanding instead of procedural compliance and memorization.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL CONTEXT AND EVIDENCE

MATHEMATICS ACTION PLAN

In 2025-2026, we will continue to utilize NWEA MAP Assessments to benchmark scholars throughout the school year for Math (K-6). During the past school year, grade-level teachers met regularly to analyze classroom-based assessment data to ensure that scholar needs were met in classrooms. Additionally, team data meetings were held to analyze benchmark data and adjust the instructional program to further support the needs of scholars. With this structure in place, we were able to focus on the specific skills and standards as identified by the MAP Assessments to provide scholars with differentiated instruction and academic remediation in scheduled skills labs blocked time. Also, we have onboarded an additional Math interventionist to further support our low initial achievers and improve their growth through explicit skills instruction and practice.

As stated above, professional development, instructional coaching, curricular fidelity and expertise will be critical in improving math instruction for conceptual understanding and problem solving.

Two full-time Math Interventionists will help to close gaps for our struggling learners as well as provide enrichment to meet the needs of all learners.

Continued focus and investment in the use of manipulatives to provide hands-on, active and engaged learning especially for our upper elementary scholars will help to promote a deeper understanding and comprehension of mathematics concepts.

The instructional coaches, differentiated by grade level, will also help current teachers to deliver and execute engaging, rigorous, and effective lessons.

Professional development for teachers will continue developing expertise the latest version of GO Math in the 2025-2026 year. We will analyze how to use the curriculum with aligned and additional manipulatives to ensure the curriculum is taught with fidelity, while also strengthening pedagogical practices to improve teacher performance and scholar outcomes.

GOAL 3: SCIENCE

Finn Academy Charter School scholars will use technology, mathematics, design principles, and scientific concepts to generate hypotheses, conduct and analyze investigations, and represent conclusions.

BACKGROUND

Finn Academy is committed to providing our scholars with exposure to the STEM fields; we have a dedicated STEM lab and full-time classroom teacher providing challenging, enriching, rigorous instruction and experimentation in the STEM fields. We have unique local partnerships with organizations such as the Chemung River Friends, Elmira College, and others to provide our scholars with regular access to experts in various scientific disciplines.

Through the integrated nature of our curriculum, our scholars are receiving a strong foundation in all scientific disciplines, which is correlating to a deeper understanding of scientific principles.

We have continued some minor programmatic changes in the 2024-2025 school year. In addition to the dedicated science class for 5th and 6th grade scholars using the FOSS Science kit-based curriculum, we have added time for science instruction within the grade level classroom for grades 3 and 4. Additionally, FOSS Science is being implemented with fidelity in our STEM space for grade 2.

In the 2024-2025 school year, we continued implementation of the NYS Science investigations in grades 4 and 5 as we further refined the NYS Science Assessment process. We used the data derived from these investigations to determine where our strengths and weaknesses are amongst our scholars to create a plan for success going forward. In the 2025-2026 school year, we will continue to use these investigations to best support scholars and identify areas of needed growth to ensure improved performance on the NYS science assessment.

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 grade in spring 2025. The table below summarizes the performance of students enrolled for at least two years.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grade	Students in At Least Their 2nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	49	20	41%
All	49	20	41%

Science Measure 2 - Comparative

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

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

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

	Charter School Students in at Least 2nd Year **2024-2025 Data**			All District Students **2023-2024 Data** (24-25 Data not yet available)
Grade	Number Tested	Number Proficient	Percent Proficient	Percent Proficient
5	49	20	41%	18%
All	49	20	41%	

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

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.	Not Available

EVALUATION OF THE SCIENCE GOAL

While Finn Academy did not meet the Absolute Measure, of note, we did increase proficiency by 7% from the 2023-2024 administration to the 2024-2025. Although we do not yet have comparative data for 2024-2025, Finn Academy did outperform our local host district, Elmira City School District in 2023-2024 by 16%.

We have continued some minor programmatic changes in the 2024-2025 school year. In addition to the dedicated science class for 5th and 6th grade scholars using the FOSS Science kit-based curriculum, we have added time for science instruction within the grade level classroom for grades 3 and 4. Additionally, FOSS Science is being implemented with fidelity in our STEM space for grade 2.

In the 2024-2025 school year, we continued implementation of the NYS Science investigations in grades 4 and 5 as we further refined the NYS Science Assessment process. We used the data derived from these investigations to determine where our strengths and weaknesses are amongst our scholars to create a plan for success going forward. In the 2025-2026 school year, we will continue to use these investigations to best support scholars and identify areas of needed growth to ensure improved performance on the NYS science assessment. In addition, Finn Academy will continue to provide professional development to staff in rigorous hands-on science instruction through our existing curricula, as well as the expectations demonstrated in the state science investigations.

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	Good Standing
2023-24	LSI
2024-25	LSI