



**Genesee Community
Charter School
Flour City**

**2024-25 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Magaly Rosario

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Dr. Magaly Rosario 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)
Colin Orr	Chair	Executive, Personnel, Finance
Kendra Cadogan	Vice President	Executive, Personnel, Finance
Maria Oliver	Treasurer	Finance
Teresa Zappia-Sinicropi	Secretary	Executive, Community Engagement, Finance
Lindsay Tarnoff	Parent Representative	Community Engagement Committees
Andre Dixon	Community Representative	Committees
Betsy Serapillo	Community Representative	Academic Committees

Christine Farrell has served as the Building Leader since August 1, 2022 and Magaly Rosario has served as the Executive Director since June 1, 2025.

SCHOOL OVERVIEW

Genesee Community Charter School - Flour City Campus is located in Rochester, NY. This replication school officially opened its doors to K-2 students in September of 2022 and added the 3rd grade in the 2023-2024 school year. It shares a mission with its flagship school, also located in Rochester:

Flour City Campus provides an integrated educational experience that values diversity, community responsibility, and intellectual rigor. Our place-based curriculum, focused on science and local history, engages students in investigation and discovery using the cultural and natural resources of our community. We teach children to become reflective questioners, articulate communicators, critical thinkers, and skilled problem-solvers.

As the mission statement above articulates, students at the Flour City Campus engage in learning expeditions that involve investigating topics through local contexts. Teachers are provided with over 300 hours of professional development so that they can skillfully plan for interdisciplinary learning expeditions where students engage in concepts through high-quality texts, relevant field studies, and peer collaboration. As an EL Education partner school, all professional development for teachers is planned with the intention of accomplishing the goals of the work plan that is co-developed with school leaders and coaches from the EL network.

In addition to Expeditions, EL Education, and Professional Development, Genesee Community Charter School - Flour City Campus continues to value its other key design elements such as Place-based curricular framework, Arts-Integration, Culture and Character Development, Diverse Student Population, partnership with the Rochester Museum & Science Center, and Family Participation & Involvement. In the 2023-2024 school year, the school expanded its grade level composition to include third grade as part of its overall plan to expand to a K-6th grade school by the beginning of the 2026- 2027 school year. This is the second year of a grade level, third grade, participating in the NYSED ELA and Math exams.

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	25	25	30											
2023-24	31	30	27	30										
2024-25	30	34	32	30	31									

GOAL 1: ENGLISH LANGUAGE ARTS

- To ensure 75% of all GCCS students tested meet proficiency levels in NYSED ELA Exams.
- The median percent of progress to Annual Typical /growth of all students 3-4 grade will be equal

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to or greater than 100% Annual Typical Growth in reading.

- The median percent of progress to Annual Typical Growth of all students in 1-4 grade who were two or more grade levels below in the fall in reading will be equal to or greater than 110%.
- The median percent of progress to Annual Typical Growth for all K-2 grade students in reading will be equal to or greater than 100%.

BACKGROUND

Grounding literacy instruction in the science of reading has been a focus at GCCS Flour City. For the past two years, we have been able to pay close attention to the reading development of our students and use high-quality curriculum and instructional materials to support students' journey to become independent, competent readers. Using the EL Education Foundational Skills Curriculum, our K-2 classroom teachers have been able to explicitly teach phonics, develop students' phonemic awareness and fluency, and extend that into reading comprehension. Teachers assess and track student progress through the cycles of instruction and consult with our Literacy Coordinator and Intervention Teachers to identify students who are not making adequate progress.

Our K-4 classrooms also used the EL Education ELA modules to guide their instruction of literary and informational text comprehension. Additionally, our work this past year with The Writing Revolution helped provide foundational skills in writing sentences and paragraphs for students at all grade levels. We saw tremendous gains across writing in grades 2-4 as a result of intentional, explicit instruction of writing. Our Looking At Student Work (LASW) protocols allowed us to track student progress over the course of the year, seeing more students grow in their volume of writing as well as use of grade-level appropriate vocabulary and syntax. A particular focus of ours was helping students scaffold their work to be able to use text-based evidence in support of their claims and reasoning. Through Tier Two intervention and after school tutoring opportunities, we saw remarkable growth in our 3rd and 4th grade ELA exam results. While there is still much work to be done, especially in supporting our students in the ELL and Special Education subgroups, students have developed greater stamina and confidence in their writing.

Speaking and Listening, which are not formally assessed by NYS, are taught and assessed at GCCS Flour City. Students have natural opportunities to practice these skills in podcasts, science talks, during Morning Meeting, Community Circle, and Exhibition Nights. Our school has worked hard to meet the 95% participation rate for state testing, moving from 81% in 2023-24 to 98% in 2024-25.

Reading intervention services have become more robust in the past year with a more coordinated effort in identifying struggling students earlier through our MTSS-I work and providing them with intensive services. Using University of Florida Literacy Institute's (UFLI) program and the Heggerty intervention program at Tier 2 as well as the Wilson Fluency program for older students, has helped get students back on track. When students did not respond to intervention, we had documentation that helped support the need for an IEP. Our partners in the External Education Department of the Rochester City School District noted that our preparation and documentation yielded a 62% classification rate for students brought before the Committee for Special Education, one of the highest for charter schools in our city.

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We continue to improve our Tier 1 methods through coaching cycles and constant evaluation of collected data to make sure our students are on track to be literate and successful in school and beyond.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2024-25 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	29	0	1	0	0	0	0	30
4	31	0	0	0	0	0	0	31
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All	60	0	1	0	0	0	0	61

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	29	16	55%	22	13	59%
4	31	22	71%	28	21	75%
5	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	60	38	63%	50	34	68%

ELA Measure 2 - Absolute

¹ Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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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
60	13	12	20	15

$$PI = 0 * 13_{\text{Level 1}} + 1 * 12_{\text{Level 2}} + 2 * 20_{\text{Level 3}} + 2.5 * 15_{\text{Level 4}} = 89.5$$

ELA Measure 3 - Comparative

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

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

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

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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	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	59%	13	TBD	TBD
4	75%	21	TBD	TBD
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	67%	34	TBD	TBD

ELA Measure 4 - Comparative

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

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.⁴

2023-24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	43%	439	446.9	-1.01
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	43%	439	446.9	-1.01

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.

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

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	N/A	50.0
5	N/A	50.0
6	N/A	50.0
7	N/A	50.0
8	N/A	50.0
All	N/A	50.0

ELA INTERNAL EXAM RESULTS

We were encouraged by the Spring 2025 iReady results, which showed us that we went from 28% students two or more grade levels below to just 6% at the end of the year. Some of this transformation translated into improved NYS exam results for our 4th graders. Students who meet the criteria for Economically Disadvantaged also saw tremendous gains; these students, 42% of whom were two or more grade levels below in the fall of 2024 ended the year at just 6%. While the growth of Black and Special Education students did not keep pace with their white and non-Special Ed peers, respectively, the gaps continue to close. We will need to continue to strengthen Tier One instruction and find the just right mix of Tier 2 and 3 interventions to support these subgroups.

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: **iReady**

2024-25 i-Ready ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
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⁵ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2025.

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Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	61	166%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	19	164%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁶	163%	7	102%	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	51	51%	No

End of Year Performance on 2024-25 i-Ready 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 Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	33%	30	39%	23
4	48%	31	63%	28
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A

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, homeless students, etc.), please explain the rationale in the narrative section

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All	41%	61	51%	51
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End of Year Growth on 2024-25 i-Ready ELA Assessment

By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	132%	30
4	200%	31
5		
6		
7		
8		
All	166%	61

End of Year Growth on 2024-25 i-Ready ELA Assessment

By K-2 Students

Grades	Median Percent of Annual Typical Growth	Number Tested
K	65%	29
1	72%	33
2	134%	32
All	90%	94

SUMMARY OF THE ELA 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 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.	TBD
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	No

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	regression analysis controlling for economically disadvantaged students among all public schools in New York State.	
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.	N/A
Growth	The median percent of progress to Annual Typical Growth for all K-2 grade students in reading will be equal to or greater than 100%	No

EVALUATION OF ELA GOAL

While the NYS exam results were a vast improvement over the 2023-24 scores, we are still dissatisfied with the outcomes. Our 4th grade cohort more than doubled their score, falling just shy of the 75% mark for all students (those with us two or more years did meet the metric). Error analysis of our scores indicates we still have work to do in developing students' reasoning skills in supporting an argument with text-based evidence and inferring literary texts. Addressing the needs of ELL students will also be important as only 50% of those students passed the NYS exams. Similarly, no special education students in 3rd grade who sat for the exam passed it (one opted out). Making sure enough students from our subgroups participate in testing will be worthy conversations with parents. We are certain the effect size will dramatically improve once the local district data is released to make the comparison, since our 4th grade cohort has an ED passing rate of 53%.

ADDITIONAL CONTEXT AND EVIDENCE

We also know that keyboarding skills for our youngest test-takers proved problematic, so we will devote more time to familiarizing students with the tools provided on the test as well as typing more efficiently. We are disappointed that our own internal measures of student growth in foundational skills did not translate in iReady scores for K-2 students and will work with our intervention teachers to make sure cycle assessments are being conducted accurately in classrooms.

ELA ACTION PLAN

Moving forward, we will continue to support teachers with the implementation of the Foundational Skills curriculum. Staffing changes have provided opportunities to strengthen K-1 team support with more qualified educators and ongoing opportunities for teachers to collaborate during professional development will also give them chances to use data on a regular basis. Our second year with MTSS-I guardrails in place will also help us to identify students needing intervention sooner, using multiple points of data (iReady, Skills Cycle Assessments, teacher-made assessments, and DIBELS) and regularly scheduled meetings between leaders and teachers. We will continue to work with The Writing Revolution to increase written expression in our students. Flour City 3-5 teachers will also be participating in a pilot program for intermediate student literacy intervention from Reading Reimagined, focusing on multisyllabic word reading and decoding as well as fluency and comprehension.

GOAL 2: MATHEMATICS

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BACKGROUND

Since its opening in 2022, GCCS Flour City has used the Illustrative Mathematics (IM) curriculum. IM was selected for its focus on predictable routines, student discourse, and engaging students in real-world problem solving. However, both Flour City and its sister school at the RMSC Campus have lagged in mathematics performance. The past two years have seen a realignment of professional development hours towards improving math outcomes. Working with our partner at EL Education's Math Justice League, we created a math vision statement, identifying a plan to develop teacher capacity to teach math and student capacity to do math. We've explored mathematical progressions of Base Ten number sense and fractions. We did more discreet work with data around End of Unit assessments, identifying weak links or unsolidified student understanding. The school began to work with Tier 2 math intervention to support reteaching of skills and content gaps. And we began to explore tools to support both fact and procedural fluency. Our third graders met the state average of 60% proficient, our highest score to date in math.

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.

[illegible]

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8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All	60	N/A	1	0	0	0	N/A	N/A	61

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	30	18	60%	23	15	65%
4	30	14	47%	27	14	52%
5	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	60	32	53%	50	29	58%

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) Math Measure 3 - Comparative

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
60	13	15	22	10

$$PI = 0 * 13_{\text{Level 1}} + 1 * 15_{\text{Level 2}} + 2 * 22_{\text{Level 3}} + 2.5 * 10_{\text{Level 4}} = 84$$

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

METHOD

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

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	65%	23	TBD	TBD
4	52%	27	TBD	TBD
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	58%	50	TBD	TBD

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

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of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.⁷

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	45%	440	454.8	-1.52
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	45%	440	454.8	-1.52

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.⁸

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2023-24 and also have a state exam score in 2022-23 including students who were retained in the same grade. Students with the same 2022-23 scores are ranked by their 2023-24 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2023-24 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	N/A	50.0
5	N/A	50.0

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

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

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6	N/A	50.0
7	N/A	50.0
8	N/A	50.0
All	N/A	50.0

MATHEMATICS INTERNAL EXAM RESULTS

Unlike our NYS math scores, our iReady scores and other internal assessments (Illustrative Mathematics end of unit tests) show progress in math across most grade levels. Our 3rd and 4th grade students exceeded the year's typical growth (124%), and in that same cohort, students who were two or more years behind exceeded the 110% mark, and students with disabilities outpaced the annual rate of growth. Unfortunately, only 38% of our 3rd and 4th graders enrolled two or more years met the metric of 75% in the mid-on grade level band.

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: **iReady**

2024-25 i-Ready Mathematics Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	61	124%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	24	131%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁹	119%	7	137%	Yes

⁹ 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, homeless students, 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 score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	51	38%	No
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End of Year Performance on 2024-25 i-Ready 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 Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	33%	30	39%	23
4	32%	31	36%	28
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	34%	61	38%	51

End of Year Growth on 2024-25 i-Ready Mathematics Assessment
By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	138%	30
4	109%	31
5	N/A	N/A
6	N/A	N/A
7	N/A	N/A
8	N/A	N/A
All	124%	61

Grades	Median Percent of Annual Typical Growth	Number Tested
K	88%	31
1	100%	34
2	108%	32
All	99%	97

SUMMARY OF THE MATHEMATICS GOAL

Unfortunately, Flour City students met only one of the measures set forth in this accountability plan. Our secondary growth goal for our K-2 students came in just shy of 100%, at 99%. These are not satisfactory figures and we know we have much work ahead to bring students' performance to standard. We recognize that the effect size is problematic and not in keeping with our mission. We have identified several action steps to take to move our students' math performance outlined in the action plan.

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.	TBD
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.	N/A

EVALUATION OF THE MATHEMATICS GOAL

While our students did not meet the 75% benchmark (Flour City students averaged a 59% score), we are pleased with the double-digit growth in our 4th grade cohort. In their first year taking the NYS Math exam, this cohort scored at the 25% proficiency mark; last year they performed at 52% proficiency. While this is still short of the absolute goal, it is remarkable progress. The PI effect size of our group was far from the mark of .3, coming in at a negative 1.52. This disparity is troubling and we have used this data to help us craft a workplan goal to move our economically disadvantaged students to the 50% bracket on all state assessments. In math, this means better identifying the lagging skills in students' math knowledge and providing teachers with the appropriate training in curriculum and fluency work.

ADDITIONAL CONTEXT AND EVIDENCE

This is the second year of testing in this school. We are proud of the growth of our students and we anticipate that we will continue to grow in the area of mathematics.

MATHEMATICS ACTION PLAN

Moving forward, we will continue to support teachers in implementing the Illustrative Mathematics curriculum. Recent staffing changes have strengthened our K–1 team by bringing in more qualified educators, and ongoing professional development will provide teachers with regular opportunities to collaborate and use data to inform instruction.

Our school remains committed to providing the resources necessary to support Tier 2 and Tier 3 students, including adding an interventionist teacher where needed. We will also continue offering professional learning aimed at building teacher capacity in math fluency, Base Ten number sense, and fractions.

Throughout the year, we will engage in continuous data analysis to guide instructional decisions. For example, at least once per unit of study, we will examine assessment data to identify learning gaps and adjust instruction and support accordingly.

GOAL 3: SCIENCE

To ensure that all GCCS students meet or exceed the NYS proficiency on the 5th grade science exam.

BACKGROUND

During the 2024-25 school year, our professional development focus was on science lesson design using the NYS Next Generation Science Standards (NGSS). We held six PD sessions examining the standards and developing lessons that promoted inquiry (5Es, Workshop 2.0) as well as student discourse (science talks and Socratic seminars). Teachers have always woven science instruction into their expedition plans and our curriculum framework was recently updated to make sure expeditions were aligned to grade level standards. Teachers developed on demand assessments in addition to using the NYS Science Investigations. Some of EL Education's curriculum is science-focused and they also released science modules that have informed our instruction. From sound experiments, to wildlife observations and counts, students in grades K-4 experienced science last year and their final products reflected this learning as well. We are confident GCCS Flour City 5th graders will be prepared for the rigors of the new test in Spring 2026.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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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	N/A	N/A	N/A
8	N/A	N/A	N/A
All	N/A	N/A	N/A

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

Grade	Charter School Students in at Least 2 nd Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

As our students have not yet taken the 5th grade science exam, we are unable to speak to the goal at this time.

Type	Measure	Outcome
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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	N/A
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
	[Write in optional measure here]	

EVALUATION OF THE SCIENCE GOAL

As our students have not yet taken the 5th grade science exam, we are unable to speak to the goal at this time.

ADDITIONAL CONTEXT AND EVIDENCE

As our students have not yet taken the 5th grade science exam, we are unable to speak to the context or evidence at this time.

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2022-23	N/A	N/A	N/A	N/A
8	2023-24	N/A	N/A	N/A	N/A
8	2024-25	N/A	N/A	N/A	N/A

ACTION PLAN

As our students have not yet taken the 5th grade science exam, we are unable to speak to an action plan at this time.

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2022-23	Good Standing
2023-24	Good Standing
2024-25	Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

APPENDIX A: DATA REPORTING TABLES

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

i-READY

2024-25 i-Ready ELA Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	61	166%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	19	164%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹⁰	163%	7	102%	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	51	51%	No

¹⁰ 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, homeless students, etc.), please explain the rationale in the narrative section

2024-25 i-Ready Mathematics Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	61	124%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	24	131%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹¹	119%	7	137%	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 score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	51	38%	No

End of Year Performance on 2024-25 i-Ready ELA Assessment

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, homeless students, etc.), please explain the rationale in the narrative section

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	33%	30	39%	23
4	48%	31	63%	28
5				
6				
7				
8				
All	41%	61	51%	51

End of Year Performance on 2024-25 i-Ready 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 Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	33%	30	39%	23
4	32%	31	36%	28
5				
6				
7				
8				
All	34%	61	38%	51

End of Year Growth on 2024-25 i-Ready ELA Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	132%	30
4	200%	31
5		
6		
7		
8		

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

All	166%	61
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End of Year Growth on 2024-25 i-Ready Mathematics Assessment

By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	138%	30
4	109%	31
5		
6		
7		
8		
All	124%	61

