



**GRAND CONCOURSE ACADEMY
CHARTER SCHOOL**

**2024-25 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Ira K. Victor, Executive Director, 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)
Arlene Hall	Chair	Facility, Foundation
Richard Conley	Treasurer	Financial, Facility, Foundation
Walder Thame-Turner	Trustee	Legal
Howard Banker	Trustee	Financial, Foundation
Damaris Moquete	Trustee	

Ira K. Victor has served as the Executive Director since 2004.

SCHOOL OVERVIEW

The mission of the Grand Concourse Academy Charter School (GCACS) is to create a challenging learning environment for our Kindergarten through Grade 8 students that addresses and meets the learning needs of students in New York City, especially those at risk of academic failure and with language deficiencies. The fundamental belief at GCA is that ALL CHILDREN CAN LEARN. All children have the right to attend schools in which they can progress and learn. They have a real opportunity to learn equally rigorous content at GCA. We hold our school accountable to the same standards as those of the highest performing schools in our state. GCA encourages teachers to engage in “Performance-based/Mastery” instruction, so that our students learn both the basics, as well as the higher-level skills they will need after graduation.

In a concentrated effort to prepare our students for entry into the very best high schools in New York City, GCACS seeks to foster a sense of strong character, ethics, and personal responsibility, as well as high expectations for academic success.

GCACS places a strong emphasis on the CORE subject areas, as well as, offering focused enrichment in sports, music, dance, and Greek. The school diligently seeks to prepare students to meet and/or exceed New York State Standards in English Language Arts, Mathematics, Science, and Social Studies. The school aligns and adjusts student learning to State Standards and uses a variety of ongoing cyclical assessments to measure student progress in skills and content learning.

GCA is comprised of 48.37% male students and 51.63% female students. As of the 2025 ethnic census report 65.53% students are Hispanic, 1.13% are American Indian/Alaskan, 4.25% are Asian, 1.13% are Hawaiian/Pacific Islander, 26.38% are Black, 1.70% are White and 0.04% are multi-racial. 76.02% of our students are economically disadvantaged. For the 2025-2026 school year we have one hundred seventy (170) English as a New Language Learners (ENL).

Supervisory assignments will shift in SY 2025-2026. The Early Childhood section, Grades Kindergarten to Grade 2, requires a Director with many years of experience in the Early Grades. The first floor is dedicated to this section, with a newly built Kindergarten Wing which opened September 2024. Each Kindergarten class will have a full-time teacher and a full-time Teaching Assistant. Grade 1 will have a $\frac{3}{4}$ Teaching Assistant, with the rest of the time devoted to supporting Grade 2 teachers in Core Subjects. A certified School Counselor will be designated to support Kindergarten with Social Emotional issues, adjustment to a new school setting, family trauma, housing and food insecurity, and mood and behavior management issues. An additional Counselor will be assigned to Grades 1 and 2.

Children in Grades K-2 will be exposed to many different learning center activities to ensure all modalities of learning are addressed (tactile, kinesthetic, verbal and auditory). Play will be incorporated into learning throughout the day.

Two (2) Content Area Specialists: one for ELA and Social Studies Grades 3-8, one for Math and Science Grades 3-8. These experienced staff members will oversee instruction in their focused area and provide support with planning, in-class demonstration lessons/ coaching and support with whole and small group

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lessons. The Executive Director will be the rating officer for Grades 3-8.

Three (3) Deans of Social Engagement (Grades 3-4, Grades 5-6, and Grades 7-8) will provide support for students who appear to have difficulty attending to schoolwork, following school rules, due to family trauma, housing and food insecurity, and mood and behavior management issues. A 10th period will be devoted to small group support in a designated room.

All Core Subject instructional materials will be purchased from SAVVAS; Reading and Writing, enVision Math 2.0, and Elevate Science for Grades K-8. Students in Grades 3-8 will continue exploring and mastering New York State mandated Science Investigations.

An experienced Special Education Administrator oversees all services for Students with Disabilities and attends all CSE meetings as the school representative. She trains all teachers in the mandates of the Individualized Education Plan (IEP) with students assigned to eleven (11) Integrated Co-Teaching Classes (ICT) with seventy-three (73) students, and multiple related services: forty-three (43) SETSS children are serviced in-house, but other Related Services: (Speech (75), Occupational Therapy (25), Physical Therapy (3) and mandated Counseling (40) are provided by an outside agency. The Special Education Administrator ensures adherence to all mandates and ensures the integrity of all delivery of instruction, as well as training teachers in the New York City SESIS system for IEPs.

ENL Students receive push-in support in small groups in classes by ENL teachers.

GCA participates in the New York City Charter School Athletic Association for after-school sports, which include Girls' Volleyball, Basketball and co-ed Flag Football. This year we added Soccer and will add Intramural sports for Grades 3 -5.

GCACS provides multiple professional development opportunities aligned to the instructional program and diligently seeks and encourages active parental involvement and participation in the academic goals of the student. In addition, the school will engage a variety of community organizations and community leaders as partners in obtaining needed resources to help ensure the academic success of every student. In addition, GCACS students are given multiple opportunities to demonstrate advanced skills in the arts.

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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	61	91	82	80	70	78	75	93	68					699
2023-24	80	76	82	78	71	72	70	73	89					691
2024-25	75	105	74	76	90	72	73	65	75					705

GOAL 1: ENGLISH LANGUAGE ARTS

All students at the Grand Concourse Academy Charter School (GCACS) will become proficient in reading and writing of the English Language.

BACKGROUND

For SY 2024-2025, HMH was our Literacy Program and McGraw Hill Social Studies was our content area reading program. Students in Grades 2-8 were introduced to the HMH *Writable* component of HMH to prepare students for the NYS computer-based assessments.

In January, students at risk of academic failure were identified and administrators and additional staff took small groups of identified students for additional small group support at least four days a week during a designated AIS block.

A collaboration was formed with Teach for America (TFA) and teachers from TFA were assigned an experienced mentor to support them.

Identified teachers received on site coaching by HMH coaches in Grades K-5 for *Into Reading* and all its components for two (2) sessions during the school year and two (2) on site HMH support for *Into Literature* in the fall. This professional support included pre and post observation meetings and feedback from the HMH Coaches, demonstration lessons, debriefing with the grade supervisors and planning for next steps.

Baseline assessments in ELA were administered to all students in Grades K-8.

Students in Grades 2-8 were given a developmentally appropriate reading test which assessed the skills taught in the prior grade. The results of these tests and data from 2024 Spring NYS ELA tests were used to form groupings once the test data became available. Teachers of Grade 3 were also given running record data from Spring 2024 to set up guided reading groups.

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Reading Cycle tests were administered every six weeks. The data was analyzed, and by the first cycle test, the administration team decided it would be beneficial to set standards for the scheduled AIS groups and the supervisors would also take reading groups. Teachers of Social Studies and Science were trained in focusing on reading skills and strategies for reading informational texts (Main idea/details, summarizing, determining importance, drawing conclusions, using an outline). By January, all administrators were servicing small groups of students and adjusting the groups as progress was noted. All small group activities were documented and reviewed. Groups were adjusted according to progress.

Where possible, two teachers were placed in classrooms to support small group instruction.

Teachers and supervisors met in Grade/content area cohorts every first Monday of the month in Professional Learning Teams for training and/or collaboration.

At the onset of the school year, students at risk of academic failure were identified for additional small group support. Reading Cycle tests are administered every six weeks. data was analyzed, and by the first cycle test, the administration team decided if it was beneficial to set standards for the scheduled AIS groups.

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.

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	72		4					76
4	81		5				4	90
5	66		6					72
6	72	1						73
7	64		1					65
8	65	1	9					75
All	420	2	25				4	451

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2024-25 State English Language Arts Exam 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	72	60	83%	60	52	87%
4	84	56	67%	61	44	72%
5	66	49	74%	54	41	76%
6	72	45	63%	60	36	60%
7	64	55	86%	59	50	85%
8	65	54	83%	59	49	83%
All	423	319	75%	353	272	77%

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
423	4	20	44	31

$$PI = 0 * 4_{\text{Level 1}} + 1 * 20_{\text{Level 2}} + 2 * 44_{\text{Level 3}} + 2.5 * 31_{\text{Level 4}} = 187$$

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

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

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ELA Measure 3 - Comparative

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

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

2024-25 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	87%	52	46%	1397
4	72%	44	47%	1488
5	76%	41	47%	1546
6	60%	36	37%	1486
7	85%	50	41%	1566
8	83%	49	43%	1570
All	77%	272	46%	9053

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

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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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	70.90%	449	441.7	0.77
4	72.60%	452	442.4	0.95
5	73.50%	451	441	1.11
6	74.60%	453	440.8	1.26
7	72.60%	462	446	1.62
8	66.70%	458	448	1
All	71.60%	454.3	443.5	1.12

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.

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

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

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

Grade	Mean Growth Percentile	
	School	Target
4	49.2	50.0
5	49.7	50.0
6	58.5	50.0
7	70.9	50.0
8	47.7	50.0
All	55.1	50.0

ELA INTERNAL EXAM RESULTS

During 2024-25, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: ELA Cycle/Module tests which reflected the Next Gen Standards/skills and strategies taught over the course of the cycle and repeated prior standards taught.

Once the cycle/Benchmark tests were scored, teachers were able to review the results and form groups based upon the results. Administrators reviewed the data charts and were able to reteach stands as the charts included the skills that students did not master. Once the Computer-based Testing information came from Nextera in the fall of 2024, teachers in Grades 4, 5, 6, and 8 were given the links to conduct instruction on the requirements for testing on the computer. The Assessment Officer and Special Education Director formed online proctor groups and printed test “tickets” for each child in Grades 3, 4, 6, 8. In January 2025, as mandated by NYS, all Grades 4, 5, 6, 8 teachers administered a computer-based practice test in ELA. Students continued to use the links to practice online. Transition to online testing appeared to be challenging for Grades 4, 5, 6 and 8. We attempted to assess Grade 3 with digital but reverted to paper. Grade 7 was tested on paper for ALL tests.

SUMMARY OF THE ELA GOAL

The charter school met all five of the five English Language Arts goals we are able to report on in 2024-25. The absolute measure was met as more than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS ELA exam. The school’s aggregate PI on the state’s English Language Arts exam calculates to 187 which does meet this year’s Measure of Interim Progress (MIP) of 117.3 set forth in the state’s ESSA accountability system. Comparatively, the charter school did outperform the local district based on aggregate proficiency. Based on the 2023-24 Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide in terms of poverty, the school did perform better than expected to a meaningful degree with greater than 0.3 overall effect size. The school’s mean unadjusted growth percentile in English Language Arts for all tested students in grades 4-8 in 2023-24 was above the target of 50.

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

EVALUATION OF ELA GOAL

The ELA tables above provide data that support whether the accountability measures were achieved in 2024-25. Statewide NYS 3-8 assessment results have not been posted, however NYC and CSD scores have been made public.

- Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS ELA exam.
 - The charter school did meet this measure. Overall, 77% of students enrolled in 2+ years demonstrated proficiency on the ELA assessment. Grades 3 and 7 were our high points with 87% and 85%, scoring at levels 3 and 4 respectively. Grade 6 performed below our average with 60%.
- Measure: The school's aggregate PI on the state's ELA exam will meet that year's state MIP
 - The school did meet this measure with an aggregate performance index of 187, exceeding the target measure of interim progress of 117.3.
- Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
 - The charter school did meet this measure with our 77% proficiency compared to the district's 46% overall in grades 3-5.
- Measure: The charter school will exceed its predicted level of performance on the state exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis

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- The charter school did meet this measure, having an effect size of 1.12 in 2023-24, the most recent data available.
- 5. Measure: 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.
 - The charter school did meet this measure, having a growth percentile of 55.1.

ELA ACTION PLAN

To ensure all students develop strong literacy skills, we are adopting a new reading program that is more aligned with current research on the science of reading, better supports differentiated instruction, and offers more effective tools for monitoring student progress and closing achievement gaps. The staff were introduced to the SAVVAS reading programs in April and the consensus was that this program would better meet the diverse needs of our students. Staff in Grades K-5 will receive initial training in the intricacies of the programs in June via Zoom with a SAVVAS representative to ensure familiarity with the program to map out the reading and writing.

In K-5, the "My View" program is aligned to proven practices of "The Science of Reading" which include explicit and systematic instruction in phonological awareness, phonics, vocabulary, comprehension and fluency. The program also includes a "suite of assessments" which screens, identifies proficiency in prior skills taught, and diagnoses and pinpoints weaknesses online. All components of the program have been purchased. Social Studies and Science content area reading is woven throughout the culturally relevant stories.

The Grades 6-8 "my Perspectives" English Language Arts Program also contains relevant and diverse texts that allow students to see themselves reflected.

For Grades 3-8, the previous 90-minute ELA Block will be split into sessions with one 45-minute block devoted explicitly to reading, comprehension, and fluency and the second 45-minute block devoted to grammar, punctuation, spelling, and writing. Each unit will be mapped out for success by specific grade-level teachers in collaboration and conference with the ELA content area coach before the onset of the 2025-206 school year.

In the Early Childhood section Grades K-2, teachers will create a learning environment for emergent and early readers with a variety of formats, including read-alouds, shared readings, paired readings, learning activities, and play that incorporates books, talking, experimenting with written materials, and other reading activities. Reading, spelling, phonemic awareness and phonics center activities will be provided during small group activities.

Social Studies in Grades K-2 will be mapped out according to New York State Social Studies Standards and the content-based literature in the reading program supports social studies content and standards, as well as reading standards.

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Grades 3-5 McGraw Hill Social Studies follows New York State Standards (Grade 3: Communities Around the World, Grade 4: New York State, and Grade 5: North America: The United States, Canada and Mexico) with additional assessment and project resources. Content area reading will provide students with additional time on reading skills and strategies (Main idea/details, using context clues, summarizing, determining importance, drawing conclusions, using an outline).

Grade 6-8 will use SAVVAS World History (Grade 6) and American History (Grades 7 and 8) which includes extensive content-area reading, digital resources, biographies, and authentic documents. Content-area reading will support students in applying close-reading strategies and build vocabulary and language skills while developing claims using text evidence. A strong multi-media, digital component will create immersive experiences. Teachers of Social Studies and Science will be trained in focusing on reading skills and strategies for reading informational texts (Main idea/details, summarizing, determining importance, drawing conclusions, using an outline).

All students in Grades K-8 will be taught map and geography skills, Current Events and have access to digital resources, and learn through project-based learning and inquiry.

Teachers and supervisors will meet in Grade/content area cohorts every first Monday of the month in Professional Learning Teams for training and/or collaboration.

At the onset of the school year, students at risk of academic failure will be identified for additional small group support, with an experienced Literacy Coach pushing into classes to model lessons and provide feedback for teacher-ed lessons and groups.

We will be utilizing "Success Maker" from Savvas which is designed to supplement core K-8 mathematics and ELA instruction for an hour every week per subject. It is a personalized learning system that continually adapts instruction based on each student's unique instructional profile and provides real-time data for the teacher. Success maker places students into the program at their just-right starting point and continually adapts instruction to meet each student's individual needs. The program claims that an hour's use each week will propel the students ahead.

Students in Grades 2-8 are given a developmentally appropriate reading test which assessed the skills taught in the prior grade. The results of these tests and data from 2025 Spring NYS ELA tests will be used to form groupings in the first month of school. Teachers of Grade 3 are also given the running record data from Spring 2025 to set up guided reading groups.

Reading Cycle tests are administered every six weeks. data is analyzed, and by the first cycle test, the administration team decides if it would be beneficial to set standards for the scheduled AIS groups. Additionally, the SAVVAS reading program has beginning, middle, and end of year norm-referenced reading tests.

Teachers of Students with Disabilities (SWD) will be closely aligning IEP Goals to NYS Next Gen Standards as many SWDs have achieved the expectation of Levels 3 and 4 or are close enough to succeed.

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Teachers will receive a Common Planning period designated for meeting with the supervisors as a grade to address data, differentiation, professional development needs, and any other curricular issues. The first Monday afternoon of each month will provide an additional half day for PLTs to meet.

GOAL 2: MATHEMATICS

All students at the Grand Concourse Academy Charter School will become proficient in Mathematics.

BACKGROUND

All GCA students use the same standards-based Mathematics curriculum. Savvas Envision MATH 2.0 for all students in Grades K-8 with additional practice workbooks available to all students in K through 8. A supplemental Ready Mathematics Instruction program is used in Grades 3-8 to further support the development of skills and strategies and to provide additional practice for each standard and for problem solving. All Math in Grades K-8 has been paced out to ensure all Next Gen Standards are addressed in a timely manner and students in Grades 3-8 have mastered all required standards for NYS testing in the Spring, as well as Standards from the prior year that were not required for that year but will be tested in the current year. (E.g.: Students in Grade 4 are taught any post-assessment Standards from Grade 3 before the NYS test).

The Savvas EnVision Math program helps students to develop deep conceptual understanding, assess daily learning, and use student data to inform instruction. It utilizes a 3-step approach for instruction. During step 1, students are introduced to concepts through problem-based learning that allows for mathematical discourse, and it results in deeper conceptual understanding. In step 2, students engage in visual learning where learners gain greater access to the concepts. Teachers make the key math ideas explicit through instruction connected to step 1. The visual learning animation, Visual Bridge, continues to promote conceptual understanding. Teachers also formatively assess students and prepare for step 3. Lastly, teachers use the Quick Check to provide students with differentiated instruction during step 3. All lessons include language support for English Language Learners (ELLs) to address different levels of English proficiency. The supports are embedded in the Teacher's Edition.

We incorporate Envision's formative and summative assessments. There is a benchmark test at the beginning of the year to allow for the grouping of students. Teachers group students and provide remediation based on the results. At the lesson level, teachers assess students using the Quick Check. The Quick Check allows teachers to see how well students are progressing and preparing for the Topic Assessment. Teachers also administer Cumulative Benchmark Assessments and a final exam.

All assessments in Grades three through eight were online and prepared by the teachers with the supervision of an administrator to address each standard covered in that academic period. Students also received a paper booklet to support them in writing constructed responses. This helps to prepare children for the computer-based tests of New York State.

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ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

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

2024-25 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	71		5						76
4	82		5				3		90
5	64		8						72
6	69	1	3						73
7	62		2						65
8	65		10		1				75
All	413	1	33		1		3		451

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	53	75%	59	46	78%
4	84	50	60%	61	37	61%
5	64	43	67%	52	36	69%
6	69	29	42%	58	22	38%
7	62	46	74%	57	41	72%
8	65	56	86%	59	51	86%
All	415	277	67%	346	233	67%

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.

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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
415	9	24	47	19

$$PI = 0 * 9_{Level\ 1} + 1 * 24_{Level\ 2} + 2 * 47_{Level\ 3} + 2.5 * 19_{Level\ 4} = 167$$

Math Measure 3 - Comparative

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

METHOD

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

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	78%	59	54%	1451
4	61%	61	51%	1514
5	69%	52	46%	1573
6	38%	58	40%	1534
7	72%	57	44%	1592
8	86%	59	39%	1431

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All	67%	346	54%	9095
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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.⁶

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	70.90%	455	449	0.44
4	72.60%	460	452.2	0.54
5	73.50%	451	446.7	0.34
6	74.60%	458	447.1	0.79
7	72.60%	469	452.8	1.12
8	66.70%	467	444.2	1.62
All	71.70%	460.1	448.5	0.83

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.

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

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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.⁷

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	41.6	50.0
5	41.9	50.0
6	57.8	50.0
7	55.9	50.0
8	53.3	50.0
All	50.2	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: GCA administered SAVVAS benchmark tests aligned to the pacing and expectations for each cycle. Questions on internal Math tests were chosen according to the standards taught and reviewed. Teachers also had input into the completed Math assessments. For most of the school year, Grade 3 took paper-based tests which were created on SAVVAS. The final exam was digital and administered on SAVVAS. All students were given paper tests for calculating answers and for reference in case there was a discrepancy between the digital test and the child's answers on paper.

SUMMARY OF THE MATHEMATICS GOAL

The charter school met four of the five mathematics goals in 2024-25. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS mathematics exam. The school's aggregate PI on the state's mathematics exam calculates to 167 which does meet this year's Measure of Interim Progress (MIP) of 119.4 set forth in the state's ESSA accountability system. Comparatively, the charter school outperformed the district based on aggregate proficiency. Based on the 2023-24 Comparative Performance Analysis, the school performed better than

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

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expected to a meaningful degree with greater than 0.3 overall effect size. The regression analysis compares the school's performance to that of demographically similar public schools statewide in terms of poverty. The school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 was above the target of 50. The school's demonstrated growth from the beginning of the year to the end of the year as measured by the SAVVAS 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 Mathematics exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	Yes

EVALUATION OF THE MATHEMATICS GOAL

The Mathematics tables above provide data that support whether the accountability measures were achieved in 2024-25. Statewide NYS 3-8 assessment results have not been posted, however NYC and CSD scores have been made public.

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS ELA exam.
 - o The charter school did not meet this measure. Overall, 67% of students enrolled in 2+ years demonstrated proficiency on the ELA assessment. Grades 3 and 8 were our high points with 78% and 86% scoring at levels 3 and 4 respectively. Grade 6 performed below our average with 38%.
2. Measure: The school's aggregate PI on the state's ELA exam will meet that year's state MIP
 - o The school did meet this measure with an aggregate performance index of 167, exceeding the target measure of interim progress of 119.4.
3. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.

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- The charter school did meet this measure with our 67% proficiency compared to the district's 54% overall in grades 3-8.
- 4. Measure: The charter school will exceed its predicted level of performance on the state exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
 - The charter school did meet this measure, having an effect size of 0.83 in 2023-24, the most recent data available.
- 5. Measure: 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.
 - The charter school did meet this measure, having a growth percentile of 50.2.

MATHEMATICS ACTION PLAN

A preliminary examination of the constructed written responses prepared by Strategic Measurement and Evaluation (SME), our scoring service, revealed that students need more support in explaining their answers for mathematical concepts.

A Math Lab will be set up as a resource for small group support for struggling and/or advanced students after Grades 4-8 students have been identified using NYS Test data. Groupings can be adjusted after the baseline Math assessment results have been analyzed by topic deficiencies. The Math Lab will provide opportunities for students to work with manipulatives and review formulas, conversions and problem solving in small groups. Groups will be flexible and change as per conversations with the teachers and assessment results.

All Grades 3-8 students will take online SAVVAS tests with scrap paper to show written work and mathematical thinking.

Supplemental reteaching/enrichment Math binders have been prepared, using READY Math Toolbox Resources.

In August, teachers receive Math training by a SAVVAS Consultant, and this training will be ongoing throughout the school year. Examination of preliminary NYS 2025 data will drive an action plan once the data is released.

An Academic Calendar has already been prepared pacing out benchmark assessments. Administrators will again receive training in preparing standards-based SAVVAS assessments throughout the school year.

GOAL 3: SCIENCE

All students at Grand Concourse Academy Charter School will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

Last school year students in Grades K through 2 were provided multiple opportunities for hands-on science experiments. Grades K through 2 used a Standards-based content-area Science program called Science Weekly which was paced out comprehensively with scheduled opportunities for children to engage in hands-on experiments.

Grades 3 through 8 are provided with rigorous Standards-based content area reading and instruction using SAVVAS Elevate Science.

Grades 6-8 implement Next Generation Science Savvas Elevate Coursework in Grades 6 through 8. The new framework crosscuts Earth, Physical and Life Sciences instead of teaching the topics in isolation. Each topic integrates all three sciences and engineering practices with engineering design principles and students engage in a variety of hands-on investigations.

All students in Grades 3-8 are also required to complete New York State-mandated Science Investigations. Record keeping is integral to the implementation and completion of these science investigations. Teachers have been recording progress with the investigations on a record sheet that has been placed in the child's cumulative record folder and will move with the child to the next grade for the teacher to continue to record progress with these investigations.

An upgraded Science Lab provides opportunities to explore scientific concepts, as well as the Investigations under the guidance of an experienced Science teacher with the support of the classroom teacher twice a week. All progress with Investigations is recorded on the record sheet in a folder which the child carries with them to the lab. These folders are examined and will continue to be examined by the grade supervisors during Common Planning meetings. All the materials necessary for successful mastery of the Science Investigations and Science concepts are maintained in an orderly fashion in our state-of-the-art Science Lab. Teachers confer and will continue to confer with the grade supervisor to prepare Standards-based Science Assessments online through the SAVVAS program.

In the fall, 2024, teachers in Grades 5 and 8 were sent digital links to four (4) Science practice tests in order to familiarize students with the digital toolbox components necessary to be successful on the NYS Science tests. In January 2025, teachers administered a science practice test to students in Grades 5 and 8.

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ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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

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

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

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	53	31	58%
8	54	31	57%
All	107	62	58%

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 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	53	31	58%			
8	54	31	57%			
All	107	62	58%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The charter school tests 5th and 8th grade students in science utilizing the NYS Science assessments.

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58% percent of students in 5th grade achieved proficiency and 57% in 8th grade did so.

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.	Unable to Assess

EVALUATION OF THE SCIENCE GOAL

The science table above provides data that supports whether the measures were achieved in 2024-25. At the time of this report's submission, the science results for the district and state have not been made public so we can only report on our own performance.

1. 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS science 5 & 8 exam.
 - o The charter school did not meet this measure in grade 5 and grade 8. Overall, 58% of students enrolled in 2+ years demonstrated proficiency on the NYS science 5 assessment. Grade 8 students demonstrated proficiency with 57% earning at least a performance level 3.
3. The charter school students enrolled for 2+ years will outperform the local district in similar grades.
 - o We are unable to report on this metric.

ACTION PLAN

We are re-evaluating the scope and sequence of the science program in order to re-align the New York State mandated Investigations to the curriculum. Spring 2024 was the first administration of the New York State Science digital assessment in fifth grade and eighth grades. Although all Grade 5 and 8 teachers were given the digital links to practice tests, and the students took the mandated January practice tests on Nextera, it is evident that a more concentrated effort is needed to provide digital opportunities to negotiate the digital toolboxes and typing long and short responses on the computer.

Therefore, ALL Grades 3-8 teachers of Science have been given digital access to the HMH Writable program and students have been "rostered" for easy access. Folders which contain the documented

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proficiency of the past Elementary and Intermediate Investigations have been prepared and readied for an early dive into hands-on experiences in Grades 3-8.

Students in Grades K-2 have a paced-out schedule of hands-on experiences which are aligned to the Next Gen Standards.

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	Good Standing
2024-25	Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

The school continues to be in good standing.