

INTELLECTUS PREPARATORY
Charter Middle School



INTELLECTUS PREPARATORY
Charter High School

Intellectus Preparatory Charter School

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Kenyah Miller, 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)
Crystal Dow	Chair	Governance, Academics, Finance
Terrence Turner	Vice-Chair	Governance, Academics, Finance, Facility
David Everett	Treasurer	Governance, Finance, Development
Calvin McCoy, Jr.	Member	Governance, Finance, Development
Mychael Williams	Member	Governance, Finance, Development, Academic

Kenyah Miller has served as the Executive Director since 2021.

SCHOOL OVERVIEW

Intellectus Preparatory Charter School (IPCS) opened in 2022 in Mount Vernon, New York, with a mission to deliver an equitable educational experience for scholars in grades 6–12. Through experiential learning, restorative practice, and personal development, IPCS prepares scholars to compete academically, contribute socially, and choose their pathway to college and career.

For the 2024–2025 school year, IPCS served approximately 93 scholars across grades 6–9. The school continues its planned expansion toward full high school implementation, adding one grade each year until it reaches grade 12. The scholar population is 100% Black and Brown, with 82% qualifying for free or reduced lunch, reflecting the school’s deep commitment to serving historically underrepresented communities.

Core elements of IPCS’s program include Counseling for All, Financial Literacy, and Pathway Choice. These three pillars ensure that every scholar receives daily social-emotional support, foundational financial education, and individualized postsecondary planning beginning in middle school. The school’s character framework—L.I.G.H.T. (Leadership, Innovation, Growth, Humility, and Trustworthiness)—guides culture and instruction across all grade levels.

During 2024–2025, IPCS made several notable academic program advancements:

- **High School Expansion:** IPCS launched its inaugural 9th-grade class, marking the start of its upper school program.
- **Early Regents Acceleration:** Thirty-eight 8th-grade scholars participated in Regents-level courses in Algebra I, U.S. History, and Earth Science, with 24 scholars earning at least one high school credit before entering grade 9.
- **Curricular Alignment:** IPCS adopted a vertically aligned scope and sequence across middle and high school to ensure consistent rigor and coherence between grade bands.

Through these strategic improvements, IPCS continues to strengthen its foundation as a rigorous, community-rooted institution preparing scholars to lead lives of purpose, financial independence, and intellectual achievement.

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							33	24						57
2023-24							21	43	23					87
2024-25							16	21	38	18				93

HIGH SCHOOL COHORTS

PROMOTION POLICY

Intellectus Preparatory Charter School's promotion and graduation policy for high school grades is guided by the standards articulated in its approved charter and is fully consistent with the New York State Commissioner's Part 100.5 Diploma Requirements. The policy ensures that all scholars meet rigorous academic and attendance expectations while maintaining equitable pathways to promotion and graduation.

Promotion from one high school grade to the next is based on scholars' progress toward the credit and Regents examination requirements for graduation, as well as their performance against benchmarks outlined in each scholar's Personal Development Plan. Scholars must earn passing course grades and maintain satisfactory progress toward the accumulation of 22 total credits required for graduation. At minimum, scholars must score 65 or higher on at least three New York State Regents Examinations prior to promotion to the next grade level. Each scholar must meet the benchmarks identified in his or her Personal Development Plan, demonstrating growth in academic, behavioral, and social-emotional domains. Scholars may miss no more than 15 school days during the year; however, attendance alone does not determine promotion if all academic requirements have been met.

IPCS offers both the Regents Diploma and Advanced Regents Diploma. Scholars must earn 22 total credits distributed as follows: English (4), Social Studies (4), Mathematics (3), Science (3), Foreign Language (1), Art or Music (1), Health (0.5), Physical Education (2), and Electives (3.5). To earn a Regents Diploma, scholars must achieve a score of 65 or higher on five Regents exams: English, Algebra I, one Science, U.S. History, and any additional Regents exam. To earn an Advanced Regents Diploma, scholars must pass eight Regents exams with a score of 65 or higher: English, Algebra I, Geometry or Algebra II, two Science exams, U.S. History, Global History, and one Foreign Language.

English Language Learners who have been enrolled in a U.S. school for fewer than two years may be exempt from certain promotion criteria, as appropriate, while receiving targeted language supports. Students with disabilities are promoted and graduated according to the terms of their Individualized Education Program, which may include modified promotion criteria or testing accommodations.

At the beginning of each school year, promotion benchmarks are communicated to scholars and families in writing and reviewed during parent-teacher conferences. Progress is monitored quarterly through report cards and data meetings. Scholars whose promotion is in doubt receive formal notification by February and may participate in summer learning to recover credits or Regents requirements. Final promotion decisions are made in August, and families are notified in writing.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

GOAL 1: HIGH SCHOOL GRADUATION

Scholars will complete the necessary coursework to graduate from high school.

Graduation Goal Measure 1 - Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2024-25

Cohort Designation	Number in Cohort during 2024-25	Percent Promoted
2023		
2024	18	16

Graduation Goal Measure 2 - Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

IPCS is not required to report attainment of this measure for 2024-25.

Graduation Goal Measures 3 & 4 - Absolute

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

IPCS is not required to report attainment of this measure for 2024-25.

Graduation Goal Measure 5 - Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

IPCS is not required to report attainment of this measure for 2024-25.

Graduation Goal Measure 6 - Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

IPCS is not required to report attainment of this measure for 2024-25.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In the 2024–2025 school year, IPCS launched its first high school cohort, serving 18 ninth-grade scholars. Of the cohort, 16 out of 18 scholars (89%) earned sufficient credits to be promoted to the next grade level, meeting the requirement of earning at least five credits toward graduation. This result demonstrates strong alignment with the school’s academic expectations and shows that IPCS is on track to meet its long-term graduation measures as the program matures.

Although IPCS is not yet required to report on graduation rates or Regents completion measures, the early indicators of credit accumulation and course performance suggest that scholars are progressing successfully through the high school program.

This inaugural cohort included scholars who advanced from the school’s grade 8 Regents acceleration program, where middle-school scholars earned high-school credits in Algebra I, Earth Science, and U.S. History. Early exposure to Regents-level rigor resulted in measurable advantages: scholars entering grade 9 with prior Regents credits demonstrated stronger academic readiness and higher proficiency across multiple disciplines.

During 2024–2025, scholars earned a combined 39 passing Regents credits, including compensatory and appeal equivalencies. Fifteen of eighteen scholars (83%) passed at least one Regents exam; fourteen (78%) passed two or more; and four (22%) passed three or more Regents exams required for graduation. Among long-term enrolled scholars (8 of 18), four (50%) met the three-exam benchmark—more than double the overall rate.

Three students with disabilities (17% of the cohort) earned Regents credits, two through compensatory appeals aligned with State policy. All three participated fully in the exam cycle. Additionally, 67% of the SWD cohort have passed three or more regents. Five scholars (28 %) completed the STEM pathway by earning passing scores in both mathematics and science Regents exams, reflecting the school’s emphasis on early college and career readiness.

These results represent significant progress toward the school’s long-term goal that 75 % of students will score 65 or higher on at least three Regents exams by the end of their second year in the cohort. The current rates, 28% completing the STEM pathway endorsement, 22% completing three or more regents, 78% completing two or more regents, and 50% among long-term scholars completing three or more regents in the first year, demonstrate that sustained enrollment and early acceleration within the IPCS model produce meaningful gains in credit accumulation and graduation readiness.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	YES
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different	N/A

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	New York State Regents exams required for graduation by the completion of their second year in the cohort.	
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	N/A
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	N/A
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

EVALUATION OF THE GRADUATION GOAL

IPCS achieved strong initial results during its first year of high-school operations. Nearly all students earned at least one Regents credit, and half of those enrolled for two or more years have already met the three-exam benchmark. These outcomes confirm that grade 8 acceleration serves as a proven on-ramp to high-school rigor and that sustained enrollment within the school's model leads to higher achievement and persistence toward graduation standards.

ADDITIONAL CONTEXT AND EVIDENCE

Disaggregated data show that STEM subjects accounted for the majority of passing scores, reflecting the school's intentional focus on mathematics and science mastery as gateways to college and career pathways. Five scholars completed the full STEM pathway sequence by the end of grade 9, and three additional scholars are one exam away from completion.

Among the eight long-term scholars, seven (88%) earned at least one Regents credit and four (50 %) earned three or more. Among students with disabilities, 100% earned at least two Regents credits, with one earning four. These results demonstrate that IPCS's inclusive instructional practices and IEP-aligned supports are effectively closing performance gaps.

ACTION PLAN

To advance toward the 75% benchmark and sustain momentum across cohorts, IPCS will prioritize a comprehensive approach to credit accumulation and Regents success. The school will launch its Saturday Regents Academies beginning in grade 8 and extending through high school to provide consistent, content-specific intervention and early exposure to Regents standards. Targeted support will be offered through extended-day tutorials and small-group instruction for students scoring below 70. IPCS will implement real-time digital credit tracking to monitor progress toward graduation and Regents completion, ensuring leaders and families can address gaps as they emerge. The school will also

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strengthen vertical alignment across grades 8–10 in math, science, and social studies to deepen the STEM and early-college pipeline. Professional development will focus on data-driven Regents instruction and supports for students with disabilities and English language learners. Additionally, IPCS will enhance family communication through quarterly credit-progress conferences led by academic counselors, ensuring families are active partners in their scholar’s journey toward graduation.

These efforts will allow IPCS to steadily increase the percentage of scholars achieving multi-exam Regents proficiency by the end of their second year and to graduate students who are academically prepared for college, career, and entrepreneurial success.

GOAL 2: COLLEGE PREPARATION

Scholars will be prepared to succeed in the college or career of their choice.

IPCS will ensure that all scholars are prepared to succeed in postsecondary education by the time they graduate high school. Through early exposure to college-level coursework, individualized counseling, and rigorous academic instruction, scholars will graduate with an associate degree, trade certification, or fully developed business plan aligned to their postsecondary goals. A partnership with Westchester Community College is currently underway for implementation in year 2026-2027.

College Preparation Goal Measure 1 - Absolute

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

IPCS is not required to report this measure for 2024-2025, as there is not a 2021 cohort to report.

College Preparation Goal Measure 2 - Absolute

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

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Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

College Preparation Goal Measure 3 - Comparative

Each year, the school's CCCRI for the Total Cohort will exceed that of the district of comparison's Total Cohort.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

College Preparation Goal Measure 4 - Absolute

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

IPCS is not required to report attainment of this measure for 2024-25.

SUMMARY OF THE COLLEGE PREPARATION GOAL

IPCS is not required to report this measure for 2024-2025, as there is not a 2021 cohort to report.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	N/A
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	

EVALUATION OF THE COLLEGE PREPARATION GOAL

IPCS is not required to report this measure for 2024-2025, as there is not a 2021 cohort to report.

ADDITIONAL CONTEXT AND EVIDENCE

IPCS is not required to report this measure for 2024-2025, as there is not a 2021 cohort to report.

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ACTION PLAN

IPCS is not required to report this measure for 2024-2025, as there is not a 2021 cohort to report.

GOAL 3: ENGLISH LANGUAGE ARTS

Scholars will be proficient in English language arts in reading and writing.

BACKGROUND

During the 2024–2025 school year, IPCS continued to strengthen its English Language Arts program across grades 6–9, emphasizing structured literacy, data-driven instruction, and independent reading. The ELA curriculum is vertically aligned from middle through high school using **Perfection Learning** for literature and writing and **i-Ready Reading** for diagnostics and progress monitoring.

Key program elements included:

- **Dedicated Independent Reading Block (Grades 6–8):** Implemented daily to foster reading stamina, comprehension, and vocabulary acquisition.
- **Writing Across the Curriculum:** Embedded writing standards into Science and Social Studies to reinforce argument-based and expository writing skills.
- **Weekly Data Meetings:** ELA teachers analyzed student work and i-Ready growth data to inform small-group instruction.
- **Professional Development:** Focused on effective questioning, text-dependent analysis, and guided reading practices.

IPCS also emphasized culturally responsive texts and high-interest literature selections to support engagement and relevance for scholars, 100% of whom identify as Black or Brown and 82% of whom qualify for free or reduced lunch.

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	

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3							
4							
5							
6	16						16
7	20	1					21
8	36		2				38
All	72	1	2				75

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						
4						
5						
6	16	7	44%			
7	20	5	25%	13	4	31%
8	36	13	36%	25	11	44%
All	72	25	35%	38	15	39%

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 (PI)

Percent of Students at Each Performance Level

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

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

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Number in Cohort	Level 1	Level 2	Level 3	Level 4
	32	33	33	1

$$PI = 0 * 32_{Level\ 1} + 1 * 33.3_{Level\ 2} + 2 * 33.3 + 2.5 * 1_{Level\ 4} = 103.5$$

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	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7	31%	13	48%	488
8	44%	25	49%	541
All	39%	38	48%	1029

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.

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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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.⁴

2023-24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3				
4				
5				
6	60.9%	436	443.4	-0.79
7	54.5%	447.0	448.5	-0.17.0
8	45.8	445.0	451.5	-0.76
All	54.0	443.8	448.0	-0.46

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

⁴ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

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

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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		50.0
5		50.0
6	39.2	50.0
7	63.4	50.0
8	55.3	50.0
All	55.6	50.0

ELA INTERNAL EXAM RESULTS

To measure ongoing progress, IPCS administered the i-Ready Reading diagnostic three times per year.

By the end of 2024–2025:

- Median Percent Progress to Annual Typical Growth: 221% (target: 100%)
- Low Achievers (two or more grade levels below): **329%** progress (target: 110%)
- Students three or more grade levels below: 304% progress
- Median Growth for Students with Disabilities: Met or exceeded general education peers

End-of-year performance showed 26% of scholars overall and 33–41% of middle school scholars achieving mid-on-grade level or above. These internal results, particularly the extraordinary growth percentages, demonstrate that IPCS is effectively closing learning gaps even when students remain below full proficiency on state assessments.

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: **i-Ready**

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%	74/76	221%	Yes

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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%	9/9	329%	Yes
Three grade levels below*			32/34	304%	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	[%] ⁷	[#]	[%]	[Yes/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%	16/36	[%]	[Yes/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				
4				
5				
6	33%	15		

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

⁷ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

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7	15%	20		
8	41%	37		
All	26%	96		

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

By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3		
4		
5		
6	225%	16
7	118%	20
8	275%	38
All	221%	74

SUMMARY OF THE ELA GOAL

In 2024–2025, IPCS tested 72 scholars in grades 6–8. Of these, 38 scholars were enrolled for at least their second year. The overall proficiency rate for all tested scholars was 35%, while the proficiency rate for scholars enrolled for two or more years was 39%.

By grade:

- Grade 6: 44% of scholars were proficient.
- Grade 7: 25% of scholars proficient overall, with 31% of long-term scholars proficient.
- Grade 8: 36% proficient overall, and 44% proficient among long-term scholars.

While IPCS did not meet the 75% target, these outcomes represent continued upward movement from 2023–2024, particularly among eighth-grade scholars who demonstrated consistent gains.

Type	Measure	Outcome Met
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	No

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	language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	No
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	Yes

EVALUATION OF ELA GOAL

ELA Measure 1 – Absolute

Each year, 75% of tested students enrolled for at least their second year will perform at or above proficiency on the New York State ELA exam for grades 3–8. During the 2024–2025 school year, IPCS tested 72 scholars across grades 6–8. Of these, 38 were enrolled for at least their second year. The overall proficiency rate for all scholars was 35%, while 39% of long-term enrolled scholars achieved proficiency.

By grade, 44% of sixth graders scored proficient, 25% of seventh graders scored proficient overall with 31% of long-term scholars meeting proficiency, and 36% of eighth graders scored proficient overall with 44% of long-term scholars proficient. While IPCS did not meet the 75% target, the data indicate clear improvement from the prior year, with the most significant gains evident among eighth-grade scholars.

ELA Measure 2 – Absolute (Performance Index)

Under this measure, IPCS's aggregate Performance Index (PI) was calculated at 103.5, below the state's 2024–2025 Measure of Interim Progress (MIP) of 117.3. Although the school did not meet the MIP benchmark, analysis of scale-score distributions showed a decline in the percentage of Level 1 scholars and a corresponding increase in Levels 2 and 3, demonstrating forward movement toward proficiency. The school's progress reflects the effectiveness of data-driven instruction and targeted reteaching cycles in improving foundational reading comprehension skills.

ELA Measure 3 – Comparative

Each year, the percentage of tested students enrolled in at least their second year and performing at proficiency is compared to that of students in the district of comparison. During 2024–2025, 39% of IPCS scholars enrolled for at least two years scored proficient, compared to 48% of district peers. Although IPCS performed below the district average, the gap narrowed considerably, particularly in grade 8, where the school's 44% proficiency rate was only five points below the district's 49%. This progress suggests that sustained enrollment and program consistency positively impact reading outcomes.

ELA Measure 4 – Comparative Performance (Effect Size)

The most recent available analysis (2023–2024) showed that IPCS had an effect size of -0.46 , below the target threshold of 0.3 for exceeding predicted performance. This calculation does not yet include the 2024–2025 data, which reflect measurable growth across multiple grades. The forthcoming state release of updated effect-size data is expected to provide a more accurate reflection of the school's recent

trajectory, given that reading comprehension and vocabulary outcomes improved substantially based on both internal and state assessments.

ELA Measure 5 – Growth

Under the state’s Growth Model, IPCS achieved a mean growth percentile of 55.6 in the most recent available year (2023–2024), surpassing the state target of 50. This means that IPCS scholars, on average, demonstrated stronger academic progress than peers statewide who began the year with similar scores. This high level of growth reinforces the school’s emphasis on instructional alignment, individualized support, and intentional use of data to inform daily instruction.

The i-Ready diagnostic provided further evidence of this accelerated growth. Across all tested grades, scholars achieved a median progress toward annual typical growth of 221%, more than double the expected rate. Scholars who began the year two or more grade levels below made 329% progress, and those three or more grade levels below achieved 304% progress. These results indicate that IPCS is successfully accelerating learning for its most struggling readers. Students with disabilities also achieved growth equal to or greater than their general education peers, demonstrating the effectiveness of inclusion-based supports and targeted scaffolds. While only 26% of all scholars reached mid-on-grade-level performance by year’s end, the magnitude of growth confirms that IPCS’s literacy framework is producing rapid and sustained improvement.

Although growth outcomes were strong, instructional gaps persisted in the rigor and consistency of lesson plan execution. Lesson alignment to standards was evident across classrooms, but inconsistencies in pacing, text complexity, and the depth of questioning limited opportunities for scholars to fully meet proficiency benchmarks. A key instructional challenge identified was limited practice with the skill of synthesizing information and crafting responses on a digital word-processing platform as opposed to traditional handwritten methods. With the state’s transition to fully online testing, scholars who had limited experience drafting, annotating, and editing responses electronically experienced difficulty navigating digital tools and typing extended responses efficiently. This is corroborated by the growth seen on the iReady platform which focuses on comprehension questions, without a writing component.

In addition to instructional challenges, logistical and technical issues impacted overall test administration. Despite multiple test simulations and device checks, the school encountered connectivity issues and device malfunctions on the day of testing, resulting in session delays and interruptions that affected student stamina and focus. While all scholars ultimately completed their exams, these disruptions highlighted the need for expanded digital fluency instruction and improved testing infrastructure.

Overall, IPCS exceeded growth expectations and demonstrated upward movement in proficiency and performance index scores. The school’s results validate that its instructional systems—grounded in data analysis, rigorous text engagement, and explicit writing instruction—are driving consistent academic improvement. Addressing the identified gaps in lesson execution, digital test readiness, and logistical preparedness will be key to converting this accelerated growth into higher proficiency rates in the upcoming years.

ADDITIONAL CONTEXT AND EVIDENCE

The 2024–2025 school year reflected continued academic progress in English Language Arts alongside several key challenges that impacted overall proficiency attainment. While IPCS demonstrated

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accelerated growth and strong movement in scale scores, the school identified gaps in instructional rigor, digital test readiness, and assessment logistics that influenced outcomes on the state exam.

One major concern involved the shift to computer-based testing, which exposed a skill gap among scholars in synthesizing information and constructing responses within a digital platform. Although scholars had strong foundational literacy skills, many lacked the fluency to type efficiently, navigate split screens as presented by the testing platform, or compose extended written responses in a word-processing environment. This transition from paper-based assessments to full online administration revealed a mismatch between instructional preparation and testing modality.

Additionally, despite multiple test simulations and device checks prior to state testing, IPCS experienced technical interruptions including temporary connectivity issues and device restarts that led to delays and interruptions during active testing sessions. Although all scholars completed the assessment, these logistical issues affected pacing and concentration, particularly among younger test-takers. The school has since reviewed its device management systems and established updated testing readiness protocols to ensure smoother administration moving forward.

Instructionally, IPCS identified inconsistencies in lesson plan execution and rigor as contributing factors to uneven performance. While lessons were aligned to standards, the depth of questioning, pacing, and text complexity varied across classrooms. This limited the degree to which all scholars were consistently challenged to engage in higher-order analysis and written synthesis. These gaps were evident when reviewing student responses that required cross-textual comparison or integration of multiple sources.

From a data standpoint, IPCS encountered a reporting limitation within the i-Ready platform that prevented the generation of disaggregated growth data for scholars enrolled at the school for two or more years. Because the system does not allow inclusion of students no longer actively enrolled in current-year report groups, the school was unable to isolate longitudinal progress for long-term scholars. IPCS has formally requested that i-Ready provide the formula used to calculate annual typical growth so that the school may compute this metric manually using raw historical data. Once provided, the report will be updated to reflect verified two-year growth results.

Despite these challenges, the school's internal assessments continued to show robust growth and improvement in literacy outcomes. On i-Ready, scholars collectively achieved 221% of expected annual growth, with low-achieving scholars exceeding 300% growth. Students with disabilities demonstrated comparable progress to general education peers, underscoring the school's effective implementation of inclusive instructional practices. These findings reinforce that IPCS's literacy framework is yielding meaningful results, even as the school refines its instructional and operational systems to further close proficiency gaps.

ELA ACTION PLAN

Building upon lessons learned from the 2024–2025 school year, IPCS will focus on strengthening instructional rigor, enhancing digital literacy, and expanding targeted intervention to improve ELA proficiency outcomes.

Under the leadership of the Director of Curriculum and Instruction, IPCS will deepen its focus on instructional quality and alignment across grades 6–10. The DCI will oversee weekly review cycles of lesson plans and classroom walkthroughs to ensure alignment with state standards, intentional scaffolding of complex texts, and inclusion of higher-order questioning. Professional development will center on improving text-based analysis, writing from evidence, and execution of structured reading routines with fidelity. Weekly data meetings will continue to be used to identify gaps in comprehension and inform responsive small-group instruction.

To address the identified gap in digital readiness, IPCS will embed typing and digital composition practice throughout the school year. Teachers will integrate digital annotation, text synthesis, and word-processing assignments into their regular instruction to mirror the online testing experience. Scholars will gain consistent exposure to drafting, editing, and submitting written work electronically, ensuring they are as proficient in demonstrating skills digitally as they are on paper. The school will also refine technology readiness protocols, expanding device inventories and pretesting processes to prevent the technical interruptions experienced during state testing.

IPCS will also expand targeted intervention supports through a daily school-wide intervention block and the continuation of Saturday ELA Academies. These sessions will provide additional instructional time for scholars approaching proficiency to receive targeted support in comprehension, vocabulary, and writing structure. The Independent Reading Block will continue to reinforce stamina, fluency, and vocabulary development, ensuring that scholars engage with rigorous, culturally responsive texts that reflect their experiences and interests.

Finally, IPCS will enhance consistency in data collection and reporting by aligning internal data tracking tools to i-Ready diagnostics and maintaining comprehensive longitudinal records for all scholars. The school will continue collaborating with i-Ready to resolve data-reporting limitations and ensure transparency in growth reporting for scholars with two or more years of enrollment.

Through these actions, IPCS aims to sustain accelerated growth, elevate proficiency rates, and ensure that every scholar demonstrates mastery in reading, writing, and critical thinking aligned with college and career readiness standards.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

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Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently **scoring at or above Performance Level 4** on the Regents Exam in English Language Arts (Common Core)) by the completion of their **fourth year in the cohort**.

IPCS is not required to report this measure for 2024-2025, as there is not a 2021 cohort to report.

High School ELA Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently **scoring at or above Performance Level 3** on the Regents Exam in English Language Arts (Common Core)) by the completion of their **fourth year in the cohort**.

IPCS is not required to report this measure for 2024-2025, as there is not a 2021 cohort to report.

High School ELA Measure 3 - Absolute

Each year, the Performance Index ("PI") on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

High School ELA Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

IPCS is not required to report attainment of this measure for 2024-25.

High School ELA Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

IPCS is not required to report attainment of this measure for 2024-25.

High School ELA Measure 6 - Comparative

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Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

High School ELA Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently **scoring at Performance Level 4 and fully meeting Common Core expectations** on the Regents Exam in English Language Arts (Common Core)) by the completion of their **fourth year in the cohort**.

IPCS is not required to report this measure for 2024-2025, as there is not a 2021 cohort to report.

High School ELA Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently **scoring at Performance Level 3** on the Regents Exam in English Language Arts (Common Core)) by the completion of their **fourth year in the cohort**.

IPCS is not required to report this measure for 2024-2025, as there is not a 2021 cohort to report.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

IPCS is not required to report this measure for 2024-2025, as there is not a 2021 cohort to report.

EVALUATION OF HIGH SCHOOL ELA GOAL

IPCS is not required to report this measure for 2024-2025, as there is not a 2021 cohort to report.

ADDITIONAL CONTEXT AND EVIDENCE

IPCS is not required to report this measure for 2024-2025, as there is not a 2021 cohort to report.

ACTION PLAN

IPCS is not required to report this measure for 2024-2025, as there is not a 2021 cohort to report.

GOAL 4: MATHEMATICS

Scholars will demonstrate competency in the understanding and application of mathematical computation and problem-solving.

BACKGROUND

During the 2024–2025 school year, IPCS continued to strengthen its mathematics program across grades 6–9 through structured, data-driven instruction and targeted skill development. The school utilized i-Ready Mathematics as its comprehensive, standards-based instructional program and diagnostic platform, providing both core curriculum lessons and individualized learning paths aligned to New York State Learning Standards.

Instruction emphasized conceptual understanding, procedural fluency, and real-world application through scaffolded problem-solving tasks and discourse. Teachers used i-Ready lesson data to identify gaps in mastery and inform reteaching cycles. Weekly data meetings supported staff in analyzing class and individual performance trends, allowing for flexible grouping and targeted small-group instruction.

Professional development led by the Executive Director and Director of Curriculum and Instruction focused on varying methods of teaching new information, aligning lesson execution to standards, and deepening mathematical reasoning through questioning strategies and model-based instruction. IPCS also strengthened vertical alignment between middle-school pre-algebra skills and high-school Algebra I content to prepare scholars for early Regents success.

At the high-school level, instruction centered on Algebra I and Geometry. Scholars who successfully passed the Algebra I Regents in grade 8 advanced to Geometry in grade 9, continuing the school’s accelerated mathematics sequence. All Geometry students passed the Regents examination, demonstrating mastery of high-school-level mathematical reasoning and application. This continuum, from middle-school acceleration through high-school coursework, reflects IPCS’s commitment to preparing scholars for advanced study and postsecondary readiness through rigorous, vertically aligned mathematics instruction.

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.

METHOD

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									

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4									
5									
6	16								16
7	20		1						21
8			2					36	38
All	36		3					36	75

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						
4						
5						
6						
7	20	10	50%	13	6	46%
8	36	21	58%	26	17	65%
All	56	31	55%	39	23	59%

Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024-25 mathematics MIP for all students of **119.4**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2024-25 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4

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	21	24	37	13
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$$PI = 0 * 21_{Level\ 1} + 1 * 24_{Level\ 2} + 2 * 37_{Level\ 3} + 2.5 * 13_{Level\ 4} = 132$$

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				
4				
5				
6				
7	46%	13	40%	488
8	65%	26	30%	763
All	59%	39	35%	1251

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

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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.⁸

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3				
4				
5				
6	60.9	448.0	450.9	-0.23
7	54.5	464.0	457.7	0.51
8				
All	56.6	458.8	455.5	0.27

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.⁹

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

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

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

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Grade	School	Target
4		50.0
5		50.0
6	70	50.0
7	69.2	50.0
8		50.0
All	69.4	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During the 2024–2025 school year, IPCS utilized i-Ready Mathematics as its internal assessment to measure scholar growth and achievement. The platform provided valuable insights into progress toward mastery of grade-level standards; however, several contextual factors affected the interpretation of end-of-year data.

As in prior years, scholars experienced testing fatigue and decreased motivation during the final diagnostic administration window. Many scholars viewed the assessment as duplicative after completing state or Regents examinations, which reduced engagement and, in some cases, led to rushing behaviors that depressed final diagnostic scores. This was especially evident among eighth-grade scholars, who completed the Algebra I Regents examination in early June and were simultaneously preparing for additional high school-level exams. By the time the i-Ready diagnostic was administered closer to graduation, scholar motivation to complete another lengthy assessment had declined significantly. A more accurate reflection of performance growth would likely have been captured through spring testing conducted earlier in March or April.

Furthermore, the i-Ready platform’s reporting structure presents challenges when aggregating data for accountability reporting. The system categorizes baseline placement as “two grade levels below” and “three or more grade levels below” separately and does not allow for combined reporting across both groups. For the purposes of this report, scholars categorized as “three or more grade levels below” were used as the baseline group to measure growth toward grade-level proficiency.

Additionally, because i-Ready does not allow schools to include scholars who have since withdrawn in longitudinal report groups, IPCS is unable to generate a fully segregated dataset for students enrolled two or more years. The school has requested that Curriculum Associates (i-Ready) release its formula for calculating annual typical growth so that historical data can be manually computed. Once the methodology and permissions are provided, IPCS will update the report accordingly.

Despite these limitations, i-Ready results showed meaningful progress, with scholars achieving 200% of annual typical growth overall and eighth-grade scholars demonstrating 356% growth—results that validate the effectiveness of targeted instruction, data-driven interventions, and consistent alignment to mathematical standards throughout the year.

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: i-Ready

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I-READY

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%	67/76	200%	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%	8/9	338%	Yes
Three grade levels below*		N/A	32/32	98%	
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	[%] ¹¹	[#]	[%]	[Yes/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%	12/36	[%]	[Yes/No]

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

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

¹¹ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

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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				
4				
5				
6	14%	14		
7	22%	18		
8	46%	35		
All	33%	67		

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3		
4		
5		
6	126%	14
7	154%	18
8	356%	35
All	200%	73

SUMMARY OF THE MATHEMATICS GOAL

During the 2024–2025 school year, IPCS demonstrated strong progress in mathematics performance, meeting or exceeding several key measures of its Accountability Plan goal. The school achieved a Performance Index (PI) of 132, surpassing the New York State Measure of Interim Progress (MIP) target of 119.4, indicating that scholars collectively advanced toward or achieved proficiency at a rate above state expectations.

Among scholars enrolled for at least two years, 59% achieved proficiency on the state mathematics exam, exceeding the district’s 35% proficiency rate. The school’s eighth-grade proficiency rate of 65%, measured through the Algebra I Regents, was more than double the district’s 30% of Algebra I Regents, demonstrating the success of IPCS’s accelerated mathematics pathway. Scholars who advanced to Geometry maintained a 100% pass rate on the Regents examination, affirming the rigor and alignment of the school’s upper-grade math instruction.

IPCS also continued to outperform statewide growth expectations, with the most recent available state data showing a mean growth percentile of 69.4, far exceeding the target of 50. This strong growth reflects the impact of data-driven instruction, consistent progress monitoring, and differentiated supports across classrooms. Internal i-Ready Mathematics assessments further validated these

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outcomes, as scholars achieved 200% of annual typical growth overall, and eighth-grade scholars demonstrated 356% of annual growth.

While IPCS did not yet meet the 75% absolute proficiency target, the school's upward trend in proficiency rates, comparative strength against district peers, and consistent performance above state growth benchmarks affirm that scholars are closing gaps and excelling in advanced mathematical coursework. The 2024–2025 results demonstrate that IPCS's commitment to rigor, acceleration, and equitable access to high-level math instruction is driving measurable success across cohorts.

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

EVALUATION OF THE MATHEMATICS GOAL

Mathematics Measure 1 – Absolute

Under the absolute proficiency measure, 59% of scholars enrolled for at least their second year scored proficient or above on the 2024–2025 New York State Mathematics exam, compared to 55% proficiency overall. While the school did not meet the 75% target, the data reflect steady progress and a strong foundation for continued improvement. The greatest gains occurred in grade 8, where proficiency reached 65%. These results are based on the Algebra I Regents examination, taken by all eighth graders, demonstrating that middle school scholars at IPCS are mastering high-school level content before promotion. Seventh-grade scholars also performed strongly, with 46% of long-term enrollees scoring proficient, reinforcing that IPCS's vertically aligned math program is producing measurable academic gains across cohorts.

Mathematics Measure 2 – Absolute (Performance Index)

IPCS achieved a Performance Index (PI) of 132, surpassing the state's 2024–2025 Measure of Interim Progress (MIP) of 119.4. This represents a clear achievement and validates the strength of IPCS's math instruction and assessment alignment. The distribution of scores reflected a notable decline in Level 1

performance, with increased representation in Levels 2–4, signaling that scholars are steadily moving toward full proficiency. These outcomes stem from targeted reteaching, data-driven lesson planning, and weekly collaboration meetings focused on problem-solving strategies and conceptual understanding.

Mathematics Measure 3 – Comparative

Using the most recent available comparative dataset (2023–2024), IPCS outperformed the district in mathematics proficiency among students enrolled for at least their second year. Seventh-grade IPCS scholars achieved 63% proficiency versus the district’s 44%, and eighth-grade scholars achieved 69% compared to the district’s 34%. Therefore, this measure is Met for the 2023–2024 accountability year. Although district-level results for 2024–2025 were not yet released at the time of reporting, IPCS anticipates continued comparative strength given its Algebra I Regents performance and consistent state-level growth outcomes.

Mathematics Measure 4 – Comparative Performance (Effect Size)

The most recent available analysis (2023–2024) reported an effect size of 0.27, narrowly below the target threshold of 0.3 required to demonstrate performance meaningfully above predicted levels. Consequently, this measure is Not Met. IPCS’s performance was near the expected level when controlling for the proportion of economically disadvantaged students statewide. However, with higher proficiency and growth demonstrated in 2024–2025—especially in Regents-level coursework—the school anticipates improved results once updated effect-size data are published by the state.

Mathematics Measure 5 – Growth

IPCS achieved a mean unadjusted growth percentile of 69.4, far exceeding the state target of 50, thereby meeting this measure. This indicates that IPCS scholars, on average, demonstrated faster academic growth than peers statewide who began the year with similar scores. This high level of growth affirms the success of IPCS’s instructional model, which leverages frequent formative assessments, i-Ready data tracking, and structured reteaching cycles to address learning gaps in real time.

Supplemental Evidence: i-Ready Mathematics

Internal i-Ready results reinforce the school’s strong growth trajectory. Across all tested grades, scholars achieved 200% of Annual Typical Growth, with eighth graders showing an exceptional 356%, mirroring their Regents success. Although only 33% of scholars reached mid-on-grade level or above by year-end, this figure represents significant upward movement from baseline levels, as most students entered two or more grade levels below. Scholars with disabilities and those classified as low initial achievers also exceeded typical growth expectations, achieving 338% of expected progress.

Overall, IPCS met or exceeded three of the five accountability measures—the Performance Index, Comparative proficiency, and Growth measures—while continuing to close gaps in absolute proficiency and comparative effect size. The combination of strong Regents outcomes, accelerated course success, and sustained growth across cohorts demonstrates that IPCS’s math program effectively promotes both remediation and advancement toward college- and career-readiness standards.

ADDITIONAL CONTEXT AND EVIDENCE

While IPCS demonstrated strong mathematics outcomes in 2024–2025, several contextual factors influenced overall performance and data interpretation. Eighth-grade proficiency rates are based on the administration of the Algebra I Regents, which all eighth-grade scholars completed in lieu of the state

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math exam. This structure resulted in a higher level of rigor than the standard middle school assessment, as scholars were tested on high school–level standards. The 65% proficiency rate achieved in Algebra I reflects significant mastery within an accelerated framework and reinforces the success of IPCS’s early Regents acceleration model.

Additionally, several testing and operational challenges were noted during the administration period. Despite prior test simulations, day-of-testing complications occurred, including intermittent device connectivity issues and disruptions that required scholars to restart sessions. These interruptions impacted pacing and concentration for some students. Furthermore, scholars continued to adjust to completing extended-response math questions digitally, as opposed to solving and writing computations by hand. This shift to online test administration, which emphasizes typing and digital annotation, posed an accessibility challenge—particularly in synthesizing multi-step problems and showing work in a word-processing environment.

Another notable area of growth opportunity involves lesson plan execution and the consistent application of IPCS’s rigorous instructional model. Although pacing and coverage of high-priority standards were strong, instructional follow-through during reteaching cycles varied across grade levels. This was most apparent in the application of conceptual reasoning and multi-step problem-solving, where scholars sometimes relied on procedural fluency rather than deeper analytical understanding.

To supplement state data, internal i-Ready diagnostics provided a more complete picture of growth. Across grades 6–8, scholars achieved 200% of Annual Typical Growth, and those initially two or more grade levels below expectations achieved 338% of expected growth, confirming that intensive small-group intervention and differentiated instruction were effective in accelerating progress. However, the percentage of scholars performing at mid-on-grade level or above (33%) remains below the 75% accountability threshold.

Overall, the quantitative evidence indicates that IPCS’s mathematics program continues to yield accelerated growth, particularly among long-term enrollees and Regents-level scholars. With refinements to digital testing preparation, more consistent lesson execution, and continued focus on conceptual rigor, the school is well positioned to sustain and strengthen proficiency outcomes in the coming year.

MATHEMATICS ACTION PLAN

IPCS will continue to refine and strengthen its mathematics program through a targeted and data-driven approach. The Director of Curriculum and Instruction now provides direct oversight for curriculum alignment, instructional pacing, and data analysis cycles. This role has allowed for deeper instructional monitoring and more consistent calibration across grade levels.

The school will maintain the use of i-Ready Mathematics as its primary diagnostic and growth monitoring tool to ensure consistency in longitudinal reporting and instructional decision-making. Recognizing the challenges of device readiness and digital test navigation, IPCS will continue incorporating simulated online testing environments throughout the year to increase scholar familiarity with digital item types, constructed responses, and the use of online calculators and workspaces.

Instructionally, IPCS will strengthen teacher capacity in lesson plan execution, with emphasis on reteaching strategies and conceptual rigor. Weekly lesson internalization meetings and grade-level data reviews will focus on ensuring that each lesson connects conceptual understanding to procedural application. Teachers will receive ongoing coaching to embed higher-order questioning and to support scholars in articulating mathematical reasoning both verbally and in writing.

To reinforce achievement and close remaining proficiency gaps, IPCS will continue to provide Saturday academy. In addition, IPCS will maintain its commitment to vertical alignment from middle to high school mathematics. Scholars who complete Algebra I in grade 8 transition directly into Geometry in grade 9, continuing to demonstrate mastery through Regents performance—where the school achieved a 100% pass rate in 2024–2025. This alignment ensures that scholars remain on track for advanced coursework by grade 10 and reinforces the school’s college and career readiness mission.

Collectively, these actions will allow IPCS to build upon its strong foundation in mathematics achievement, ensuring consistent growth, equity in outcomes across subgroups, and sustained improvement toward meeting or exceeding all accountability benchmarks in future years.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently **scoring at or above Performance Level 4** on a Regents mathematics exam) by the completion of their **fourth year in the cohort**.

IPCS is not required to report this measure for 2024-2025, as there is not a 2021 cohort to report. However, there is a progress update available in the ‘Additional Context and Evidence’ section.

High School Math Measure 2 - Absolute

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Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently **scoring at or above Performance Level 3** on a Regents mathematics exam) by the completion of their **fourth year in the cohort**.

IPCS is not required to report this measure for 2024-2025, as there is not a 2021 cohort to report. However, there is a progress update available in the 'Additional Context and Evidence' section.

High School Math Measure 3 - Absolute

Each year, the Performance Index ("PI") on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

High School Math Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

IPCS is not required to report attainment of this measure for 2024-25.

High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

IPCS is not required to report attainment of this measure for 2024-25.

High School Math Measure 6 - Comparative

Each year, the Performance Index ("PI") in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

High School Math Measure 7 - Growth

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Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently **scoring at Performance Level 4 and fully meeting Common Core expectations** on a Regents mathematics exam) by the completion of their **fourth year in the cohort**.

IPCS is not required to report this measure for 2024-2025, as there is not a 2021 cohort to report.

High School Math Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently **scoring at Performance Level 3** on a Regents mathematics exam) by the completion of their **fourth year in the cohort**.

IPCS is not required to report this measure for 2024-2025, as there is not a 2021 cohort to report.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

IPCS is not required to report attainment of this measure for 2024-25.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics	N/A

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	exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

IPCS is not required to report this measure for 2024-2025, as there is not a 2021 cohort to report.

ADDITIONAL CONTEXT AND EVIDENCE

With just one year of cohort 2024 completed, IPCS can present additional context and evidence with regard to High School Mathematics. During the 2024–2025 school year, IPCS administered Regents exams in Algebra I and Geometry as part of its high school mathematics program. Based on Regents results, the school partially met its high school mathematics accountability measures. Under the absolute proficiency measures, 41% of scholars scored at or above Level 4, which fell short of the 65% target for students meeting or exceeding Common Core expectations. However, 82% of scholars scored at Level 3 or higher, meeting the 80% target for students partially meeting or exceeding Common Core expectations. Performance by course reflected clear variation: in Geometry, 100% of students passed the Regents exam, including 78% at Level 4 or above, while in Algebra I, 63% of scholars achieved Level 3 or higher. These results highlight the school’s strong foundation in geometric reasoning and application, while also signaling a need to deepen Algebra I conceptual mastery to raise the proportion of scholars performing at advanced levels.

When compared to district performance, IPCS scholars outperformed their peers across both Regents mathematics exams. For Geometry, 100% of IPCS scholars were proficient compared to 22% in the district, and 78% reached Level 4 or higher compared to just 1% districtwide. In Algebra I, 63% of IPCS scholars scored at Level 3 or higher compared to 30% of district students, while 0% achieved Level 4 or above compared to 6% in the district. Overall, 39% of IPCS scholars met or exceeded Common Core expectations (Level 4 or higher) compared to 3.5% of district students, and 82% of IPCS scholars at least partially met expectations (Level 3 or higher) compared to 26% districtwide.

These results demonstrate that IPCS significantly exceeded district performance on both Regents mathematics assessments, reflecting a strong high school instructional program that effectively supports scholar achievement and mastery. The data also underscore the impact of IPCS’s commitment to differentiated instruction, early Regents exposure beginning in middle school, and aligned standards-based teaching practices that have yielded above-district outcomes in mathematics proficiency.

ACTION PLAN

To strengthen mathematics performance at the high school level, Intellectus Preparatory Charter School will continue building a vertically aligned and data-driven mathematics program that prioritizes

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conceptual mastery, acceleration opportunities, and sustained Regents success. The school's instructional framework emphasizes early entry into Regents-level coursework beginning in grade 8, ensuring that scholars earn at least one Regents mathematics credit before entering high school.

For the 2025–2026 school year, IPCS will sustain Algebra I and Geometry instruction while introducing Algebra II as the next phase of the college and career readiness sequence. The Director of Curriculum and Instruction will oversee the implementation of pacing calendars, Regents-aligned unit assessments, and ongoing item analyses to ensure coherence between instruction, internal assessments, and state exams. Lesson plans will be reviewed weekly with an emphasis on mathematical reasoning, application of formulas to real-world contexts, and use of multiple solution strategies.

To ensure targeted support, IPCS will institutionalize Saturday Regents Academies for high school scholars who have not yet met proficiency benchmarks or require additional reinforcement before testing. These academies will operate in small-group formats focused on priority standards, past Regents item analysis, and strategic test-taking techniques. Within the school day, Intervention Blocks will be structured to reteach foundational standards using i-Ready data, small-group pull-outs, and adaptive practice.

Additionally, teachers will leverage i-Ready's diagnostic reports to differentiate instruction and track progress toward typical and stretch growth goals. The data will be discussed in biweekly instructional meetings to identify patterns, inform reteaching plans, and determine readiness for Regents testing. Scholars performing below grade level will be assigned targeted lessons aligned to their diagnostic results, while those demonstrating early mastery will engage in enrichment through multi-step problem-solving and mathematical modeling.

To promote sustained success, IPCS will implement quarterly Regents Readiness Benchmarks mirroring state exam conditions and timing. The results will guide intervention groupings and ensure early identification of scholars at risk of not meeting the 65 proficiency benchmark. Scholars who do not demonstrate growth will receive individualized learning plans that include Saturday support and mandatory tutoring hours.

In alignment with the school's credit attainment goals, the counseling team will track each scholar's Regents completion and credit accumulation quarterly. Communication of promotion and credit benchmarks will occur at the start of the school year and will be revisited during quarterly family conferences to ensure transparency and shared accountability.

Professional development will continue to focus on instructional rigor, questioning techniques that elicit higher-order reasoning, and the use of data to plan responsive instruction. By strengthening coherence between instructional planning, data analysis, and intervention, IPCS aims to ensure that at least 80% of high school scholars meet or exceed Common Core expectations on Regents mathematics exams, with 65% reaching full proficiency by the completion of their fourth year in the cohort.

GOAL 5: SCIENCE

Scholars will be proficient in science.

BACKGROUND

During the 2024–2025 school year, IPCS continued to develop its science program for grades 6 through 9, emphasizing inquiry-based instruction, conceptual understanding, and alignment with the New York State Science Learning Standards (NYSSLS). At the middle school level, scholars participated in the Earth Science Regents in lieu of the traditional eighth-grade state science exam, reflecting the school’s accelerated academic model and commitment to preparing students for high school–level rigor ahead of schedule.

Instruction during the 2024–2025 year utilized the Perfection Next Earth Science Regents curriculum. However, analysis of instructional outcomes revealed that this program was overly text-heavy and did not provide sufficient opportunities for scholars to engage in laboratory-based learning. As a result, scholars had limited opportunities to apply scientific concepts through hands-on experimentation and data analysis. Recognizing this limitation, IPCS began developing an internally designed curriculum that integrates lab-based inquiry, scaffolded reading comprehension, and applied science practice.

At the high school level, ninth-grade scholars completed coursework in Living Environment (Biology), marking the first full year of high school science implementation. This course provided a foundation for scientific reasoning, research-based writing, and Regents-level lab investigations that will continue to expand in the years ahead as the school introduces additional science courses such as Chemistry and Physics. Additionally, a science teacher departed mid-year due to a significant life change, and finding a new science teacher mid-year proved to be a challenge.

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 did not administer 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			
8	0	0	0
All	0	0	0

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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						
8	0	0	0%	2	0	0%
All	0	0	0%	2	0	0%

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The school did not administer the New York State examination for 8th grade.

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.	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

EVALUATION OF THE SCIENCE GOAL

The school did not administer the New York State 8th grade science examination.

ADDITIONAL CONTEXT AND EVIDENCE

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

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Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2022-23				
8	2023-24		16	1	6.2%
8	2024-25		30	1	3.3%

Using the same absolute and comparative measures here, during 2024–2025, thirty 8th-grade scholars participated in the Earth Science Regents exam, administered in lieu of the state science assessment. One scholar achieved a passing score of 65 or higher, resulting in a 3.3% proficiency rate. While this falls below the 75% target, the exam reflects high school–level standards typically taken after two years of Regents-level science preparation. For scholars entering significantly below grade level, this accelerated testing model represents an ambitious and rigorous challenge aligned with IPCS’s long-term college readiness vision.

Comparative results show that district peers in 8th grade achieved 0% proficiency on their state science assessments. Although IPCS also fell short of the formal accountability target, the school’s 3.3% pass rate on the more rigorous Regents-level exam demonstrates greater academic ambition and instructional demand than the standard middle school science benchmark. As such, this measure is technically Not Met, though performance reflects stronger academic rigor relative to district expectations.

ACTION PLAN

Intellectus Prep’s decision to accelerate 8th-grade scholars into the Earth Science Regents provided an opportunity to identify both strengths and challenges within the science program. The Perfection Next curriculum relied heavily on text-based instruction, which limited scholars’ exposure to practical laboratory experiences and hands-on experimentation. While many scholars demonstrated comprehension of scientific concepts, they struggled to apply those concepts within Regents-style lab questions and extended constructed responses.

Although only 3.3% of scholars achieved proficiency on the Earth Science Regents, internal assessments throughout the year reflected growth in conceptual understanding, particularly in units that included interactive or inquiry-based components. High school scholars performed notably stronger, with 67% passing the Living Environment Regents and a mean score of 65.9, indicating that extended, lab-based instruction over a full school year contributes significantly to mastery.

Staffing transitions also posed a challenge. The middle school science teacher departed mid-year due to a significant life change, and recruiting a qualified replacement mid-year proved difficult. The new science teacher who joined the team was stronger in biology, which supported continuity for high school instruction but created a mismatch for the Earth Science content at the middle school level. This transition, combined with limited lab access and the text-heavy curriculum, contributed to gaps in hands-on learning and Regents readiness.

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Despite these challenges, the experience highlighted clear next steps for strengthening the science program. Data and feedback underscored the need for a more balanced approach that integrates literacy-based comprehension with applied, lab-driven learning experiences aligned to state standards.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score **at least 65** on a New York State Regents science exam by the completion of their fourth year in the cohort.

IPCS is not required to report attainment of this measure for 2024-25. High School Science Measure 2 - Comparative

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of **65 or above** will exceed that of the high school Total Cohort from the school district of comparison.

IPCS is not required to report attainment of this measure for 2024-25.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

IPCS is not required to report attainment of this measure for 2024-25.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	N/A
Comparative	Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

IPCS is not required to report attainment of this measure for 2024-25.

ADDITIONAL CONTEXT AND EVIDENCE

IPCS is not required to report attainment of this measure for 2024-25.

ACTION PLAN

IPCS is not required to report attainment of this measure for 2024-25.

GOAL 6: SOCIAL STUDIES

Scholars will achieve proficiency in Social Studies.

BACKGROUND

During the 2024–2025 school year, IPCS implemented the New Visions for Social Studies Framework to guide curriculum and instruction across grades 8 and 9. The framework emphasizes historical inquiry, document analysis, and civic literacy, providing structured opportunities for scholars to engage with primary and secondary sources, evaluate evidence, and construct arguments aligned with Regents expectations.

In grade 8, scholars participated in the school’s Regents acceleration program, completing coursework aligned to the U.S. History and Government Regents. This program focused on connecting key eras of American history to broader civic themes while strengthening skills in document-based writing, argumentation, and source synthesis. In grade 9, scholars transitioned into Global History and Geography I, establishing a foundation for the Global History Regents exam to be administered in subsequent years.

Throughout the year, instructional priorities included improving scholar fluency with Regents-style document-based questions (DBQs), developing coherent essay structures, and enhancing reading comprehension of complex historical texts. Teachers collaborated with the English Language Arts department to reinforce cross-disciplinary writing expectations and analytical reasoning. Professional development, led by the Director of Curriculum and Instruction, supported teachers in applying the New Visions framework with consistency and rigor.

Social Studies Measure 1 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

IPCS is not required to report attainment of this measure for 2024-25.

Social Studies Measure 2 - Comparative

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

IPCS is not required to report attainment of this measure for 2024-25.

Social Studies Measure 3 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

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IPCS is not required to report attainment of this measure for 2024-25.

Social Studies Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

IPCS is not required to report attainment of this measure for 2024-25.

SUMMARY OF THE SOCIAL STUDIES GOAL

IPCS is not report to report attainment of this measure for 2024-25.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	N/A
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	N/A
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

EVALUATION OF THE SOCIAL STUDIES GOAL

IPCS is not report to report attainment of this measure for 2024-25.

ADDITIONAL CONTEXT AND EVIDENCE

During the 2024–2025 school year, Intellectus Preparatory Charter School administered the U.S. History and Government Regents exam to 8th-grade scholars who had completed the accelerated high school–level course aligned to the New Visions Framework for Social Studies. This framework emphasizes

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inquiry-based instruction, document analysis, and evidence-based writing, preparing scholars to engage with complex historical concepts and primary source materials.

Performance data from the June 2025 administration reflect strong progress compared to the prior year. Of 30 scholars tested, 47% achieved proficiency (scoring Level 3 or 4), an increase from 25% the previous year. The mean score also rose from 48.3 to 54.8, representing steady improvement in overall mastery of course content and Regents-level expectations. This growth demonstrates the effectiveness of IPCS's vertically aligned approach to social studies instruction and the benefits of early Regents exposure beginning in grade 8.

While the school did not yet reach the 75% proficiency target outlined in the Accountability Plan, the upward trend from 25% to 47% reflects notable progress for a program still in its early years of implementation. This improvement suggests that IPCS's emphasis on writing-based instruction, historical inquiry, and consistent Regents-style practice has begun to yield measurable results.

Of the 47% of scholars who passed the U.S. History Regents exam in FY25, 20% of the total cohort, equivalent to 6 students, earned scores at Level 4, indicating mastery and strong command of historical reasoning, analysis, and written argumentation. This level of performance demonstrates that nearly half of those who achieved proficiency did so at an advanced level, reflecting the growing rigor of the program and the effectiveness of IPCS's emphasis on document-based writing and thematic understanding.

The school also attributes the improvement in results to strengthened instructional planning, increased use of Regents-aligned assessments, and collaborative calibration between teachers to ensure consistency in grading and feedback. Scholars benefited from structured review sessions leading up to the exam, though performance patterns suggest a need for additional emphasis on content retention and essay writing under timed conditions.

Challenges included the relative newness of the accelerated 8th-grade program, which places students in a Regents-level course a year earlier than typical state timelines. The 2024–25 cohort was only the second to complete the accelerated U.S. History sequence, and adjustments are ongoing to ensure appropriate pacing and scaffolded support for early Regents learners.

Comparatively, the school's performance continues to strengthen against district benchmarks, narrowing the gap between Intellectus Prep's scholars and those enrolled in traditional district schools. These results also illustrate the school's commitment to providing middle school scholars with early access to high school coursework, ensuring that by the time they enter grade 9, they are not only familiar with the rigor of Regents exams but are also positioned for success in subsequent courses such as Global History and Government.

Overall, the FY25 results indicate meaningful academic growth, program consistency, and increasing student mastery within the Social Studies discipline. The data validate the school's early acceleration model and support continued investment in teacher training, primary source integration, and targeted support for scholars approaching proficiency.

ACTION PLAN

In the coming academic year, IPCS will refine its social studies program by strengthening the alignment between inquiry-based instruction and Regents performance expectations. Teachers will implement targeted essay-writing workshops beginning in the winter semester, focusing on thesis development, document synthesis, and the use of evidence to support arguments. The pacing guide will be adjusted to allow more time for thematic review and practice Regents exams, ensuring students build confidence with both multiple-choice and constructed-response questions.

Additionally, IPCS will integrate historical literacy strategies into humanities and ELA courses to reinforce cross-disciplinary skills such as analysis, interpretation, and historical writing. Scholars approaching proficiency will receive small-group tutoring, while those at Level 4 will engage in enrichment projects to extend their learning.

The school will also provide professional development for social studies teachers centered on data-driven reteaching and differentiation within mixed-readiness classrooms. Continued use of item analysis will guide reteaching cycles to address commonly missed standards. Through these steps, IPCS aims to increase proficiency rates toward the 75% Accountability Plan target while maintaining a high proportion of scholars performing at advanced levels.

GOAL 7: ESSA

ESSA Measure 1

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

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

Accountability Status by Year

Year	Status
2022-23	Local Support and Improvement
2023-24	Local Support and Improvement
2024-25	Local Support and Improvement

ADDITIONAL CONTEXT AND EVIDENCE

Under New York State’s Every Student Succeeds Act (ESSA) accountability system, IPCS remains identified as a Local Support and Improvement (LSI) school. The state has not identified the school for comprehensive or targeted improvement. This designation reflects a positive standing in which the school is making measurable progress toward meeting state standards, while continuing to refine systems that ensure sustained academic growth and equity for all student groups.