



**Little Water Preparatory
Charter School**

**2024-25 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Kristina Cruz, Principal, Yackira Rodolis, Dean of Scholar Support and Empowerment, and Andria Dunkin, Instructional Coach, have 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)
Tanicqua Pryor	Trustee	Academic Excellence
Kadeem Talent Davis	Trustee	Academic Excellence
Nicholas Ennis	Trustee	Academic Excellence
Jordan Schinella	Chair	Executive
Steven Strom	Treasurer	Finance

Kristina Cruz has served as the Principal since 2024.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

SCHOOL OVERVIEW

In partnership with the community, Little Water Preparatory Charter School provides a rigorous and affirming environment for all K-5 scholars through reflective, data-informed teaching practices and a responsive curriculum that allows our scholars to recognize their power and have agency over their futures. Little Water Prep continued to implement key elements such as a conceptual, deeper learning approach curricula to provide an environment where students are affirmed through social emotional and identity development. At Little Water Prep, we have a mission to cultivate lifelong readers through our interdisciplinary and culturally relevant approach to literacy instruction and our commitment to providing our students with knowledgeable and culturally competent teachers to ensure a rigorous and affirming educational experience. While we did not change the academic program, we did scaffold and modify our instructional practices and curricular scope and sequence in response to our student's academic needs and school-wide data trends based on our internal assessments and daily classwork data. The notable change within Little Water Prep that occurred for the 2024-25 school year is that we grew from K-2 to K-3, and from 172 to 202 scholars. We served districts with scholars within Poughkeepsie City, Newburgh, Marlboro, Wappingers, Arlington, Hyde Park and Fishkill. The 2024-2025 school year was the first year for third grade scholars and the first administration of the New York State assessments in English Language Arts and Math.

ENROLLMENT SUMMARY

[illegible]

GOAL 1: ENGLISH LANGUAGE ARTS

Students will be proficient in English Language Arts.

BACKGROUND

Little Water Prep's ELA curriculum provides a comprehensive approach to cultivating lifelong readers through a variety of instructional approaches that expand upon our students' knowledge of the world around them. Little Water Preparatory provides students with a robust and comprehensive literacy program and offers over 180 minutes of literacy instruction daily. Aligned with the New York Next Generation English Language Arts Learning Standards, our literacy programming works to ensure that every scholar will graduate as a proficient reader empowered with the skills, tools, and habits to be lifelong readers and writers.

Students engage daily in four core literacy components: Read Aloud, Writer's Workshop, Guided Reading, and Phonics instruction. We utilize the Success for All (SFA) curriculum for our phonics program and administer the SFA formative assessment 4 times during the academic year to place students into strategic groups distinguished by phonics skill. During the 2024-25 school year, students were evaluated 4 times with the Fountas & Pinnell Benchmark Assessment, and three times with the NWEA MAP Assessment. In 2025-26, we will use the RedThread curriculum for ELA instruction. RedThread also integrates cognitively guided instruction (CGI), ensuring continuity between our ELA and math programs.

Teachers are trained to provide differentiated instruction and tailor their lessons to meet scholars' academic needs in response to the academic data collected through our internal assessment processes. The majority of our professional development sessions on our weekly Professional Development days focus on literacy instruction and how to support early learners with letter and sound recognition, decoding and fluency skills, student-centered comprehension conversations, and the level of intellectual preparation required to grow our young readers. Our instructional leadership team also conducts daily and weekly observations of all literacy components, with an intensive focus on guided reading time. Through live coaching, post-lesson reflection meetings, and modeling, our teachers are supported with instructional methods and curricular materials to support their development and enhance their ability to effectively lead literacy lessons and reach all student learners. In 2025-26, we will utilize professional development resources from RedThread, including virtual unit launches and consultant-led modeling.

In 2024-25, we implemented standardized data collection protocols across grade levels with all instructional staff. These protocols include (but are not limited to) spreadsheet trackers for math and ELA assessment scores, weekly exit ticket and quizzes, Fountas & Pinnell reading levels, and homework grading and/or completion.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

ELEMENTARY 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/IE P	Admin error	Medically excused	Other reason	
3	37	0	0	0	0	0	2	39
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0
All	37	0	0	0	0	0	2	39

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	37	22	59%	28	17	61%
4						
5						
6						
7						
8						
All	37	22	59%	28	17	61%

ELA Measure 2 - Absolute

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024-25 English language arts MIP for all students of **117.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.²

English Language Arts 2024-25 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
37	11	30	32	27

$$PI = 0 * 11_{Level\ 1} + 1 * 30_{Level\ 2} + 2 * 32_{Level\ 3} + 2.5 * 27_{Level\ 4} = 162$$

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

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

³ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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	61%	28		
4				
5				
6				
7				
8				
All	61%	28		

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.

Not Applicable - 2024-25 is the first year the NYS assessment was administered in grade 3.

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.

Not Applicable - 2024-25 is the first year the NYS assessment was administered in grade 3.

ELA INTERNAL EXAM RESULTS

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

ELA Measure 6 - Growth

Each year, all students will average a growth of at least five percentile points on the Reading Comprehension section of the nationally norm-referenced NWEA MAP assessment until the average percentile score reaches 85.

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For all grades combined on the NWEA MAP, the median achievement in Fall 2024 was at the 31st percentile. In Spring 2025, , the school's median achievement increased to the 43rd percentile.

ELA Measure 7 - Growth

Each year, 90% of students will grow a minimum of three F&P levels as measured by the F&P Assessment.

F&P Results

In the 2024-25 school year, 130 scholars or 71 percent grew a minimum of three Fountas and Pinnell reading levels.

SUMMARY OF THE ELA GOAL

The charter school met one of the four English Language Arts goals we are able to report on in 2024-25. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS ELA exam. The school's aggregate PI on the state's English Language Arts exam calculates to 162 which does meet this year's Measure of Interim Progress (MIP) of 117.3 set forth in the state's ESSA accountability system. Comparatively, we are unable to report on district proficiency as the scores have not been made public yet. The school demonstrated growth from the beginning of the year to the end of the year as measured by the NWEA MAP and F&P data.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Unable to Assess
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.	Not Applicable
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.	Not Applicable
Optional Growth	Each year, all students will average a growth of at least five percentile points on the Reading Comprehension section of the nationally norm-	No

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	referenced NWEA MAP assessment until the average percentile score reaches 85.	
Optional Growth	Each year, 90% of students will grow a minimum of three F&P levels as measured by the F&P Assessment.	No

EVALUATION OF ELA GOAL

The ELA tables above provide data that support whether the accountability measures were achieved in 2024-25. Statewide district NYS 3-8 assessment results have not been posted.

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS ELA exam.
 - o The charter school did not meet this measure. Overall, 59% of students enrolled in 2+ years demonstrated proficiency on the ELA assessment.
2. Measure: The school's aggregate PI on the state's ELA exam will meet that year's state MIP
 - o The school did meet this measure with an aggregate performance index of 162, exceeding the target measure of interim progress of **117.3**.
3. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
 - o District scores have not been released publicly at the time of this report.
4. Measure: The charter school will exceed its predicted level of performance on the state exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
 - o The 2024-25 school year was the first year Little Water Prep had grade 3 and took the NYS assessment.
5. Measure: Under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.
 - o The 2024-25 school year was the first year Little Water Prep had grade 3 and took the NYS assessment.
6. The charter school demonstrated academic growth in 2024-25 based on standardized BOY, MOY and EOY assessments.
 - o Based on the NWEA MAP exams that were administered three times, the school's median achievement percentile of all students was at the 43rd percentile at the end of the year.
 - o Based on the F & P assessments, 71% grew a minimum of three levels.

ELA ACTION PLAN

Going forward LWP will continue with much of the ELA format and scheduling, but as noted above we will be utilizing the RedThread reading and writing curriculum.

GOAL 2: MATHEMATICS

Students will be proficient in Mathematics.

BACKGROUND

Scholars at Little Water Prep will develop as mathematicians through our comprehensive mathematics program that builds a real-world and conceptual foundation and the computational skills and mathematical language needed to attain a deep understanding of the content. Our curricula selections align with NY State P-12 Next Generation Standards and allow for investigative problem-solving and exploratory opportunities where scholars gain and strengthen deep conceptual understanding in mathematics.

Scholars in grades K-3 engage with TERC Investigations and Contexts for Learning Mathematics, Cognitively Guided Instruction (CGI), as well as Everyday Counts Calendar Math to develop a strong fluency with numbers and computation and the ability to grapple with complex problems and identify solutions. In 2024-25, we added an instructional coach who engaged teachers in professional development on CGI. Additionally, homeroom teachers conduct intervention groups two times a week.

We have selected TERC Investigations and Contexts for Learning because of their alignment to our conceptual, deeper learning approach to instruction and the proven success of these curricula used in conjunction with one another. Both of these programs have been used by Success Academy for over ten years and led to demonstrated results year-over-year in math for scholars in Grades 3-5. Scholars are expected to not only solve mathematical problems but explain and defend their thinking while being able to support the development of their peers through analysis and feedback as well. Our scholars will build a diverse tool kit of mathematical strategies and learn to think critically, adapting and applying the most effective or efficient strategy depending on the problem posed.

Scholars are assessed with internal math assessments four times during the academic year. We also utilize weekly math review quizzes and continually assess and monitor both student progress and teacher development needs through the analysis of our weekly math spiral reviews, and daily classwork exit tickets.

ELEMENTARY MATHEMATICS

Math Measure 1 - Absolute

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

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

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

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	

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3	36	0	1	0	0	0	1	0	39
4	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
All	36	0	1	0	0	0	2	0	39

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	36	25	69%	28	22	79%
4						
5						
6						
7						
8						
All	36	25	69%	28	22	79%

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)

	Percent of Students at Each Performance Level
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Number in Cohort	Level 1	Level 2	Level 3	Level 4
36	6	25	64	6

$$PI = 0 * 6_{Level\ 1} + 1 * 25_{Level\ 2} + 2 * 64_{Level\ 3} + 2.5 * 6_{Level\ 4} = 167$$

Math Measure 3 - Comparative

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

METHOD

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

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	79%	28		
4				
5				
6				
7				
8				
All	79%	28		

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.

Not Applicable - 2024-25 is the first year the NYS assessment was administered in grade 3.

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Math Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

Not Applicable - 2024-25 is the first year the NYS assessment was administered in grade 3.

MATHEMATICS INTERNAL EXAM RESULTS

During 2024-25, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: NWEA MAP

Optional Mathematics Measure - Growth

Each year, all students will average a growth of at least five percentile points on the math section of the nationally norm-referenced NWEA MAP assessment until the average percentile score reaches 85.

For all grades combined on the NWEA MAP, the median achievement in Fall 2024 was at the 40th percentile. In Spring 2025, the school's median achievement increased to the 41st percentile.

SUMMARY OF THE MATHEMATICS GOAL

The charter school met two of the three mathematics goals in 2024-25. The absolute measure was met as greater than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS mathematics exam. The school's aggregate PI on the state's mathematics exam calculates to 167 which does meet this year's Measure of Interim Progress (MIP) of 119.4 set forth in the state's ESSA accountability system. Comparatively, we are unable to report on district proficiency as the scores have not been made public yet. The school's demonstrated growth from the beginning of the year to the end of the year as measured by the NWEA MAP data.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Yes
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.	Unable to Assess
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.	Not Applicable

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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.	Not Applicable
Optional Growth	Each year, all students will average a growth of at least five percentile points on the math section of the nationally norm-referenced NWEA MAP assessment until the average percentile score reaches 85.	No

EVALUATION OF THE MATHEMATICS GOAL

The mathematics tables above provide data that support whether the accountability measures were achieved in 2024-25. Statewide district NYS 3-8 assessment results have not been posted.

- Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS math exam.
 - The charter school did meet this measure. Overall, 79% of students enrolled in 2+ years demonstrated proficiency on the math assessment.
- Measure: The school's aggregate PI on the state's math exam will meet that year's state MIP
 - The school did meet this measure with an aggregate performance index of 167, exceeding the target measure of interim progress of **117.3**.
- Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
 - District scores have not been released publicly at the time of this report.
- Measure: The charter school will exceed its predicted level of performance on the state exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
 - Unable to Assess: The 2024-25 school year was the first year LWP had a grade 3.
- Measure: 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.
 - Unable to Assess: The 2024-25 school year was the first year LWP had a grade 3.
- The charter school demonstrated academic growth in 2024-25 based on standardized BOY, MOY and EOY assessments.
 - Based on the **NWEA MAP** exams that were administered three times, the school's median achievement percentile of overall K-3 grade students increased.

MATHEMATICS ACTION PLAN

In 2025-26, we will begin implementing Open Up Resources K-5 Math, a curricular program that includes 8 internal unit assessments. We will focus on professional development for Open Up Resources K-5 Math and the math for meaning teaching approach (CGI). Next year we will also transition to monthly math spirals to reflect schedule adjustments.

GOAL 3: SCIENCE

Students will be proficient in Science.

BACKGROUND

Little Water Prep's approach to science is designed to provide students with an opportunity for inquiry-based and investigative scientific experiments and assignments that expand and challenge their thinking and intentionally expose them to scientists of color. We infused science into our other academic components and overall culture of the school. Scholars worked collaboratively and engaged in hands-on activities that helped build their social and communication skills. At Little Water Prep, we provided all scholars with a rigorous and engaging experience where they investigate questions, solve challenging problems, and develop scientific reasoning.

Dedicated associate teachers have developed an engaging science curriculum based on the New York State Next Generation Science Standards for their respective grade levels. Units of study include hands-on experiments, writing research papers, robust discussions about science based texts and videos that align with the curricular scope, and a science fair shared with the school community. Students also take internally created formal Science Assessments beginning in grade 3. In 2024-25, we began using the Amplify Science curriculum, a phenomena-based program that includes digital simulations and hands-on investigations.

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.

K-3 in 2024-25 - Not Applicable

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.

K-3 in 2024-25 - Not Applicable

Optional Science Measure - Growth

All students in grades three and above will average a growth of at least five percentile points on the Science section of the nationally norm-referenced NWEA MAP assessment until the average percentile score reaches 85.

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The school will take their first NYS Science assessment in grade 5 in 2026-27.

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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.	Not Applicable
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Not Applicable

ACTION PLAN

Going forward, we will continue to utilize the Amplify Science curriculum.

GOAL 4: ESSA

ESSA Measure 1

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

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

Accountability Status by Year

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

ADDITIONAL CONTEXT AND EVIDENCE

The school continues to be in good standing.

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GOAL 5: INTEGRATION OF IDENTITY DEVELOPMENT AND SOCIAL STUDIES

Little Water Prep scholars will develop knowledge of self and of the world around them and will have a positive impact on their community.

METHOD

At the conclusion of each academy (Lower Elementary Academy: K-2, Upper Elementary Academy: 3-5) within the school, scholars will complete a project-based group assignment that leverages the power of individual talents, passion, knowledge, and a strong sense of identity, to create meaningful and abstract original pieces of work that align with the themes and concepts explored in our daily ROOT Empowerment class. The project will be evaluated through a commonly applied qualitative and quantitative rubric by a panel of external evaluators.

The ROOT curriculum is no longer in use, so the ROOT projects were not completed in 2024-25.

ORGANIZATIONAL AND NON-ACADEMIC GOALS

GOAL: The school will demonstrate financial responsibility.

Measure 1:

Each year, as measured by external, annual audit reports, Little Water Prep will demonstrate that it meets or exceeds standards of generally accepted accounting principles (GAAP).

The school achieved this metric.

Measure 2:

Each year, Little Water Prep will present and operate a balanced budget aligned to achieving our mission.

The school achieved this metric.

GOAL: Little Water Preparatory is fully enrolled, with high levels of attendance and re-enrollment.

Measure 1:

The school will meet projected enrollment targets and will maintain this class over the course of the year.

The school achieved this metric. The target enrollment was 240 in 2024-25 and the enrollment on June 30 was 250.

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Measure 2:

Of the students who successfully complete the year, 90% will re-enroll for the following year.

The school did not achieve this metric in 2024-25. Attrition was greater than 10%.

GOAL: Families will demonstrate satisfaction with the school's academic program and school-to-home communication.

Measure 1:

85% of families will report satisfaction with the academic program on an annual survey, with 85% of families responding.

The school did not distribute a survey in 2024-25.

Measure 2:

85% of families will report satisfaction with the school's communication on an annual survey, with 85% of families responding.

The school did not distribute a survey in 2024-25.

GOAL: The Board of Trustees will provide effective and sound oversight of the school.

Measure 1:

The Board will conduct a formal annual review of the school leader.

The board is evaluating review formats to perform the school leader review.

Measure 2:

The Board will conduct an annual self-evaluation to assess strengths/weaknesses.

The board had some trustee turnover in 2024-25 and the new members will conduct a self evaluation in 2025-26 after it has had time to function for several months.

Measure 3:

The Board will conduct a formal annual review of bylaws and policies.

The board will be completing a thorough review of all policies as part of the renewal submission in 2026.

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Measure 4:

The Board will conduct an annual review of organizational strengths/weaknesses.

The board did not conduct a formal annual review of organizational strengths/weaknesses, but rather worked to address any issues as they arise throughout the year. Annual priorities are identified, but a formal process and format will be implemented going forward.