

**Middle Village Preparatory  
Charter School**

**2024-25 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

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## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Michele Allocca, Assistant Principal , 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) |
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**Mrs. Josephine Lume has served as Board Chair since 01/01/2013**

**Ms. Mary Basile has served as Principal since 7/15/2023**

**Ms. Michele Allocca has served as Assistant Principal since 06/24/2013**

**Ms. Jessica Frith has served as Assistant Principal since 7/15/2023**

**Mr. Christian Quezada has served as Director of Operations since 02/26/2013**

## SCHOOL OVERVIEW

Middle Village Preparatory Charter School (MVP) is an independent public charter school serving grades 6–8 on the Christ the King High School campus in Middle Village, Queens. Admission is conducted through a lottery, with priority given to District 24 students. MVP embraces an academically diverse student body by challenging those who enter at or above grade level while providing targeted support for those who need it. The school’s mission is to prepare all students for success at selective college preparatory high schools of their choice. To achieve this, MVP offers a rigorous curriculum that meets and exceeds New York State standards. Increased instructional time in core subjects—English Language Arts, Mathematics, History, and Science are given priority. By the end of 8th grade, students are expected to master essential skills and demonstrate subject proficiency. In addition, MVP provides a rich selection of electives—including Studio Art, Band, Theater, and Dance—ensuring students benefit from both academic rigor and creative enrichment in a well-rounded educational experience.

For the 2024–2025 school year, Middle Village Preparatory Charter School lottery was offered to 180 students entering at the 6th grade level. In order to use shared space more efficiently on school campus, MVP’s schedule consisted of 41 minute classes allowing additional instructional time to be given in all academic areas. MVP also began the school year with all students participating in a creative writing program. This schoolwide initiative was designed to strengthen students’ ability to structure their writing, develop ideas more clearly, and build confidence in expressing themselves. The program complemented the school’s emphasis on literacy and critical thinking, reinforcing skills taught in English Language Arts while also encouraging creativity and personal voice in student work. In January 2025, MVP was able to hire a Latin teacher to resume instruction for students in grades 7 and 8. This addition restored the opportunity for students to study Latin as part of their academic program, further enriching the curriculum and providing continuity in world language learning.

At MVP, Mathematics and English Language Arts remain the top instructional priorities, with students receiving double the instructional time in these subjects—ten periods each week. This extended structure provides additional opportunities for practice, targeted support, and skill development. At the same time, the school maintains a well-rounded curriculum by offering Science, Social Studies, the Arts, Physical Education, and Health, as well as built-in opportunities for extracurricular activities. To ensure students are fully prepared for the academic rigor of high school, all 8th graders are required to take Regents-level courses, including Common Core Algebra I, Earth Science, and United States History and Government.

Students with IEPs and English Language Learners continue to benefit from the additional ELA and Math instructional periods built into the school day. To further support literacy development, students identified as reading below grade level are provided with small-group instruction through the Spire program. This targeted intervention is specifically designed for students at very low reading levels, helping them strengthen reading comprehension and build essential decoding skills.

MVP’s guidance counselors continue to visit classrooms weekly to provide advisory lessons for students.

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Each month, a central theme is explored, giving counselors the opportunity to address issues that students face in their daily lives, such as anxiety, bullying, social media, and the transitions between grade levels. In addition, the Dean serves as the Parent and Community Engagement Coordinator, working closely with the counseling team to strengthen communication and foster partnerships with families. Together, they host monthly parent information sessions via Zoom to keep families informed about upcoming school events and to provide practical strategies for supporting children at home. Topics have included homework routines, coping with anxiety, test-taking strategies, building healthy friendships, and other key areas relevant to family and student success.

MVP also invests in teacher development by bringing in specialized instructional coaches for ELA and Math two to three times each month. These coaches work directly with teachers in classrooms and lead professional development sessions, providing targeted support to strengthen instructional practices and ensure that students are receiving high-quality instruction in the school's priority subject areas.

### ENROLLMENT SUMMARY

In the table below, provide the school's BEDS Day enrollment for each school year.

| 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                                          |   |   |   |   |   |   | 147 | 140 | 115 |   |    |    |    | 402   |
| 2023-24                                          |   |   |   |   |   |   | 172 | 137 | 133 |   |    |    |    | 442   |
| 2024-25                                          |   |   |   |   |   |   | 164 | 146 | 130 |   |    |    |    | 468   |

### GOAL 1: ENGLISH LANGUAGE ARTS

At Middle Village Prep, our ELA goal is for all students to reach and surpass 75% proficiency. We believe that with consistent reading and writing practice, paired with rigorous instruction in literary skills, every student can thrive as a reader and writer. Our curriculum engages students with a wide range of texts—historical and contemporary, classical and modern—spanning novels, poetry, journalism, nonfiction, and fiction. Through this diverse exposure, students build the critical thinking and communication skills necessary for academic success and lifelong literacy.

#### BACKGROUND

The ELA curriculum at Middle Village Prep remains fully aligned to the Next Generation Learning Standards. Teachers intentionally incorporate a variety of texts and genres to ensure students engage in both critical and extended thinking. Using data from teacher-created assessments, Achieve 3000, MAP Testing, and school-wide mock exams administered twice per year, instruction is targeted to address areas of greatest need and to help students build proficiency in reading and writing. Coaches also

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

worked closely with ELA teachers and the full staff during professional development sessions to ensure all faculty were equipped to analyze and act on student data effectively.

From grades six through eight, students read both grade-level and complex literature, including short stories, articles, and informational texts. These texts provide opportunities to strengthen skills such as citing textual evidence, analyzing text structures, and understanding how structure contributes to the development of ideas and events. Writing instruction emphasizes clarity, reasoning, and the use of relevant evidence, while continued attention to academic vocabulary supports rich classroom discussion and debate.

Students also practice answering questions through writing, a critical literacy skill, and receive preparation for the New York State computer-based assessments by learning to navigate digital reading passages, short responses, and essays. To further support success, MVP has invested in ELA Rally books, and all teachers received targeted training to ensure effective implementation. With all grade levels now taking the NYS ELA Exam online, these resources and practices provide consistent preparation across the school.

Achieve 3000 continues to play a central role in strengthening literacy skills across the curriculum. By reading diverse, standards-based articles and working toward a passing rate of 75% or higher, students steadily increase their Lexile levels and overall reading growth.

### ELEMENTARY AND MIDDLE ELA

#### ELA Measure 1 - Absolute

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

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

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

| Grade | Total Tested | Not Tested |         |         |             |                   |              | Total Enrolled |
|-------|--------------|------------|---------|---------|-------------|-------------------|--------------|----------------|
|       |              | Absent     | Refusal | ELL/IEP | Admin error | Medically excused | Other reason |                |
| 3     |              |            |         |         |             |                   |              |                |
| 4     |              |            |         |         |             |                   |              |                |
| 5     |              |            |         |         |             |                   |              |                |
| 6     | 171          |            |         |         |             |                   | 3            | 174            |
| 7     | 147          |            |         |         |             |                   | 3            | 150            |
| 8     | 129          |            | 1       |         |             |                   |              | 130            |
| All   | 447          |            | 1       |         |             |                   | 6            | 454            |

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

### Performance on 2024-25 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year<sup>1</sup>

| 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     | 171           | 124               | 72.5 %             |                                        |                   |                    |
| 7     | 147           | 97                | 66 %               | 147                                    | 97                | 66%                |
| 8     | 129           | 99                | 76.6%              | 129                                    | 99                | 76.6 %             |
| All   | 447           | 320               |                    | 276                                    | 196               |                    |

#### 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.<sup>2</sup>

#### 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 |
|                  | 5.1 %                                         | 23.3 %  | 39.37%  | 32.21%  |

$$PI = 0 * [?]_{\text{Level 1}} + 1 * [?]_{\text{Level 2}} + 2 * [?]_{\text{Level 3}} + 2.5 * [?]_{\text{Level 4}} = [?]$$

$$0 \times 5.1 + 1 \times 23.3 + 2 \times 39.37 + 2.5 \times 32.21 \approx 182.57$$

<sup>1</sup> 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.

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

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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.<sup>3</sup>

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<br>In At Least 2 <sup>nd</sup> Year |                  | All District Students |                  |
|       | Percent<br>Proficient                                       | Number<br>Tested | Percent<br>Proficient | Number<br>Tested |
| 3     |                                                             |                  |                       |                  |
| No 4  |                                                             |                  |                       |                  |
| 5     |                                                             |                  |                       |                  |
| 6     |                                                             |                  |                       |                  |
| 7     | 66%                                                         | 147              | 47                    | 3,595            |
| 8     | 76.6%                                                       | 129              | 48.6                  | 3,736            |
| All   |                                                             |                  |                       |                  |

### ELA Measure 4 - Comparative

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

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing

<sup>3</sup> 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

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.<sup>4</sup>

### 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     | 75 %                               | 450              | 440.7     | .96         |
| 7     | 63.6 %                             | 460              | 447.3     | 1.29        |
| 8     | 69.1%                              | 466              | 447.5     | 1.84        |
| All   | 69.8                               | 457.9            | 444.8     | 1.33        |

### 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.<sup>5</sup>

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

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

| Grade | Mean Growth Percentile |        |
|-------|------------------------|--------|
|       | School                 | Target |
| 4     |                        | 50.0   |
| 5     |                        | 50.0   |
| 6     | 63                     | 50.0   |

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

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

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

|     |      |      |
|-----|------|------|
| 7   | 58.5 | 50.0 |
| 8   | 51.5 | 50.0 |
| All | 54.3 | 50.0 |

### ELA INTERNAL EXAM RESULTS

During 2024-25, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: **NWEA MAP TEST**.

In the 2024–2025 school year, Middle Village Prep Charter School administered the NWEA MAP Assessment for ELA to students in Grades 6–8 during both October and May. The October administration provided teachers with valuable baseline data, including projected state test scores and indicators of whether students were meeting grade-level standards. Beyond measuring achievement, the MAP assessment helps teachers identify gaps in learning and plan instruction targeted to students’ strengths and areas for growth. Additionally, the generated Lexile levels support teachers in selecting appropriate reading materials for students, both in school and at home, to foster growth in literacy.

To further prepare students, Middle Village Prep also administers Mock ELA Exams throughout the school year. For the first time, teachers used Rally to create and administer these assessments. Students took Mock Exam 1 online through Rally to help prepare them for the transition to taking the state ELA assessment online. These exams are aligned to the skills and standards being taught in the classroom, allowing staff to measure progress effectively and adjust instruction as needed.

In addition, the school offers free test preparation opportunities through the CK Kids Program. Students may enroll in 10-week classes focused on building the skills necessary for success on the ELA exam. These sessions are taught by multiple teachers, giving students the benefit of learning strategies and approaches from different instructional perspectives.

Through this multi-layered approach—combining MAP data, Rally-powered mock exams, and targeted prep programs—Middle Village Prep ensures that students are equipped with the skills, strategies, and confidence necessary to excel on state ELA assessments.

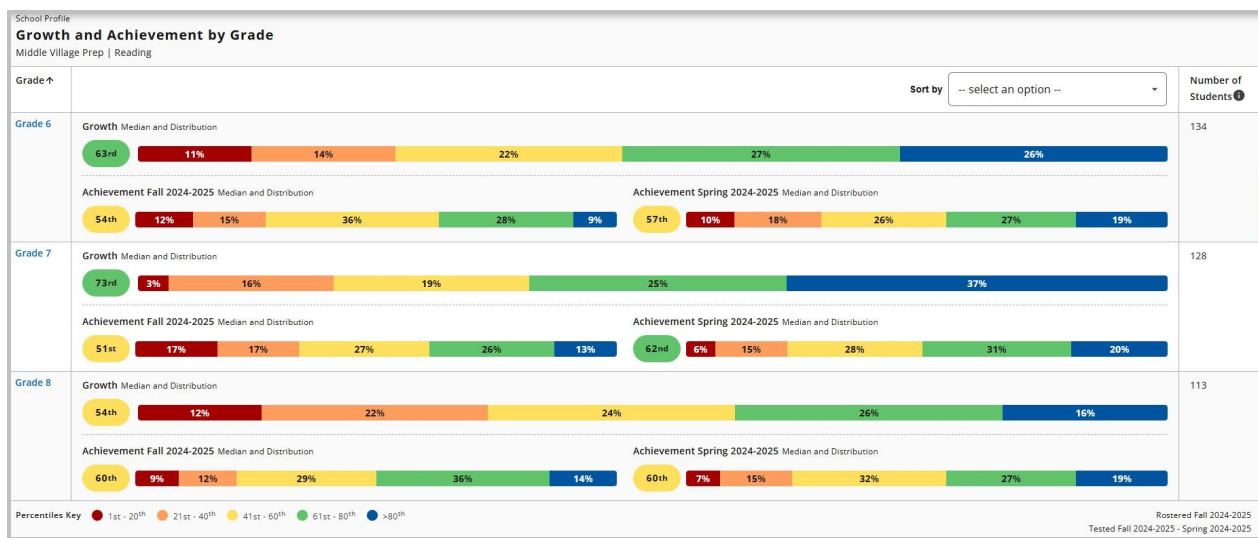
The MAP Data from the 2024–2025 school year for ELA shows clear growth and achievement trends across grades six through eight. Sixth grade students demonstrated steady improvement over the course of the year. With a growth median at the 63rd percentile, students made above-average progress, and their overall achievement rose from the 54th percentile in the fall to the 57th percentile in the spring. This indicates that consistent growth helped push achievement upward over time.

Seventh grade emerged as the strongest growth story. Students in this grade reached a growth median at the 73rd percentile, the highest across all grades. Their achievement levels shifted significantly, moving from the 51st percentile in the fall to the 62nd percentile in the spring. This dramatic gain shows that strong growth translated directly into higher achievement outcomes, lifting more students into the higher performance bands by the end of the year.

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Eighth grade showed a different pattern. Students began with relatively strong achievement, entering at the 60th percentile in the fall. While their growth was more modest at the 54th percentile, their achievement remained stable, ending again at the 60th percentile in the spring. This suggests that while eighth grade students maintained solid performance, their rate of growth lagged behind the younger grades.

Overall, the school ended the year with each grade level achieving at or above the 57th percentile, signaling positive progress schoolwide. The greatest gains were seen in seventh grade, while sixth grade made steady upward movement and eighth grade held strong at a higher baseline. These results highlight both the successes in growth and the areas where further acceleration may be needed.



### SUMMARY OF THE ELA GOAL

Middle Village Prep demonstrated meaningful progress in reading during the 2024–2025 school year, with results showing strong evidence that the school is meeting its Accountability Plan goals. Across all grade levels, students made measurable gains in growth and achievement, with each grade reaching or surpassing the 57th percentile in overall achievement by the spring assessment window. This represents steady advancement from the fall baseline and signals that the school is successfully fostering both progress and performance.

In sixth grade, achievement improved from the 54th percentile in the fall to the 57th percentile in the spring, supported by growth at the 63rd percentile. This reflects the school’s success in moving students forward from an average baseline toward higher levels of proficiency. Seventh grade provided the clearest evidence of exceeding targets, with growth at the 73rd percentile—the highest of any grade—and achievement rising sharply from the 51st to the 62nd percentile. This exceptional growth

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

demonstrates that the instructional program is accelerating student learning and directly impacting achievement outcomes. Eighth grade students maintained strong performance, beginning and ending the year at the 60th percentile in achievement. While their growth was more modest at the 54th percentile, their consistently high standing underscores the school's ability to sustain strong achievement over time.

Taken together, the data show that Middle Village Prep has not only supported growth across all grade levels but also raised overall achievement to a level that exceeds the Accountability Plan expectation of maintaining performance at or above the 50th percentile. By spring, all students collectively demonstrated attainment of this benchmark, with seventh grade exemplifying the most dramatic growth trajectory and sixth and eighth grades contributing to stable, positive results. These outcomes confirm that the school is meeting its goal of driving both student progress and achievement in reading, while also identifying areas—such as accelerating growth in grade eight—where continued instructional focus will further strengthen results.

| 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.                                                                   | Yes     |
| Comparative         | Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. | Yes     |
| Growth              | Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.                                                                                                                                                    | Yes     |
| Additional Measure: | Each year, at least 60 percent of students in grades 6–8 will achieve at or above the 50th percentile in national achievement on the NWEA/MAP Reading assessment.                                                                                                                                                                          | Yes     |
|                     |                                                                                                                                                                                                                                                                                                                                            |         |

### EVALUATION OF ELA GOAL

Middle Village Prep made clear progress toward its English Language Arts accountability goals in 2024–2025. The school met the state’s growth measure, with all grades posting mean growth percentiles above the target of 50: grade 6 at the 63rd percentile, grade 7 at the 73rd percentile, and grade 8 at the 54th percentile. Growth was strongest in grade 7, where over one-third of students performed above the 80th percentile, reflecting the success of targeted instruction and small-group interventions.

Achievement results on the NWEA/MAP assessment also showed positive trends. Sixth grade improved from the 54th to the 57th percentile, seventh grade rose sharply from the 51st to the 62nd percentile, and eighth grade held steady at the 60th percentile. These outcomes suggest that the school is on track to meet its absolute and comparative accountability measures once state assessment data is released, though final confirmation of proficiency benchmarks will come from official reporting.

Overall, the results highlight the effectiveness of Middle Village Prep’s literacy program in driving growth and raising achievement across grades. The school’s next area of focus is accelerating growth in grade 8 to ensure that gains are consistent across all levels.

### ADDITIONAL CONTEXT AND EVIDENCE

While the school’s reading results show clear progress, there are some areas of concern that the leadership team is monitoring closely. One challenge relates to participation rates, particularly for students who were absent during testing windows. Although overall participation was strong, ensuring that all students are assessed consistently remains a priority, as gaps in data can impact the reliability of growth measures. To mitigate this, the school has strengthened its assessment scheduling practices and increased communication with families to ensure students are present for testing.

Another concern is the relative slowing of growth in grade 8. While these students maintained strong achievement levels, their growth was less robust compared to grades 6 and 7. The school is addressing this by expanding academic supports in the upper grades, including targeted small-group reading instruction, more consistent integration of evidence-based literacy strategies in content-area classrooms, and increased monitoring of student progress using interim assessments. These efforts are designed to ensure that high-achieving students continue to make gains rather than plateauing in the later grades.

Beyond the NWEA/MAP assessments, the school also draws on internal benchmark assessments and writing portfolios to capture additional evidence of student learning. These measures show parallel gains in reading comprehension, argumentative writing, and vocabulary acquisition, suggesting that the school’s literacy program is producing results across multiple dimensions of ELA. Co-academic interventions, such as after-school tutoring and Saturday academies, have also supported students performing below the 40th percentile, helping to reduce the proportion of students in the lowest achievement bands.

Taken together, these results and supports demonstrate that Middle Village Prep is committed to both addressing current challenges and building on its successes. By reinforcing assessment participation, strengthening upper-grade supports, and leveraging multiple sources of evidence, the school is ensuring continued progress toward its Elementary/Middle ELA Accountability Plan goals.

### ELA ACTION PLAN

Middle Village Prep will continue to strengthen the consistency of its data collection and reporting by refining its assessment calendar and ensuring high participation across all grade levels. To achieve this, the school will implement clearer communication with families regarding testing dates, provide structured make-up sessions for absent students, and utilize centralized monitoring systems to track participation in real time. These steps will ensure that the data collected accurately reflects the performance of the entire student body and supports reliable evaluation against accountability measures.

In response to the results, the school is prioritizing strategic interventions tailored to the needs of specific grades and cohorts. For grade 6, where students are transitioning into middle school and building foundational literacy skills, the school will expand targeted small-group instruction focused on reading comprehension and vocabulary development. For grade 7, which demonstrated exceptional growth, the school will sustain its current instructional practices while identifying ways to replicate those strategies in other grades, particularly the use of close reading protocols and structured feedback in writing. For grade 8, where growth was positive but less robust, the school will intensify supports by embedding additional literacy strategies across content-area instruction, monitoring progress more frequently with interim assessments, and providing focused intervention blocks to ensure students continue to accelerate.

Additionally, the school will maintain and enhance its co-academic interventions, including after-school tutoring, Saturday academy, and differentiated summer assignments, all designed to support students below the 40th percentile while also challenging students performing at higher levels. Professional development for teachers will remain a central component of the plan, emphasizing data-driven instruction, evidence-based reading practices, and strategies for meeting the needs of English Language Learners and other subpopulations.

Through these measures, Middle Village Prep will not only maintain the consistency of its data collection but also ensure that the instructional program continues to drive strong growth and achievement. By focusing on grade-level needs, supporting subpopulations, and embedding literacy practices across the curriculum, the school will position itself to meet and exceed its ELA Accountability Plan goals in the coming year.

## GOAL 2: MATHEMATICS

At Middle Village Prep, our goal is for all students to reach and surpass 75% proficiency on the New York State Math Exam. In addition, Grade 8 students taking the Algebra I Regents will demonstrate readiness for advanced math by achieving a score of 65% or higher. Through targeted instruction, data-driven support, and rigorous practice, we are committed to ensuring that every student builds the problem-solving skills, conceptual understanding, and confidence necessary to excel in mathematics.

### BACKGROUND

The mathematics program at Middle Village Prep continues to align with the Next Generation Learning Standards, ensuring that students not only master core content but also develop the problem-solving and critical thinking skills necessary for long-term success. Instruction emphasizes mathematical literacy, conceptual understanding, and real-world application, with balanced strategies that promote both independent problem solving and collaborative learning.

Teachers utilize a range of resources and instructional strategies, including Smart Boards, differentiated instruction, co-teaching models to support Students with Disabilities (SWD), and varied assessments such as teacher-created tests, standards-based pre-assessments, student conferences, mock state exams, and mock Regents exams. In addition, students participated in more computer-based assessments this year, practicing with styluses to make navigating digital problem-solving tasks and showing their work more manageable. Digital platforms—including EdPuzzle, DeltaMath, Kahoot, and interactive games—continue to enhance student engagement and provide opportunities for meaningful practice.

This year, students receive 10 math periods each week. The additional instructional time allows teachers to meet with students twice per day, dedicating one period to skill reinforcement and targeted support. Teachers also incorporate Rally and Coach books into lessons, using these resources to strengthen multiple-choice strategies and problem-solving skills.

To further enhance instruction, Middle Village Prep has invested in additional math teachers to support small-group and co-teaching models. A dedicated math coach also works closely with staff—observing lessons, providing one-to-one feedback, and facilitating professional development during weekly sessions. These PD sessions focus on effective instructional practices, student engagement strategies, and data-driven approaches, ensuring that all teachers are equipped to maximize student growth.

# 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

## ELEMENTARY AND MIDDLE MATHEMATICS

### Math Measure 1 - Absolute

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

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

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

| Grade | Total Tested | Not Tested |         |         |             |                   |              |              | Total Enrolled |
|-------|--------------|------------|---------|---------|-------------|-------------------|--------------|--------------|----------------|
|       |              | Absent     | Refusal | ELL/IEP | Admin error | Medically excused | Other reason | Took Regents |                |
| 3     |              |            |         |         |             |                   |              |              |                |
| 4     |              |            |         |         |             |                   |              |              |                |
| 5     |              |            |         |         |             |                   |              |              |                |
| 6     | 171          | 1          |         |         |             |                   | 2            |              | 174            |
| 7     | 147          |            |         |         |             |                   | 3            |              | 150            |
| 8     | 129          |            |         |         |             |                   | 1            | 129          | 130            |
| All   | 447          |            |         |         |             |                   | 7            | 129          | 454            |

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     | 171           | 124               | 72.5%              |                                        |                   |                    |
| 7     | 147           | 115               | 78.2 %             | 147                                    | 115               | 78.2 %             |
| 8     |               |                   |                    |                                        |                   |                    |
| All   | 318           |                   |                    | 147                                    | 115               |                    |

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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 |
|                  | 4 %                                           | 20.75 % | 49.37 % | 25.79 % |

$$0 \times 4 + 1 \times 20.75 + 2 \times 49.37 + 2.5 \times 25.79 = 183.965$$

### 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 <sup>nd</sup> Year | All District Students |

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

|     | Percent Proficient | Number Tested | Percent Proficient | Number Tested |
|-----|--------------------|---------------|--------------------|---------------|
| 3   |                    |               |                    |               |
| 4   |                    |               |                    |               |
| 5   |                    |               |                    |               |
| 6   |                    |               |                    |               |
| 7   | 78.2 %             | 115           | 50.1               | 3,716         |
| 8   |                    |               |                    |               |
| All |                    |               |                    |               |

### Math Measure 4 - Comparative

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

### METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.<sup>6</sup>

### 2023-24 Mathematics Comparative Performance by Grade Level

| Grade | Percent Economically Disadvantaged | Mean Scale Score |           | Effect Size |
|-------|------------------------------------|------------------|-----------|-------------|
|       |                                    | Actual           | Predicted |             |
| 3     |                                    |                  |           |             |
| 4     |                                    |                  |           |             |
| 5     |                                    |                  |           |             |
| 6     | 75%                                | 457              | 447       | .73         |
| 7     | 63.6%                              | 470              | 455.3     | 1.07        |
| 8     |                                    |                  |           |             |
| All   | 70.0                               | 462.7            | 450.6     | .88         |

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

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.<sup>7</sup>

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

2023-24 Mathematics Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile |        |
|-------|------------------------|--------|
|       | School                 | Target |
| 4     |                        | 50.0   |
| 5     |                        | 50.0   |
| 6     | 52.4                   | 50.0   |
| 7     | 51.9                   | 50.0   |
| 8     |                        | 50.0   |
| All   | 52.2                   | 50.0   |

MATHEMATICS INTERNAL EXAM RESULTS

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

During the 2024–2025 school year, Middle Village Prep evaluated student performance in mathematics through internal NWEA/MAP assessments, which provided reliable measures of both growth and

<sup>7</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2025.

achievement in grades six through eight. These assessments offered the school a consistent means of tracking progress throughout the year and identifying instructional priorities by grade level.

In grade 6, students entered with a strong baseline, achieving at the 71st percentile in the fall. However, their growth was modest, with a median growth percentile of 25, leading to a spring achievement median of the 56th percentile. While many students remained above national averages, the slowed rate of growth highlights the need for strategies that accelerate progress for students entering with higher achievement.

Grade 7 results were more balanced. Students began at the 54th percentile for both growth and achievement and demonstrated steady progress, with achievement rising to the 59th percentile in the spring. This reflects the success of instructional alignment and support at this grade level, with a notable distribution of students shifting into higher performance bands.

Grade 8 presented a more complex picture. Students entered the year strong, with achievement at the 65th percentile, but their growth was limited, with a median of 37, resulting in a spring achievement median of the 54th percentile. This mirrors the challenge in grade 6, where higher baseline achievement did not consistently translate into accelerated growth.

To better understand retention from grade 7 and readiness for high school coursework, Middle Village Prep administers two assessments to grade 8 students: the MAP Growth Math (K–12) and the Algebra I MAP, both in the fall and spring. The K–12 assessment provides longitudinal data on how well students retain and apply prior-grade knowledge, while the Algebra I MAP offers a targeted measure of proficiency in algebraic concepts aligned to Regents-level expectations. Together, these assessments provide a comprehensive view of student progress, highlight readiness for advanced coursework, and guide targeted interventions throughout the year.

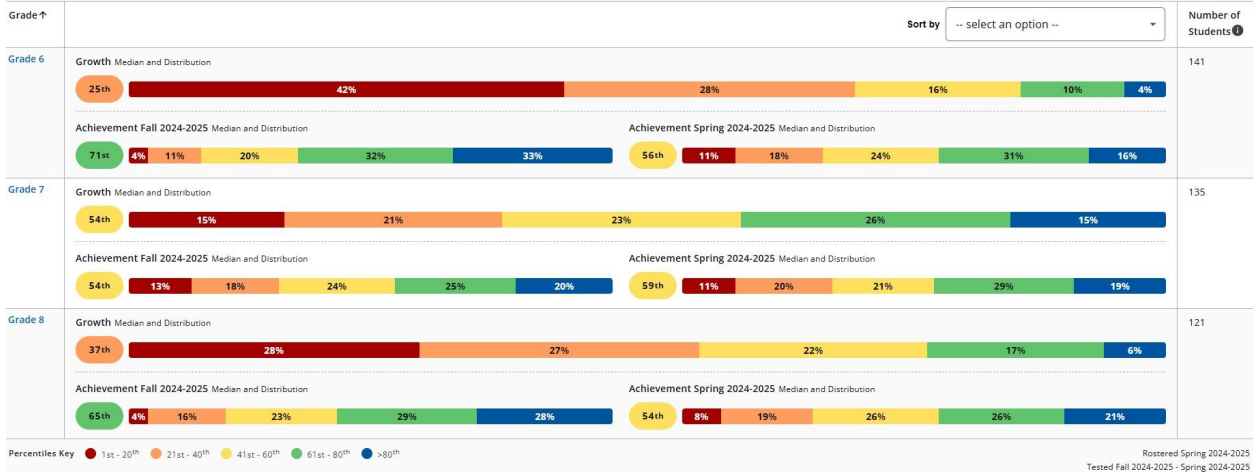
Overall, the internal mathematics assessment data reflect a mixed but promising picture. Achievement levels across grades remained at or above national norms, with grade 7 showing the clearest evidence of steady gains. At the same time, the results point to a need for stronger strategies in accelerating growth for students in grades 6 and 8, particularly those entering with higher performance. The dual assessment approach in grade 8 strengthens the school's evidence base for renewal while ensuring that instructional practices remain focused on retention, readiness, and long-term success in high school mathematics.

### **MAP Data Grade 6-8 (K-12)**

# 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

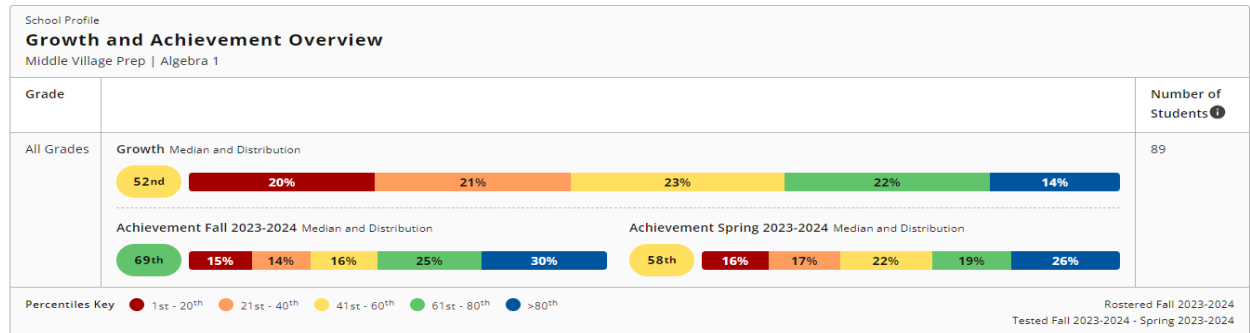
## Growth And Achievement by Grade

Middle Village Preparatory Charter School | Math K-12



## MAP Data Grade 8 (Algebra 1)

### Middle Village Prep



## SUMMARY OF THE MATHEMATICS GOAL

Middle Village Prep demonstrated steady progress toward its mathematics accountability goal in 2024–2025, as evidenced by internal MAP assessments in grades 6–8 and Algebra I. Overall, students achieved at or above national norms across all grade levels, with areas of both strength and continued need identified.

In grades 6 through 8, achievement medians remained solid, ranging from the 54th to 59th percentile in spring. Grade 7 stood out for balanced growth and achievement, improving from the 54th to the 59th percentile. Grade 6 and grade 8 students entered the year with stronger achievement levels but showed weaker growth (25th percentile in grade 6 and 37th percentile in grade 8), highlighting a need to further support students who begin the year already above average.

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Eighth grade Algebra I students also provided important evidence of progress. Growth results placed at the 52nd percentile, meeting the state growth model expectation. Achievement, however, showed some decline: students began at the 69th percentile in the fall and ended at the 58th percentile in the spring. While this remains above national norms, it suggests that some students struggled to sustain high levels of performance as coursework advanced. Still, more than 45 percent of Algebra I students finished in the top two quintiles nationally, underscoring the school's strength in preparing students for advanced math.

Taken together, these results show that Middle Village Prep achieved part of its mathematics goal by maintaining achievement above the national average in both general math and Algebra I, and by meeting the growth measure in Algebra I. The school fell short, however, in accelerating growth for students in grades 6 and 8, as well as in sustaining the highest levels of achievement in Algebra I. Moving forward, the school will target enrichment for advanced learners, strengthen algebraic readiness in earlier grades, and refine intervention strategies to ensure that students at all levels continue to grow.

| 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.                                                                   | Yes     |
| Comparative | Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. | Yes     |
| Growth      | Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.                                                                                                                                                    | Yes     |
|             | Each year, at least 60 percent of students in Algebra I will achieve at or above the 50th percentile in national achievement on the NWEA/MAP Algebra I assessment.                                                                                                                                                               | Yes     |
|             |                                                                                                                                                                                                                                                                                                                                  |         |

### EVALUATION OF THE MATHEMATICS GOAL

During the 2024–2025 school year, Middle Village Prep Charter School closely monitored progress toward its Mathematics Goal through multiple measures, as outlined in the data tables above. The

results provide important insight into both strengths and areas for continued growth across grades and student populations.

Overall, the school met or exceeded its Mathematics Goal in several areas. For example, Grade 7 exceeded expectations, with a strong portion of students meeting or surpassing the goal. Similarly, students with disabilities demonstrated notable growth, moving beyond projected improvement. These results highlight the effectiveness of targeted instructional strategies, small-group support, and data-driven lesson planning.

While the overall results were positive, the school fell short in some areas. For instance, Grade 6 performance lagged behind projections, with fewer students meeting the target than anticipated. Analysis suggests this may be due to gaps in foundational math skills, challenges in transitioning to middle school expectations, or high student mobility. This grade level will be a focal point of instructional adjustments in the upcoming year.

Notable differences across grades and populations also emerged. Grade 8 demonstrated strong performance, particularly in algebra readiness. English Language Learners showed steady progress but did not fully meet the measure, signaling a need for more language-integrated math instruction. Students participating in the CK Kids Program showed stronger growth than peers, confirming the program's positive impact on math achievement.

The results reflect the impact of effective practices such as regular data cycles, differentiated instruction, and targeted intervention periods. The integration of tools like Rally for mock testing, MAP assessments for growth monitoring, and afterschool academic support provided students with multiple opportunities to strengthen mathematical understanding. Where results fell short, the school recognizes the need to increase alignment between instruction and assessment rigor, as well as to provide earlier intervention for students entering below grade level.

In summary, Middle Village Prep demonstrated meaningful progress toward its Mathematics Goal, with clear successes in several grades and populations, while also identifying areas of concern that will guide instructional planning moving forward.

### ADDITIONAL CONTEXT AND EVIDENCE

While the mathematics results reflect achievement above national norms across grades, the school has identified several concerns that merit close attention. Participation rates in internal assessments were generally strong, but a small subset of students missed one or more testing windows due to illness or extended absences. To mitigate this, the school has reinforced its assessment calendar, added make-up sessions, and strengthened communication with families to ensure full participation and more reliable data in future testing cycles.

Another area of concern is the uneven growth outcomes across grade levels. Students in grades 6 and 8 began the year with relatively strong achievement but did not sustain accelerated growth, finishing with

median growth percentiles of 25 and 37 respectively. This suggests that higher-achieving students may not have been sufficiently challenged, leading to stagnation in growth measures. To address this, the school has expanded differentiated instructional practices in math, introduced problem-based learning modules to extend students' reasoning, and embedded targeted enrichment blocks to push advanced learners. These efforts are designed to ensure that high-achieving students continue to make measurable growth in addition to maintaining strong achievement.

In Algebra I, results showed that while growth was above target at the 52nd percentile, overall achievement declined from the 69th percentile in the fall to the 58th percentile in the spring. This shift signals that some students experienced difficulty sustaining high levels of performance as coursework advanced. To respond, the school is incorporating additional algebra-focused interventions, including weekly skills labs, targeted small-group instruction on core algebraic concepts, and extended practice through online adaptive platforms.

Beyond MAP data, the school supplements evidence of mathematics learning through classroom benchmark assessments, Regents readiness diagnostics, and teacher-developed common assessments. These measures indicate parallel trends: while baseline proficiency remains strong, growth slows for some students in upper grades. Co-academic supports such as after-school enrichment, and Regents prep sessions have been deployed to target students below the 40th percentile, ensuring they do not fall further behind.

Taken together, these additional sources of evidence demonstrate that Middle Village Prep is both aware of the challenges reflected in its growth data and actively working to mitigate them. Through expanded enrichment, stronger differentiation, and sustained intervention supports, the school is ensuring that mathematics performance continues to meet or exceed accountability expectations, while also strengthening readiness for advanced coursework.

### MATHEMATICS ACTION PLAN

Middle Village Prep will maintain consistency in mathematics data collection and reporting by adhering to a structured assessment calendar and ensuring full student participation across all testing windows. The school will strengthen communication with families about the importance of assessment participation, schedule make-up sessions for absentees, and use centralized monitoring systems to track completion in real time. These steps will ensure that internal assessment results accurately reflect the performance of the entire student body and provide reliable data for evaluating progress toward accountability goals.

In response to the 2024–2025 results, the school will implement targeted interventions and program revisions to address grade-specific needs. In grade 6, where students entered with strong achievement but demonstrated limited growth, teachers will employ differentiated instructional strategies and introduce enrichment modules designed to deepen conceptual understanding. Grade 7, which showed balanced improvement in both growth and achievement, will serve as a model: instructional practices such as scaffolded problem-solving and small-group rotations will be replicated across other grades to

sustain and expand gains. For grade 8, where growth lagged despite high baseline performance, the school will embed additional algebra readiness support earlier in the year and use interim assessments more frequently to monitor progress and guide interventions.

For Algebra I, where achievement declined from fall to spring despite growth above target, the school is prioritizing intensified support. Weekly skills labs, targeted small-group instruction, and adaptive practice platforms will provide students with ongoing reinforcement of critical algebraic concepts. In addition, Regents-style diagnostic assessments will be administered throughout the year to track readiness and tailor instructional focus, ensuring students are prepared for high school-level coursework.

Subpopulations, including students performing below the 40th percentile and those identified as high-achieving, will receive additional support. Struggling learners will participate in after-school tutoring, and targeted intervention blocks, while advanced learners will be offered enrichment pathways that include complex problem-solving, project-based applications, and opportunities to accelerate into more advanced content.

Through these measures, Middle Village Prep will both strengthen the reliability of its data and ensure continuous improvement in mathematics performance. By focusing on grade-specific interventions, reinforcing Algebra I readiness, and addressing the needs of diverse learners, the school is well positioned to sustain achievement above national norms while accelerating growth outcomes across all cohorts.

### GOAL 3: SCIENCE

**The goal for Earth Science at Middle Village Prep is for all students to demonstrate mastery of Regents-level content in Earth Science and Space Systems. Students will achieve a passing score of 65% or higher on the Earth Science Regents Exam, with a schoolwide target of 75% proficiency and beyond. Through targeted instruction, lab-based investigations, and data-driven supports, MVP students will build the scientific reasoning, analytical skills, and real-world connections necessary to succeed in high school science and beyond.**

#### BACKGROUND

Middle Village Prep's Science program is fully aligned with the New York State Next Generation Learning Standards. Students in Grade 6 explore general sciences with a strong emphasis on Life Science, focusing on discovery and learning about the living environment. In Grade 7, students continue their studies in Physical Science, examining energy, motion, forces, heat, waves, light, sound, electricity, and atomic structures along with their applications.

Across all grade levels, teachers received training in the Gizmos program, which was incorporated throughout the school year to complete virtual labs both in person and remotely. To strengthen hands-on learning, MVP also expanded science instruction through the Z-Space technology lab, which provides students with immersive, interactive experiences to extend traditional lab work.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

In Grade 8, students participated in the new Earth Science and Space Regents program, which meets all New York State Regents standards. Students completed the required 20 hours of laboratory activities and reports, an essential component of the Regents curriculum. In June, students sat for the Earth Science and Space Regents Exam, marking an important milestone as MVP expanded access to Regents-level science coursework.

Through this program, students not only gain preparation for the Regents Exam but also develop key scientific literacy skills, including the ability to understand and evaluate scientific explanations, generate evidence, apply the scientific method, and engage in student-centered problem solving. By integrating both virtual and technology-based labs, MVP ensures that students are equipped with the inquiry, reasoning, and analytical skills necessary for future success in science.

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.

Middle Village Prep does not administer the NYS Grade 8 Science Test; instead, all Grade 8 students participate in the Earth Science and Space Regents Exam. This Regents program provides students with Regents-level coursework, required laboratory hours, and the opportunity to demonstrate mastery on a high school–level science exam while still in middle school.

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 <sup>nd</sup> Year |                   |                    |
|-------|-------------------------------------------------|-------------------|--------------------|
|       | Number Tested                                   | Number Proficient | Percent Proficient |
| 5     |                                                 |                   |                    |
| 8     | N/A                                             | N/A               | N/A                |
| All   | N/A                                             | N/A               | N/A                |

Science Measure 2 - Comparative

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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<br>Charter School and District Performance by Grade Level |                                                          |                   |                    |                       |                   |                    |
|--------------------------------------------------------------------------------------|----------------------------------------------------------|-------------------|--------------------|-----------------------|-------------------|--------------------|
|                                                                                      | Charter School Students in at Least 2 <sup>nd</sup> Year |                   |                    | All District Students |                   |                    |
| Grade                                                                                | Number Tested                                            | Number Proficient | Percent Proficient | Number Tested         | Number Proficient | Percent Proficient |
| 5                                                                                    |                                                          |                   |                    |                       |                   |                    |
| 8                                                                                    | N/A                                                      | N/A               | N/A                | N/A                   | N/A               | N/A                |
| All                                                                                  | N/A                                                      | N/A               | N/A                | N/A                   | N/A               | N/A                |

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Present a narrative providing an overall discussion of the school's attainment of this Accountability Plan goal.

| Type        | Measure                                                                                                                                                                                                                                        | Outcome |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Absolute    | Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.                                                                                             | N/A     |
| Comparative | Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison. | N/A     |
|             | [Write in optional measure here]                                                                                                                                                                                                               |         |

### EVALUATION OF THE SCIENCE GOAL

The Science goal at Middle Village Prep is for all students to demonstrate mastery on the Earth Science and Space Regents Exam. Students in Grade 8 will achieve a passing score of 65% or higher, with a schoolwide target of 75% proficiency and beyond. By providing Regents-level coursework, 20+ hours of required laboratory activities, immersive technology-based labs (such as Z-Space and Gizmos), and data-driven instruction, Middle Village Prep ensures that students are fully prepared to succeed on a high school-level science exam while still in middle school.

### ADDITIONAL CONTEXT AND EVIDENCE

Middle Village Prep does not administer the NYS Grade 8 Science Test. Instead, all Grade 8 students participate in the Earth Science and Space Regents Exam, which provides them with exposure to Regents-level coursework, the required 20+ hours of laboratory activities, and the opportunity to sit for a high school-level exam while still in middle school. Because of this unique model, schoolwide science proficiency is measured through Regents performance rather than the state's Grade 8 science assessment.

One concern regarding the reported data is that offering a Regents-level exam in Grade 8 presents an added challenge compared to the state's Grade 8 Science Test, as students are required to master advanced content earlier than their peers in traditional programs. However, MVP views this as an opportunity to accelerate student learning and provide them with a strong foundation for high school science. To mitigate the challenge of early Regents exposure, the school has implemented several supports:

- Mock Regents Exams were administered to provide practice under testing conditions and identify areas where students needed additional support.
- Computer-based assessments were incorporated throughout the year, with students practicing using styluses to demonstrate their work digitally, improving both accessibility and familiarity with online test tools.
- Technology-enhanced learning tools such as Gizmos and Z-Space were embedded into the curriculum to give students additional virtual lab experiences and interactive opportunities to deepen scientific understanding.
- Targeted Instruction and Small Groups allowed teachers to reteach difficult concepts and reinforce problem-solving skills.
- Professional Development and Coaching for science teachers ensured that instruction remained data-driven and responsive to student needs.

In addition to Regents results, MVP monitors student progress through multiple measures, including classroom assessments, unit exams, and benchmark testing. Teachers analyze this data in collaboration with coaches to adjust instruction, ensuring that students receive timely intervention when needed.

While Regents performance may reflect the challenge of advanced content, these additional assessments consistently demonstrate growth in scientific literacy, reasoning, and problem-solving skills across grade levels. The combination of rigorous Regents preparation and co-academic support provides a fuller picture of student achievement and the school's commitment to ensuring success in science.

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Performance on a Regents Science Exam  
Of 8<sup>th</sup> Grade All Students by Year

| Grade | Year    | Regents Exam           | Number Tested | Number Passing | Percent Passing |
|-------|---------|------------------------|---------------|----------------|-----------------|
| 8     | 2022-23 | Earth Science          | 115           | 52             | 45%             |
| 8     | 2023-24 | Earth Science          | 133           | 77             | 58.3%           |
| 8     | 2024-25 | Earth & Space Sciences | 130           | 72             | 55%             |

### ACTION PLAN

Middle Village Prep will continue to prioritize consistency in data collection and reporting, even in the context of possible changes to the modality of instruction. The school will maintain a clear assessment calendar for all Regents-level science courses, ensure high participation rates through strong communication with families, and provide structured make-up sessions for absent students. To strengthen reporting, assessment results will be centralized in a single data platform accessible to both school leadership and instructional staff, allowing for real-time monitoring of student progress. These steps will ensure that reliable, complete data are available to guide decision-making and to demonstrate accountability progress year over year.

The school's performance on the Regents science exams shows meaningful improvement over time, with passing rates increasing from 45 percent in 2022–23 to 58.3 percent in 2023–24. While results in 2024–25 (55 percent passing) reflected a slight decline, the trend remains significantly stronger than in prior years. To address the variability in results and to sustain improvement, the school is implementing targeted interventions. These include additional lab-based instructional time to reinforce conceptual understanding, expanded tutoring support before and after school, and Saturday review sessions for students identified as being below proficiency. Teachers will also use interim benchmark assessments aligned to Regents standards to identify gaps earlier in the year and adjust instruction accordingly.

Specific attention will be directed toward grade 8 cohorts, where all students are required to sit for the Regents exam. For students demonstrating readiness for advanced coursework, the school will expand enrichment opportunities, including exposure to higher-level science content and inquiry-based projects. For struggling learners, the school will intensify support by embedding targeted skill development within core instruction, offering small-group reteach sessions, and assigning faculty mentors to closely track progress.

Through these measures, Middle Village Prep will maintain the integrity of its data collection process while implementing programmatic strategies designed to raise both passing rates and overall mastery on Regents science exams. By combining consistent assessment practices with targeted academic supports, the school is positioned to continue improving outcomes for all students, while closing gaps for specific cohorts and subpopulations.

GOAL 4: ESSA

**ESSA Measure 1**

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

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

| Accountability Status by Year |               |
|-------------------------------|---------------|
| Year                          | Status        |
| 2022-23                       | Good Standing |
| 2023-24                       | Good Standing |
| 2024-25                       | Good Standing |

ADDITIONAL CONTEXT AND EVIDENCE

During the current Accountability Period, Middle Village Prep has consistently monitored its status under the Every Student Succeeds Act (ESSA) to ensure alignment with state expectations and to guide programmatic priorities. In the 2022–23 school year, the school was designated as Good Standing, reflecting stable performance across both English Language Arts and Mathematics. However, internal analysis of results indicated areas of concern in science proficiency and growth in specific cohorts, prompting the implementation of additional supports, including expanded tutoring and Saturday academies.

In the 2023–24 school year, the school maintained its Good Standing designation. Improved outcomes in ELA, particularly in grade 7, and rising passing rates on the Regents Earth Science exam demonstrated the effectiveness of targeted interventions. At the same time, growth in mathematics remained uneven across grades, which the school identified as an area requiring additional focus. As part of its improvement efforts, Middle Village Prep introduced more structured data cycles, benchmark assessments, and teacher-led reteach sessions to ensure early identification of gaps.

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

For the 2024–25 school year, the school again held Good Standing status under ESSA. While achievement levels across subjects remained above national norms, growth measures revealed inconsistencies, particularly in mathematics for grades 6 and 8 and in science Regents performance, where the percent passing dipped slightly from the prior year. The school responded by strengthening differentiated instruction, embedding more Regents-style practice across subjects, and aligning professional development to emphasize data-driven instruction.

Across the Accountability Period, Middle Village Prep’s consistent ESSA standing reflects its ability to meet state benchmarks while continuing to refine instruction and support. The school’s proactive use of internal assessments, Regents outcomes, and co-academic interventions provides additional evidence that Middle Village Prep is building the capacity not only to sustain its ESSA status but also to exceed accountability expectations in the years ahead.

## APPENDIX A: DATA REPORTING TABLES

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

Paste the completed tables in the “Internal Exam Results” sections under the respective goal area. Table titles need to be adapted to reflect the appropriate subject area, i.e., English language arts, mathematics, etc.

### NWEA

| 2024-25 NWEA MAP [ELA/Mathematics] Assessment End of Year Results                                                                                                                                                                                                                          |                                         |                  |        |         |          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|------------------|--------|---------|----------|
| Measure                                                                                                                                                                                                                                                                                    | Subgroup                                | Target           | Tested | Results | Met?     |
| Measure 1: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.                                         | All students                            | 50               | [#]    | [X]     | [Yes/No] |
| Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.                   | Low initial achievers                   | 55               | [#]    | [X]     | [Yes/No] |
| Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school. | Students with disabilities <sup>8</sup> | [X] <sup>9</sup> | [#]    | [X]     | [Yes/No] |

<sup>8</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

<sup>9</sup> Target should reflect the median growth percentile 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 growth percentile of all students at the school not included in that subpopulation.

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

|                                                                                                                                                                                                                                                                                                               |             |     |   |   |        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----|---|---|--------|
| Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. <sup>10</sup> | 2+ students | 75% | # | % | Yes/No |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----|---|---|--------|

### End of Year Performance on 2024-25 NWEA MAP [ELA/Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

| Grades | All Students                     |               | Enrolled in at least their Second Year |               |
|--------|----------------------------------|---------------|----------------------------------------|---------------|
|        | Percent Proficient <sup>11</sup> | Number Tested | Percent Proficient                     | Number Tested |
| 3      |                                  |               |                                        |               |
| 4      |                                  |               |                                        |               |
| 5      |                                  |               |                                        |               |
| 6      |                                  |               |                                        |               |
| 7      |                                  |               |                                        |               |
| 8      |                                  |               |                                        |               |
| All    |                                  |               |                                        |               |

### End of Year Growth on 2024-25 NWEA MAP [ELA/Mathematics] Assessment By All Students

| Grades | Median Growth Percentile | Number Tested |
|--------|--------------------------|---------------|
| 3      |                          |               |
| 4      |                          |               |
| 5      |                          |               |
| 6      |                          |               |
| 7      |                          |               |
| 8      |                          |               |
| All    |                          |               |

<sup>10</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

<sup>11</sup> Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

# 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

## I-READY

| 2024-25 i-Ready [ELA/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 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.                                                                                                                                                                  | All students                             | 100%              | [#]    | [%]     | [Yes/No] |
| Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> 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%              | [#]    | [%]     | [Yes/No] |
| Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school. | Students with disabilities <sup>12</sup> | [%] <sup>13</sup> | [#]    | [%]     | [Yes/No] |
| Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> 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%               | [#]    | [%]     | [Yes/No] |

| End of Year Performance on 2024-25 i-Ready [ELA/Mathematics] Assessment<br>By All Students and Students Enrolled in At Least Their Second Year |              |                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------------------------------------|
|                                                                                                                                                | All Students | Enrolled in at least their Second Year |
| Grades                                                                                                                                         |              |                                        |

<sup>12</sup> 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

<sup>13</sup> 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.

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

|     | Percent<br>Mid-On Grade<br>Level or Above | Number<br>Tested | Percent<br>Mid-On Grade<br>Level or Above | Number<br>Tested |
|-----|-------------------------------------------|------------------|-------------------------------------------|------------------|
| 3   |                                           |                  |                                           |                  |
| 4   |                                           |                  |                                           |                  |
| 5   |                                           |                  |                                           |                  |
| 6   |                                           |                  |                                           |                  |
| 7   |                                           |                  |                                           |                  |
| 8   |                                           |                  |                                           |                  |
| All |                                           |                  |                                           |                  |

End of Year Growth on 2024-25 i-Ready [ELA/Mathematics] Assessment

By All Students

| Grades | Median Percent of<br>Annual Typical<br>Growth | Number<br>Tested |
|--------|-----------------------------------------------|------------------|
| 3      |                                               |                  |
| 4      |                                               |                  |
| 5      |                                               |                  |
| 6      |                                               |                  |
| 7      |                                               |                  |
| 8      |                                               |                  |
| All    |                                               |                  |

