



NYC Charter School of the Arts (CSA)

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Aengus Ortiz, Director of Administration & External Affairs 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)
Laura Blankfein	Chair	Executive, Membership Recruitment
Peter Sack	Treasurer	Finance
Max Osse	Secretary	Executive, Family
Matthias Ederer	Trustee	Executive, Finance
Laurence Heilbronn	Trustee	Executive, Membership Recruitment
Michele Murphy Gastel	Trustee	Executive, Program Oversight
Adam Falkner	Trustee	Executive, Program Oversight, Membership Recruitment
Mark Hall	Trustee	Program Oversight
Stephen Mak	Trustee	N/A

Andrea d'Amato has served as the school's Executive Director since January 2, 2025.

SCHOOL OVERVIEW

New York City Charter School of the Arts (City School of the Arts or CSA) is the only public, non-screened, arts-based middle school in Manhattan. The mission of CSA is: To inspire a diverse community of young people to engage with the arts as a pathway to rich and rigorous academic scholarship and a creative, purposeful life.

We received approval for our charter on October 15, 2015, and opened in September 2016, initially serving students in 6th grade. CSA reached our chartered grade span in 2018-19, serving Grades 6–8. Our facility is located in Manhattan’s Financial District, at 75 New Street, 12th Floor, in Community School District (CSD) 2. In 2021, our school was renewed for a five-year term ending in 2025-26.

CSA was originally intended to be a middle-school option for families in Lower Manhattan, where the majority of high-quality, public middle-school programs have screened admissions. However, CSA immediately drew interest from families beyond Lower Manhattan and has evolved to be a true citywide program. CSA has become a vital school choice for families across the five boroughs interested in a public, arts-based middle school program, open to all learners without portfolio or audition requirements. Our broad reach is facilitated by our location in the Financial District, which is a citywide transportation hub: there are over 10 subway stops within close distance from our building. This allows families from across the city access to our program.

In 2024-25, CSA’s BEDS Day enrollment was 227 students. The demographic breakdown of this enrollment was:

- 62.1% economically disadvantaged;
- 26.9% students with disabilities (SWD);
- 2.6% English language learners (including former English language learners); and
- 10.6% students experiencing homelessness or are in foster care

CSA’s five key design elements are grouped into three domains, *Create-Learn-Thrive*. Revision of one Key Design Element, which refined the description of the arts-centered curriculum delivered, was approved by the Board in June 2024.

Create

Arts-Centered Curriculum - Recognizing that the arts are a vital part of academic, social, and emotional development, CSA offers a high-quality arts education, which includes an arts-centered curriculum in core art and ensemble classes and a mixture of arts-enhanced and arts-integrated lessons and projects within their core academic classes.

Grade-Level Artistic Concentrations - We provide students with the opportunity to deepen their arts education through a comprehensive artistic program that includes the study of piano in sixth grade and

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visual art in seventh grade. Eighth grade students pursue advanced study in Creative Connections, which integrates artistic and academic learning in powerful cross-curricular projects. In addition to these three Core Arts classes, CSA students take an elected Ensemble course. All students can continue in piano or visual art or pursue other course offerings (subject to change per the annual schedule) such as vocal music, strings, music technology, theater, dance and digital storytelling.

Through this approach, CSA students are prepared for successful high school careers, with the additional advantage of a foundation in the visual and performing arts.

Learn

Arts and Support for All Learners - We are committed to providing a comprehensive, high-quality arts-integrated education for all learners, including those who typically do not have access to such programs. To ensure access for students with disabilities, economically disadvantaged students, and English language learners—students who often lack access to a high-quality arts education in our city—our lottery policy includes an additional weight for students who belong to any of the three aforementioned groups.

The arts can be a lifeline for students who struggle to master standards in traditional settings. Our inclusive program uses the power of the arts to reinforce learning throughout the academic day with creative modalities that help visual, auditory, spatial, and kinesthetic learners connect to content. In addition, we use data-driven intervention methods to provide targeted academic support for students who are struggling and extensions for those who are ready for more challenging work. Our full-time Student Support Team and all academic and artistic staff members are trained in neurodevelopmental methods for supporting students across a wide range of learning needs.

Professional Learning Community - CSA maintains a Professional Learning Community through highly collaborative structures such as frequent co-planning periods, weekly all-staff meetings, consistent coaching, and regular data analysis meetings.

Through responsive professional development, we prepare our teachers to equip students with a cross-disciplinary framework of creative and academic skills. Teachers collaborate across disciplines by co-planning units, sharing lesson plans, and regularly observing colleagues' classes. Frequent data analysis sessions support teachers in the agile and responsive use of data. Annually, our summer academy fosters innovative co-planning.

Thrive

Focus on the Whole Child - In addition to the dynamic "Create" art program, and rigorous academic "Learn" curriculum, CSA is committed to addressing the social-emotional health of our students in our "Thrive" program. Cognizant of the unique developmental needs of our middle school population, we use a variety of resources to inform our approach to social-emotional learning. Our diverse population includes students who may experience trauma associated with poverty, as well as other challenges that can impact wellbeing and academic achievement. We work to understand our students' backgrounds and provide support tailored to their needs. Informed by research-based resources, CSA provides structures

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like daily morning advisory meetings, to frame how we teach students socioemotional and academic competencies.

Our Create, Learn, and Thrive programs, and their associated design elements, provide a rigorous, standards-aligned arts and academic education, accompanied with a comprehensive social-emotional advisory curriculum and additional support for the needs of our diverse population of students. Our Learn program not only focuses on the academic growth of each child but also applies to our Professional Learning Community and the support we provide our teachers to implement our programs with fidelity. Finally, to support our “Thrive” value, we prioritize the social and emotional needs of our diverse population through the KDE: A Focus on the Whole Child.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	6	7	8	UG	Total
2022-23	61	70	83	-	215
2023-24	65	86	82	1	234
2024-25	67	80	80	0	227

GOAL 1: ENGLISH LANGUAGE ARTS

Students will be proficient readers and writers of the English language.

BACKGROUND

CSA has an arts-infused, thematically based English and History curriculum that develops students’ creative and critical capacities across disciplines. With a strong emphasis on reading, writing, speaking and listening for both historical and fictional texts, CSA seeks to maximize students’ exposure to a wide array of literature, primary source documents, and non-narrative non-fiction texts.

In the 2024-25 school year, the Humanities block was split into distinct English and History classes, so that students could gain a more complete understanding of the linear progression of historical events. English continues to use the Wit and Wisdom curriculum, and History lessons were created by the teachers, and utilize McGraw-Hill’s World and United States History textbooks.

To further support ELA instruction and address the challenge of reading fluency and comprehension that many of our students face, we integrated IXL into our ELA program in 2023-24. IXL offers resources aligned with Wit and Wisdom, including multiple choice questions and other activities, and is used by all students. We also have integrated additional instruction on grammar and vocabulary, with teachers drawing from a variety of resources for this instruction. These elements align with our schoolwide shift toward an ELA instructional approach informed by the science of reading. To further support this approach, we have increased opportunities for in-class reading and explicit phonics and vocabulary instruction.

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Lessons, materials, and units are designed using Wiggins' & McTighe's Understanding by Design (UbD) framework, and teachers are given ample time to complete extensive UbD plans. CSA assessed and evaluated student achievement in ELA during the 2024-25 school year by using the following:

- Exit Tickets
- School-created ELA Semester Exams (using formative assessments, created by the school and based on state exam questions)
- End-of-Module Wit and Wisdom Writing Assessments
- End of Unit History Assessments
- MAP Assessments (norm-referenced administered BOY, MOY and EOY)

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 6-8.

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	
6	63	1	3	0	0	0	0	67
7	78	0	0	0	0	0	2	80
8	78	1	1	0	0	0	0	80
All	219	2	4	0	0	0	2	227

Performance on 2024-25 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
6	63	50	79.4%	-	-	-

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

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7	78	51	65.4%	47	33	70.2%
8	78	57	73.1%	68	51	75%
All	219	158	72.1%	115	84	73%

ELA Measure 2 - Absolute

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

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

English Language Arts 2024-25 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
219	6.8%	21%	35.6%	36.5%

$$PI = 0 * [6.9]_{Level\ 1} + 1 * [21]_{Level\ 2} + 2 * [35.6]_{Level\ 3} + 2.5 * [36.5]_{Level\ 4} = [190.4]$$

ELA Measure 3 - Comparative

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

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

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

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

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
6	-	-	74%	2,041
7	70.2%	47	75.2%	2,050
8	75%	68	75.6%	1,763
All	73%	115	74.9%	5,854

ELA Measure 4 - Comparative

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

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

2023-24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
6	63.1	454.0	443.0	1.18
7	61.6	460.0	447.5	1.26
8	69.5	459.0	447.5	1.15
All	64.7	457.9	446.2	1.20

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

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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 6-8 will be above the target of 50.

METHOD

Given the timing of the state’s release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.⁵

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

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

Grade	Mean Growth Percentile	
	School	Target
6	54.3	50.0
7	58.2	50.0
8	53.0	50.0
All	55.3	50.0

ELA INTERNAL EXAM RESULTS

During 2024-25, in addition to the New York State 6th – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: **NWEA MAP**

CSA continued to collect and analyze a range of academic data points to guide instructional priorities and decision-making. CSA evaluated student proficiency in ELA through the NWEA MAP Assessment, an interim assessment that measures growth over time with the grade-level independent RIT scale and compares results to similar students across the nation. In addition, the school administered Both Published Wit & Wisdom assessments and internally developed ELA exams.

The tables below highlight the NWEA MAP ELA Assessment end of year results, disaggregated for outcomes for low initial achievers, students with disabilities, and students in at least their second year at the school.

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

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NWEA

2024-25 NWEA MAP ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 6 th through 8 th 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	204	71	Yes
Measure 2: Each year, the school's median growth percentile of all 6 th through 8 th 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	114	52	No
Measure 3: Each year, the median growth percentile of 6 th through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 6 th through 8 th grade general education students at the school.	Students with disabilities ⁶	74 ⁷	56	64	No
Measure 4: Each year, 75% of 7 th and 8 th 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. ⁸	2+ students	75%	108	48.1%	No

⁶ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

⁷ 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.

⁸ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

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End of Year Performance on 2024-25 NWEA MAP ELA Assessment by All Students and Students Enrolled in at Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ⁹	Number Tested	Percent Proficient	Number Tested
6	73.7%	57	50%	2
7	47.9%	71	50%	40
8	47.4%	76	47%	66
All	54.9%	204	48.1%	108

End of Year Growth on 2024-25 NWEA MAP ELA Assessment by All Students

Grades	Median Growth Percentile	Number Tested
6	72	57
7	70	71
8	72	76
All	70.5	204

SUMMARY OF THE ELA GOAL

In the 2024-25 school year, the charter school met one of its two Absolute ELA goals, one of its two Comparative ELA goals, and its Growth ELA goal. Although the school did not meet the absolute measure of 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS ELA exam, it did meet the state's MIP score as set forth in the ESSA accountability system. Although we did not outperform the school's district of location, CSD 2, in 2024-25, only 8.8% of our enrollment resides in this district. As such, we also compare our students' results with the boroughs and citywide proficiency, all of which we outperformed in grades 6-8. Based on the 2023-24 Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide in terms of poverty, the school did perform better than expected to a meaningful degree with greater than 0.3 overall effect size. The school also demonstrated growth from the beginning of the year to the end of the year as measured by median growth percentile for the NWEA MAP ELA Assessment exceeding the target of 50.

⁹ Proficient is defined as scoring at or above the grade-level RIT cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 6-8.	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.	No
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 6-8 will be above the target of 50.	Yes

EVALUATION OF ELA GOAL

The ELA tables above provide data that supports whether the measures were achieved in 2024-25.

- Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS ELA exam.
 - CSA proficiency in ELA, as demonstrated by performance on the State Exam, remained steady, with 72.1% of all students demonstrating proficiency. Proficiency for students enrolled in 2+ years was 73%
- Measure: The charter school will exceed its predicted level of performance on the state exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
 - Our students performed well compared to similarly economically disadvantaged students among all public schools in NY with an effect size of 1.20 in 2023-24 according to the most recent data available; this score exceeded the target of 0.3, demonstrating that our students are proficient to a much higher degree than demographically similar public schools statewide.
- The charter school demonstrated academic growth in 2024-25 based on interim assessments. CSA achieved one of the four metrics based on the end of year ELA NWEA MAP assessment in 2024-25. The school's median growth percentile of all 6th through 8th grade students was 71, which exceeded the target of 50 and was 5 points higher than the previous year. Although the median

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growth percentile of 6th through 8th grade students with disabilities was less than general education students with the median growth percentile for general education and SWD students 74 and 64, respectively, with the median growth percentile of general education students in ELA was 14 points higher than the previous year.

- CSA did not meet the metric for low achievers. The school's median growth percentile of all 6th through 8th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall did not meet or exceed 55 in the spring administration at 52; however, this was an improvement of 9 points from the year before.
- In addition, 48.1% of the students enrolled in at least their second year at the school met the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.

ADDITIONAL CONTEXT AND EVIDENCE

Although CSA is located in Manhattan CSD 2, only 8.8% of our enrollment resides there. Our scholars come to us from all five boroughs. In the 2024-25 school year, the demographic for our students' borough of residence was as follows: 16% in the Bronx, 36% in Brooklyn, 30% in Manhattan, 10% in Queens, and 8% in Staten Island. CSA students enrolled in at least their 2nd year of the school outperformed the city and each borough on the NYS ELA Exam in both 7th and 8th grades. The following table provides the breakdown of the percent proficient on the 2024-25 NYS ELA Exam by grade level comparing CSA's students enrolled in at least their 2nd year at the school with the percent proficient across NYC and by borough.

		% Proficient on 2024-25 NYS ELA Exam					
Grade	CSA (Students Enrolled in at least 2 nd Year)	Citywide	Bronx	Brooklyn	Manhattan	Queens	Staten Island
7	70.2%	55.3%	42.2%	59.4%	61.3%	56.7%	62.9%
8	75%	55.6%	45%	58%	60.5%	58.4%	61.2%
7-8	73%	55.4%	43.6%	58.7%	60.9%	57.6%	62%

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ELA ACTION PLAN

CSA is committed to maintaining consistency in its data collection and reporting while using those results to guide targeted improvement. Under new leadership experienced in raising student achievement, the school has established clear systems for tracking and analyzing performance data, ensuring accuracy and reliability across grades and subpopulations.

To build on these systems, CSA has modified the school week to include an early release day dedicated to targeted professional development and curriculum refinement. This structural change gives teachers and leaders regular, protected time to strengthen instructional practices and align curriculum with student needs.

The school has also made strategic hires and departmental role shifts—particularly within student support services and special education—to ensure that all learners, including students with disabilities, receive the interventions and expertise they need. Advisory and academic time programs have been revamped to focus explicitly on building academic and executive functioning skills, equipping students, especially lower performers, with tools to stay organized, engaged, and on track.

CSA has also increased the number of report card distributions and parent conferences, creating more opportunities for families to engage meaningfully in their children’s academic growth. Sharing MAP scores directly with students has become part of this effort, helping them understand their progress and empowering families to provide targeted support at home.

Additionally, the school has launched a new reading program that devotes more time to literacy and comprehension skill-building, ensuring that students engage more deeply with texts and strengthen the foundations needed for long-term success.

Through these combined efforts—new leadership, stronger systems, targeted professional development, strategic staffing, program redesign, family engagement, and expanded literacy support—CSA is building a sustainable path toward higher academic performance and equity for all students.

GOAL 2: MATHEMATICS

Students will be proficient in using mathematical concepts.

BACKGROUND

In math, CSA has used the iReady curriculum but will be shifting to Amplify Desmos Math for the 2025-26 school year. iReady was introduced in the 2023-24 school year, replacing the previous enVision curriculum. This decision was driven by two key factors: first, the prior curriculum did not adequately meet the diverse needs of our student population, particularly regarding the range of problem types and the level of guided practice offered, given that many of our students enter CSA below grade level in math. Second, our previous curriculum did not have a personalized learning component. iReady offers

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this personalized learning aspect, allowing for individualized support and targeted instruction. iReady also supports our constructivist approach to math, which emphasizes student-centered learning, real-world applications, collaboration and discussion, critical thinking, and creative problem-solving.

In the 2024-25 school year, our focus in math was to increase fluency, prepare students for computer-based assessments, and expand access to advanced math classes. In 2023-24, math scores declined slightly, particularly for students in Grade 8. Recognizing that this grade participated in the first year of computer-based assessments in 2023-24, we increased our training for students in effectively navigating and utilizing computer-based testing platforms. All students have access to their own laptop, which they can take home.

To ensure that all students have access to rigorous math content, we introduced an additional Algebra I class in 2024-25, moving from one section of Algebra I to two sections. One of these sections is an integrated co-teaching (ICT) class; previously, our Algebra I classroom was not ICT. This addition ensures that students with disabilities (SWD) and other at-risk students can access advanced math in eighth grade.

Lessons, materials, and units are designed using Wiggins' & McTighe's Understanding by Design (UbD) framework, and teachers are given ample time to complete extensive UbD plans. CSA assessed and evaluated student achievement in math during the 2024-25 school year by using the following:

- Exit Tickets
- School-created Math Semester Exams (using formative assessments, created by the school and based on state exam questions)
- End-of-Unit iReady Assessments
- MAP Assessments (norm-referenced administered BOY, MOY and EOY)

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 6-8.

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	
6	62	2	3	0	0	0	0	0	67

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7	78	1	0	0	0	0	1	0	80
8	77	2	1	0	0	0	0	40	80
All	217	5	4	0	0	0	1	40	227

Note: Grade 8 students took both the NYS math exam as well as the Algebra 1 Regents.

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
6	62	30	48.4%	-	-	-
7	78	46	59%	47	31	66%
8	77	59	76.6%	67	52	77.6%
All	217	135	62.2%	114	83	72.8%

Performance on a Regents Algebra Exam of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2018-19	Algebra 1	40%	51
8	2021-22	Algebra 1	100%	21
8	2022-23	Algebra 1	96%	28
8	2023-24	Algebra 1	93%	30
8	2024-25	Algebra 1	92.5%	40

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

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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.

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
217	12.4%	25.4%	40.1%	22.1%

$$PI = 0 * [12.4]_{Level\ 1} + 1 * [25.4]_{Level\ 2} + 2 * [40.1]_{Level\ 3} + 2.5 * [22.1]_{Level\ 4} = 173.3$$

Mathematics 2024-25 Performance Index (PI)

Math Measure 3 - Comparative

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

METHOD

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

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
6	-	-	70.6%	2,052
7	66%	47	79.1%	2,071
8	77.6%	67	50.0%	528
All	72.8%	114	72%	4,651

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)

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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.¹⁰

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
6	63.1%	454.0	450.3	0.30
7	61.6%	457.0	455.8	0.09
8	69.5%	460.0	443.8	1.15
All	64.7%	457.1	450.2	0.51

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 6-8 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.¹¹

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

¹⁰ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

¹¹ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

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aggregated school-wide to yield a school's mean growth percentile. In order for a school to 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
6	53.8	50.0
7	53.1	50.0
8	58.5	50.0
All	55.2	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During 2024-25, in addition to the New York State 6th – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: **NWEA MAP**

CSA continued to collect and analyze a range of academic data points to guide instructional priorities and decision-making. CSA evaluated student proficiency in Math through the NWEA MAP Assessment, an interim assessment that measures growth over time with the grade-level independent RIT scale and compares results to similar students across the nation. In addition, the school administered Both published iReady assessments and internally developed math exams.

The tables below highlight the NWEA MAP Math Assessment end of year results, disaggregated for outcomes for low initial achievers, students with disabilities, and students in at least their second year at the school.

NWEA

2024-25 NWEA MAP Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 6 th through 8 th 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	204	61	Yes
Measure 2: Each year, the school's median growth percentile of all 6 th through 8 th 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	128	58	Yes

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Measure 3: Each year, the median growth percentile of 6 th through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 6 th through 8 th grade general education students at the school.	Students with disabilities ¹²	63 ¹³	57	52	No
Measure 4: Each year, 75% of 7 th and 8 th 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. ¹⁴	2+ students	75%	116	36.2%	No

End of Year Performance on 2024-25 NWEA MAP 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 ¹⁵	Number Tested	Percent Proficient	Number Tested
6	49.1%	55	50%	2
7	37.5%	72	43.5%	46
8	29.9%	77	30.9%	68
All	37.7%	204	36.2%	116

¹² 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

¹³ 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.

¹⁴ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

¹⁵ 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.

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

By All Students

Grades	Median Growth Percentile	Number Tested
6	52	55
7	62	72
8	66	77
All	61	204

SUMMARY OF THE MATHEMATICS GOAL

In the 2024-25 school year, the charter school met one of its two Absolute Math goals, both of its Comparative Math goals, and its Growth Math goal. Although the school did not meet the absolute measure of 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS Math exam, it did meet the state's MIP score as set forth in the ESSA accountability system. Comparatively, the students enrolled in at least their second year of the charter school performed similarly to students in the school's district of location, CSD 2, based on aggregate proficiency. Since most of our enrolled students reside outside of CSD 2, we also compare our students' results with the boroughs and citywide proficiency, all of which we outperformed in grades 6-8. Based on the 2023-24 Comparative Performance Analysis, the school performed better than expected to a meaningful degree with greater than 0.3 overall effect size of 0.51. The regression analysis compares the school's performance to that of demographically similar public schools statewide in terms of poverty. The school also demonstrated growth from the beginning of the year to the end of the year as measured by median growth percentile for all tested students in grades 6-8 for the NWEA MAP Math Assessment exceeding the target of 50.

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 6-8.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes

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Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 6-8 will be above the target of 50.	Yes
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EVALUATION OF THE MATHEMATICS GOAL

The mathematics tables above provide data that supports whether the measures were achieved in 2024-25.

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS math exam.
 - The charter school did not meet this measure. However, the school saw a slight increase in proficiency on the NYS Math exam from last year, with 62.2% of all students achieving proficiency in 24-25, up from 60% in 2023-24. Overall, 72.8% of students enrolled in 2+ years demonstrated proficiency on the NYS Math assessment, which was an 11.7% increase from last year's result of 61%.
2. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades based on 2024-25 results.
 - The charter school students enrolled for 2+ years outperformed the local district with 72.8% proficiency compared to the district's 72%. The school's 8th grade students enrolled for 2+ years outperformed the 8th grade students in the local district with 77.6% proficiency compared to the district's 50%.
3. Measure: The charter school will exceed its predicted level of performance on the state math exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
 - The charter school met this measure. Our students performed well compared to similarly economically disadvantaged students among all public schools in NY with an effect size of 0.51 in 2023 - 24; this score exceeded the target of 0.3, demonstrating that our students are proficient to a higher degree than demographically similar public schools statewide.
4. The charter school demonstrated academic growth in 2024-25 based on interim assessments.
 - CSA achieved two of the four metrics based on the end of year Math NWEA MAP assessment in 2024-25. The school's median growth percentile of all 6th through 8th grade students was 61, which exceeded the target of 50. The median growth percentile of 6th through 8th grade students for low initial achievers was 58, above the target of 55.

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- The median growth percentile of 6th through 8th grade students with disabilities was less than that of the general education students at the school with the median growth percentile for SWD and general education students 52 and 63, respectively.
- Also, 36.2% of the students enrolled in at least their second year at the school met the RIT score proficiency equivalent, instead of the 75% target, according to the most recent linking study comparing NWEA Growth to New York State standards.

ADDITIONAL CONTEXT AND EVIDENCE

Although CSA is located in Manhattan CSD 2, only 8.8% of our enrollment resides there. Our scholars come to us from all five boroughs. In the 2024-25 school year, the demographic for our students' borough of residence was as follows: 16% in the Bronx, 36% in Brooklyn, 30% in Manhattan, 10% in Queens, and 8% in Staten Island. CSA students enrolled in at least their 2nd year of the school outperformed the city and each borough on the NYS Math Exam in both 7th and 8th grades, with the exception of the percent proficient in 7th grade in Staten Island. The following table provides the breakdown of the percent proficient on the 2024-25 NYS Math Exam by grade level comparing CSA's students enrolled in at least their 2nd year at the school with the percent proficient across NYC and by borough.

		% Proficient on 2024-25 NYS Math Exam					
Grade	CSA (Students Enrolled in at least 2 nd Year)	Citywide	Bronx	Brooklyn	Manhattan	Queens	Staten Island
7	66%	58.3%	44%	62.2%	63.6%	60.4%	68.3%
8	77.6%	49.2%	40.7%	57.9%	47.3%	45.6%	60.3%
7-8	72.8%	54.9%	42.6%	60.5%	58.9%	55.8%	64.9%

MATHEMATICS ACTION PLAN

CSA is committed to maintaining consistency in its data collection and reporting and to using those results to drive strategic interventions that improve student outcomes. Under new leadership—including an Executive Director who is a former math teacher and mathematics curriculum expert—the school has adopted a comprehensive plan to address the math learning gaps that deepened during COVID, particularly for students who are Black, Hispanic, from low-income families, and those already performing in the lowest percentiles.

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As a stand-alone middle school, we have observed that many of our incoming students arrive with significant math deficits, struggling with fluency and basic math facts, which in turn makes mastery of middle school content more difficult. To directly address these gaps, we have made very strategic staffing choices, including placing a master teacher from our senior leadership team back into the 6th grade math classroom to focus on building a stronger foundation at the critical entry point for our students.

In addition, CSA conducted extensive research before selecting a new curriculum and will adopt **Amplify Desmos Math** beginning in 2025–26. Amplify Desmos provides a stronger, more connected approach to learning than our previous platform (i-Ready), integrating conceptual understanding, procedural fluency, and application. Unlike i-Ready, which often relies heavily on isolated practice and adaptive assessments, Amplify Desmos offers rich, interactive lessons that promote mathematical reasoning, student discourse, and problem-solving, supported by integrated **mCLASS assessments** that give teachers deeper, real-time insights into student thinking. This curriculum was chosen because it better aligns with our commitment to asset-based teaching, ensuring that all students' strengths are recognized and built upon.

To further support improvement, CSA has also restructured its school week to include a **Friday early-release period** dedicated to targeted professional development and collaborative planning. This time allows teachers to refine curriculum implementation, analyze data, and design interventions that directly address student needs.

Finally, our long-term vision remains that all CSA 8th graders will complete Algebra I before leaving middle school. In 2024–25, due to high demand, we expanded to two Algebra I sections, and **this year, every 8th grade student is enrolled in Algebra I—building on the momentum of last year's success.** On the new 2024–25 Algebra I Regents exam, 40 students—representing 50% of the 8th grade—participated, with **92.5% passing overall** and **75% of students with IEPs passing.** These results highlight the promise of our strategic investments and lay the foundation for expanded success in the years to come.

GOAL 3: SCIENCE

Students will be proficient in scientific concepts.

BACKGROUND

Science instruction at CSA is designed to give students a solid foundation in all of the disciplines and build a sense of discovery, curiosity, and fascination with the world through numerous hands-on activities. CSA utilizes an NGSS aligned, activity-rich curriculum five times a week so that students are exposed to all of the physical science disciplines in the 6th and 7th grades (using curriculum from OpenSci), with a focus on biology in the 8th grade (using New Visions curriculum). In 8th Grade Science, students prepare for the Living Environment Regents exam, and all 8th Grade students are expected to take this exam. Frequent labs allow students to perform hands-on experiments and analyze findings using skills and competencies practiced in Math (creating and analyzing graphs, charts, and statistical information, for example) and

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Humanities (reading, writing, and speaking to master Science standards).

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.

Not Applicable. The school did not administer the New York State Testing Program science assessment to students in 8th grade in spring 2025 because all students in 8th grade sat for the Living Environment Regents exam.

Charter School Performance on 2024-25 State Science Exam by Students Enrolled in at Least Their 2nd Year

Grade	Students in at Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
8	0	N/A	N/A
All	0	N/A	N/A

Science Measure 2 - Comparative

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

Not Applicable. The school did not administer the New York State Testing Program science assessment to students in 8th grade in spring 2025 because all enrolled students in 8th grade sat for the NYS Living Environment Regents exam.

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

	Charter School Students in at Least 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
8	0	N/A	N/A	TBD	TBD	TBD
All	0	N/A	N/A	TBD	TBD	TBD

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SUMMARY OF THE MIDDLE SCIENCE GOAL

Since all enrolled students in 8th grade took only the NYS Living Environment Regents exam in the 2024-25 school year, neither of the Goal Measures for Science are applicable.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Not Applicable
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Not Applicable

EVALUATION OF THE SCIENCE GOAL

Since all enrolled students in 8th grade took only the NYS Living Environment Regents exam in the 2024-25 school year, neither of the Goal Measures for Science are applicable.

ADDITIONAL CONTEXT AND EVIDENCE

We administered the Regents Living Environment exam to all our 8th grade students in lieu of the NYS Science exam. Of the 77 8th grade students who took the exam, 56 (72.7%) earned at least a 65 on the exam. For students in at least their second year of the exam, 67 students took the exam and 52 (77.6%) received a passing grade.

Performance on a Regents Living Environment Exam
of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2022-23	Living Environment	58	43	75%
8	2023-24	Living Environment	69	53	73%
8	2024-25	Living Environment	77	56	72.7%

ACTION PLAN

CSA is committed to maintaining consistency in data collection and reporting while using results to refine instruction and strengthen student outcomes. This includes careful attention to the evolving expectations of Regents-level science assessments and ensuring that all students are prepared for success.

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The Living Environment Regents exam remains a central benchmark for our 8th graders, and one of our primary departmental goals is to deepen our understanding of the exam’s expectations and lab requirements so that we can deliver rigorous, aligned instruction. To meet this challenge, we have expanded the use of the **OpenSci curriculum**, which has proven highly successful in our 6th and 7th grades, and are now utilizing their high school biology units with 8th grade students. OpenSci is fully aligned with the **NYS Next Generation Science Standards** and includes all required lab components, ensuring that students not only meet Regents eligibility but also engage with science in ways that emphasize inquiry, critical thinking, and real-world application.

By building on this strong curricular foundation, CSA is ensuring that all students—regardless of prior preparation—are supported in meeting the demands of Regents-level coursework and developing the scientific skills necessary for long-term success.

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

ADDITIONAL CONTEXT AND EVIDENCE

CSA received an Accountability Status of Local Support and Improvement as per the New York State Education Department. The school has consistently maintained this status over the past three years.

APPENDIX A: OPTIONAL GOALS

As part of its Accountability Plan, CSA has adopted additional organizational and non-academic goals specific to the school's design of being an arts-based middle school. The first additional, optional goal is that students will master skills in an artistic field. The second additional, optional goal is that students will gain entry to the high schools that best match their academic, artistic, and socioemotional requirements. Please find below summaries of the outcomes for the two goals for the 2024-25 school year.

GOAL 5: ARTISTIC STUDY

Students will master skills in an artistic field.

SUMMARY OF THE ARTISTIC STUDY GOAL

CSA's Artistic Study Goal has three metrics by which we determine progress towards the goal. The artistic measures are based on internal arts rubrics. However, due to a change in location of the New York State School Music Association's Festival students no longer attend it; therefore, we are unable to measure our progress towards that music goal.

Measure	Outcome
Each year, 90 percent of students who are participating in the New York State School Music Association's ("NYSSMA") annual festival will receive a rating of either "excellent (3)" or "outstanding (4)" on their performance. The score will be provided by the NYSSMA jury using the NYSSMA evaluation rubric.	Not Applicable
Each year, 90 percent of students who are participating in CSA's annual internal piano jury will receive a rating of "excellent (3)" or "outstanding (4)" on their performance. The score will be generated by CSA's internal rubric, which is aligned with the NYSSMA standards.	Met (90%)
Each year, 75 percent of students who are participating in CSA's visual art jury will receive a total score of 263 or higher on their final, summative artistic project. The score will be generated by CSA's internal rubric, which is aligned with the expectations of the LaGuardia Admissions Rubric.	Met (92%)

EVALUATION OF THE ARTISTIC STUDY GOAL

In the 2024-25 school year, CSA met its two applicable measures for the Artistic Study Goal.

GOAL 6: HIGH SCHOOL PLACEMENT

Students will gain entry to the high schools that best match their academic, artistic, and socioemotional requirements.

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SUMMARY OF THE HIGH SCHOOL PLACEMENT GOAL

CSA uses high school admissions data as an additional measure to gauge our program's efficacy. We support eighth graders on the path toward a high school that matches their strengths and interests. CSA's High School Placement Goal has three metrics by which we determine progress towards the goal.

Measure	Outcome
Each year, 95% of graduating 8th grade students will apply to at least three high schools (choosing from independent, charter, and district schools) after completing a counseling session with the High School Coordinator.	Met (98%)
Each year, 75 percent of graduating 8th grade students will earn admission into one of their top-3 choices of high schools.	Met (80%)
Each year, 30 percent of graduating 8th grade students who apply will earn admission to an arts-based high school.	Met (92%)

EVALUATION OF THE HIGH SCHOOL PLACEMENT GOAL

In the 2024-25 school year, CSA met all three of its measures for the High School Placement Goal.