



PAVE Academy Charter School
2024-25 ACCOUNTABILITY PLAN
PROGRESS REPORT

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By Meg Brown

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Meg Brown, Director of Operations, 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)
Eldridge Gilbert	Chair	
Allie Sweeney	Treasurer	Finance Committee
Kim Lumpkin	Trustee	
Spencer Robertson	Trustee	
Sophie Lippencott Ferrer	Trustee	
Tyler Pride	Trustee	
Sania Khan	Trustee	
Melanie Dukes	Trustee	Finance Committee
Melissa Torres	Trustee	

Marsha Gadsden has served as the Executive Director since 2021.

SCHOOL OVERVIEW

History: PAVE Academy Charter School (“PAVE”) was founded in 2008 in the Red Hook neighborhood of Brooklyn, New York. PAVE opened with grades K-1, grew into a full elementary school, then added a middle school in 2012 and a pre-kindergarten program in 2013. It is currently a K-8 school authorized to serve 588 students.

Mission Statement: PAVE is a K-8 college-preparatory charter school that lays the foundation for a productive and choice-filled life. We build our students brick by brick; equipping them with the academic, social, and emotional skills that they need to become critical thinkers, problem solvers, overcomers, and leaders in their communities.

Vision Statement: Our vision is that Kindergarten through 8th Grade scholars across New York will emerge from our classrooms on a path of expanded opportunities.

Our Approach: PAVE has achieved strong academic success by developing and refining a rigorous grade K-8 college preparatory school model designed specifically to close the achievement gap and prepare students for competitive high schools. PAVE Academy has been established on the following four pillars:

- **Curriculum and Content:** We believe that one of the biggest contributors of student achievement is rigorous curriculum delivered by teachers with deep content knowledge. Through a comprehensive inquiry-based methodology, we inspire a love of learning. We prioritize strong intellectual preparation and masterful facilitation of student discourse, recognizing that our own skills and understanding of content must be exceptional in order to guide and motivate our students.
- **Data Driven Practices:** Feedback is the number one driver of student achievement and we believe that data is exactly that: feedback! We use data to track student progress, inform curricular design, and continuously improve instruction, ensuring we can meet the learning needs of our students. Leaders also use academic and other data to establish priorities, set goals and plan for professional development.
- **High Expectations:** Our belief in our students is unwavering and we want them to realize their full potential. As a result, we expect excellence from our staff and students. We maintain high expectations for our scholars and ourselves, with love, through intentional development, practice and frequent reflection
- **Whole Child:** Academic success alone is not enough. Our scholars work to cultivate the character strengths needed to build healthy relationships with themselves and others, and develop the social and emotional tools that will help them navigate life within and beyond the classroom.

School Characteristics: PAVE is a neighborhood school that serves the communities of Red Hook and Sunset Park, which are located within Community School District (CSD) 15.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2022-23	54	53	40	59	55	60	55	51	54	-	-	-	-	489
2023-24	38	53	44	44	59	53	48	51	47	-	-	-	-	437
2024-25	31	43	49	42	47	55	45	51	50	-	-	-	-	413

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

To thrive in competitive high schools and four-year colleges, scholars must broaden their understanding of the world through reading, writing, speaking, and listening. As readers, PAVE scholars deeply engage with texts by thinking critically, questioning, connecting, and evaluating. As writers, scholars produce both generative and text-based pieces. As speakers and listeners, students discuss and debate complex ideas with their teachers and classmates. In early elementary grades, ELA at PAVE consists of interconnected blocks (Reading Workshop, Guided Reading, Writer's Workshop, and Foundations) that work in tandem to develop scholars' understandings of reading, writing, speaking, and listening concepts. In upper elementary grades, Foundations is no longer used, and a Text Analysis block is added to ensure students are grappling with rigorous and often unfamiliar texts and topics. In middle school, students have 90 minutes of ELA, M - TH and 60 minutes on Friday. That time consists of novel study, close reading and writing. Middle school students also have 45 minutes of History daily.

PAVE does not use traditional textbooks to teach reading. Teachers use authentic literature and engaging informational texts. These resources provide bands of text complexity to ensure accessibility and adequate challenge for all students during book clubs, guided reading, and textual analysis activities. Ultimately, scholars' literacy skills enable them to excel in meaningful careers of their choice.

PAVE uses the following curriculum programs as part of their literacy program:

- **Lavinia Red Threads:** The Lavinia Red Threads curriculum for Grades K–2 provides young learners with a strong foundation in reading comprehension, vocabulary, and critical thinking. Through rich, complex texts and structured read-alouds, students engage with high-quality literature and develop early analytical skills. The curriculum emphasizes

discussion, evidence-based thinking, and joyful learning experiences, setting the stage for confident, independent readers. The Lavinia Red Threads curriculum for Grades 3–4 builds on early literacy skills by guiding students through deeper analysis of complex texts. With a focus on close reading, text-based discussion, and evidence gathering, students learn to think critically and articulate their ideas clearly. The curriculum continues to emphasize vocabulary development, reading fluency, and writing about reading, fostering strong comprehension and a lasting love of literature.

- **Fountas and Pinnell Leveled Literacy Intervention (LLI):** LLI is used with students who need intensive support to achieve grade-level competency. It combines reading, writing, and phonics/word study with an emphasis on teaching comprehension strategies.
- **Insight Humanities™:** Insight Humanities™ is Lavinia Group’s multicultural, project-based, and integrated reading, writing, and social studies curriculum. We provide teachers with everything they need to successfully teach—a comprehensive unit overview, writing exemplars, scripted daily lesson plans, project samples, and booklists. All units are thematically linked to the content focus throughout the year and work backward from inquiry-based essential questions.
- **Close Reading for Meaning™** Using genre as an inroad, this method teaches students to use various strategies to unpack complex texts that are at or above grade level. This curriculum prepares students to discover the essential meaning of the text as well as the author’s craft.
- **Insight Middle Courses™:** is a literacy curriculum from Lavinia Group used from Grades 6 -8 that improves literacy achievement through a global, thematic, and project-based approaches. Students develop content knowledge as they engage with diverse and rigorous texts, themes, and topics. They apply their learning through authentic and integrated literacy and project work to develop as independent readers, writers, thinkers, and doers.
- **History:** The History curriculum from Grades 5-8 at PAVE is inquiry-based and allows students to develop their own beliefs based on context, fact, perspectives, primary sources, and more. Students are able to determine between key historical facts and debate big ideas. Literacy is practiced through reading and analyzing primary sources and writing arguments supported by evidence.

In addition, PAVE participated in the Summer Boost program funded by Bloomberg and held tutoring sessions over spring break to support students during long breaks.

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METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in the 3rd through 8th grades in the Spring of 2024. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates the total enrollment and number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

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	37		3					40
4	47		1					48
5	53			1				54
6	41	1						42
7	47	1		1				49
8	49							49
All	274	2	4	2	0	0	0	282

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

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	37	23	62.2%	33	19	57.6%
4	47	33	70.2%	42	30	71.4%
5	53	31	58.5%	51	31	60.8%
6	41	26	63.4%	39	26	66.7%
7	47	41	87.2%	46	40	87.0%
8	49	38	77.6%	47	36	76.6%
All	274	192	70.1%	258	182	70.5%

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

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	8.39	21.53	37.96	32.12

$$PI = 0 * [\text{?}]_{\text{Level 1}} + 1 * [\text{?}]_{\text{Level 2}} + 2 * [\text{?}]_{\text{Level 3}} + 2.5 * [\text{?}]_{\text{Level 4}} = 177.7$$

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

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

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ELA Measure 3 - Comparative

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

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

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	57.6%	33	71.1%	1923
4	71.4%	42	68.5%	1888
5	60.8%	51	68.4%	1872
6	66.7%	39	61.2%	1661
7	87.0%	46	63.0%	1516
8	76.6%	47	63.0%	1463
All	70.5%	258	66.2%	10323

ELA Measure 4 - Comparative

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

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

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

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of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.⁴

2023-24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	93.0	450	437.5	1.27
4	88.1	450	439.4	1.01
5	88.5	443	437.7	0.54
6	91.8	450	437.5	1.37
7	86.8	453	444.0	0.97
8	85.1	452	444.8	0.71
All	88.8	449.7	440.2	0.98

ELA Measure 5 - Growth

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

METHOD

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

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

Grade	Mean Growth Percentile	
	School	Target
4	62.3	50.0
5	54.7	50.0
6	60.9	50.0

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

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

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7	73.7	50.0
8	57.8	50.0
All	62.2	50.0

ELA INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessments to measure student growth and achievement in ELA: F&P and Literably Data.

Table 1 - PAVE Academy - Fountas and Pinnell/Literably Reading Levels Spring 2025

Assessment	F&P					Literably			
Grade Level	K	1	2	3	4	5	6	7	8
IR Benchmark	D	J	M	P	S	V	X	Y	Z
% of Students AT or ABOVE grade level benchmark	75 %	61 %	63 %	73 %	63 %	38 %	50 %	55 %	63 %

Table 2 - PAVE Academy – Fountas and Pinnell/Literably Reading Levels Fall 2024 – Spring 2025

Grade	Decreased 1 or more level	No Change	Increased 1 Level	Increased 2 or more Levels
K ⁶	0	1	7	20
1	0	1	3	31
2	1	2	5	36
3	1	5	6	25
4	3	3	4	34
5	2	11	4	20
6	0	17	6	11
7	0	17	2	15
8	0	24	2	7

⁶ KG first took F&P in the winter, not the fall, so growth from KG only is shown from winter to spring.

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SUMMARY OF THE ELA GOAL

In ELA, PAVE achieved four of the five measures, and was close to achieving all five.

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 (70.5%)
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 (177.7)
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 (70.5% to 66.2%)
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 (0.98)
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 (62.2)

EVALUATION OF ELA GOAL

- PAVE returning students increased overall ELA proficiency by 13 percentage points in the 2024-25 school year, but still are below 75% proficiency overall. At the grade level, PAVE did exceed the 75% threshold in grades 7 and 8.
- PAVE exceeded the target PI in ELA by 60 points.
- PAVE students exceeded CSD 15 proficiency by four percentage points.
- PAVE exceeded the target effect size of 0.3 overall, as well as in each individual grade, and with an effect size of 0.98 overall, was nearly a full standard deviation higher in scaled score than would be predicted given the school's share of economically-disadvantaged students.
- PAVE students had an overall growth percentile of 62.2, and were over 50 in growth percentile in every grade.

[Brief narrative highlighting results in the data tables above that directly addresses each measure. Narrative explicitly stating whether the school met the measures and discussing by how much the school fell short of or exceeded the measures, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.]

ELA ACTION PLAN

PAVE Academy will strive to maintain consistency in its data collection and reporting by implementing regular data review meetings. Teachers will analyze interim assessment results bi-monthly to identify trends and areas needing improvement. Specific steps include targeted interventions for students underperforming in ELA, such as additional tutoring sessions and differentiated instruction in reading and writing workshops. The school will also enhance professional development for teachers focused on best practices in literacy instruction and data-driven decision-making.

GOAL 2: MATHEMATICS

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

BACKGROUND

PAVE believes that scholars must develop a deep, conceptual understanding of mathematics to be successful in college and in STEM careers. Scholars are challenged to reflect upon and defend their strategies, analyze the strategies of others, and make generalizations and conjectures about mathematical concepts and ideas. Scholars learn more advanced strategies and gain more complex understandings by solving problems that are carefully designed to raise certain mathematical questions and discussing and analyzing them with their classmates. In contrast to the traditional method of teacher-directed modeling and practice, PAVE's math teachers act as facilitators who use careful questioning to help scholars develop and solidify their own understandings about math.

For K-2, PAVE administers three interim assessments to evaluate student progress, and to prepare for the upcoming New York State exams. In 3rd and 8th grades, students take two interim Math assessments and a mock-exam in preparation for their state test. Twice a year, teachers deep-dive in their student interim assessment data and make class and individual action plans to remediate and accelerate learning.

Below is a summary of the components of the PAVE math program for 2024-2025:

- **Elementary School Math:**
 - **Three interconnected blocks** (the Math Content Block, Math Routines, and Problem Solving) work in tandem to develop scholars' understandings of math concepts.
 - **Daily Story Problems:** Central to CGI is the use of story problems to engage students in critical thinking about mathematics.
 - **enVision Mathematics 2020:** Teachers use the enVision math curriculum to address grade level content and standards. This program focuses on authentic math contexts, problem solving, visual learning, and daily differentiation to develop deep mathematical understandings and the ability to apply them.

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- o **Math Routines:** Teachers focus on number sense by teaching explicit connections, properties, and relationships between numbers. For example, students might discover different factors of 24 by making arrays with tiles in 3rd grade while 2nd grade is focusing on the associative property to add 2-digit numbers.
- **Middle School Math:**
 - o **Content Block:** Teachers use a variety of programs to address Next Generation-aligned domains and standards. These programs are highly rigorous, inquiry-based, and constructivist in nature to engage students in deeper conceptual understandings and applications before students generalize understandings and work on fluency and procedures. The emphasized curricula are Illustrative Math's Open Up program for 5th through 8th.
 - o **Workshop Block:** The MS "workshop" period targets specific student needs by creating fluid differentiated stations. Teachers wield a variety of strategies and activities, such as math routines, whole group addressing of common errors, targeted remediation, and project-based learning (PBL). Certain students receive remediation in small groups, while others work independently on rigorous module-based online math curriculum and resources.

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	38		2						40
4	48								48
5	53	1							54
6	42								42
7	48	1							49
8	0							49	49
All	229	2	2	0	0	0	0	49	282

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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	38	21	55.3%	34	17	50.0%
4	48	27	56.3%	42	25	59.5%
5	53	27	50.9%	50	27	54.0%
6	42	28	66.7%	40	28	70.0%
7	48	36	75.0%	46	34	73.9%
8	38	22	57.9%	37	22	59.5%
All	267	161	60.3%	249	153	61.4%

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
	11.24	28.46	40.07	20.22

$$PI = 0 * [?]_{Level 1} + 1 * [?]_{Level 2} + 2 * [?]_{Level 3} + 2.5 * [?]_{Level 4} = 159.2$$

Math Measure 3 - Comparative

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

METHOD

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

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	50.0%	34	72.7%	1980
4	59.5%	42	68.8%	1970
5	54.0%	50	67.1%	1917
6	70.0%	40	54.4%	1660
7	73.9%	46	62.5%	1492
8	59.5%	37	18.4%	87
All	61.4%	249	65.2%	9106

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

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of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.⁷

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	93.0	451	444.3	0.49
4	88.1	453	447.8	0.33
5	88.5	453	442.7	0.75
6	91.8	451	442.4	0.70
7	86.8	457	448.9	0.57
8		Regents		
All	89.5	453.1	445.4	0.56

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.⁸

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	52.5	50.0
5	73.6	50.0

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

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

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6	62.2	50.0
7	81.3	50.0
8	Regents	50.0
All	67.1	50.0

MATHEMATICS INTERNAL EXAM RESULTS

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

2024-25 Math Interim Assessment Performance by Grade

Percent of students collecting 70% of points or greater

Grade	IA 1 (November)	IA 2 (January)	IA 3 (March)
K	n/a	83%	94%
1	20%	39%	46%
2	50%	34%	20%
3	42%	33%	45%
4	28%	27%	28%
5	40%	43%	34%
6	36%	37%	45%
7	33%	38%	44%
8	64%	77%	45%
Grand Total	40%	44%	42%

SUMMARY OF THE MATHEMATICS GOAL

In Math, PAVE achieved three of the five measures, and was close to achieving a fourth.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	NO (61.4%)

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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 (159.2)
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.	NO (61.4% to 65.2%)
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 (0.56)
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 (67.1)

EVALUATION OF THE MATHEMATICS GOAL

- PAVE returning students increased overall math proficiency by five percentage points in the 2024-25 school year, but still are below 75% proficiency overall. In Grade 7, where results were the highest, 74% of returning students were proficient.
- PAVE exceeded the target PI in Math by 40 points.
- PAVE students fell short of CSD 15 proficiency, but halved the gap with CSD 15 from 8 percentage points to 4 percentage points. Moreover, when examining subgroup performance, PAVE exceeded CSD 15 by large amounts:
 - Economically Disadvantaged students at PAVE were 58.3% proficient compared to 47.3% of Economically Disadvantaged students in CSD 15 as a whole.
 - Black students at PAVE were 63.3% proficient compared to 31.7% of Black students in CSD 15 as a whole.
 - Hispanic/Latino students at PAVE were 59.5% proficient compared to 39.9% of Hispanic/Latino students in CSD 15 as a whole.
- PAVE exceeded the target effect size of 0.3 overall, as well as in each individual grade.
- PAVE students had an overall growth percentile of 67.1, and were over 50 in growth percentile in every grade.

MATHEMATICS ACTION PLAN

To maintain and improve academic performance in mathematics, PAVE Academy will continue to provide structured intervention lessons focusing on students who are at risk of not meeting proficiency standards. PAVEI will also provide ongoing training for teachers in effective math teaching strategies and utilize student data to tailor instruction to meet individual needs.

GOAL 3: SCIENCE

Students will build a strong understanding of science through hands-on learning and exploration.

BACKGROUND

PAVE Academy Charter School implements the Amplify Science curriculum to deliver a rigorous, standards-aligned science program across all grade levels. Amplify combines hands-on investigations, digital tools, and literacy-rich activities to support three-dimensional learning. Students engage with real-world phenomena to build critical thinking, collaboration, and problem-solving skills, ensuring a strong foundation in scientific understanding and practices.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in 5th grade in spring 2025 (8th grade students take the Living Environment Regents Exam, not the NYSE Science Exam). The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2024-25 State Science Exam By Students Enrolled in At Least Their Second Year			
Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	48	29	60.4%
All	48	29	60.4%

Science Measure 2 - Comparative

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

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

	Charter School Students in at Least 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	48	29	60.4%	Not yet available		
All	48	29	60.4%	Not yet available		

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

In Science, PAVE did not achieve the 75% proficiency 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.	NO (60.4%)
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.	(CSD 15 State Science results not available until release of State School Report Cards)

EVALUATION OF THE SCIENCE GOAL

PAVE did not meet its annual performance goal related to student proficiency on the Science New York State examination. While a majority (60%) of eligible students achieved proficiency, the school remains below the 75% benchmark established in the APPR accountability framework. This shortfall indicates a need for targeted instructional adjustments and support strategies to improve academic outcomes, particularly for students beyond their first year of enrollment. Continued monitoring, data-driven instruction, and intervention planning will be essential to close the proficiency gap and ensure stronger alignment with state expectations in future cycles.

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

Grade	Year	Living Environment Regents Exam	Number Tested	Number Passing	Percent Passing
8	2022-23	0	0	0	n/a
8	2023-24	0	0	0	n/a
8	2024-25	41	41	30	73.2%

ACTION PLAN

To support learning at home, families will be provided access to Amplify's online resources, enabling students to engage with interactive content and virtual labs. Teachers will participate in ongoing professional development to effectively implement the curriculum and incorporate technology into their lessons. Regular analysis of student performance data will guide targeted interventions for those struggling with specific concepts.

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	In Good Standing
2023-24	In Good Standing
2024-25	In Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

The School met this measure. The school was in good standing this year, and has been in each of the past four years.