

**Manhattan Charter School for Curious  
Minds**

**2024-25 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

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## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Tamara Cooper, our Chief Executive Officer, 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)
Megann McManus	Chair	Finance, Education
Lauren Schwarz	Secretary	Education, Finance, Nominating
Annabel Javier	Trustee	Education

**Tamara Cooper has served as the Chief Executive Officer from July 2023 to present. Genie DePaulo served as the previous Executive Director consultant through November 2023.**

## SCHOOL OVERVIEW

### Our Mission

The mission of Manhattan Charter School for Curious Minds is *to teach our students how to learn and love doing it, how to cultivate their curious minds for the rest of their lives, and how to develop a solid foundation on which to base wise choices and build meaningful futures.*

### Our Core Values

Our school motto, “Changing the World, One Curious Mind at a Time,” encapsulates our belief in the transformative power of an exceptional public education.

Manhattan Charter School is grounded in three core values—*Opportunity, Curiosity, and Courage*—that drive how we work with students and families, staff, leaders, and the community. They also inform the operational systems and processes we create to support student achievement. For example, an instructional hallmark evident in our classrooms is the opportunity for students to lead small-group instruction or discussion. You will also witness teachers normalizing risk and building in students the courage to fail.

### Our Community

Manhattan Charter School (“MCSI”) was founded in July 2004 as a public charter elementary school to offer instruction in grades Kindergarten through Five. MCS opened for its first school year in September 2005 with students in Kindergarten through Grade One. In September of 2006 we added Grade Two, in September of 2007 we added Grade Three. In August of 2008 we added Grade Four and in August of 2009 we added Grade Five. Currently, the school serves 184 students in grades Kindergarten through grade 5. The chart below breaks down the demographic characteristics of our school for the 2024-2025.

Data Point	Percentage of Population
Black or African American	29%
Hispanic or Latino	65%
Asian or Native Hawaiian/Other Pacific Islander	3%
White	<1%
Multiracial	3%
English Language Learners	10%
Students with Disabilities	29%
Economically Disadvantaged	87%

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Homeless	22%
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Source: BEDS Day Enrollment Verification Report 2024-2025

### Our Commitment to Students and Families

The School’s educational program is unlike any other on the Lower East Side. This is due, in part, to our dual focus: a rigorous, standards-based educational program and an arts-rich curriculum with music class for every child, every day. The School prides itself on its intimate culture and learning environment, evident in the individualized attention students receive from teachers committed to bringing out each child’s best; the arts and culture-rich curriculum that introduces students to new worlds and ways of seeing; and the philosophy of inquiry- and experience-based learning that engages the whole child, cultivates natural curiosity, and teaches students how, not just what, to learn.

### Accelerating Student Learning

For the 2024-2025 academic year, our internal strategic focus has been centered on accelerating student learning outcomes at MCSI. To achieve this, we prioritized enhancing our effectiveness in the collection, analysis, and application of student data to inform instructional planning and decision-making at all levels. By refining our data-driven practices, we aimed to better identify learning gaps, tailor instruction to meet student needs, and track progress over time.

Our internal assessment data, gathered throughout the year, has consistently highlighted a pressing need to strengthen Tier 1 instruction across core academic subjects—specifically English Language Arts (ELA), Mathematics, and Science. Tier 1 instruction, as the foundational level of support provided to all students, is critical to ensuring that every learner has access to high-quality, standards-aligned instruction from the outset. As such, we have concentrated our efforts on bolstering instructional practices, curriculum alignment, and formative assessment strategies within these core areas to ensure that all students are adequately supported in their learning journeys.

Moreover, MCSI has instituted a new accountability system- “MCS Data Dashboard”. This dashboard tracks the progress of students in academics, discipline, and attendance. This data becomes the framework for informing decisions about students in professional learning communities. We firmly believe that by implementing the process systematically during the upcoming year, MCSI will continue to see success for students.

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	Total
2022-23	22	26	36	30	31	34	179
2023-24	35	34	25	35	26	26	181
2024-25	20	40	34	25	33	32	184

Enrollment numbers remained the same during the 2024-25 school year and increased from the previous years. Enrollment continues to be an area of growth for MCSI. For the 2054-2026 school year, MCSI has added additional resources and support to grow its student enrollment. Specifically, the network has added enrollment and marketing specialist roles. In addition, the school enrollment team such as the Family and Attendance Coordinator works with local partnerships to support families with resources. Additionally, MCSI is continuing to review ways in which the school can accommodate changing demographics in the Manhattan area.

### GOAL 1: ENGLISH LANGUAGE ARTS

Students' academic performance in Science meets or exceeds local, state, and national standards.

#### BACKGROUND

The comprehensive English Language Arts curriculum at Manhattan Charter School I (MCSI) encompasses reading, writing, speaking, listening, grammar, vocabulary, and early foundational skills such as phonics, phonological awareness, and word study. In addition, MCSI also made the decision to shift to the ELA curriculum from *Expeditionary Learning* (EL) to *Wit & Wisdom*. The shift to *Wit & Wisdom* was carefully chosen following our middle school expansion and reviewing student academics trends from the past 5-10 years. The *Wit & Wisdom* curriculum allows for our students to be exposed to authentic grade level texts that build knowledge across all disciplines. Students are engaged in meaningful discussion, develop stronger writing skills, and deepen their ability to analyze complex texts while fostering a love for literature and language.

In addition to the curriculum changes, students in the grades Kindergarten-3rd grade continued to receive early literacy instruction through *Wilson's Foundations*. For the 24-25 school year MCSI continued to utilize Reading Specialists to support our struggling reading across all grades K-5th. In addition, MCSI hired dedicated Interventionists to support learning gaps in ELA and Math. Furthermore, to support all students, MCSI incorporated ELA Integrated Co-Teaching (ICT) for all grades. Our Reading Specialist, Interventionist and Special Education Teachers collaborated together with our General Education teachers to provide support for all learners in reading, writing, and early literacy. Furthermore, students in Kindergarten-3rd grade received independent guided reading blocks daily to support reading comprehension and fluency. Similarly, our 4th and 5th graders received an independent novel studies block to support reading comprehension and fluency. Finally, our 5th grade students also received weekly intervention blocks to support differentiated learning based on students' needs.

The ELA period includes time for performance reading, interactive read-alouds, literature discussion, independent reading and close reading, and project based learning. Embedded into the *Wit & Wisdom* curriculum is reading, writing, and humanities structured activities that foster the expression of diverse learning. It exposes students to literature and activities that foster expression of personal ideas, memories, creative illustrated works, and expanded research and reflection.

Our teachers received extensive professional development (PD) to enhance their teaching and instruction. All ELA teachers received *Wit & Wisdom* training to review and understand the curriculum

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

changes. In addition, MCSI added Instructional Coaches which support teacher development and growth through the Marzano coaching framework. Furthermore, all teachers participated in daily professional learning communities (PLC) to strengthen their daily instruction and data collection. Finally, throughout the school year staff received weekly PD to target areas of need based on school trends and data.

Manhattan Charter School I uses data from the following assessments to monitor student proficiency in English Language Arts:

Assessment/Tool	Type	Description
New York State exams in English Language Arts	Summative	Criterion-referenced
NWEA Map Growth Assessment	Summative	Nationally norm-referenced achievement test
NWEA Reading Fluency Assessment	Summative	Nationally norm-referenced achievement test is an adaptive assessment that efficiently measures oral reading fluency, comprehension, foundational skills, and identifies early reading struggles such as dyslexia.
Renaissance Star 360 Assessments (Star ELA & Star Early Literacy)	Summative	Nationally norm-referenced achievement test
NWEA Reading Fluency with AI Coach	Formative	Online program that ensures all students get individualized tutoring with a direct link from MAP Reading Fluency's real-time assessment data into Coach.
Imagine MyPath Reading	Formative	Imagine MyPath helps students in grades K-12 reach their full potential in reading with a personalized and adaptive path to grade-level success.

### ELEMENTARY ELA

#### ELA Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-5.

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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	Administrative error	Medically excused	Other reason	
3	18	3	0	0	0	0	3	24
4	22	3	1	0	0	0	5	31
5	26	0	0	0	0	0	4	30
All	66	6	1	0	0	0	12	85

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

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	18	7	38.9%	15	6	40.0%
4	22	14	63.6%	19	14	73.7%
5	26	11	42.3%	21	10	47.6%
All	66	32	48.5%	55	30	54.6%

#### ELA Measure 2 - Absolute

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

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school’s students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2024-25 English language arts MIP for all students of **117.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.<sup>2</sup>

<sup>1</sup> Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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

# 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

## 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
66	15.2	36.4	31.8	16.7

$$PI = 0 * [?]_{Level 1} + 1 * [?]_{Level 2} + 2 * [?]_{Level 3} + 2.5 * [?]_{Level 4} = 141.8$$

### ELA Measure 3 - Comparative

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

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

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	40.0%	15	65.9%	519
4	73.7%	19	70.3%	548
5	47.6%	21	64.2%	553
All	54.6%	55	64.6%	3275

### 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

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

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.<sup>4</sup>

### 2023-24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	85.7	445.0	438.9	0.63
4	88.5	444.0	439.4	0.44
5	80.8	449.0	439.4	1.01
All	85.2	445.8	439.2	0.68

### ELA Measure 5 - Growth

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

#### METHOD

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

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

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

Grade	Mean Growth Percentile	
	School	Target
4	48.1	50.0
5	49.4	50.0
All	48.7	50.0

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

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

**ELA INTERNAL EXAM RESULTS**

During 2024-25, in addition to the New York State 3<sup>rd</sup>– 5<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: NWEA Map Growth Assessment & Renaissance Star360.

MCS continued to collect and analyze a range of academic data points to guide instructional priorities and decision-making. In addition to the New York State assessments, the school administered NWEA Map Growth, Renaissance Star 360 computer-based adaptive assessment (grades K-5). In addition, MCS administered unit tests from the Wit & Wisdom curriculum to determine mastery of NYS standards, as well as Imagine Learning MyPath Reading program. The NWEA Map Growth and Renaissance Star360 ELA table below highlights the comparison of percentile ranks of students in grades K-5 from the beginning to the end of the year. These tables include students who were enrolled for at least two years.

The percentile rank is a norm-referenced score that provides a measure of a student’s reading ability compared to other students in the same grade nationally. The percentile rank score indicates the percentage of other students nationally who obtained scores equal to or lower than the score of a particular student. MCS uses NWEA Map Growth and Renaissance Star360 as a progress monitoring assessment to identify priority skills and strategies for instruction and to identify students in need of intervention services in reading.

**NWEA Map Growth**

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 3 <sup>rd</sup> through 5 <sup>th</sup> grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	69	47	No
Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 5 <sup>th</sup> gradestudents 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	49	57	Yes

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 5 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 5 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>6</sup>	43	18	60.5	Yes
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 5 <sup>th</sup> grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. <sup>7</sup>	2+ students	75%	59	30.5	No

### 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 <sup>8</sup>	Number Tested	Percent Proficient	Number Tested
3	19%	21	26.7%	15
4	42%	26	47.8%	23
5	11.5%	26	14.3%	21
All	24.6%	73	30.5%	59

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

Grades	Median Growth Percentile	Number Tested
3	57	19
4	56	24
5	28.5	26

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

<sup>7</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>

<sup>8</sup> Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

All	47	69
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On the 2024–25 NWEA MAP ELA assessment, students demonstrated meaningful growth and progress, with particularly strong outcomes for groups that have historically needed the most support. Students who began the year below proficiency exceeded expectations, achieving a median growth percentile of 57, above the target of 55. In addition, students with disabilities significantly outpaced their general education peers, posting a median growth percentile of 60.5. These results highlight the school’s commitment to equity and its success in fostering growth among diverse learners.

Performance also reflected the benefits of sustained engagement at the school. Overall, nearly one in four students (24.6%) demonstrated proficiency by the end of the year. Students enrolled for at least their second year achieved an even higher proficiency rate of 30.5%, showing that continued instruction and support contribute to stronger results. Grade-level highlights include 4th grade, where 42% of all students reached proficiency, and nearly half (47.8%) of students enrolled for two or more years met the benchmark, demonstrating the positive impact of consistent participation in the school’s academic program.

While the overall median growth percentile (47) and proficiency rates fell short of ambitious schoolwide goals, the results provide valuable momentum and direction. The strong gains among students with disabilities, as well as those who entered the year below proficiency, demonstrate the school’s ability to close gaps and accelerate learning for the students who need it most. With these foundations in place, the school is well-positioned to build on its progress and further increase achievement for all learners in the years ahead.

### Renaissance Star360

Manhattan Charter School I Average Percentile Rank Renaissance Star360 ELA – 2024-25				
	Average Percentile Ranks	Total Test Takers	Percentile Rank: 2nd Year of Enrollment	Total Test Takers
3	45.4	21	44.3	15
4	48.8	23	46.2	21
5	37.4	24	40.6	19
Overall Average	43.7	68	43.7	55

Manhattan Charter School I Average Percentile Rank Renaissance Star360 ELA – 2024-25		
	Fall 2024-25	Spring 2024-25
3	38.5	45.4
4	44.75	48.8
5	49.7	37.4
Overall Average	45	43.7

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

On the 2024–25 Renaissance Star360 ELA assessment, Manhattan Charter School I students demonstrated solid performance, with overall average percentile ranks holding steady at 43.7 across all tested grades. Students enrolled in their second year performed consistently with the schoolwide average, reflecting the benefits of continued engagement in the school’s academic program. Notably, 4th grade students showed strong results, reaching an average percentile rank of 48.8, with second-year students also performing at a high level (46.2). These results illustrate the school’s ability to maintain performance across cohorts while supporting steady academic growth.

When comparing fall to spring outcomes, students demonstrated encouraging progress at several grade levels. Third graders showed significant improvement, rising from a fall average of 38.5 to a spring average of 45.4. Similarly, 4th grade students advanced from 44.75 in the fall to 48.8 in the spring, reflecting steady growth over the course of the year. While 5th grade averages dipped from fall to spring, the second-year cohort in that grade achieved higher-than-average performance (40.6), showing resilience and readiness to build on these results moving forward. Together, these outcomes highlight areas of strength while pointing toward continued opportunities for growth in literacy achievement.

### SUMMARY OF THE ELA GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

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 3-5.	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 4-5 will be above the target of 50.	No

### EVALUATION OF ELA GOAL

Manhattan Charter School I did not meet the Absolute Goal of 75 percent proficiency in English Language Arts (ELA) for all students enrolled over the past two academic years. However, the Grade 4

cohort demonstrated substantial progress toward this benchmark, with 73.7 percent of students achieving proficiency on the most recent state assessment. This outcome places the cohort within close range of the Absolute Goal and reflects a positive trajectory in student achievement. Notably, the Grade 4 cohort outperformed their peers in District 1 by 3.4 percentage points, further underscoring their growth and competitiveness within the local context.

In addition to cohort performance, MCSI demonstrated strong results on the state Performance Index (PI). The school achieved a PI score of 141.8, which exceeds the state's Mean Index Performance (MIP) by 24.5 points. This outcome signifies that a significant proportion of students tested in ELA are demonstrating skills ranging from partially proficient to proficient at grade-level standards. The school's PI performance illustrates progress across a broader distribution of student achievement beyond proficiency alone.

While the school has not yet reached the 75 percent proficiency benchmark, both external and internal data indicate meaningful gains toward this target. Internal benchmark assessments, including the NWEA, further validate that students are making measurable progress toward grade-level expectations. MCSI remains committed to achieving the 75 percent proficiency goal and will continue to focus on evidence-based instructional practices, strategic curriculum adjustments, and the effective use of academic tools and resources. With sustained implementation and refinement of these strategies, the school anticipates continued improvement in both student proficiency rates and overall academic growth.

### ADDITIONAL CONTEXT AND EVIDENCE

During the 2024–25 school year, MCSI navigated several organizational barriers that impacted instructional continuity, including a leadership transition and high teacher turnover at the start of the year. These shifts presented challenges as staff and leadership adapted to new frameworks and practices. Despite these obstacles, the school remained steadfast in implementing research-based instructional strategies aligned with national standards. This commitment yielded measurable growth across multiple student cohorts, as reflected in both internal and external assessments.

In addition to staffing changes, the school community continued to address the lingering effects of pandemic-related challenges that have impacted students academically, socially, emotionally, and financially. By closely monitoring the evolving needs of families and students, the school quickly mobilized tailored supports and interventions. Notable efforts included the inaugural launch of the *Wit & Wisdom* ELA curriculum, which deepens students' mastery of targeted literacy skills aligned with state standards while connecting them to real-world concepts that prepare them for success in an ever-changing world. Early evidence of progress is clear: returning students consistently outperformed first-year students across all grade levels, demonstrating the positive impact of retention and continuity. As the school continues to strengthen staff stability and student persistence, it anticipates even greater growth in ELA proficiency in the years ahead.

Additionally, our school expanded mental health and wellness services, and strengthened Special Education programming. As our school continues to see a rise in the number of students who identify as Special Education, for the 24-25 school year we have implemented the inaugural year of both Integrated Co-Teaching (ICT) model and Special Education Teacher Support Services (SETSS). These initiatives reflect the school's holistic approach to supporting student learning and well-being.

The 2024–25 school year also marked the inaugural administration of the NWEA MAP Growth benchmark assessments, which provided the school with more robust and aligned data to track progress toward proficiency goals. While challenges arose with training, implementation fidelity, and student adjustment, the use of this new assessment system represents an important step forward in refining instructional practice. As MCSI continues to strengthen data-driven decision-making and build on these new systems, it is well-positioned to accelerate academic growth and ensure improved outcomes for all students in the years ahead.

### ELA ACTION PLAN

As outlined in our school overview, MCSI remains steadfast in its commitment to accelerating student learning through strategic and purposeful use of data. Our top priority is to improve academic outcomes by deepening our effectiveness in data collection, analysis, and utilization to drive instructional planning.

For the 2025–2026 academic year, MCSI will continue to implement a robust assessment system that includes *NWEA MAP Growth*, *NWEA Reading Fluency*, and *Renaissance Star360* assessments. These tools provide critical benchmark data to measure student growth and identify learning needs throughout the year. Teachers will use this data in daily *Professional Learning Communities (PLCs)*, where they will review both benchmark and formative classroom assessments to inform lesson planning, differentiate instruction, and drive intervention decisions.

Our school leadership team continues to refine its data practices through alignment with the *Marzano Coaching Framework*, ensuring that data discussions are translated into actionable steps to increase teacher effectiveness and student achievement. Over the past year, our leaders participated in *Marzano* training to deepen their understanding of instructional best practices and the core components of a high-performing school. This training, coupled with the ongoing support from our Instructional Coaches, ensures that data analysis is closely linked to improvements in classroom instruction.

In addition, the Network team will maintain close collaboration with external data analysts from EdOps and other educational consultants, who support the targeted development of school leaders through guided data reviews, coaching cycles, and strategic planning sessions.

To strengthen Tier 1 instruction and increase student engagement, all instructional staff at MCSI will receive training in the *Workshop Model*—an approach that promotes student-centered learning, purposeful practice, and academic discourse. Teachers will also receive *Marzano Effective Teaching Strategies* training from a certified consultant to support instructional design, classroom management, and the use of evidence-based strategies that have high impact on student learning.

To ensure all learners are supported, MCSI will continue to expand its instructional staffing, including hiring additional Instructional Coaches, Special Education teachers, and Interventionists. These educators play a vital role in delivering targeted instruction, supporting ICT models, and addressing learning gaps through flexible, responsive teaching practices.

Curriculum-wise, MCI remains committed to monitoring and refining the implementation of the *Wit & Wisdom* ELA curriculum in grades K–5. Through continuous observation, student work analysis, and data tracking, we will assess the curriculum’s impact on student academic progress and literacy development. Additionally, our instructional day in grades K–5 will continue to include dedicated blocks for novel studies, guided reading, and intervention that supplement the core 90-minute daily ELA block, ensuring all students receive the individualized support they need. In addition, grades K-2 will continue to utilize *Wilson’s Foundations* to support our early readers through the science of reading and provide effective instructional practices in print concepts, phonemic awareness, phonics and word study, vocabulary, automaticity/fluency, and comprehension.

Professional development will remain a cornerstone of our instructional improvement strategy. In addition to daily PLCs, weekly professional development sessions will be conducted, with content informed by teacher needs and aligned to research-based frameworks, including but not limited to the *Marzano*, *Workshop Model*, and *Hess’s Cognitive Rigor Matrix*. These sessions will build instructional capacity, promote the use of rigorous tasks, and reinforce a culture of high expectations and academic excellence.

By maintaining this comprehensive, data-driven, and student-centered approach, MCSI will continue to foster accelerated academic growth for all students, closing achievement gaps and empowering teachers to be highly effective practitioners.

## GOAL 2: MATHEMATICS

Students’ academic performance in Science meets or exceeds local, state, and national standards.

### BACKGROUND

MCSI provides daily mathematics instruction for 90 minutes, ensuring students have consistent opportunities to read, write, discuss, and critically engage with mathematical concepts. Instruction emphasizes both conceptual understanding and procedural fluency, with a strong focus on problem-solving. Students are encouraged to explore, make predictions, evaluate, and re-evaluate solutions, fostering persistence and flexible thinking.

Students engage in both heterogeneous and homogeneous groupings, which provide opportunities for collaborative learning, targeted support, and differentiated instruction. Heterogeneous groups encourage peer-to-peer learning and communication skills, while homogeneous groupings allow for more focused interventions or enrichment. Guided math groups and cooperative structures further

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

enable teachers to meet diverse student needs by reinforcing foundational skills for some students and promoting advanced mathematical discussions for others.

To ensure rigor and alignment with academic standards, MCSI implemented *Illustrative Math* as the core curriculum for the 2024–2025 school year. *Illustrative Math* is fully standards-aligned and has received the highest possible ratings from *EdReports*. In addition to the core program, students access supplemental online intervention platforms, including *MyPath Math*, *Zearn*, *Sumdog*, and *Khan Academy*. These tools provide additional practice and extend learning beyond the classroom. Importantly, *MyPath Math* utilizes *NWEA Map Growth* benchmark assessment data to generate individualized learning pathways that directly support classroom instruction.

These supplemental resources serve to increase grade-level proficiency, address learning gaps, and offer enrichment opportunities. Since programs can be accessed at both school and home, they also provide students with flexibility and families with opportunities to reinforce learning.

MCSI invests in instructional quality through full-time instructional coaches who provide ongoing teacher support, including modeling, co-teaching, and feedback cycles. Additionally, the network partners with an external consultant to monitor implementation and measure program impact, ensuring continuous improvement.

MCSI conducts a comprehensive approach that includes integrating rigorous curriculum, personalized interventions, and instructional coaching. Through this approach, MCSI seeks to build student confidence, strengthen mathematical reasoning, and prepare students to apply mathematical knowledge in a range of academic and real-world contexts.

Manhattan Charter School I uses data from the following assessments to monitor student proficiency in Mathematics:

Assessment/Tool	Type	Description
New York State exams in English Language Arts	Summative	Criterion-referenced
NWEA Map Growth Assessment	Summative	Nationally norm-referenced achievement test
Renaissance Star 360 Assessments	Summative	Nationally norm-referenced achievement test
Zearn Math	Formative	Online math learning platform that helps kids explore concepts, discover meaning, and make sense of math.
Imagine MyPath Math	Formative	Imagine MyPath helps students

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

		in grades K-12 reach their full potential in math with a personalized and adaptive path to grade-level success.
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### ELEMENTARY MATHEMATICS

#### Math Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-5.

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/IE P	Admin error	Medically excused	Other reason	Took Regents	
3	21	0	0	0	0	0	3	0	24
4	25	1	0	0	0	0	5	0	31
5	26	1	0	0	0	0	3	0	30
All	72	2	0	0	0	0	11	0	85

#### 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	21	7	33.3%	15	6	40.0%
4	25	15	60.0%	21	15	71.4%
5	26	8	30.8%	21	7	33.3%
All	72	30	41.7%	57	28	49.1%

#### 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.

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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
72	33.3	25.0	36.1	5.6

$$PI = 0 * [?]_{Level 1} + 1 * [?]_{Level 2} + 2 * [?]_{Level 3} + 2.5 * [?]_{Level 4} = 111.2$$

### Math Measure 3 - Comparative

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

### METHOD

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

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	40.0%	15	67.2%	540
4	71.4%	21	68.1%	571
5	33.3%	21	56.4%	567
All	49.1%	57	63.0%	3003

**Math Measure 4 - Comparative**

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

**METHOD**

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.<sup>9</sup>

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	85.7	453.0	445.9	0.5
4	88.5	448.0	447.7	0.02
5	80.8	448.0	444.8	0.24
All	85.2	449.9	446.2	0.27

**Math Measure 5 - Growth**

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

**METHOD**

Given the timing of the state’s release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.<sup>10</sup>

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2023-24 and also have a

<sup>9</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2025.

<sup>10</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2025.

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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	52.4	50.0
5	38.9	50.0
All	46.2	50.0

### MATHEMATICS INTERNAL EXAM RESULTS

During 2024-25, in addition to the New York State 3<sup>rd</sup> – 5<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: NWEA Map Growth and Renaissance Star360.

MCSI continued to collect and analyze a range of academic data points to guide instructional priorities and decision-making. In addition to the New York State assessments, the school administered the NWEA Map Growth and the Renaissance Star360 which are computer-based adaptive assessments (grades K-5). In addition, MCSI administered common assessments and other formative assessments from the Illustrative Math curriculum to determine mastery of NYS standards, as well as integrating online educational programs for additional support such as Imagine Learning MyPath Math and Zearn Math.

The NWEA Map Growth and Renaissance Star360 Math tables below highlight the comparison of percentile ranks of students in grades K-5 from the beginning to the end of the year. These tables include students who were enrolled for at least two years.

The percentile rank is a norm-referenced score that provides a measure of a student's reading ability compared to other students in the same grade nationally. The percentile rank score indicates the percentage of other students nationally who obtained scores equal to or lower than the score of a particular student. MCS uses NWEA Map Growth and Renaissance Star360 as a progress monitoring assessment to identify priority skills and strategies for instruction and to identify students in need of intervention services in reading.

### NWEA Map Growth

#### 2024-25 NWEA MAP [Math] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
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## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 1: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 5 <sup>th</sup> grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	69	62	Yes
Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 5 <sup>th</sup> grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	58	59	Yes
Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 5 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 5 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>11</sup>	63	18	20	No
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 5 <sup>th</sup> grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. <sup>12</sup>	2+ students	75%	59	30.5	No

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient <sup>13</sup>	Number Tested	Percent Proficient	Number Tested
3	38.1	21	40.0	15

<sup>11</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

<sup>12</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

<sup>13</sup> Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

4	34.6	26	39.1	23
5	11.5	26	14.3	21
All	27.4	73	30.5	59

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

Grades	Median Growth Percentile	Number Tested
3	60.0	19
4	80.0	24
5	22.5	26
All	62.0	69

On the 2024–25 NWEA MAP Math assessment, MCSI students demonstrated strong growth overall, with the schoolwide median growth percentile reaching 62 which was well above the target of 50. This success was especially notable for students who began the year below proficiency, who achieved a median growth percentile of 59, exceeding the goal of 55. Growth was particularly impressive in 4th grade, where students posted a median growth percentile of 80, showing accelerated progress that outpaced expectations. Third graders also demonstrated strong growth at the 60th percentile, reflecting the effectiveness of instruction and targeted support in early math skills.

In terms of proficiency, students enrolled for at least their second year outperformed the overall average, with 30.5% reaching proficiency compared to 27.4% schoolwide. Results were strongest in the lower grades, where 40% of second-year 3rd graders and nearly 39% of second-year 4th graders achieved proficiency benchmarks, positioning them well for continued success in math. While proficiency rates remain an area for growth, the combination of high growth percentiles and stronger performance among returning students underscores the school’s ability to accelerate learning and build a strong foundation for future achievement.

### Renaissance Star360

Manhattan Charter School I Average Percentile Rank Renaissance Star360 Math– 2024-25				
	Average Percentile Ranks	Total Test Takers	Percentile Rank: 2nd Year of Enrollment	Total Test Takers
3	37.6	20	39.6	15
4	44.6	25	48.2	22
5	36.7	22	39.2	18
Overall Average	39.9	67	42.9	55

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

	Fall 2024-25	Spring 2024-25
3	31.2	37.6
4	40.8	44.6
5	35.1	36.7
Overall Average	36.4	39.9

On the 2024–25 Renaissance Star360 Math assessment, MCSI students maintained steady performance, with an overall average percentile rank of 39.9. Students who have been enrolled for at least two years performed even stronger, averaging 42.9, which reflects the benefits of continued engagement in the school’s math program. Notably, 4th graders led the way with an average percentile rank of 44.6 overall and 48.2 among second-year students, showing the impact of sustained instruction and support on student outcomes.

Growth from fall to spring was also evident across multiple grades. Third graders improved their average percentile rank from 31.2 in the fall to 37.6 in the spring, while 4th graders advanced from 40.8 to 44.6 over the course of the year. Fifth graders held steady, with modest gains from fall to spring. These results highlight the school’s success in supporting consistent progress in math achievement, particularly for returning students and in the critical transition years of 3rd and 4th grade, while also laying the groundwork for continued improvement across all grades.

### SUMMARY OF THE MATHEMATICS GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

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 3-5.	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.	No
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics 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 mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	No

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	No
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### EVALUATION OF MATHEMATICS GOAL

Manhattan Charter School I did not meet the Absolute Goal of 75 percent proficiency in Mathematics for all students enrolled over the past two academic years. Nevertheless, the Grade 4 cohort demonstrated strong progress toward this benchmark, with 71.4 percent of students achieving proficiency on the most recent state assessment. This result positions the cohort within close range of the Absolute Goal and reflects a positive trajectory in student achievement. In addition, the Grade 4 cohort outperformed their peers across District 1 by 3.3 percentage points, highlighting the impact of the school's instructional practices relative to local performance.

Further disaggregation of assessment data reveals that students enrolled at MCSI for at least two years outperformed the overall student cohort. This outcome suggests that continued enrollment at the school allows for more sustained implementation of targeted supports and interventions, thereby enhancing long-term student achievement.

Additionally, the Grade 3 cohort demonstrated a Comparative Performance Analysis (CPA) effect size of 0.5, exceeding the statewide performance analysis effect size of 0.3 by 0.2. This finding is particularly notable given that a significant proportion of MCSI students are economically disadvantaged. The positive CPA effect size demonstrates that these students are performing at levels higher than expected, to a statistically meaningful degree.

While the school has not yet achieved the 75 percent proficiency benchmark in Mathematics, both external state assessment results and internal benchmark assessments indicate that students are making measurable progress toward this target. Internal measures, including the NWEA, confirm consistent gains in student performance relative to grade-level expectations. MCSI remains committed to reaching the 75 percent proficiency goal and will continue to prioritize evidence-based instructional practices, curriculum refinement, and the strategic use of resources. With sustained implementation and continuous improvement, the school anticipates further growth in both student proficiency and overall academic achievement.

### ADDITIONAL CONTEXT AND EVIDENCE

During the 2024–25 school year, MCSI navigated several organizational barriers that impacted instructional continuity, including a leadership transition and high teacher turnover at the start of the year. These shifts presented challenges as staff and leadership adapted to new frameworks and practices. Despite these obstacles, the school remained steadfast in implementing research-based instructional strategies aligned with national standards. This commitment yielded measurable growth across multiple student cohorts, as reflected in both internal and external assessments.

In addition to staffing changes, the school community continued to address the lingering effects of pandemic-related challenges that have impacted students academically, socially, emotionally, and

financially. By closely monitoring the evolving needs of families and students, the school quickly mobilized tailored supports and interventions. Notable efforts included the inaugural launch of the *Illustrative Math* Mathematics curriculum, which deepens students' mastery of targeted numeracy skills aligned with state standards while connecting them to real-world concepts that prepare them for success in an ever-changing world. Early evidence of progress is clear: returning students consistently outperformed first-year students across all grade levels, demonstrating the positive impact of retention and continuity. As the school continues to strengthen staff stability and student persistence, it anticipates even greater growth in math proficiency in the years ahead.

Additionally, our school expanded mental health and wellness services, trauma responsive trainings, and strengthened Special Education programming. As our school continues to see a rise in the number of students who identify as Special Education, for the 24-25 school year we have implemented the inaugural year of both Integrated Co-Teaching (ICT) model and Special Education Teacher Support Services (SETSS). These initiatives reflect the school's holistic approach to supporting student learning and well-being.

The 2024–25 school year also marked the inaugural administration of the NWEA MAP Growth benchmark assessments, which provided the school with more robust and aligned data to track progress toward proficiency goals. While challenges arose with training, implementation fidelity, and student adjustment, the use of this new assessment system represents an important step forward in refining instructional practice. As MCSI continues to strengthen data-driven decision-making and build on these new systems, it is well-positioned to accelerate academic growth and ensure improved outcomes for all students in the years ahead.

### MATHEMATICS ACTION PLAN

As outlined in our school overview, MCSI remains steadfast in its commitment to accelerating student learning through strategic and purposeful use of data. Our top priority is to improve academic outcomes by deepening our effectiveness in data collection, analysis, and utilization to drive instructional planning.

For the 2025–2026 academic year, MCSI will continue to implement a robust assessment system that includes *NWEA MAP Growth*, and *Renaissance Star360* assessments. These tools provide critical benchmark data to measure student growth and identify learning needs throughout the year. Teachers will use this data in daily *Professional Learning Communities (PLCs)*, where they will review both benchmark and formative classroom assessments to inform lesson planning, differentiate instruction, and drive intervention decisions. Additionally, teachers will continue to use NWEA Map Growth benchmark assessment which provides Imagine Learning MyPath with personalized lessons and support for students through online intervention. Furthermore, MCSI will also utilize Zearn Math as an additional online intervention program for all students.

Our school leadership team continues to refine its data practices through alignment with the *Marzano Coaching Framework*, ensuring that data discussions are translated into actionable steps to increase teacher effectiveness and student achievement. Over the past year, our leaders participated in *Marzano*

training to deepen their understanding of instructional best practices and the core components of a high-performing school. This training, coupled with the ongoing support from our Instructional Coaches, ensures that data analysis is closely linked to improvements in classroom instruction.

In addition, the Network team will maintain close collaboration with external data analysts from EdOps and other educational consultants, who support the targeted development of school leaders through guided data reviews, coaching cycles, and strategic planning sessions.

To strengthen Tier 1 instruction and increase student engagement, all instructional staff at MCSI will receive training in the *Workshop Model*—an approach that promotes student-centered learning, purposeful practice, and academic discourse. Teachers will also receive *Marzano Effective Teaching Strategies* training from a certified consultant to support instructional design, classroom management, and the use of evidence-based strategies that have high impact on student learning.

To ensure all learners are supported, MCSI will continue to expand its instructional staffing, including hiring additional Instructional Coaches, Special Education teachers, and Interventionists. These educators play a vital role in delivering targeted instruction, supporting ICT models, and addressing learning gaps through flexible, responsive teaching practices.

Curriculum-wise, MCSI remains committed to monitoring and refining the implementation of the *Illustrative Math* curriculum in grades K–5. Through continuous observation, student work analysis, and data tracking, we will assess the curriculum’s impact on student academic progress and numeracy development. Additionally, our instructional day in grades 3-5 will continue to include dedicated blocks for intervention that supplement the core 90-minute daily Math block, ensuring all students receive the individualized support they need. To further support individualized learning, MCSI will continue to leverage online instructional programs, which provides personalized online lessons linked directly to MAP Growth results which serves as an additional intervention program for all students. Online intervention programs allow for targeted practice and reinforcement of skills, ensuring that instructional adjustments are responsive to each student’s academic needs. In addition, the school leadership team is refining its data practices through alignment with the Marzano Coaching Framework.

Professional development will remain a cornerstone of our instructional improvement strategy. In addition to daily PLCs, weekly professional development sessions will be conducted, with content informed by teacher needs and aligned to research-based frameworks, including but not limited to the *Marzano*, *Workshop Model*, and *Hess’s Cognitive Rigor Matrix*. These sessions will build instructional capacity, promote the use of rigorous tasks, and reinforce a culture of high expectations and academic excellence.

By maintaining this comprehensive, data-driven, and student-centered approach, MCSI will continue to foster accelerated academic growth for all students, closing achievement gaps and empowering teachers to be highly effective practitioners.

## GOAL 3: SCIENCE

Students’ academic performance in Science meets or exceeds local, state, and national standards.

### BACKGROUND

At MCSI the science program emphasizes scientific inquiry and student-led investigation as central components of instruction. Since 2018, the school has implemented *Amplify Science* as its core curriculum. *Amplify Science* is fully aligned to the Next Generation Science Standards (NGSS) and has received high ratings from *EdReports* for rigor and alignment.

During science instruction, students engage in practices such as observing, classifying, experimenting, measuring, inferring, and predicting. Through hands-on investigations, collaborative learning, student discourse, and interdisciplinary connections, students explore major scientific domains including physical science, life science, and Earth and space science. This approach builds both content knowledge and transferable skills in reasoning, analysis, and communication.

MCSI is committed to developing scientific literacy for all students, ensuring they are prepared to navigate an increasingly complex and technology-driven world. Science classrooms are designed as environments where students actively construct understanding through inquiry, investigation, and evidence-based analysis.

In addition to the core curriculum, students in grades 3–5 participate in the *NWEA MAP Growth* science assessment, which provides teachers with benchmark data to track progress and identify instructional needs throughout the year. To further extend hands-on learning, students in grades 4–5 receive additional science labs as part of their weekly schedule. These labs provide structured opportunities for experimentation and deepen students’ understanding of scientific concepts.

To strengthen instructional delivery, MCSI employs instructional coaches who support teachers through modeling, feedback, and professional development. This investment in teacher capacity ensures consistent, high-quality implementation of the science curriculum and promotes continuous improvement across classrooms.

Through a comprehensive program that integrates rigorous curriculum, inquiry-based practices, benchmark assessments, and teacher support, MCSI ensures students develop the knowledge, skills, and habits of mind needed to think critically about the scientific and technological challenges of the future.

MCSI uses data from the following assessments to monitor student proficiency in Science:

Assessment/Tool	Type	Description
New York State exams in English Language Arts	Summative	Criterion-referenced
NWEA Map Growth Assessment	Summative	Nationally norm-referenced achievement test

## ELEMENTARY 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 5<sup>th</sup> in spring 2025. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2024-25 State Science Exam  
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 <sup>nd</sup> Year		
	Number Tested	Number Proficient	Percent Proficient
5	20	3	15.0%
All	20	3	15.0%

### Science Measure 2 - Comparative

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

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

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

Grade	Charter School Students in at Least 2 <sup>nd</sup> Year			All District Students*		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	20	3	15.0%	N/A	N/A	N/A
All	20	3	15.0%	N/A	N/A	N/A

\* Data Not available

### SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Manhattan Charter School I did not meet the Absolute Goal of 75 percent proficiency in Science for all students enrolled over the past two academic years. While instructional efforts during the 2023–24 school year included targeted initiatives to mitigate significant gaps in student learning, these measures were not sufficient to close the performance gap to the desired level.

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Recognizing this challenge, the school is committed to implementing more comprehensive and aggressive strategies to accelerate student learning in Science. These strategies will include strengthening curriculum alignment to state standards, expanding opportunities for hands-on, inquiry-based learning, and providing targeted interventions for students who are not yet meeting grade-level expectations. MCSI will also leverage internal assessment data more systematically to monitor progress, identify areas of need, and make timely instructional adjustments.

Although the Absolute Goal has not yet been met, the school remains steadfast in its commitment to achieving 75 percent proficiency in Science. Through enhanced instructional practices, expanded use of academic supports, and ongoing monitoring of student performance, the school anticipates measurable improvement in science achievement in the years ahead.

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

### SCIENCE INTERNAL EXAM RESULTS

#### NWEA Map Growth

##### 2024-25 NWEA MAP [Science] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 5 <sup>th</sup> grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	67	41	No

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 5 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 5 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>14</sup>	42	18	39.5	No
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### End of Year Growth on 2024-25 NWEA MAP [Science] Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	42.5	18
4	47	23
5	35.5	26
All	41	67

On the 2024–25 NWEA MAP Science assessment, MCSI students built a solid foundation in scientific learning, with nearly 70 students tested across grades 3–5. Fourth graders showed the most promising results, achieving a median growth percentile of 47, signaling that they are gaining momentum and building strong readiness for future science learning. Third graders also demonstrated encouraging progress, posting a growth percentile of 42.5, which reflects the development of early inquiry and problem-solving skills. Together, these outcomes highlight areas of growth that the school can build upon moving forward.

Students with disabilities also engaged meaningfully with the assessment, reaching a median growth percentile of 39.5. While overall growth rates did not yet meet the ambitious target of 50, these results provide a clear starting point for continued improvement and focused instructional strategies. The positive progress in the lower grades, especially in 4th grade, provides an important foundation the school can leverage to accelerate growth across all students. With this momentum, the school is well-positioned to strengthen science achievement and ensure continued progress in the coming years.

### EVALUATION OF THE SCIENCE GOAL

Manhattan Charter School I maintains 75 percent proficiency as its aspirational goal across all core subjects, including Science. While the school did not meet this benchmark in the 2024–25 school year, we recognize the need for continued and targeted efforts to close achievement gaps and elevate student

<sup>14</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

performance. To better prepare students for the 2025–26 assessment, the school will implement a focused, multi-faceted strategy aimed at strengthening both conceptual understanding and practical application in Science. Instruction will intensify on foundational science concepts to ensure students master key standards, while hands-on laboratory experiences and interactive activities will be expanded to foster deeper engagement and application of knowledge. Additionally, students will receive enhanced technology instruction to develop the digital literacy necessary to successfully navigate both the content and format of state assessments.

The school will also leverage internal assessment data, including the inaugural administration of the NWEA MAP Growth Science assessment, to monitor student progress, identify learning gaps, and inform targeted instruction. To address specific skill deficits, individualized support will be provided through science intervention programs for students performing below grade-level expectations. Through these coordinated efforts, MCSI is committed to closing achievement gaps, improving both internal and external assessment outcomes, and ensuring that all students are fully prepared to meet or exceed the 75 percent proficiency goal in Science.

#### ADDITIONAL CONTEXT AND EVIDENCE

During the 2024–25 school year, MCSI navigated several organizational barriers that impacted instructional continuity, including a leadership transition and high teacher turnover at the start of the year. These shifts presented challenges as staff and leadership adapted to new frameworks and practices. Despite these obstacles, the school remained steadfast in implementing research-based instructional strategies aligned with national standards. This commitment yielded measurable growth across multiple student cohorts, as reflected in both internal and external assessments.

In addition to staffing changes, the school community continued to address the lingering effects of pandemic-related challenges that have impacted students academically, socially, emotionally, and financially. By closely monitoring the evolving needs of families and students, the school quickly mobilized tailored supports and interventions. Notable efforts included the continuation of the *Amplify Science* curriculum and increasing science instruction in grades in 3rd-5th grade. As the school continues to strengthen staff stability and student persistence, it anticipates even greater growth in math proficiency in the years ahead.

Additionally, our school expanded mental health and wellness services, and strengthened Special Education programming. As our school continues to see a rise in the number of students who identify as Special Education, for the 24-25 school year we have implemented the inaugural year of both Integrated Co-Teaching (ICT) model and Special Education Teacher Support Services (SETSS). These initiatives reflect the school's holistic approach to supporting student learning and well-being.

The 2024–25 school year also marked the inaugural administration of the NWEA MAP Growth benchmark assessments, which provided the school with more robust and aligned data to track progress toward proficiency goals. While challenges arose with training, implementation fidelity, and student adjustment, the use of this new assessment system represents an important step forward in refining

instructional practice. As MCSI continues to strengthen data-driven decision-making and build on these new systems, it is well-positioned to accelerate academic growth and ensure improved outcomes for all students in the years ahead.

### ACTION PLAN

As outlined in our school overview, MCSI remains steadfast in its commitment to accelerating student learning through strategic and purposeful use of data. Our top priority is to improve academic outcomes by deepening our effectiveness in data collection, analysis, and utilization to drive instructional planning.

For the 2025–2026 academic year, MCSI will continue to utilize the NWEA Map Growth Science benchmark assessment for students in grades K-5th. The data collected from NWEA will provide personalized support to students in areas identified as weakness and allow for these skills to be targeted in small group instruction. In addition, teachers will use this data in daily *Professional Learning Communities* (PLCs), where they will review both benchmark and formative classroom assessments to inform lesson planning, differentiate instruction, and drive intervention decisions.

Our school leadership team continues to refine its data practices through alignment with the *Marzano Coaching Framework*, ensuring that data discussions are translated into actionable steps to increase teacher effectiveness and student achievement. Over the past year, our leaders participated in *Marzano* training to deepen their understanding of instructional best practices and the core components of a high-performing school. This training, coupled with the ongoing support from our Instructional Coaches, ensures that data analysis is closely linked to improvements in classroom instruction.

In addition, the Network team will maintain close collaboration with external data analysts from EdOps and other educational consultants, who support the targeted development of school leaders through guided data reviews, coaching cycles, and strategic planning sessions.

To strengthen Tier 1 instruction and increase student engagement, all instructional staff at MCSI will receive training in the *Workshop Model*—an approach that promotes student-centered learning, purposeful practice, and academic discourse. Teachers will also receive *Marzano Effective Teaching Strategies* training from a certified consultant to support instructional design, classroom management, and the use of evidence-based strategies that have high impact on student learning.

To ensure all learners are supported, MCSI will continue to expand its instructional staffing, including hiring additional Instructional Coaches, Special Education teachers, and Interventionists. These educators play a vital role in delivering targeted instruction, supporting ICT models, and addressing learning gaps through flexible, responsive teaching practices.

Curriculum-wise, MCSI remains committed to monitoring and refining the implementation of the *Amplify Science* curriculum in grades K–5. Through continuous observation, student work analysis, and data tracking, we will assess the curriculum’s impact on student academic progress and numeracy development. To support core science instruction all students in grades 3rd-5th will receive science 5 days a week. In addition to the core curriculum, MCSI will implement Penda Learning Science as a

supplemental support tool for students. Penda Learning is an online intervention tool that offers students online science activities and assessments in grades 3rd-5th. Penda Learning Science is aligned to the Next Generation Science Standards and provides teachers with reports/data to monitor student progress, provide differentiated instruction, and build targeted interventions to support with our RTI framework.

Professional development will remain a cornerstone of our instructional improvement strategy. In addition to daily PLCs, weekly professional development sessions will be conducted, with content informed by teacher needs and aligned to research-based frameworks, including but not limited to the *Marzano, Workshop Model*, and *Hess's Cognitive Rigor Matrix*. These sessions will build instructional capacity, promote the use of rigorous tasks, and reinforce a culture of high expectations and academic excellence.

By maintaining this comprehensive, data-driven, and student-centered approach, MCSI will continue to foster accelerated academic growth for all students, closing achievement gaps and empowering teachers to be highly effective practitioners.

## 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

While we have continued to receive the status of Local Support and Improvement for the 2024-2025 school year, we are aggressively implementing strategies to improve and are actively engaged with SUNY on all communication and updates.

## APPENDIX A: DATA REPORTING TABLES

### NWEA

2024-25 NWEA MAP [ELA/Mathematics/Science] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	[#]	[X]	[Yes/No]
Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	[#]	[X]	[Yes/No]
Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>15</sup>	[X] <sup>16</sup>	[#]	[X]	[Yes/No]
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. <sup>17</sup>	2+ students	75%	[#]	[%]	[Yes/No]

<sup>15</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

<sup>16</sup> Target should reflect the median growth percentile for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median growth percentile of all students at the school not included in that subpopulation.

<sup>17</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient <sup>18</sup>	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7				
8				
All				

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

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

**RENAISSANCE STAR360**

Manhattan Charter School I Average Percentile Rank Renaissance Star360 ELA/Math– 2024-25				
	Average Percentile Ranks	Total Test Takers	Percentile Rank: 2nd Year of Enrollment	Total Test Takers
3				
4				
5				

<sup>18</sup> Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Overall Average				
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<b>Manhattan Charter School I Average Percentile Rank Renaissance Star360 ELA/Math– 2024-25</b>		
	Fall 2024-25	Spring 2024-25
3		
4		
5		
Overall Average		