



**Persistence Preparatory Academy
Charter School**

**2024-25 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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By Joelle Formato

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Joelle Formato, Founder & Head of School 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)
Kevin Celniker	Chair	Governance, Finance, Facilities
Brandi Haynes	Vice Chair	Governance
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Zach Melas	Trustee	Facilities
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Darnell Haywood	Trustee	Development
Adriana Viverette	Trustee	Development
Chris Ciechoski	Trustee	Academic Accountability
Machael Sherry	Trustee	Governance
Jen Zorn	Trustee	Governance

Joelle Formato has served as the Head of School since September 1, 2017.

SCHOOL OVERVIEW

*Through rigorous academics, high-quality instruction and leadership development, **Persistence Preparatory Academy Charter School** ensures that all K through 8 scholars are firmly on the path to succeed within a four- year college and create positive change within their communities.*

Persistence Preparatory Academy Charter School (Persistence Prep) completed its seventh year of operation in the 2024-2025 school year, serving 434 scholars in grades K-7. Persistence Prep was born out of the Building Excellent Schools Fellowship. Our Founder and Head of School, Joelle Formato, was a 2016-2017 BES Fellow, and had the opportunity to observe best practices from over 50 high-performing charter schools across the country.

Our mission, shown above, is grounded in our five core beliefs:

1. We believe that high-quality teaching is the key driver of academic achievement.

Persistence Prep fundamentally believes that every classroom must be led by an engaging, highly skilled, strategically supported, and effective teacher. We consider a strong teacher to be the number one factor in ensuring scholar achievement. To guarantee a strong teacher in every classroom, Persistence Prep focuses extensive time and resources into the recruitment, development, and retention of strong teachers. Each year, we have dedicated significant financial resources to professional development opportunities and continue to prioritize teacher observation, feedback and coaching as a main priority of our instructional leadership team. Our entire instructional leadership team has participated in the RELAY Graduate School of Education's Summer Leadership intensive, as well as five additional teacher leaders who maintain a smaller coaching load. We believe in the power of retaining strong staff and still have 8 of 14 founding members on staff (57%) and have 95% staff retention for those offered contracts from 2024-2025 to 2025-2026. As part of the Cullen Foundation's Talent Cohort, we also partnered with the firm, Edgility, in the 24-25 school year to create a sustainable and equitable compensation structure for our organization. This increased transparency was welcomed by staff and was a key driver in our staff retention and recruitment.

2. We believe that college preparation begins in Kindergarten.

To ensure our scholars can reach ambitious goals and be firmly on the path to the four-year college of their choice, we believe that college preparation must begin on the first day of Kindergarten. This belief is embodied in our rigorous curriculum and extended day schedule. We know that our scholars can perform at extremely high levels when surrounded by teachers who believe in them, support them, and are experts in their craft.

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3. We believe that a structured, supportive, and joyful school culture, with a focus on leadership development, is foundational.

Persistence Prep firmly believes that school culture is the foundation upon which all else rests. Scholars thrive in structure and can flourish within a consistent environment in which they know what to expect and what is expected of them. We use the Responsive Classroom philosophy to guide our interactions with scholars, from developing a classroom contract to learning self-regulation and advocacy to providing logical consequences and a chance to restore the community following a misbehavior. Post-Covid, we also began implementing the Fly Five SEL curriculum, also out of the Center for Responsive Schools. We work hard to attend to both the academic and social emotional development of our scholars and take every opportunity to celebrate them as unique individuals.

4. We believe in proactive supports for all learners based upon the purposeful use of assessment and data analysis.

In order to best educate our scholars, it is imperative that teachers have a constant pulse on what scholars have, and have not yet, mastered. Our Instructional Coaches work closely with our teachers to ensure they are regularly collecting and analyzing data to inform their instruction. Our benchmark assessments are analyzed at schoolwide data days and teachers develop action plans to address gaps, enrich scholars and reflect on their own teaching practices. In the 2022- 2023 school year we began implementing quarterly interim assessments in ELA and Math to further assess the impact of our instructional program and support scholar growth, and have refined those interim assessments over the past three years, including migrating them to computer-based platforms to build scholar proficiency with technology. We have a strong literacy RtI program and were able to better focus our Math RtI program in the 2024-2025 school year with the implementation of AimsWeb and Eureka Equip. Throughout the year, teachers engaged in weekly scholar work analysis meetings between unit and interim assessments to better understand the trajectory of student mastery and make instruction even more responsive to demonstrated scholar needs. We will continue to enhance our practice this area in the 2025-2026 school year with a focus on in-the-moment monitoring and feedback throughout our professional development and coaching cycles.

5. We believe that family engagement is vital to scholar achievement.

Persistence Prep acknowledges and welcomes families as key partners in ensuring the academic and character growth of every scholar. Over our first seven years, we have built very strong relationships with our families through monthly events, achievement family

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conferences, coffee chats, parent volunteer nights, and regular communication. Our staff are expected to contact all families at a minimum of once every two weeks to ensure families are up to date on school events and their child's progress. In the 2025-2026 school year, we will also be launching a new family caseload initiative where each staff will serve as a point person for approximately 5 families within our community. This will help expand our avenues of communication and ensure all families have a trusted staff they can reach out to with questions or needs from the school.

In 2024-2025 we educated 434 scholars, who came to us from all across the City of Buffalo and a few surrounding suburbs. The demographics of our student population were 90% African American, 3% Hispanic, 6% Multiracial, and 1% white. 92% of our scholars are economically disadvantaged and 12% of them receive Special Education services. We also filled open seats throughout the year across all grade levels.

In recognition of the unfinished learning that continues to persist as a result of the COVID-19 pandemic, we continued our implementation of just-in-time supports and learning acceleration in the 24-25 school year. Continuing from our previous year, all K-4 scholars continued participating in a daily acceleration block. Beginning in 5th grade, middle school scholars had both a daily WIN-Rs (What I Need in Reading) and Math Lab block. During this time, ALL teachers and available staff members became an acceleration teacher and led groups focused on exactly what scholars needed (i.e., just-in-time support, enrichment, etc.). Scholars were able to move fluidly across classrooms/grade levels within their band based on their demonstrated needs. Based on DIBELS assessment data, many scholars also received the mClass intervention bursts previously mentioned during this time or targeted math interventions based on AIMS Web data. Additionally, teachers incorporated I-READY Instruction which offered prerequisite, grade-level, and stretch lessons that could be assigned independently or as teacher-led small group during this block. When not directly working with a teacher, scholars were engaged in purposeful independent work. This independent work included, but was not limited to: Lexia, Zearn, independent reading, partner reading, targeted skills practice (with feedback mechanism incorporated). With our goal of prioritizing access to grade level content and materials, this time is explicitly leveraged to provide "just-in-time" interventions that will allow scholars to access their core content and/or be enriched. This block will continue in the year ahead with an even greater emphasis on fluid movement across classrooms and grade levels to best meet scholar needs.

The 24-25 school year also saw the growth of the Persistence Prep Middle School, consisting of scholars in grades 5-7. Ms. Jasmine Mungo, our Founding Director of Special Education, continued in her role of Middle School Principal and spent the year laying a strong cultural and academic foundation for our middle school scholars. Most notably, scholars participated in a Coating Ceremony where they received PPA blazers and heard from various community leaders. Scholars then wore these blazers each Monday for a Middle School Collective Conference centered around leadership, goal setting, etc. Middle School scholars also learned about various high school, college and career pathways and declared a major. This initiative seeks to ensure our scholars are exposed to a wider range of future pathways, as well as set them up to be competitive for various high school placement options within our city. As our middle school continues to expand, we will grow this majors program and leverage community partnerships and leaders to work with our scholars in their various major tracks.

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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	50	54	55	56								322
2023-24	49	55	51	52	55	57	57							376
2024-25	46	57	57	54	56	58	53	53						434

GOAL 1: ENGLISH LANGUAGE ARTS

Students will be proficient in English Language Arts.

BACKGROUND

Persistence Prep firmly believes that a strong K-3 literacy foundation is a fundamental civil right, and has worked tirelessly over the last seven years to overhaul our ELA instruction and ensure its alignment with the Science of Reading research and culturally responsive practices. In alignment with the Science of Reading research, we continued our daily foundations block in all grade levels (CKLA Skills curriculum) and our implementation of the new RedThread curriculum, developed by the Lavinia Group. While this curriculum shared the same foundation as our previously used Insight Humanities, it was expanded to include more direct writing instruction, vocabulary instruction, and stronger opportunities for student discourse. In addition to RedThread Knowledge in grades K-7, we also implemented RedThread Foundations in grades 3-5 which gave scholars daily opportunities to engage deeply with fiction, non-fiction and poetry texts, and strengthen their ability to determine main idea and deepen their comprehension abilities.

We continued with our administration of the DIBELS assessment and its associated mClass intervention program. The DIBELS assessment was administered to all scholars in grades K-6 three times throughout the year (September, December and June) through the mClass Amplify platform. This platform made data immediately available and digestible to staff and leaders, and allowed us to quickly create intervention groups based on demonstrated scholar areas of growth. The mClass intervention program created 10-day bursts of lesson plans that directly targeted these areas of need. Teachers (both classroom and interventionists) were able to implement these bursts and progress monitor scholars between rounds of assessment. We also continued our use of the NWEA MAP assessment in Language Arts. We also administered quarterly interim assessments in grades 2-7 to provide more detailed and regular feedback about the effectiveness of our ELA instruction.

Our ELA instruction was heavily supported by our internal instructional coaches, as well as our partnership with the Lavinia Group. We continued to develop three teacher leaders this year who served as ELA coaches for two teachers each. We once again contracted for consulting with the Lavinia Group, and had a consultant on site for 22 days of support, as well as continued virtual work and online PD institutes.

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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	55	0	0	0	0	0	0	55
4	54	1	0	0	0	0	1	56
5	56	0	0	0	0	0	1	57
6	50	0	2	0	0	0	0	52
7	52	0	0	0	0	0	0	52
8								
All	267	1	2	0	0	0	2	272

Performance on 2024-25 State English Language Arts 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	55	27	49%	45	23	51%
4	54	34	63%	47	29	62%
5	56	27	48%	51	25	49%
6	50	28	56%	46	27	59%
7	52	37	71%	48	33	69%
8						
All	267	153	57%	237	137	58%

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

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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.

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
	14%	29%	38%	19%

$$PI = 0 * [14]_{\text{Level 1}} + 1 * [29]_{\text{Level 2}} + 2 * [38]_{\text{Level 3}} + 2.5 * [19]_{\text{Level 4}} = \mathbf{152.5}$$

ADDITIONAL DATA & EVALUATION

The tables below illustrate our ELA State Assessment data by cohort over the past four years. As shown in this data, we have significantly decreased the number of scholars scoring at a Level 1 over the past four years, and have had steady increases in scholars scoring at a Level 3 and 4. A notable bright spot is in our Rising 8th grade cohort, with 35% of scholars scoring at a Level 4 in Spring 2025.

DATA BY COHORT

RISING 4TH GRADERS

ELA				
	Level 1	Level 2	Level 3	Level 4
24-25	15%	36%	36%	13%

RISING 5TH GRADERS

ELA				
	Level 1	Level 2	Level 3	Level 4
23-24	34%	26%	30%	10%
24-25	17%	20%	35%	28%

RISING 6TH GRADERS

ELA				
	Level 1	Level 2	Level 3	Level 4
22-23	37%	29%	25%	8%
23-24	37%	28%	28%	7%
24-25	14%	38%	36%	13%

RISING 7TH GRADERS

ELA				
	Level 1	Level 2	Level 3	Level 4
21-22	43%	45%	12%	0%
22-23	41%	39%	20%	0%
23-24	25%	47%	28%	0%
24-25	16%	28%	46%	10%

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RISING 8TH GRADERS

	ELA			
	Level 1	Level 2	Level 3	Level 4
21-22	72%	24%	4%	0%
22-23	42%	38%	15%	6%
23-24	34%	30%	30%	6%
24-25	8%	21%	37%	35%

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.

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	
			*23-24 data is being used as 24-25 data is not yet public at time of report	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	51%	45	22%	1,842
4	62%	47	26%	1,835
5	49%	51	20%	1,911
6	59%	46	24%	1,798
7	69%	48	32%	1,774
8			26%	1,931
All	58%	237	25%	11,091

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ELA Measure 4 - Comparative

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

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

2023-24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	88.5%	443.0	438.4	0.48
4	87.3%	444.0	439.6	0.04
5	89.3%	441.0	437.5	0.36
6	91.2%	440.0	437.6	0.25
7				
8				
All	89.1%	441.0	438.3	0.28

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.

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.

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

Grade	Mean Growth Percentile	
	School	Target
4	53.9	50.0
5	70.8	50.0
6	66.4	50.0
7		
8		
All	63.5	50.0

ELA INTERNAL EXAM RESULTS

In addition to the state assessment, we utilize three main additional assessments to measure student mastery and the effectiveness of our academic program throughout the year: DIBELS, NWEA MAP and internally created interim assessments. The results from the DIBELS and NWEA MAP assessments are included below.

DIBELS ASSESSMENT

The percent of scholars who were at benchmark or above are shown below for both BOY and EOY to demonstrate the growth achieved over the course of the year. Additionally, of the scholars who did not meet benchmark or above by EOY, 44% made above average growth indicating that gaps are continuing to be closed. We largely utilize DIBELS data to determine intervention needs for scholars in grades K-4. We have found that data is not as applicable in grades 5-6 as the assessment measures reading speed, and is not an accurate measure of comprehension ability.

% OF SCHOLARS AT BENCHMARK OR ABOVE							
	KINDER	FIRST	SECOND	THIRD	FOURTH	FIFTH	SIXTH
BOY	14%	44%	51%	61%	59%	42%	29%
EOY	76%	57%	71%	73%	62%	46%	46%

NWEA MAP ASSESSMENT

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 ELA: NWEA MAP

The Student Growth Summary report for the NWEA MAP assessment is included as Appendix A. The median conditional growth percentile for all grade levels exceeded 55, indicating accelerated rates of growth for our scholars from Fall to Spring. The data included reflects the new 2025 norms which were rolled out in July 2025.

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SUMMARY OF THE ELA GOAL

The Spring 2025 assessment data reflects a 22% increase in overall ELA proficiency, an outcome that surpassed our goal of a 15% increase. We are pleased with the growth demonstrated by our scholars, but also recognize we have continued work to do, especially in writing and overall assessment stamina. We are encouraged by our growth this year, and especially by the number of scholars we were able to move from a level 1 to a level 2 or 3, as well as an increase in scholars scoring at a Level 4. We feel confident that our positive momentum will continue to be built upon this year and that our absolute ELA performance will continue to rise.

Over our first seven years of operation, we have made significant shifts in our ELA program and curricular materials that are positively impacting scholars beginning in Kindergarten. We anticipate a much stronger pipeline of scholars matriculating through our school in future years and are using these high-quality instructional materials to close gaps for our scholars in upper grades. We will continue to leverage our acceleration block to close gaps and ensure scholars have the just-in-time supports to access grade level content. We also anticipate that our continued implementation of the Close Reading curriculum in grades 3-5 will continue to have a significant impact on ELA proficiency.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	NO
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	YES
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	YES
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	NO (anticipate goal will be met once data is updated for SY 24-25)
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

EVALUATION OF ELA GOAL

As a school that only just completed its seventh year of operation, this was only our fourth year that scholars sat the full state assessment in ELA, and the first year that the majority of scholars participated in Computer Based Testing. In just 4 academic years, we have increased ELA proficiency from 12% to 57%, a testament to the hard work of our team and scholars, and the clear positive impact of our curricular and instructional shifts and changes. We also saw 10% or more of scholars at every grade level achieve a Level 4 this year, indicating that we are not just closing gaps for scholars who are behind, but also continuing to enrich and push scholars who are showing grade level mastery of skills.

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Given the tumultuous learning environment over the past four years, and the unfinished learning created by COVID-19, our scholars have been growing at rapid rates, but have historically struggled with their absolute performance in ELA. This year, however, we really started to see the fruits of our work and the positive impact of our instructional shifts. The scholars in 6th and 7th grade, specifically, are our founding scholars, majority of whom have been with us since our inception. Over the course of their time with us, we have made significant improvements to our academic program that are impacting positive growth across the school. Most notably, our 7th grade cohort of scholars went from 72% of scholars receiving a Level 1 on the state assessment in 2021-2022, to just 8% of scholars receiving a Level 1 in 2024-2025. The continued growth of our academic program is also evident in our 3rd grade test scores, with 49% of scholars proficient and another 36% of scholars testing at a level 2- just a few points shy of proficiency. While comparative data to other schools is not yet available, our proficiency did exceed the NYS Average in all grade levels except for 3rd and 5th, and our overall school proficiency did surpass the state average.

We are also encouraged by the NWEA MAP and DIBELS data we are seeing in grades K-2. Across all grades, we have seen dramatic growth in DIBELS and NWEA MAP, with our school scoring above the 90th percentile for growth in all grade levels. With median conditional growth well above 55 for the majority of our scholars, we feel confident that our shifts and changes are helping close the academic gaps that exist. We are encouraged by the 22% increase in overall proficiency, and feel that the shifts we have made over the past few years are taking root and positively impacting our ELA instructional program as a whole. With strong teacher retention, continued implementation of all high-quality curricular materials, and an increased emphasis on student work analysis, we expect to see a continued increase in scores in the year ahead, and expect to continue to move closer to our absolute goal of 75% proficiency.

ELA ACTION PLAN

Based on the strong growth we are observing on the NWEA MAP assessment, improved DIBELS results, and a 22% increase in ELA State Test proficiency, we believe that our instructional practices are closing demonstrated scholar gaps and moving scholars closer to absolute grade level proficiency. We recognize that recovery from unfinished learning from COVID-19 will be a multi-year process and anticipate being able to sustain strong levels of academic growth in the years ahead. We continue to implement the DIBELS assessment three times per year, as well as the progress monitoring between rounds, to measure the impact of our ELA instruction and interventions. We have also developed standards-aligned interim assessments that mirror the structure of the state assessment that will be administered three times per year. We will utilize this data to make informed decisions about our instructional program and making shifts as needed. In the 24-25 school year, we will also implement weekly scholar work analysis meetings that will help us build teacher capacity to analyze data more frequently between assessments and ensure instruction is as responsive as possible. We also increased the number of our ELA instructional coaches to ensure greater capacity and ability to support teachers more comprehensively. This increased capacity will allow for more modeling and co-teaching, especially in 4th grade to build teacher capacity more quickly and efficiently.

We will continue to work with the Lavinia Group this year, and will implement their revised and improved RedThread Knowledge curriculum in grades K-7 and RedThread Foundations curriculum in grades 3-5. While the core tenants of the curriculum remain the same, the revamped format allows for more teacher friendly lessons, increased vocabulary and morphology instruction, and explicit writing instruction. We have budgeted for 20 days of on-site & virtual support for the 2025-2026 school year, with this support also focusing on state assessment preparation. This year, we purchased iReady books and the teacher toolkit submission for all grade levels to ensure strong, evidence-based lessons and materials for supplemental and small group instruction. In preparation for computer-based testing in Grades 3-8, we have purchased devices

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for all middle school scholars to consistently use in class, as well as a self-guided keyboarding course for scholars to complete during independent times throughout the day. Scholars will interact with practice tests weekly to learn the platform, and we have purchased the Datamater platform for additional practice opportunities to prepare our scholars for the upcoming demands of CBT. Scholars will take weekly and interim assessments on Datamate to better aid in the transition of pencil/paper skills to the computer and to become more familiar with the toolbar and features.

In grades K-2, we are continuing our implementation of the CKLA Skills curriculum to support our daily Foundations block, and are also supplementing with daily Heggerty lessons to improve phonological awareness for our scholars. The CKLA curriculum is fully aligned to the Science of Reading research and the DIBELS assessment. We believe that continued implementation will strengthen Tier 1 instruction and develop our younger scholars into more proficient and fluent readers. Additionally, we have partnered with Ignite Reading to provide one-on-one, daily, virtual tutoring to a select group of 40 scholars. We have used this program for the past year and a half and have seen strong results, with dramatic increases in reading accuracy and fluency. In SY 25-26, we will use this program to support scholars in grades 1-3, as well as a handful of scholars in upper grades who have demonstrated decoding gaps, especially new transfers to our school.

GOAL 2: MATHEMATICS

Scholars will be proficient in Mathematics.

BACKGROUND

In the 2024-2025 school year, we implemented the new Eureka Math Squared curriculum in grades K-7. This curriculum focused on developing a stronger conceptual understanding of mathematics across all grade levels. The curriculum also included Equip resources for each Module which helped teachers better assess needed pre-requisite knowledge and provide just-in-time supports where needed. We continued building upon the TNTP Good to Great training from SY22-23 and continued building teacher capacity around implementation of the Five Practices and Three Reads protocols for word problems and increased student discourse in math classrooms. In addition to the core Math block, all scholars in grades K-3 also participated in daily fluency and CGI (Cognitively Guided Instruction) and scholars in grades 4-6 had a daily Math Lab.

The 24-25 school year was our second year utilizing AIMS Web for math benchmarking and progress monitoring. We employed 3 math interventionists who utilized the Bridges Math curriculum, Eureka Equip, and iReady Teacher Toolkit to close demonstrated scholar gaps with Tier 2 and 3 scholars. All scholars had access to Zearn for additional practice and support throughout the year.

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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	55	0	0	0	0	0	0	0	55
4	55	0	0	0	0	0	1	0	56
5	56	0	0	0	0	0	1	0	57
6	51	0	1	0	0	0	0	0	52
7	52	0	0	0	0	0	0	0	52
8									
All	269	0	1	0	0	0	2	0	272

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	55	44	80%	45	36	80%
4	55	44	80%	49	39	80%
5	56	30	54%	52	29	56%
6	51	37	73%	46	33	72%
7	52	37	71%	48	35	73%
8						
All	269	192	71%	240	172	72%

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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
	6%	23%	52%	19%

$$PI = 0 * [6]_{Level\ 1} + 1 * [23]_{Level\ 2} + 2 * [52]_{Level\ 3} + 2.5 * [19]_{Level\ 4} = [174.5]$$

ADDITIONAL DATA & EVALUATION

The tables below illustrate our Math State Assessment data by cohort over the past four years. As shown in this data, we have significantly decreased the number of scholars scoring at a Level 1 over the past four years, and have had steady increases in scholars scoring at a Level 3 and 4. A notable bright spot is in our Rising 8th grade cohort, with 0% of scholars scoring at a Level 1, and 37% of scholars scoring at a Level 4 in Spring 2025.

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DATA BY COHORT

RISING 4TH GRADERS

Math				
	Level 1	Level 2	Level 3	Level 4
24-25	4%	16%	56%	24%

RISING 5TH GRADERS

Math				
	Level 1	Level 2	Level 3	Level 4
23-24	8%	33%	43%	16%
24-25	7%	13%	60%	20%

RISING 6TH GRADERS

Math				
	Level 1	Level 2	Level 3	Level 4
22-23	24%	43%	27%	6%
23-24	17%	17%	50%	17%
24-25	16%	30%	45%	9%

RISING 7TH GRADERS

Math				
	Level 1	Level 2	Level 3	Level 4
21-22	60%	29%	12%	0%
22-23	42%	42%	15%	0%
23-24	32%	43%	25%	0%
24-25	2%	25%	67%	6%

RISING 8TH GRADERS

Math				
	Level 1	Level 2	Level 3	Level 4
21-22	68%	23%	6%	4%
22-23	43%	36%	19%	0%
23-24	4%	30%	58%	8%
24-25	0%	29%	35%	37%

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Math Measure 3 - Comparative

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

METHOD

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

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	80%	45	26%	1,924
4	80%	49	27%	1,895
5	56%	52	19%	1,976
6	72%	46	26%	1,816
7	73%	48	30%	1,754
8			13%	1,650
All	72%	240	25%	11,279

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.¹

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	88.5%	455.0	445.3	0.69
4	87.3%	458.0	448.1	0.63
5	89.3%	439.0	442.5	-0.25
6	91.2%	457.0	442.5	1.06
7				
8				
All	89.0%	452.2	444.6	0.52

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.²

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	74.7	50.0
5	64.1	50.0
6	87.4	50.0
7		50.0
8		50.0
All	75.5	50.0

¹ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

² These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

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MATHEMATICS INTERNAL EXAM RESULTS

NWEA MAP ASSESSMENT

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 ELA: **NWEA MAP**

The Student Growth Summary report for the NWEA MAP assessment is included as Appendix A. The median conditional growth percentile for all grade levels, except one, exceeded 50, indicating accelerated rates of growth for our scholars from Fall to Spring. This report does reflect the newly implemented NWEA MAP 2025 norms, which raised expected achievement in Math. These new norms were not rolled out until July 2025, but will be used in the upcoming school year to assist with our goal setting and analysis.

SUMMARY OF THE MATHEMATICS 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 3-8.	NO
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	YES
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	YES
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	YES
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

EVALUATION OF THE MATHEMATICS GOAL

With the exception of our absolute performance goal, we met, and exceeded, every goal in Mathematics this year. Absolute proficiency across the school was 71%, just shy of our accountability goal of 75%. Proficiency increased by 18% this year, surpassing our goal of a 10% increase. In just four academic years, we have raised overall Math proficiency from 10% to 71% as measured by the NYS Assessment. While comparative data to other schools is not yet available, we exceeded the NYS average for every grade level in Spring 2025, and exceeded the overall state average by 16%.

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Most notably, 3rd and 4th grade scholars were 80% proficient. This is a clear indicator of the strength of our Mathematics program and the strong foundation scholars are receiving in grades K-2. Additionally, our 7th grade cohort was 71% proficient, with 0% of scholars scoring at a Level 1. This cohort of scholars were our founding 1st grade scholars and have historically struggled significantly in terms of absolute academic performance. These results are a true testament to the hard work our team has put in over the past four years, and the positive impact of our curricular and instructional shifts. Our work with TNTP around scholar work analysis and stronger scholar discourse has significantly improved conceptual understanding of Mathematics in our scholars, an improvement that is directly correlating to stronger achievement.

MATHEMATICS ACTION PLAN

Stronger math instruction where the heavy cognitive load is on scholars was the major focus area of 2022-2023 for our school, and we were able to continue building upon this momentum in the years that have followed. Our math instructional coaches worked diligently to improve teacher capacity in implementing the Five Practices and increasing scholar discussion in math classrooms through the Three Reads protocol. We also continued our implementation of AIMS Web which allowed for classroom teachers and interventionists to have more accurate data on scholar gaps to better meet their needs within instruction. In SY 25-26, we will transition to the use of mClass Math, developed by Amplify, to determine intervention needs. This new platform aligns more closely to the structure we utilize for Literacy intervention and provides teachers with a more descriptive road map to address scholar needs.

In terms of curriculum, we transitioned to the use of Eureka Math² curriculum in all grade levels. This curriculum focuses heavily on conceptual understanding and helped develop our scholars as stronger mathematical thinkers. We have also written high- quality, standards-aligned interim assessments in grades K-8 that will be administered and analyzed four times throughout the year. This analysis will provide us with more consistent data to inform our instruction and make shifts as necessary.

Beyond our classroom teachers, we employ three full-time math interventionist (K-2, 3-5 and 6-8). To bolster our math intervention and allow for more consistent progress monitoring, we will use the mClass Math assessment suite beginning in SY 25-26. This platform allows for more targeted data and the development of individualized intervention plans for each scholar and also aligns directly with the Eureka Math² curriculum. Our interventionists will continue to use the Bridges curriculum with Tier 3 scholars, and also have access to iReady lessons and materials for Tier 2 scholars, as well as the Eureka Equip modules. In our middle school (grades 4-8) we will continue with a daily Math Lab to allow dedicated time for small group instruction and support. Grades K-3 are continuing with daily acceleration focused on both Math and ELA.

Based on the strong growth we are observing on the NWEA MAP assessment and state assessment, we believe that our instructional practices are closing demonstrated scholar gaps and moving scholars closer to proficiency. We anticipate being able to sustain strong levels of academic growth in the years ahead, and believe we will reach our absolute proficiency goal of 75% in the year ahead.

GOAL 3: SCIENCE

Scholars will be proficient in Science.

BACKGROUND

As Persistence Prep continues to grow and expand, Science has become a greater focus area for our school. In the 2024-2025 school year, all 3rd-7th grade scholars were enrolled in a daily Science block with two dedicated Science teachers, while K-2 scholars continued to receive Science instruction in their homerooms three times per week. All grade levels utilize the Amplify Science curriculum.

This was the second year of the 5th grade Science assessment and this cohort of scholars' first year of computer-based testing. With a year of understanding of the test structure and scope, we were better able to focus our instruction and support scholar learning. We have continued work and growth to achieve in future years, but are pleased with our growth in proficiency from 9% to 32% in just one year, and remain optimistic for continued achievement.

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. 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	52	17	33%
8			
All	52	17	33%

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.

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2024-25 State Science Exam

Charter School and District Performance by Grade Level

	Charter School Students in at Least 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	52	17	33%	1,984	266	13%
8						
All	52	17	33%	1,984	266	13%

Comparative data from the district reflects scores from the 2023-2024 5th Grade Science Assessment administration, as data for the 2024-2025 school year was not available at the time of this report.

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE 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
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.	YES

EVALUATION OF THE SCIENCE GOAL

As illustrated in the table above, we are far from meeting our Science goal of 75% proficiency, but are encouraged by the 23% increase in proficiency in just one school year. As a younger school, Science was not our main focus as we worked first to strengthen and solidify our ELA and Mathematics programs. Now that we have a strong foundation, more effort is being given to the structure of our Science program (see Action Plan below). With this being only the second year of administration of the new 5th grade assessment, as well as our scholars' first year of Computer-Based testing, we now have a better understanding of the demands of the assessment and can better develop our action to plan to support our scholars in achieving mastery.

ACTION PLAN

As we have grown as a school, we have been able to develop a more comprehensive K-8 Science program. All grade levels will continue to implement Amplify Science, and we will begin offering Living Environment for all 8th grade scholars in the 2025-2026 school year. In grades K-2, Science is taught daily by classroom teachers. In grades 3-8, we have employed three full-time Science teachers and an Instructional Coach with extensive experience and content knowledge. This expansion of our Science department will allow for greater collaboration, deeper content knowledge, and more specialized pedagogy. Each Science teacher is responsible for lead teaching two grade levels (3-4, 5-6, 7-8), and co-teaching/supporting two additional grade levels.

For the 2025-2026 school year, our Instructional Coach created weekly Check for Understanding mastery checks for each grade level, as well as interim assessments that reflect the demands of the new assessment.

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These more frequent checkpoints will allow us to reflect on data at more regular intervals and ensure instruction is more responsive.

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

ADDITIONAL CONTEXT AND EVIDENCE

With our intentional focus on our academic program and ability to post consistent strong growth scores on all assessments, we were able to maintain our status of Local Support and Improvement. With fidelity, we have implemented evidence-based curriculum, retained strong talent, and improved the overall academic culture of our school. Our school culture is one of continuous reflection and improvement, and we will continue to work on implementing best practices and the systems and routines that allow for the most effective teaching for our scholars. We feel confident in our continued growth and improvement and believe we will be able to maintain our status of Local Support and Improvement for the remainder of our charter term and beyond.

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APPENDIX A: NWEA MAP STUDENT GROWTH SUMMARY REPORTS



Student Growth Summary Report

Aggregate by School

Term: Spring 2024-2025
District: Persistence Preparatory Academy

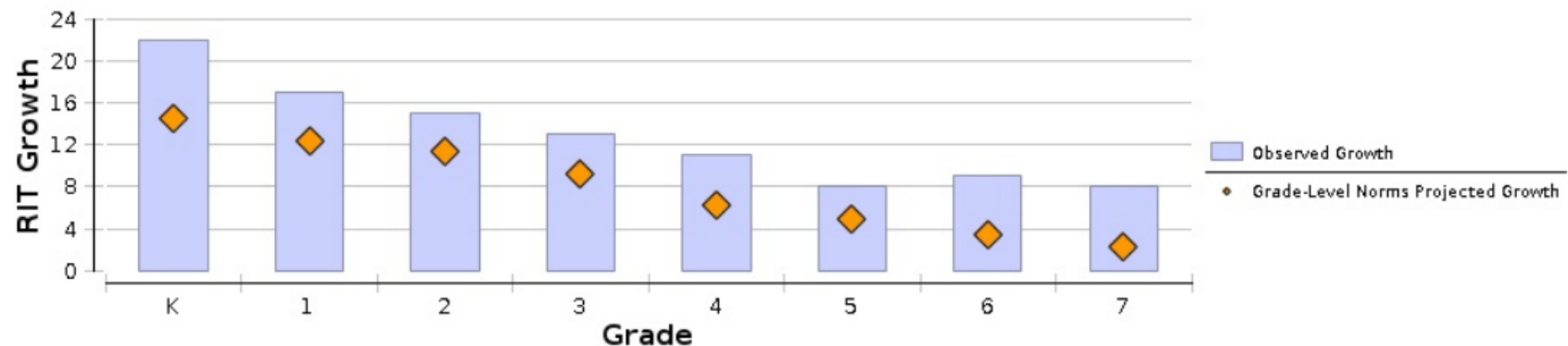
Norms Reference Data: 2025 Norms.
Growth Comparison Period: Fall 2024 - Spring 2025
Weeks of Instruction: Start - 4 (Fall 2024)
End - 32 (Spring 2025)
Grouping: None
Small Group Display: No

Persistence Preparatory Academy

Language Arts:
Reading

		Comparison Periods							Growth Evaluated Against							
		Fall 2024			Spring 2025			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2025)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	43	131.1	6.9	6	153.5	10.4	61	22	1.5	14.6	2.01	98	43	35	81	70
1	57	150.9	10.1	23	167.5	14.1	49	17	1.2	12.4	1.28	90	57	40	70	60
2	55	167.3	10.4	35	181.8	11.0	52	15	0.9	11.4	0.80	79	55	42	76	61
3	50	178.6	15.9	24	191.4	13.5	42	13	1.1	9.2	0.91	82	50	33	66	63
4	54	191.6	15.7	32	202.9	14.6	58	11	1.1	6.3	1.31	91	54	41	76	72
5	55	197.1	14.0	24	205.3	13.3	41	8	0.8	5.0	0.80	79	55	42	76	67
6	50	201.3	12.5	17	210.6	10.1	47	9	1.1	3.5	1.39	92	50	41	82	73
7	51	209.6	10.9	38	218.1	13.2	70	8	1.1	2.3	1.37	92	51	42	82	73

Language Arts: Reading



2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT



Student Growth Summary Report

Aggregate by School

Term: Spring 2024-2025
District: Persistence Preparatory Academy

Norms Reference Data: 2025 Norms.
Growth Comparison Period: Fall 2024 - Spring 2025
Weeks of Instruction: Start - 4 (Fall 2024)
End - 32 (Spring 2025)
Grouping: None
Small Group Display: No

Persistence Preparatory Academy

Math: Math K-12

		Comparison Periods							Growth Evaluated Against							
		Fall 2024			Spring 2025			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2025)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	43	132.2	6.2	4	159.0	9.6	58	27	1.1	18.2	2.28	99	43	38	88	83
1	56	154.7	11.2	20	176.0	9.8	56	21	1.0	15.6	1.82	97	56	51	91	71
2	55	170.9	10.3	37	186.4	11.0	44	16	0.9	14.5	0.30	62	55	31	56	53
3	50	182.4	12.3	41	199.7	13.5	54	17	0.9	14.8	0.61	73	50	33	66	63
4	51	196.1	10.4	49	211.0	12.2	59	15	0.9	12.6	0.37	64	51	35	69	60
5	55	201.7	11.7	30	209.5	12.4	29	8	1.0	9.2	-0.23	41	55	22	40	43
6	50	204.7	9.8	25	215.4	10.2	35	11	0.6	9.8	0.14	55	50	33	66	54
7	51	211.9	11.5	30	223.8	17.5	53	12	2.0	6.5	1.04	85	51	34	67	66

Math: Math K-12

