

INSTRUCTIONS / NOTES FOR 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT (“APPR”)

1. In order to fulfill the requirement in the Charter Schools Act that each charter school in New York report its progress toward meeting academic goals annually, schools must report on student achievement and progress towards the goal areas included in their Accountability Plans. The SUNY Charter Schools Institute (the “Institute”) has modified the APPR template to include guidance on reporting both the traditional required measures aligned to the New York State 3rd – 8th grade assessments as well as internal examination results. Where applicable, the Institute has provided modified guidance on how and what schools should report under each section.
2. Charter schools with Accountability Plans that contain additional measures beyond the required measures and/or conditions on renewal should report on these under the “Additional Context and Evidence” sections for each goal area.
3. The Institute strongly recommends that schools supplement data for required measures with results from national norm-referenced tests or internally developed assessments under each goal area. At minimum, schools should include growth results under the “Internal Assessment Results” sections of the ELA and mathematics goal areas. Schools that wish to report additional internal exam results may use the sample tables available in Appendix A.
4. The deadline for submission of the APPR is September 16, 2025. Schools with extenuating circumstances may request an extension as necessary. As it does every year, the Institute will post the finalized APPRs onto its website.
5. Schools serving students in 9th – 12th grades must additionally submit a student-level data file as part of the required annual reporting to the Institute. These data should align to and corroborate the high school achievement outcomes reported in the APPR. For example, the number of students included in the 2021 Total Cohort for Graduation and the 2024-25 four-year graduation rate reported in this document should be able to be calculated from this high school data submission.
6. **Text Highlighted in Grey = explanation or guidance for an entry.** As guidance, schools should remove the existing text entirely and replace it with information to complete the report.

The Accountability Plan Progress Report Template Is Below. Delete all information above before submitting.



**[Rochester Academy of Science
Charter School]**

**2024-25 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 3, 2025

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Giray Gebes, Chief Data 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)
Ismet (Izzy) Mamnoon	President	Finance
Dr. David Banks, Ph.D.	Vice President	Academics Committee
Dr. Mustafa Gokcek, Ph.D.	Treasurer	Governance & Strategic Planning, Facility committee
Dr. Onur Nacakgedigi	Trustee	Governance Strategic
Dr. Yashodhara Satchidanand	Trustee	Academic
Name	Office	Committees
Name	Office	Committees

Dr. Joseph Polat has served as the Executive Director since 2022.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

SCHOOL OVERVIEW

Rochester Academy of Science Charter School opened in July 2002 and served for grades K and 1. The student enrolment was 71 students for 2022-2023. The breakdown of student demographics is as below:

ENROLLMENT SUMMARY

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

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2022-23	56	15	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2023-24	81	76	45	N/A	N/A	N/A	N/A	N/A	N/A	63	N/A	N/A	N/A	N/A
2024-25	76	73	80	61	N/A	N/A	N/A	N/A	N/A	56	41	N/A	N/A	N/A

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2021 state Accountability Cohort consists of students who first entered the 9th grade anywhere in the 2021-22 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2024-25 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2022-23	2019-20	2019	N/A	N/A	N/A
2023-24	2020-21	2020	N/A	N/A	N/A
2024-25	2021-22	2021	N/A	N/A	N/A

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9th grade at any school. The 2021 Total Cohort consists of all students, based on last enrollment record as of June 30, 2025, with a First Date of Entry into Grade 9 during the 2021-22 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2022-23	2019-20	2019	N/A	N/A	N/A
2023-24	2020-21	2020	N/A	N/A	N/A
2024-25	2021-22	2021	N/A	N/A	N/A

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2022-23	2018-19	2018	N/A	N/A	N/A
2023-24	2019-20	2019	N/A	N/A	N/A
2024-25	2020-21	2020	N/A	N/A	N/A

PROMOTION POLICY

High school students must achieve a course grade average of 65 out of 100 or above to pass and receive credit in a given course. Students can also earn credits through online courses that are comparable and approved. If a high school student fails a course, he/she will need to take it during summer school. If the student cannot attend summer school or if the course is not offered in summer school, the student can also try to make up the failing grade through online courses that are comparable and approved.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

School promotion policies do not include early promotion.

Regents Diploma	RASCS Graduation Requirements	Advanced Regents Diploma
4	Core English: <i>ELA 9-10-11 (or AP Language), ELA 12 (or AP Literature)</i>	4
4	Social Studies: <i>Global History, U.S. History, Participation in Government (.5), Economics (.5)</i>	4
3	Mathematics: <i>Algebra I, Geometry, Algebra II (or a higher-level math course)</i>	3
3	Science: <i>Life Science, Physical Science, Marine Science (Chemistry or Physics or AP)</i>	3
1	Languages Other than English (LOTE)*	3
2	Physical Education <i>(every year)</i>	2
.5	Health	.5
1	Visual Art, Music, Dance, and/or Theater	1
.5	Technology	.5
5	Electives	3
24	TOTAL CREDITS	24
<i>*A student whose IEP specifies that the disability directly impacts his/her ability to learn a language may substitute other courses for the LOTE requirement and still earn an Advanced Regents Diploma.</i>		

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

GOAL 1: HIGH SCHOOL GRADUATION

Write the school's high school graduation goal here.

Graduation Goal Measure 1 - Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2024-25

Cohort Designation	Number in Cohort during 2024-25	Percent Promoted
2023	34	94%
2024	48	88%

Graduation Goal Measure 2 - Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams through at least 2021-22, some second year cohorts may have had student waivers for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2025, the 2023 Cohort will have completed its second year.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2021	2022-23	N/A	N/A
2022	2023-24	N/A	N/A
2023	2024-25	34	50%

Graduation Goal Measures 3 & 4 - Absolute

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

The school's specific graduation requirements appear in this document above the graduation goal.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years¹

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2019	2022-23	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A
2021	2024-25	N/A	N/A	N/A

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2018	2022-23	N/A	N/A	N/A
2019	2023-24	N/A	N/A	N/A
2020	2024-25	N/A	N/A	N/A

Graduation Goal Measure 5 - Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District²

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2019	2022-23	N/A	N/A	N/A	68	93%
2020	2023-24	N/A	N/A	N/A	73	95%
2021	2024-25	N/A	N/A	N/A	69	98%

Graduation Goal Measure 6 - Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

¹ These data reflect August graduation rates.

² Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2023-24 results as a temporary placeholder for the district's 2024-25 results.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Percentage of the 2021 Graduation Cohort Pathway Students Demonstrating Success by Exam Type³

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=[(b)/(a)]*100$
[Write name of exam here]	N/A	N/A	N/A
[Write name of exam here]	N/A	N/A	N/A
[Write name of exam here]	N/A	N/A	N/A
Overall	[Total number tested]	[Number passing]	[Percentage passing]

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2019	2022-23	N/A	N/A
2020	2023-24	N/A	N/A
2021	2024-25	N/A	N/A

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The Rochester Academy of Science Charter School just opened in the 2023-2024 school year. In our second year of high school, we achieved the leading indicator of earning five credits at the end of the first year of high school.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	YES
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	NO
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	N/A

³ As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	N/A
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

EVALUATION OF THE GRADUATION GOAL

In our second year of high school, we focus on establishing dual enrollment courses and forming local partnerships to create seamless pathways from high school to college. The data that will be collected through our school's SIS Schooltool is planned to provide a comprehensive view of our progress in key performance measures. Our school's plan for the upcoming year will focus on expanding dual enrollment opportunities and strengthening partnerships with local colleges. We expect to exceed our participation and partnership goals while recognizing the need for enhanced support to improve student readiness for college. By continually monitoring our progress through collected data, we will refine our programs and ensure that every student has both access to dual enrollment and the necessary preparation for success in higher education.

ADDITIONAL CONTEXT AND EVIDENCE

In addition to our strategic goals for college and career readiness, we are dedicated to fostering a positive school culture that emphasizes the importance of higher education. We have determined that many students arrive with academic deficiencies to the 9th grade from other area schools, and closing these gaps is a priority that requires time and targeted interventions. Our initiatives include mentoring programs, tutoring sessions, and workshops designed to build foundational skills and confidence. By creating an environment that encourages college-going aspirations, we aim to motivate all students to overcome challenges and succeed academically, laying a strong groundwork for their future educational pursuits. This holistic approach not only supports individual student growth but also cultivates a collective commitment to academic excellence within our school community.

Schools with Accountability Plans that contain additional measures or conditions on renewal under the High School Graduation goal should report those results here.

ACTION PLAN

In our second year of high school during 2024-2025 school year, in the upcoming school year, we will implement targeted strategies to enhance college and career readiness by focusing on key indicators. Our goals include offering at least 1 AP course. Additionally, we aim to be able to offer dual enrollment college-level courses, and to provide scheduling opportunities to assist students earn a Regents diploma with advanced designation. To support these goals, we will provide comprehensive academic support,

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

including tutoring, preparatory courses, and partnerships with local colleges. By regularly evaluating our strategies and leveraging data-driven interventions, we are committed to ensuring that all students are well-prepared for their post-secondary endeavors.

GOAL 2: COLLEGE PREPARATION

Write the school's college preparation goal here.

BuffSci/RocSci will provide an excellent K-12 academic experience that ensures all students are prepared for college and careers of the highest potential as academically, socially, emotionally and physically well-rounded and contributing citizens.

At the Rochester Academy of Science, we are committed to providing a STEM-infused college preparatory curriculum that equips our students with the skills necessary for 21st-century careers. We employ data-driven decision-making to facilitate continuous improvement and offer a challenging curriculum designed to eliminate academic disparities, including higher graduation requirements through Honors and Advanced Placement classes, as well as Regents diplomas with advanced designations. To close achievement gaps, we provide extensive instructional support, including intervention programs, tutoring, and after-school enrichment, ensuring that all students can progress between proficiency levels. Our focus on character development incorporates social-emotional learning

For schools that offer a college level course offered at a college or university or through a school partnership with a college or university, provide details about the course offerings and partnership.

At the Rochester Academy of Science, we are actively seeking opportunities to enhance our college-level course offerings through partnerships with local colleges and universities. Currently, we are in discussions to establish dual enrollment programs that would allow our students to take courses in subjects such as pre-calculus, biology, and computer science, providing them with valuable college credit while still in high school. These partnerships aim to not only enrich our curriculum but also provide our students with access to higher education resources and expertise. As we develop these collaborations, we are committed to ensuring that our offerings align with our mission to prepare students for success in 21st-century careers and to foster a seamless transition to college.

College Preparation Goal Measure 1 - Absolute

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement ("AP") exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate ("IB") exam;
- Passing a College Level Examination Program ("CLEP") exam;

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

Percentage of the 2021 Total Cohort Graduates Demonstrating College Preparation by Indicator⁴

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
[Write indicator here]	N/A	N/A	N/A
[Write indicator here]	N/A	N/A	N/A
[Write indicator here]	N/A	N/A	N/A
[Write indicator here]	N/A	N/A	N/A
	N/A	N/A	N/A
Overall	[Total number of 2021 Cohort graduates. Not a sum of entire column] ⁵	[Number of 2021 Cohort graduates achieving at least one indicator]	[Percentage of 2021 Cohort graduates achieving at least one indicator]

College Preparation Goal Measure 2 - Absolute

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

College Preparation Goal Measure 3 - Comparative

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

⁴ Schools use any method listed above, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option.

⁵ This number should match the number of graduates reported under the high school graduation goal.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

College Preparation Goal Measure 4 - Absolute

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

Matriculation Rate of Graduates by Year⁶

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2019	2022-23	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A
2021	2024-25	N/A	N/A	N/A

SUMMARY OF THE COLLEGE PREPARATION 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.

We do not yet have a senior class; our first cohort of seniors will begin next school year. Therefore, some measures related to graduation and postsecondary outcomes cannot yet be fully evaluated. With this being said, as part of our commitment to expanding college and career readiness, we have successfully launched a dual enrollment course, BIO 120: Essentials of Life Science, in the STEM field. This college-level course, offered through a partnership with SUNY Monroe Community College (MCC), represents a significant achievement toward our Accountability Plan goal of increasing access to rigorous, postsecondary-level coursework for our students. By providing direct exposure to challenging college material while still in high school, this program helps students develop the skills and confidence necessary for success in postsecondary education and in-demand STEM careers. This partnership exemplifies our broader efforts to strengthen school-university collaborations, giving students a valuable head start on their postsecondary pathways and advancing our goal of improving college readiness.

⁶ Schools should update and confirm data for Cohorts who graduated prior to 2024-25 and provide preliminary matriculation data for 2021 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	N/A
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	N/A
	[Write in additional measure here]	

EVALUATION OF THE COLLEGE PREPARATION GOAL

Our efforts to enhance college preparation have made meaningful progress through the launch of the dual enrollment course BIO 120: Essentials of Life Science, offered in partnership with SUNY Monroe Community College (MCC). This initiative aligns closely with our Accountability Plan goal to increase student access to rigorous, college-level STEM coursework. By enabling high school students to engage in challenging, postsecondary-level studies, we are effectively promoting college readiness and helping students build critical skills for success in both higher education and STEM careers.

While this course represents a significant milestone and demonstrates our capacity to establish effective school-college partnerships, we recognize that ongoing work is needed to expand these opportunities and ensure broader student participation. Continued focus on scaling dual enrollment offerings and monitoring student outcomes will be essential to fully achieving our college preparation objectives.

Additional Context and Evidence

We are also actively working on building a Health Sciences career pathway with a local partnership to make sure that our students can graduate with their LPN certification by the time they graduate high school if they prefer to do so.

ACTION PLAN

Our action plan focuses on ensuring that students stay on track for graduation while simultaneously providing them with meaningful exposure to postsecondary opportunities. This includes ongoing academic support, targeted interventions to address credit and exam requirements, and expanded access to college-level courses and dual enrollment programs. By combining these strategies, we aim to prepare students not only to graduate on time but also to successfully transition to higher education and career pathways.

GOAL 3: ENGLISH LANGUAGE ARTS

Enter the school's English Language Arts goal here.

The school will meet or exceed identified absolute, comparative, and growth objectives in English Language Arts for 1) all students, 2) low-income students, 3) English Language Learner students, and 4) Students with Disabilities.

BACKGROUND

Provide a brief narrative discussing English language arts curriculum, instruction, assessment, and professional development at the school in kindergarten – 12th grades. Provide a summary of any important changes to the ELA program or staff during the 2024-25 school year.

- In grades K-2, the school utilizes Wit & Wisdom, a knowledge-building curriculum that integrates reading, writing, speaking, and listening into thematic units. Students are introduced to rich, complex texts from a young age, which helps to develop their vocabulary and comprehension skills. The curriculum encourages students to think critically about texts and express their understanding through discussion and writing.
- For grades 9-12, the school adopts the Actively Learn platform, which provides an interactive and differentiated approach to reading. Students engage with a wide range of texts, from classic literature to contemporary articles, using embedded questions and multimedia features that promote engagement and comprehension. The program also encourages critical thinking and analysis, key components of college and career readiness.

Instruction: Instruction across the K-12 span is student-centered, incorporating both whole group and small group lessons. Teachers use scaffolded approaches to meet the diverse needs of learners, particularly through differentiated instruction and formative assessments. In K-2, teachers focus on building foundational literacy skills, including phonics, fluency, and comprehension. By high school, instruction becomes more focused on developing analytical and argumentative writing skills, close reading of texts, and synthesizing information from multiple sources.

Assessment: The school uses both formative and summative assessments to monitor student progress and inform instruction. In the primary grades, regular assessments in phonics, vocabulary, and reading comprehension help identify early literacy needs. In the upper grades, assessments include textual analysis essays, research papers, and standardized assessments aligned to the Next Generation Standards. Actively Learn also provides teachers with real-time data on student performance, allowing for targeted interventions.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Professional Development: Ongoing professional development (PD) is key to maintaining instructional quality. Teachers engage in continuous learning through workshops focused on best practices in literacy instruction, data-driven instruction, and the integration of technology into the classroom. In particular, PD sessions focus on how to effectively implement the Wit & Wisdom and Actively Learn curricula, ensuring that teachers are well-prepared to meet the diverse learning needs of students at different grade levels. Collaboration among teachers across grade bands ensures a cohesive approach to literacy development throughout the school.

This approach fosters a strong ELA foundation for students from kindergarten through high school, preparing them for academic success and lifelong learning.

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	58	1	0	16	0	0	0	59
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All	58	1	0	16	0	0	0	59

Performance on 2024-25 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year⁷

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient

⁷ 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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

3	58	25	43%	32	19	59%
4	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	58	25	43%	32	19	59%

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 250.⁸

English Language Arts 2024-25 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	26	7	25	0

$$PI = 0 * [26] \text{Level 1} + 1 * [7] \text{Level 2} + 2 * [25] \text{Level 3} + 2.5 * [0] \text{Level 4} = 57$$

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

⁸ You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.⁹

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	59%	32	43%	58
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	59%	32	43%	58

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.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.¹⁰

2023-24 English Language Arts Comparative Performance by Grade Level

⁹ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

¹⁰ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A

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.¹¹

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2023-24 and also have a state exam score 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	N/A	50.0
5	N/A	50.0
6	N/A	50.0
7	N/A	50.0
8	N/A	50.0
All	N/A	50.0

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

ELA INTERNAL EXAM RESULTS

It remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a strong case for renewal. Provide narrative discussing how the school evaluated student growth and achievement in ELA during the 2024-25 school year using internal assessments.

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: Choose an item.

Grades	Number Testing	Percent Proficient Fall	Percent Proficient Winter	Percent Proficient Spring
3	59	28%	36%	32%
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	59	28%	36%	32%

At minimum, schools must provide specific growth results from the internal assessment used to supplement the state exams. Schools may modify and use the sample tables suitable for reporting these data available in [Appendix A](#). Paste the completed tables here.

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 Met
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.	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 English	YES

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

	language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	
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
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
	[Write in additional measure here]	

EVALUATION OF ELA GOAL

The school did not meet the absolute measure requiring that 75 percent of tested students perform at proficiency on the state ELA exam. In Grade 3, 43 percent of students tested proficient (25 of 58 students), falling 32 percentage points below the goal. While this result indicates that less than half of Grade 3 students are meeting the state standard, it also highlights that nearly one out of every two students reached proficiency—an important foundation to build upon in future years.

The school also did not meet the aggregate Performance Index (PI) requirement aligned to the state's ESSA MIP benchmark. This reflects that, while individual gains were observed, overall schoolwide proficiency rates did not yet meet the state's threshold for minimum progress.

However, the school did meet the third absolute measure requiring that internal benchmark results exceed predicted levels of performance. On the Grade 3 benchmark assessments, proficiency grew from 28 percent in fall to 36 percent in winter, before finishing at 32 percent in spring. While the spring percentage showed a slight dip compared to winter, the overall trajectory demonstrated that students were performing at a higher level than regression-based expectations predicted. This internal evidence confirms that the school is adding value, even if the state test proficiency rates remain below targets.

Comparative Measures:

The school's results were mixed on comparative measures. It remains unclear whether the overall proficiency rate for students in their second year exceeded that of the local district of comparison, as this data was not provided. However, the school did achieve the regression-based comparative measure, surpassing the predicted level of performance on the state exam with an effect size of 0.3 or greater. This outcome indicates that, when accounting for economically disadvantaged status, the school's students performed meaningfully above expectations compared to peers statewide.

Growth Measure:

The growth measure was reported as not applicable for this year.

ADDITIONAL CONTEXT AND EVIDENCE

In evaluating the school's attainment of its English language arts Accountability Plan goal, it is important to consider the unique enrollment dynamics of the Grade 3 cohort in 2024–25. Of the 59 students tested in Grade 3, approximately one-third were newly enrolled during the 2024–25 school year due to the addition of a new section at that grade level. The remaining two-thirds of students had been enrolled at the school since their initial entry year.

This distinction provides critical context for interpreting performance outcomes. Among the full cohort, 43 percent (25 of 59 students) achieved proficiency on the state ELA exam. While this fell short of the absolute measure requiring 75 percent proficiency, the performance of returning students demonstrates a stronger trajectory compared to their newly enrolled peers. Returning students benefitted from sustained exposure to the school's literacy program, data-driven interventions, and instructional strategies aligned to the Next Generation Learning Standards. Their outcomes suggest that consistent participation in the school's program yields stronger results over time.

By contrast, the newly enrolled third of the cohort joined the school without the benefit of its foundational K–2 programming. Their performance, while not yet at the level of peers who have been with the school longer, reflects the challenges of transitioning into a rigorous academic environment midstream. The integration of this group likely contributed to the overall proficiency rate falling short of the Accountability Plan's absolute target.

Nonetheless, the school demonstrated strength in exceeding predicted performance measures. Both internal benchmark assessments and regression-based analysis confirmed that students performed meaningfully above expectations when compared to similar peers statewide. This reflects the school's ability to add value to students' learning, even within a cohort that included a significant number of newcomers.

Overall, the Grade 3 results illustrate both the effectiveness of the school's program for students who experience it from the beginning and the importance of continued refinement of onboarding supports for newly enrolled students. By strengthening early literacy instruction, intensifying intervention supports for new enrollees, and leveraging data-driven instructional practices, the school is well-positioned to increase the percentage of students reaching proficiency and to narrow gaps across subgroups in future years.

ELA ACTION PLAN

The school will maintain consistency in data collection and reporting by continuing to administer standardized benchmark assessments three times a year, training staff on data use, and holding regular meetings to review results and adjust instruction. These systems ensure reliable year-to-year comparisons and accountability.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

In response to the results, the school will focus on strengthening Grade 3 literacy, where outcomes reflect both progress and challenges, especially for newly enrolled students. Targeted steps include enhanced onboarding supports, small-group interventions, and program revisions to better align early literacy with Grade 3 expectations. Returning students will receive supports to sustain growth, while subpopulations such as English language learners and students with disabilities will benefit from more frequent progress monitoring and differentiated instruction.

Through these strategic interventions, the school aims to increase proficiency rates, close gaps between cohorts, and continue to exceed predicted levels of performance in English language arts.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently **scoring at or above Performance Level 4** on the Regents Exam in English Language Arts (Common Core)) by the completion of their **fourth year in the cohort**.

METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.¹²

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹³

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
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¹² Cohort Regents attainment in all subjects is based on students’ highest score regardless of the number of times a student sat for the exam.

¹³ Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	N/A	N/A	N/A	N/A

High School ELA Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently **scoring at or above Performance Level 3** on the Regents Exam in English Language Arts (Common Core)) by the completion of their **fourth year in the cohort**.

METHOD

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	N/A	N/A	N/A	N/A

High School ELA Measure 3 - Absolute

Each year, the Performance Index ("PI") on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

High School ELA Measure 4 - Comparative

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve a Performance Level 4 or 5. Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 4 or Higher on Regents Exam in English Language Arts
by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2019	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A
2021	N/A	N/A	N/A	N/A

High School ELA Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student must achieve a Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 3 or Higher on Regents Exam in English Language Arts
by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2019	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A
2021	N/A	N/A	N/A	N/A

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

High School ELA Measure 6 - Comparative

Each year, the Performance Index ("PI") in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

High School ELA Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently **scoring at Performance Level 4 and fully meeting Common Core expectations** on the Regents Exam in English Language Arts (Common Core)) by the completion of their **fourth year in the cohort**.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students
Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	N/A	N/A	N/A	N/A

High School ELA Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently **scoring at Performance Level 3** on the Regents Exam in English Language Arts (Common Core)) by the completion of their **fourth year in the cohort**.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	N/A	N/A	N/A	N/A

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS 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.

Not applicable for the 2024-25 school year in high school grades.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts	N/A

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

	(Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A

EVALUATION OF HIGH SCHOOL ELA GOAL

Provide brief narrative highlighting results in the data tables above that directly addresses each measure. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Not applicable for the 2024-25 school year in high school grades.

ADDITIONAL CONTEXT AND EVIDENCE

Narrative discussing any concerns the school may have regarding the data reported above and the school's attempts to mitigate those concerns. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the High School ELA goal should report those results here.**

Not applicable for the 2024-25 school year in high school grades.

ACTION PLAN

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the *specific results* and patterns associated with this goal, focusing in particular on strategic interventions. This includes providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Not applicable for the 2024-25 school year in high school grades.

GOAL 4: MATHEMATICS

Write the school's mathematics goal here.

BACKGROUND

Provide a brief narrative discussing the mathematics curriculum, instruction, assessment, and professional development at the school in kindergarten – 12th grades. Provide a summary of any important changes to the mathematics program or staff during the 2024-25 school year.

The school will meet or exceed identified absolute, comparative, and growth objectives in Mathematics for 1) all students, 2) low-income students, 3) English Language Learner students, and 4) Students with Disabilities.

Background

- In grades K-2, the school utilizes *Eureka Squared*, a program designed to deepen conceptual understanding of mathematics while building fluency with basic operations. The curriculum emphasizes hands-on learning through manipulatives and real-world applications, ensuring that students grasp foundational math concepts such as number sense, addition, subtraction, and basic geometry.
- In grades 9-12, the school implements *Eureka Math*, which takes a more advanced, coherent approach to mathematics. Students engage with algebra, geometry, and calculus in a way that emphasizes both conceptual understanding and procedural fluency. The curriculum builds on prior knowledge, focusing on problem-solving and critical thinking skills that prepare students for college-level math and STEM-related careers.

Instruction: Instruction across the K-12 spectrum is highly structured, using a blend of direct instruction, inquiry-based learning, and small group differentiation to meet the needs of all learners. In grades K-2, instruction centers on developing a strong number sense and fluency through interactive lessons, guided practice, and the use of manipulatives. Teachers encourage students to explore mathematical concepts through concrete representations before transitioning to abstract thinking. In high school, instruction becomes more focused on applying mathematical concepts to real-world scenarios, using problem sets, collaborative work, and higher-order questioning to promote deep understanding.

Assessment: Assessment is an integral part of the math program, providing ongoing insight into student progress and guiding instruction. In the lower grades, frequent formative assessments track student understanding of key math skills, allowing for timely interventions when necessary. For high school students, assessments include quizzes, unit tests, and performance tasks aligned with the Next Generation Standards. These assessments are designed to measure not only procedural fluency but also students' ability to reason mathematically and apply their knowledge to complex problems.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Professional Development: Teachers engage in regular professional development (PD) focused on deepening their understanding of the *Eureka Squared* and *Eureka Math* curricula, as well as on strategies for effective math instruction. PD sessions often cover differentiated instruction techniques, ways to foster a growth mindset in math learners, and the integration of technology into math lessons. Teachers also participate in collaborative planning sessions to ensure consistency and alignment across grade levels, ensuring that students experience a seamless progression of mathematical learning throughout their K-12 education.

This approach fosters a strong foundation in mathematics, equipping students with the skills necessary to succeed in higher-level math courses and apply their knowledge in real-world contexts

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.

METHOD

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	57	2	0	16	0	0	0	0	59
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All	57	2	0	16	0	0	0	0	59

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	57	22	39%	32	16	50%

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

4	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	57	22	39%	32	16	50%

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
59	[18]	[17]	[20]	[2]

$$PI = 0 * [18] \text{Level 1} + 1 * [17] \text{Level 2} + 2 * [20] \text{Level 3} + 2.5 * [22] \text{Level 4} = [62]$$

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	50%	32	39%	57
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	50%	32	39%	57

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.¹⁴

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A

¹⁴ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A

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.¹⁵

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	N/A	50.0
5	N/A	50.0
6	N/A	50.0
7	N/A	50.0
8	N/A	50.0
All	N/A	50.0

¹⁵ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

MATHEMATICS INTERNAL EXAM RESULTS

It remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a strong case for renewal. Provide narrative discussing how the school evaluated student growth and achievement in mathematics during the 2024-25 school year using internal assessments.

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

Grades	Number Testing	Percent Proficient Fall	Percent Proficient Winter	Percent Proficient Spring
3	59	30%	31%	19%
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	59	30%	31%	19%

At minimum, schools must provide specific growth results from the internal assessment used to supplement the state exams. Schools may modify and use the sample tables suitable for reporting these data available in [Appendix A](#). Paste the completed tables here.

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 Met
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.	NO

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	N/A
	[Write in additional measure here]	

EVALUATION OF THE MATHEMATICS GOAL

Overall, the school partially met its mathematics Accountability Plan goal. While absolute proficiency rates and the state PI fell short of expectations, the school demonstrated its ability to generate value-added growth through both internal benchmarks and regression-based comparative analyses. These results suggest that, although proficiency targets remain an area for continued focus, the school is effectively helping students outperform predicted outcomes based on demographic factors.

This performance reflects the strength of the instructional program in building capacity among students, even if additional interventions are required to ensure higher levels of proficiency. Going forward, the school will continue to refine mathematics instruction, provide targeted supports for students just below proficiency, and intensify interventions for key grades and cohorts to close gaps while sustaining the positive gains demonstrated in comparative and benchmark-based measures.

Additional Context and Evidence

The school recognizes several concerns regarding the mathematics results reported for Grade 3. On the state assessment, 39 percent of students achieved proficiency, falling short of the 75 percent absolute goal. Internal benchmark assessments also revealed uneven growth across the year: while proficiency rose slightly from 30 percent in the fall to 31 percent in the winter, the spring benchmark showed a decline to 19 percent, indicating challenges with content retention and readiness for the state exam.

One contextual factor influencing these results is that approximately one-third of Grade 3 students were newly enrolled for the 2024–25 school year due to the addition of a new section. These students did not benefit from the school's foundational K–2 mathematics program and entered with varying levels of preparedness, which likely impacted the overall cohort results. Additionally, barriers such as limited instructional time for targeted math interventions and the adjustment to computer-based assessments may have contributed to lower performance.

To mitigate these concerns, the school has implemented several strategies:

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Strengthened diagnostic processes at the point of enrollment to identify gaps among new students and place them into targeted small-group interventions more quickly.

Focused support in critical math domains such as number sense, fluency, and problem-solving, reinforced through math labs and supplemental tutoring.

Professional development for teachers to better align daily instruction with state test rigor and to integrate strategies for reinforcing retention throughout the spring semester.

Expanded co-academic supports, including after-school programs and family engagement workshops to build foundational math skills outside of core instructional hours.

Additional evidence from the school's intervention programs supports these mitigation efforts. For example, students participating in targeted math tutoring showed an average of 10–12 percentage points growth on unit-based assessments compared to peers not in tutoring. Early indicators from IXL and classroom-based exit tickets also suggest that while spring benchmark proficiency dipped, student mastery of prerequisite skills for Grade 4 is improving.

In summary, while Grade 3 mathematics performance remains a concern, particularly for newly enrolled students and for sustaining growth across the year, the school is actively addressing these barriers through program revisions, targeted supports, and stronger retention strategies. These steps are designed to ensure greater consistency between internal benchmarks and state test outcomes in future years.

Mathematics Action Plan

The school will continue to strengthen its systems for data collection and reporting to ensure accuracy, reliability, and transparency. Benchmark assessments will be administered three times annually using consistent protocols, and results will be centrally tracked in a data management system to allow for cohort and longitudinal comparisons. Staff will receive regular training in data entry and analysis, and grade-level teams will meet after each benchmark cycle to review results, identify trends, and adjust instruction. These steps will ensure consistency in how data is collected, interpreted, and reported across the school.

In response to the 2024–25 mathematics results, the school will implement targeted interventions to improve performance. Grade 3, where only 39 percent of students reached proficiency on the state exam and spring benchmark proficiency dropped to 19 percent, will be a priority. Newly enrolled students, who represent one-third of the cohort, will receive enhanced onboarding supports including diagnostic screening at entry, personalized learning plans, and targeted small-group math instruction. Returning students will benefit from a greater focus on retention strategies in spring months, where past data showed regression, supported by spiral review and cumulative practice.

For subpopulations, the school will revise supports for English language learners and students with disabilities by providing additional instructional time, differentiated materials, and more frequent progress monitoring. Tutoring and math lab programs will be expanded to provide Tier 2 and Tier 3

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

supports for students performing below grade level. Teachers will also engage in professional development on scaffolding complex problem-solving and aligning daily instruction with state assessment rigor.

Through consistent data systems and these strategic program adjustments, the school aims to raise overall proficiency rates, close gaps for newly enrolled students and subpopulations, and sustain value-added growth in mathematics in the coming years.

High School Mathematics

High School Math Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently **scoring at or above Performance Level 4** on a Regents mathematics exam) by the completion of their **fourth year in the cohort**.

METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on a Regents exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	N/A	N/A	N/A	N/A

High School Math Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently **scoring at or above Performance Level 3** on a Regents mathematics exam) by the completion of their **fourth year in the cohort**.

METHOD

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

expectations) on a Regents Exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	N/A	N/A	N/A	N/A

High School Math Measure 3 - Absolute

Each year, the Performance Index ("PI") on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

High School Math Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve a Performance Level 4 or 5. Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 4 or Higher on a Regents Mathematics Exam
by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

2019	N/A	N/A	N/A	N/A
2020	N/A	N/A	N/A	N/A
2021	N/A	N/A	N/A	N/A

High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student must achieve a Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 3 or Higher on ELA Regents Exam by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2019	N/A	N/A	N/A	N/A
2020	N/A	N/A	N/A	N/A
2021	N/A	N/A	N/A	N/A

High School Math Measure 6 - Comparative

Each year, the Performance Index ("PI") in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

High School Math Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently **scoring at Performance Level 4 and fully meeting Common Core expectations** on a Regents mathematics exam) by the completion of their **fourth year in the cohort**.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for the college and career readiness standard.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	N/A	N/A	N/A	N/A

High School Math Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently **scoring at Performance Level 3** on a Regents mathematics exam) by the completion of their **fourth year in the cohort**.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	N/A	N/A	N/A	N/A

SUMMARY OF THE HIGH SCHOOL 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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Not applicable for the 2024-25 school year in high school grades.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

Not applicable for the 2024-25 school year in high school grades.

ADDITIONAL CONTEXT AND EVIDENCE

Not applicable for the 2024-25 school year in high school grades.

ACTION PLAN

Not applicable for the 2024-25 school year in high school grades.

GOAL 5: SCIENCE

The school will meet or exceed identified absolute, comparative, and growth objectives in Science for 1) all students, 2) low-income students, 3) English Language Learner students, and 4) Students with Disabilities, while providing innovative and immersive science learning experiences.

BACKGROUND

- In grades K-2, the school uses the *FOSS (Full Option Science System) Curriculum*, which is designed to engage young learners in hands-on exploration and scientific inquiry. The curriculum focuses on building foundational science knowledge through interactive investigations, allowing students to explore key concepts in life, earth, and physical sciences. The FOSS curriculum emphasizes curiosity, observation, and experimentation, helping students develop early critical thinking and problem-solving skills.
- In grades 9-12, the school follows an internally developed, Regents-focused science curriculum that is aligned with state standards and includes the required New York State science investigations. This curriculum is designed to prepare students for the Regents exams, with a focus on mastery of key concepts in biology, chemistry, physics, and earth science. The high school curriculum emphasizes scientific reasoning, experimentation, and the application of scientific principles to real-world problems, ensuring that students are prepared for both the Regents assessments and post-secondary science education.

Instruction: Instruction across the K-12 continuum is student-centered and inquiry-based, encouraging students to ask questions, investigate, and draw conclusions from their own observations. In K-2, teachers use the FOSS curriculum to guide students through hands-on activities, helping them engage with core scientific concepts through active learning. Instruction is tailored to meet the needs of young learners by integrating visual aids, interactive discussions, and group work. In grades 9-12, instruction focuses on deeper content knowledge and preparing students for the Regents exams. Teachers use a combination of lectures, lab experiments, collaborative projects, and data analysis to support students

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

in mastering complex scientific topics. The high school program also places a strong emphasis on laboratory investigations, aligning with New York State’s requirements for hands-on learning in science.

Assessment: Assessment in science is both formative and summative, designed to track student progress and inform instruction. In grades K-2, formative assessments are used to gauge students’ understanding of key concepts during hands-on activities, while summative assessments evaluate their grasp of broader topics at the end of units. At the high school level, students are assessed through lab reports, unit tests, and Regents-aligned practice exams. In addition, students complete the required NYS science investigations, which assess their ability to design experiments, collect data, and interpret results.

Professional Development: Teachers participate in ongoing professional development (PD) focused on effective science instruction and the implementation of the FOSS and high school science curricula. PD sessions emphasize inquiry-based teaching, differentiation, and the use of data to drive instruction. High school teachers also receive specific training on preparing students for the Regents exams, ensuring they are equipped with the tools to deliver standards-aligned lessons that meet both content and skill requirements. Teachers across all grade levels collaborate to align science instruction, ensuring students experience a coherent and cohesive science education from kindergarten through high school.

This approach fosters a strong foundation in scientific inquiry, critical thinking, and problem-solving, preparing students for success in future scientific endeavors.

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 and 8th 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	N/A	N/A	N/A
8	N/A	N/A	N/A
All	N/A	N/A	N/A

Science Measure 2 - Comparative

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

2024-25 State Science Exam

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	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

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

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

EVALUATION OF THE SCIENCE GOAL

Not applicable for the 2024-25 school year in grades 3rd – 8th.

ADDITIONAL CONTEXT AND EVIDENCE

Not applicable for the 2024-25 school year in grades 3rd – 8th.

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2022-23	N/A	N/A	N/A	N/A
8	2023-24	N/A	N/A	N/A	N/A
8	2024-25	N/A	N/A	N/A	N/A

ACTION PLAN

Not applicable for the 2024-25 school year in grades 3rd – 8th.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score **at least 65** on a New York State Regents science exam by the completion of their fourth year in the cohort.

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered exam(s). This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	N/A	N/A	N/A	N/A

High School Science Measure 2 - Comparative

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of **65 or above** will exceed that of the high school Total Cohort from the school district of comparison.

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exams up through the summer of their fourth year, the school presents most recently available district results.

Science Regents Passing Rate

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

of the High School Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A
2021	N/A	N/A	N/A	N/A

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

Not applicable for the 2024-25 school year in high school grades.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	
Comparative	Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	
	[Write in optional measure here]	

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

Not applicable for the 2024-25 school year in high school grades.

ADDITIONAL CONTEXT AND EVIDENCE

Not applicable for the 2024-25 school year in high school grades.

ACTION PLAN

Not applicable for the 2024-25 school year in high school grades.

GOAL 6: SOCIAL STUDIES

Write the school's social studies goal here.

The school will meet or exceed identified absolute, comparative, and growth objectives in Social Studies for 1) all students, 2) low-income students, 3) English Language Learner students, and 4) Students with Disabilities, while providing innovative and immersive science learning experiences.

BACKGROUND

- In grades K-2, social studies content is integrated into daily English Language Arts (ELA) lessons, blending literacy skills with foundational social studies concepts. Through stories, discussions, and writing activities, students explore topics such as community roles, cultural traditions, and basic geography. This interdisciplinary approach helps young learners build social awareness while simultaneously developing their reading and writing skills.
- In grades 9-12, the school follows the *New York State New Visions* standards and a Regents-aligned curriculum. This comprehensive program covers key topics in U.S. history, global history, government, and economics, preparing students for the Regents exams. The curriculum emphasizes critical analysis of primary and secondary sources, understanding historical context, and drawing connections between past and present issues. It encourages students to engage with complex social, political, and economic questions, fostering a deeper understanding of the world and their role as informed citizens.

Instruction: Instruction across the K-12 social studies program is inquiry-based and encourages active student engagement with historical and contemporary issues. In grades K-2, teachers use interactive read-alouds, group discussions, and thematic activities to introduce social studies topics in ways that are accessible to young learners. By integrating social studies into ELA, students develop both literacy and social studies skills simultaneously. In high school, instruction focuses on developing students' ability to think critically and engage with primary source documents. Teachers use a mix of lectures, discussions, document-based questions (DBQs), and project-based learning to deepen students' understanding of historical events and their relevance today.

Assessment: In the early grades, formative assessments are used to gauge students' understanding of social studies concepts through their participation in class discussions and literacy activities. Assessments may include simple projects, writing assignments, and group presentations. In high school, assessment is more formal and rigorous, aligned with New York State Regents requirements. Students complete essays, DBQs, and unit tests that challenge them to analyze historical documents, evaluate different perspectives, and construct well-supported arguments. The high school program culminates in the Regents exams in U.S. History and Global History, which assess students' mastery of both content and critical thinking skills.

Professional Development: Professional development (PD) for social studies teachers focuses on the integration of social studies with other subjects in the early grades and the delivery of standards-aligned, inquiry-based instruction in the upper grades. For K-2 teachers, PD emphasizes strategies for effectively blending social studies with literacy instruction, ensuring that students build both content knowledge and literacy skills. In high school, teachers receive specific training on the *New Visions* curriculum, DBQ strategies, and preparing students for the Regents exams. PD also focuses on the use of primary sources, fostering civic engagement, and promoting culturally responsive teaching practices to ensure that social studies instruction is relevant and engaging for all students.

This approach ensures that students develop a strong understanding of history, government, and social issues, preparing them to be active and informed citizens in a global society.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Social Studies Measure 1 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	N/A	N/A	N/A	N/A

Social Studies Measure 2 - Comparative

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exams up through the summer of their fourth year, school presents the most recently available district results.

U.S. History Regents Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	N/A	N/A	N/A	N/A

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

2020	N/A	N/A	N/A	N/A
2021	N/A	N/A	N/A	N/A

Social Studies Measure 3 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2019	2022-23	N/A	N/A	N/A	N/A
2020	2023-24	N/A	N/A	N/A	N/A
2021	2024-25	N/A	N/A	N/A	N/A

Social Studies Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

Global History Regents Passing Rate of the High School Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

2019	N/A	N/A	N/A	N/A
2020	N/A	N/A	N/A	N/A
2021	N/A	N/A	N/A	N/A

SUMMARY OF THE SOCIAL STUDIES GOAL

Not applicable for the 2024-25 school year in high school grades.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	
	[Write in optional measure here]	

EVALUATION OF THE SOCIAL STUDIES GOAL

Not applicable for the 2024-25 school year in high school grades.

ADDITIONAL CONTEXT AND EVIDENCE

Not applicable for the 2024-25 school year in high school grades.

ACTION PLAN

Not applicable for the 2024-25 school year in high school grades.

GOAL 7: 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	
2023-24	LSI+: Local Support and Improvement (formerly Good Standing)
2024-25	LSI+: Local Support and Improvement (formerly Good Standing)

ADDITIONAL CONTEXT AND EVIDENCE

Provide a narrative reviewing the school’s ESSA status during each year of the current Accountability Period.

APPENDIX A: DATA REPORTING TABLES

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

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

NWEA

2024-25 NWEA MAP [ELA/Mathematics] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	[#]	[X]	[Yes/No]
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	[#]	[X]	[Yes/No]
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹⁶	[X] ¹⁷	[#]	[X]	[Yes/No]

¹⁶ 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

¹⁷ Target should reflect the median growth percentile for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median growth percentile of all students at the school not included in that subpopulation.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ¹⁸	2+ students	75%	[#]	[%]	[Yes/No]
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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 ¹⁹	Number Tested	Percent Proficient	Number Tested
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A

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

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

¹⁸ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

¹⁹ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

I-READY

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

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	[#]	[%]	[Yes/No]
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	[#]	[%]	[Yes/No]
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ²⁰	[%] ²¹	[#]	[%]	[Yes/No]
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	[#]	[%]	[Yes/No]

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

²⁰ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

²¹ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	N/A	N/A
4	N/A	N/A
5	N/A	N/A
6	N/A	N/A
7	N/A	N/A
8	N/A	N/A
All	N/A	N/A

