



Lamad Academy Charter School

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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By Reverend Alfred Cockfield

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2024-25 ACCCOUNTABILITY PLAN PROGRESS REPORT

Rev. Alfred Cockfield, Executive Director 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)
Abenaa Frempong-Boadu	Trustee	Education
Gregorio Mayers	Treasurer	Finance and Education
Kenneth Halperin	Secretary	Governance
Marsha Escayg	Secretary	Finance
Rubain Dorancy	Chair	Governance
David Brecher	Trustee	Governance

Reverend Alfred Cockfield has served as the Executive Director since August 2020.

SCHOOL OVERVIEW

The mission of Lamad Academy Charter School (LACS) is to prepare and inspire students to successfully and enthusiastically pursue advanced mathematics and science education in their secondary and post-secondary career. By providing a rigorous, standards-based curriculum with a focus on mathematics and science, LACS provides our students with a competitive edge in this increasingly global marketplace and instills a true passion for these subjects, therefore increasing the likelihood they will pursue advanced studies in these areas and ultimately contribute as practitioners in these fields. LACS opened in August 2020, serving students in 6th grade in its first year, growing to capacity with students in 6th to 8th grades by our third year.

Equally committed to providing opportunities for low-income and minority students, the school primarily serves students from New York City Community School District 18, many of whom are growing up in neighborhoods that are plagued by unemployment, academic failure, poverty and crime. In CSD 18, only 38% of 6-8th grade students scored proficient on the 2018 New York State ELA exam and only 30% proficient in math. Given these statistics, which demonstrate significant and persistent underperformance, the majority of our incoming students have significant academic deficits and underdeveloped habits that predict academic success (i.e. regular school attendance, a strong work ethic, good study skills, etc.).

The LACS school model has been designed to optimize student potential and engagement and focus on outcomes so that the school will be able to achieve its mission and empower students for success in high school, college, and career. As our mission is to not only prepare but inspire students to pursue advanced study in math and science in high school and college, LACS will take the unique approach of integrating math and science in all subjects. The key goal of this integration to reinforce these skills in other subject areas by engaging students in scientific and mathematical communication, problem solving, science investigation activities and other higher order thinking skills. The key design elements and the curriculum to be implemented support this goal through data-driven instruction combined with extended learning time and a cross-curricular approach. We believe that our ability to create and maintain a school culture driven by shared high expectations will be one of the most critical factors in ensuring the success and achievement of all students. Further, LACS will offer both extended day and extended year programming to provide students with the time on task, which we believe will be necessary to overcome academic deficits and to develop better habits for success.

To support students' social, mental, and emotional health, LACS offers a pre- and post-advisory program that serves as SEL checks at the beginning and end of day and has its own, internally developed social-emotional curriculum. In addition, teachers take frequent temperature checks of students' mood throughout the school day to ensure that students maintain engagement and to provide them with strategies that will help them to be accountable. LACS also has a full-time

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guidance counselor on staff who provides support to all students experiencing social emotional/wellness issues and to ensure that all families suffering from food and/or housing insecurities or other challenges receive the supplemental services they need.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	6	7	8	Total
2022-23	52	70	65	187
2023-24	44	52	66	162
2024-25	36	63	66	165

GOAL 1: ENGLISH LANGUAGE ARTS

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

BACKGROUND

At LACS, we believe that students who build a solid foundation in reading and writing will have a better chance of success in science and mathematics. By having students exposed to a balance of informational text and non-informational text during the Reading/English Language Arts and writing blocks will allow the opportunity to build students' background knowledge and build their reading foundation.

The literacy curriculum is organized into a thematic unit of study for the year that includes wide reading of prose and poetry that encompasses reading during the traditional literacy period as well as during the social studies and science periods. The primary instructional methodology for the development of literacy lessons is the *Gradual Release of Responsibility Method*. Scaffolded instruction or the gradual release model is recognized as one successful approach for moving classroom instruction from whole group teacher-centered to student-centered collaboration and independent practice. This strategy increases the likelihood that students will be successful with a task by modeling strategies and skills for students first and then providing multiple opportunities for guided and independent practice.

Textual Analysis

Students read and analyze nonfiction texts that provide background information for the novels they are reading. The purpose of the textual analysis component of the framework is to provide students with the background knowledge needed to successfully comprehend a text as well as to provide meaningful opportunities for students to practice and apply test taking strategies.

Shared Reading of Class Novel

The teacher models fluent reading and the strategies that “good readers” use when they are reading and analyzing texts as he/she reads aloud a small portion of the text using the bridging technique. The teacher also has students participate in the reading using a variety of strategies such as cold calls and choral reading. This is the “I” and “We” portion of the gradual release model. Instruction is explicit, because the teacher is sharing his/her thinking via the think-aloud. The purpose (lesson objective) for reading is shared with students as well as the mechanism for assessing student mastery (lesson assessment). The strategy or skill that is being reinforced or introduced is stated and defined for students.

Response to Literature

Students demonstrate their understanding of the lesson skill or strategy with guidance and support from the teacher.

Writing is an integral part of our literacy model. We believe that reading and writing are complementary processes and is best taught across the curriculum. During the traditional literacy block, students respond to literature as well as create original stories related to genres studied in class and create poems. Students are required to write narratives and informational and opinion pieces across all grade levels using the writing standards as a guide for instruction. In addition, students write to demonstrate content knowledge in social studies and science. This approach is based on the concept that each discipline has its own conventions of language use and style and that these conventions must be taught to students. Students learn about the conventions of the English language by participating in the writing process (prewriting, writing, revising, editing and publishing). Teachers scaffold writing instruction by writing aloud and through shared writing. Students then apply the skills and strategies modeled by the teacher in authentic independent writing situations. Writing is included as part of the framework for instruction for each content area. A maximum of 15 minutes of instructional time is devoted to writing. Many assignments consist of the “one shot deal” in which students demonstrate their understanding of lesson concepts. Assignments that require students to use the writing process are conducted over the course of several days or weeks and are generated in conjunction to the literacy, social studies or science topics for each grade level. This form of writing takes place during independent work time or during several sessions during the course of a predetermined number of days to culminate a unit.

The Engage NY ELA curriculum includes six modules that focus on reading, writing, listening, and speaking in response to high-quality texts that will be used to supplement teacher generated materials.. Each module is intended to last a quarter of a school year; the addition of two extra modules allows for teacher choice throughout the year. The modules will sequence and scaffold content that is aligned to the New York State Next Generation Learning Standards. Each module will culminate in an end- of-module performance task which can provide information to educators on whether students in their classrooms are achieving the standards. Modules may include several units, and each unit may include a set of sequenced, coherent progressions of learning experiences that build knowledge and understanding of major concepts. They will also include daily lesson plans, guiding questions, recommended texts, scaffolding strategies, examples of proficient student work, and other classroom resources.

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ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2024-25 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
6	30	8	11	5	0	0	1	50
7	49	8	10	12	0	0	1	68
8	51	5	8	14	0	0	3	67
All	130	21	29	31	0	0	5	185

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

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
6	30	15	50%	N/A	N/A	N/A
7	49	23	47%	37	14	38%
8	51	24	47%	36	17	47%
All	130	62	48%	73	31	42%

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

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

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value that equals or exceeds the state’s 2024-25 English language arts MIP for all students of **117.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.²

English Language Arts 2024-25 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	17%	35%	35%	12%

$$PI = 0 * [17]_{\text{Level 1}} + 1 * [35]_{\text{Level 2}} + 2 * [70]_{\text{Level 3}} + 2.5 * [30]_{\text{Level 4}} = [135]$$

ELA Measure 3 - Comparative

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

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

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
7	38%	37	56.9%	710
8	47%	36	54.5%	732
All	42%	73	55.7%	1,442

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)

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

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

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according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

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

2023-24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
6	84.4	434.0	438.9	-0.49
7	78.2	440.0	445.2	-0.54
8	77.6	447.0	446.1	0.09
All	79.9	440.8	443.6	-0.29

ELA Measure 5 - Growth

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

METHOD

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

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

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

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

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

Grade	Mean Growth Percentile	
	School	Target
6	45.2	50.0
7	53.3	50.0
8	55.0	50.0
All	52.3	50.0

ELA INTERNAL EXAM RESULTS

During 2024-25, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: **i-Ready**

i-Ready

2024-25 i-Ready ELA 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%	[163]	[133%]	[Yes]
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%	[110]	[128%]	[Yes]
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 ⁶	[135%] ⁷	[31]	[89%]	[No]

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

⁷ 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

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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%	[83]	[2%]	[No]
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End of Year Performance on 2024-25 i-Ready ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
6	15%	41	N/A	N/A
7	5%	62	0%	42
8	8%	60	5%	41
All	9%	163	2%	83

End of Year Growth on 2024-25 i-Ready ELA Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
6	142%	41
7	112%	62
8	147%	60
All	133%	163

SUMMARY OF THE ELA GOAL

On the 2024-25 English language arts exam, Lamad met one of the absolute measure and the school's only growth measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes

reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

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Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	No
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	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

EVALUATION OF ELA GOAL

Lamad did not meet its first absolute goal of 75% proficiency on the ELA exam for students who have attended the school for two or more year. However, the school did exceed its absolute MPI goal of 17.7. Lamad's average proficiency percentage was below the district average, but, as the chart below shows, the school had a higher percentage of students achieving proficiency on the state ELA exam compared to other district middle schools serving a similar student population. The school met its growth goal, with the school's mean unadjusted growth percentile 2.3 points above the stated goal.

ADDITIONAL CONTEXT AND EVIDENCE

Grade	Lamad Students Enrolled in at least their Second Year in the 2023-24 School Year			Lamad Students Enrolled in at least their Second Year in the 2024-25 School Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
7	42	15	35.7%	37	14	38%
8	52	24	46.2%	36	17	47%
All	94	39	41.5%	73	31	42%

As the chart above shows, Lamad experienced growth in the percentage of students achieving proficiency on the State ELA exam compared to the previous year's results. While the overall growth was fairly small, there was significant growth, 11.3-percentage points, in the cohort of 7th grade students who took the exam in the 2023-24 school year when they took the exam as 8th grade students in the 2024-25 school year.

Percentage of Students Achieving Proficiency on the 2024-25 New York State English language arts Exam				
	Lamad	IS 211	IS 68	Science & Medicine
6 th Grade	50%	23.1%	39.3%	34.8%
7 th Grade	47%	42.3%	36.2%	56.3%

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8 th Grade	47%	46.9%	30.6%	51.9%
Total	48%	39.4%	34.3%	47.8%

Lamad had a higher percentage of students achieving proficiency on the state ELA exam compared to three comparator district schools who serve a similar student population. Lamad had a higher percentage of students achieving proficiency at each grade level when compared to IS 211 and IS 68. Additionally, the school met two of its four ELA growth targets on iReady assessments.

ELA ACTION PLAN

At LACS, after students have completed the I-Ready Diagnostic and baseline assessment, teachers utilize the performance data weekly to determine if instructional modifications need to be made for Reading. Professional development workshops are then used to guide educators on how to monitor student's progress over time by using the Tools for Instruction to inform teachers if students are benefitting from it. The attendance committee utilizes parent outreach to ensure that students are present for targeted instruction that will lead them on the pathway to demonstrate mastery of skills as well as their individualized instructional goals.

The data that is analyzed from the assessments are used to place students in homogenous class groupings. Additionally, class designations were also changed to identify and align the most appropriate academic intervention supports that each class would need.

Additionally, the results of the I-Ready diagnostic exam, categorized students into two kinds of instructional groupings for learning: the 3-Level Placement which categorizes students in Tiers 1-3; or the 5-Level Placement (that groups students according to being on grade level, above grade level, 1 grade level below, 2 grade levels below, and 3 or more grade levels below. Students are then provided with individualized online instruction designed to help them access and become proficient in grade-level content. The instructional groupings reports will also include recommended strategies and actions for teacher-led, differentiated small group instruction for Academic Intervention Service during the instructional day.

GOAL 2: MATHEMATICS

Students will demonstrate competency in the understanding and application of mathematical computation, modeling, reasoning, and problem solving.

BACKGROUND

LACS uses KEMS and Fishtank for mathematics instruction. KEMS is an exciting program that offers on-demand, grade-specific, math lessons for grades 6-8. These engaging lessons and videos are thoughtfully designed to guide students through the discovery of fundamental math concepts. By offering a guided approach, students can explore math principles, allowing for a deeper understanding of each topic.

KEMS - Key Elements for Mathematical Success

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This program supports students' understanding of mathematical concepts and conceptual development. It builds mathematical concepts and connections through best practices utilizing the following seven proven methodologies:

- Problem Solving: SOLVE method
- Manipulatives: Concrete learning experiences that guide student discovery of key math concepts
- Pictorial: nonlinguistic representations that make necessary connections between the concrete and abstract
- Graphic Organizers - Instructional tools that helps students organize information to use as a reference
- Engaging Activities: Intensive practice that encourages student participation
- Formative Assessments: Progress monitoring that determines necessary reteaching and extension opportunities
- Systematic Review: Focused practice overtime that will help students reach mastery

With KEMS, students build conceptual understanding of math concepts by:

- Interactive learning with a workbook and manipulatives
- Making connections about their learning using multiple representations
- Experiencing real-world practice and application using SOLVE, NTN's problem-solving paradigm
- Learning to organize and explain their thinking about math concepts
- Communicating about mathematical thinking in cooperative learning groups
- Providing multiple access points for entry

Fishtank for middle school math includes:

- Unit Launches
- Expanded Assessment Packages
- Daily Problem Sets with Answer Keys
- Fluency Activities Library
- Ready-Made Lesson Slides
- Editable Student Handouts and Assessments
- Google Drive Integration
- Unit Family Guides
- Customizable Unit Downloads
- Vocabulary Package
- Teacher Tools Library

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2024-25 State Mathematics Exam
Number of Students Tested and Not Tested

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Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
6	27	8	14	6	0	0	1	N/A	50
7	49	8	10	12	0	0	1	N/A	68
8	47	6	9	11	0	1	4	N/A	67
All	123	22	33	29	0	1	6	N/A	185

Performance on 2024-25 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
6	27	20	74%	N/A	N/A	N/A
7	49	18	37%	37	12	32%
8	47	26	55%	33	18	55%
All	123	64	52%	70	30	43%

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
	[19]	[29]	[37]	[15]

$$PI = 0 * [19]_{Level\ 1} + 1 * [29]_{Level\ 2} + 2 * [74]_{Level\ 3} + 2.5 * [37.5]_{Level\ 4} = [140.5]$$

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Math Measure 3 - Comparative

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

METHOD

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

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
7	38%	37	32%	37
8	47%	36	55%	33
All	42%	73	43%	70

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.⁸

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

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2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
6	84.4%	442.0	444.4	-0.17
7	78.2%	444.0	451.3	-0.49
8	77.6%	444.0	442.8	0.07
All	79.9%	443.4	446.0	-0.18

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.⁹

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
6	58.4	50.0
7	42.0	50.0
8	50.1	50.0
All	49.2	50.0

MATHEMATICS INTERNAL EXAM RESULTS

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

⁹ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

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i-Ready

2024-25 i-Ready 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%	[151]	[113%]	[Yes]
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%	[97]	[115%]	[Yes]
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 ¹⁰	[108%] ¹¹	[121]	[144%]	[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%	[83]	[1%]	[No]

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

¹⁰ 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

¹¹ 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.

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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
6	18%	38	N/A	N/A
7	2%	57	0%	42
8	5%	56	2%	41
All	7%	151	1%	83

End of Year Growth on 2024-25 i-Ready Mathematics Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
6	86%	38
7	138%	57
8	80%	56
All	113%	151

SUMMARY OF THE MATHEMATICS GOAL

In the 2024-25 school year, Lamad met one of its absolute goals, but none of its comparative and growth goals.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	No
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	No
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	No

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EVALUATION OF THE MATHEMATICS GOAL

Lamad did not meet its first absolute goal of 75% proficiency on the ELA exam for students who have attended the school for two or more year. However, the school did exceed its absolute MPI goal of 21.1. Lamad's average proficiency percentage was below the district average, but, as the chart below shows, the school had a higher percentage of students achieving proficiency on the state ELA exam compared to other district middle schools serving a similar student population.

ADDITIONAL CONTEXT AND EVIDENCE

Grade	Lamad Students Enrolled in at least their Second Year in the 2023-24 School Year			Lamad Students Enrolled in at least their Second Year in the 2024-25 School Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
7	42	19	45.2%	37	12	32%
8	51	17	33.3%	33	18	55%
All	93	36	38.7%	70	30	43%

As the chart above shows, Lamad experienced growth in the percentage of students achieving proficiency on the State mathematics exam compared to the previous year's results, with a 4.3 percentage point increase. While there was a year-to-year decline at the 7th grade between there 2023-24 and 2024-25 school year, there was a 21.7 percentage point increase in 8th grade. Further, the cohort of students who took the exam as 7th grade students experienced a 9.8-percentage point increase in proficiency when they took the exam as 8th graders in the 2024-2025 school year.

Percentage of Students Achieving Proficiency on the 2023-24 New York State Mathematics Exam				
	Lamad	IS 211	IS 68	Science & Medicine
6 th Grade	74%	20.9%	57.7%	21.2%
7 th Grade	37%	41.4%	22.9%	48.4%
8 th Grade	55%	56.5%	48.4%	53.2%
Total	52%	41.7%	41.3%	41.5%

As the chart above sows, Lamad had a higher percentage of students achieving proficiency on the state mathematics exam compared to district middle schools serving a similar student population. Lamad's 6th grade had a higher proficiency rate than the comparator schools and the school's 8th grade had a higher proficiency percentage than IS 68 and Science and Medicine. Additionally, the school met two of its four ELA growth targets on iReady assessments.

MATHEMATICS ACTION PLAN

At LACS, after students have completed the I-Ready Diagnostic and baseline assessment, teachers utilize the performance data weekly to determine if instructional modifications need to be made for

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Mathematics. Professional development workshops are then used to guide educators on how to monitor student's progress over time by using the Tools for Instruction to inform teachers if students are benefitting from it. The attendance committee utilizes parent outreach to ensure that students are present for targeted instruction that will lead them on the pathway to demonstrate mastery of skills as well as their individualized instructional goals. The data that is analyzed from the assessments are used to place students in homogenous class groupings. Additionally, class designations were also changed to identify and align the most appropriate academic intervention supports that each class would need.

Additionally, the results of the I-Ready diagnostic exam, categorized students into two kinds of instructional groupings for learning: the 3- Level Placement which categorizes students in Tiers 1-3; or the 5-Level Placement (that groups students according to being on grade level, above grade level, 1 grade level below, 2 grade levels below, and 3 or more grade levels below. Students are then provided with individualized online instruction designed to help them access and become proficient in grade-level content. The instructional groupings reports will also include recommended strategies and actions for teacher-led, differentiated small group instruction for Academic Intervention Service during the instructional day.

GOAL 3: SCIENCE

Students will use technology, mathematics, design principles, and scientific concepts to generate hypotheses, conduct and analyze investigations, and represent conclusion.

BACKGROUND

LACS uses Savvas Realize Elevate Science textbooks to support our teachers in implementing the Next Generation Science Standards (NGSS). Our curriculum fosters and promotes three-dimensional learning. According to Dr. William Spady, "One dimensional thinking is to know something, three dimensional thinking is to know something and be able to apply it in context under conditions that reflect real life." Our students are not only responsible for learning what the NGSS refers to as Disciplinary Core Ideas, but demonstrating the science taught by Science and Engineering Practices, the students are responsible for making connections with Crosscutting Concepts in other disciplines such as Math, English and Social Studies. Our goal as a school in teaching our students to be three dimensional thinkers is to prepare them to be globally competitive, college and career readiness as well as for the workplace. All lessons are centered around inquiry-based, small group instruction, peer evaluation and hands-on laboratory experience.

Our 8th graders at LACS are taught the Living Environment curriculum which covers Ecology, Cells, Genetics, and Evolution. In preparation for the NYS Living Environment Regents exam the students will complete 1200 minutes of laboratory hands-on experience as well as completing all the State mandated labs. The laboratory component of Living Environment is to support and help the students gain a deeper understanding of the science units. By the end of the course the students will sit for the Regents Exam, our desire in offering this High School course in the 8th grade is to give our students the opportunity to demonstrate proficiency and thereby earn High School credit.

Each lesson taught in grades 6-8th is aligned to the NGSS. Throughout the lessons, our students delve into the three dimensional design of the NGSS:

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1. Science & Engineering Practices (SEP)- where our students are taught to think like Scientist and Engineers in their learning and practice of science. They do this by obtaining, evaluating and communicating scientific information.
2. Disciplinary Core Idea (DCI)- these are the fundamental ideas that our students must know and understand in order to be able to make real-world connections.
3. Cross-Cutting Concepts (CCC)- This aspect is where students make connections across the different disciplines by connecting new learning with prior understanding in order to engage deeper with the material.

At LACS we are able to explore these different facets of the NGSS with the Savvas Realize curriculum through Quest Interactivity, Quest Hand-on Lab and Quest Virtual Lab and for the 8th graders through all the labs. The laboratory component allows our students to experience science and see science in action. Students are responsible for submitting lab reports for each laboratory activity completed explaining the science phenomena being explored as well as explaining their experimental design and analyzing the results. Another aspect of science education at LACS is exposing our students to science articles and keeping them current with new advances and discoveries in the evolution of science with our subscription with ScienceNews.org.

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
8	9	3	33%
All	9	3	33%

Science Measure 2 - Comparative

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

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

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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
8	9	3	33%	N/A	N/A	N/A
All	9	3	33%	N/A	N/A	N/A

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

In the 2024-25 school year, Lamad did not met either the absolute or comparative goals.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	No
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Cannot be measured. At the time of submission, the district's results on the science exam were not available

EVALUATION OF THE SCIENCE GOAL

Lamad did not meet its absolute goal and the comparative goal could not be measured. Amongst the students taking the state assessment exam, 33% achieved proficiency, over an 11-percentage point increase from the 2023-24 school year. Amongst the students who took the Earth Science regents exam, 70% passed. This was an increase of over 52-percentage points compared to the cohort of Lamad students who took the Earth Science regents exam in the 2022-23 school year.

ADDITIONAL CONTEXT AND EVIDENCE

Performance on a Regents Science Exam Of 8 th Grade All Students by Year					
Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2022-23	Earth Science	66	15	22.7%
8	2023-24	Living Environment	5	5	100%
8	2024-25	Earth Science	33	23	70.0%

ACTION PLAN

The school will evaluate our 8th grade science curriculum to ensure that it is adequately suited to prepare our students to pass the Earth Science Regents exam. Additionally, we will offer more practice Earth Science Regents exams, as well as review courses prior to the administration of the 2026 Earth Science Regents exam.

GOAL 4: ESSA

ESSA Measure 1

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2022-23	Good Standing
2023-24	Good Standing
2024-25	Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

Lamad has been in good standing for each of the last three school year

