



CARDINAL McCLOSKEY
COMMUNITY CHARTER SCHOOL

Cardinal McCloskey Community Charter School

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Dr. Mary Anne DeVivio, Principal 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)
James McCarthy	Chair	Governance
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Sr. Patricia Broderick	Board Member	Academic
Happy Laskar	Board Member	N/A

Dr. Mary Anne DeVivio has served as the school leader since 2024.

SCHOOL OVERVIEW

Cardinal McCloskey Community Charter School (CMCCS) opened its doors to families in the Bronx in August of 2019 and has grown to serve well over 450 students in grades K-5 during the 2024-25 school year. The school holds firm to addressing the academic and social-emotional developmental needs of its students in a safe, supportive, and trauma-sensitive learning environment. With a commitment to serve the most at-risk students, its unique program utilizes a trauma-informed Sanctuary approach and a wide range of wraparound services in order to help each student become more resilient, independent and academically successful.

The initial charter term has been a productive and fruitful experience for CMCCS, though one shaped heavily by the COVID-19 pandemic occurring just months into its inaugural school year. Like all schools, CMCCS had to respond to the sudden shift to remote learning, grapple with the trials and tribulations of supporting students and families. Given this happened while the school was establishing itself in the community and just beginning to implement its academic program, many challenges arose during this term. However, upon reflection we understand that those challenges have provided exciting opportunities for growth and expanded efforts to bring a quality education to an area where that is critical, along with opportunities to engage with families. Since this time, CMCCS has strengthened its leadership and professional development, deepened its community ties, and continues to address concerns raised by SUNY. In addition, the school continues to gain academic and social emotional gains.

A Community in Need – Community Demographics

CMCCS is located in one of the highest need areas in all of New York City – Bronx Community District 10. In terms of community demographics, according to New York City Public Schools Office of District Planning District 10 Data Summary report (Spring 2024), Bronx District 10 is 75 percent Hispanic or Latino, 15 percent Black or African American, 5 percent white, 4 percent Asian and 2 percent other for students in grades K-5. For students in grades 6-8, Bronx District 10 is 77 percent Hispanic or Latino, 15 percent Black or African American, 3 percent white, 3 percent Asian and 1 percent other. Looking at the most recently available city-wide Community District data from the NYC Office of District Planning, Bronx Community District 10 averages 23 percent for student with disabilities compared to the city-wide average of 20 percent for K-8 students, 89 percent for economically disadvantaged students compared to the city-wide average of 77 percent for K-8 students and 23 percent for English Language Learners compared to 19 percent for the city-wide average for K-8 students. Additionally, nearly 28 percent of residents self-identify as having limited English proficiency. Data from the Furman Center show that Community District 10 also has higher property and violent crime rates than the rest of the Bronx and the City at-large.

The students attending CMCCS come from a difficult area, but a great school can be a beacon for families. CMCCS has made significant efforts to embed itself within the community to support families and is uniquely positioned to meet the needs of its students in elementary school through the use of its

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Sanctuary Model and a rigorous academic program. CMCCS has continued to build the school community, and this is evidenced through parent surveys and feedback. This past year, CMCCS families completed approximately 250 surveys with close to 100 percent approval for school systems and support. CMCCS partners with Kips Bay Boys and Girls Club in providing an academic and extra-curricular after school program. CMCCS maintains partnerships with colleges, is a training site for pre-service teachers through Teach for America and has created after school music programs as well as a cheerleading team.

Sanctuary Model

CMCCS is unique in its district as it utilizes a Sanctuary Model-infused, trauma-sensitive educational program. We are happy to report, since our implementation in 2018, the school earned Certification in Sanctuary this year. While the school's original intent was to serve mainly children in foster care and children in preventive services, the COVID-19 pandemic altered enrollment trends, though the school does enroll more than 50 homeless students. Today the school serves a student body that consists of 92 percent economically disadvantaged students, 22 percent students with disabilities, and 21 percent English Language Learners, according to the most recently published New York State Education Department data. These are students who benefit greatly from the use of the Sanctuary approach.

Sanctuary has many benefits in an academic setting, as it supports student learning by reinforcing important life skills and by teaching students to care for those around them and their community. These are critical skills to emphasize for all students, regardless of their background, and CMCCS is able to bring social-emotional health to the forefront of its efforts thanks to the seven commitments of the Sanctuary Model: nonviolence, emotional intelligence, social learning, democracy, open communication, social responsibility, and growth and change.

The heart of the Sanctuary Model is a trauma-sensitive and centered approach. Individuals who have experienced trauma often have difficulty focusing on the present and envisioning the future, which makes moving beyond the past and finding a path forward incredibly difficult. The Sanctuary Model teaches us to focus on the present, developing relationships and new habits that are not linked to past experiences. These approaches help shift students' focus to the future – for some, that future can be as near as the end of the day. For others it could be the next 20 minutes. This model allows us to help our students, a substantial number of whom have experienced significant trauma, to become more present in the moment and focus on their academics. Lesson planning at CMCCS emphasizes incorporating the Sanctuary commitments into daily instruction, and the Sanctuary Model gives everyone in our community a shared language that makes it easier to communicate about our needs and the needs of others. When teachers practice Sanctuary in the classroom, they are modeling behaviors for students. When staff practice Sanctuary throughout the school day, they find it easier to communicate and they have tools to help them navigate difficult situations with students and families. During the renewal term, CMCCS will implement a family curriculum in both English and Spanish to ensure the language and concepts emphasized at school in accordance with the Sanctuary Model are able to be used at home.

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Sanctuary provides the tools to help support students in a productive, caring behavior management method both in and out of class. This includes teaching students concepts such as self-regulation without creating further turmoil in their lives by shaming or blaming. Classrooms incorporate the calming corner, which provides an opportunity for students to remain in the classroom environment while taking a moment to regroup. Outside of the classroom, the sensory area affords students who need extra movement the chance to immerse themselves in a sensory experience while working with staff to deescalate student behaviors. These strategies allow the school staff to address student behavior or a student's need for emotional support by giving them a chance to recognize and address their own feelings. Ultimately, this allows children to refocus while becoming more academically successful. Each morning, students start their school day with a Sanctuary community meeting, in which each student shares how they are feeling, their goal for the day, and who they can work with to help achieve that goal. This is a time for each student to share with the group and feel more included. Additionally, starting this school year, CMCCS implemented a writing assessment administered on one of the seven commitments that was scored three times annually. The writing assessment was based on a sanctuary rubric to determine the students' overall understanding. In addition, the schoolwide bulletin board schedule had a Sanctuary monthly theme built in where students' Sanctuary classroom projects were displayed.

As SUNY noted in its most recent report, the school's initial implementation of the Sanctuary Model was not as thorough as originally envisioned. As part of the school's summer professional development activities, all new staff are trained through a 10-module online training program as well as through specific psycho-education professional development centered on reenactment, parallel process and collective disturbance. The school is conditionally certified in the Sanctuary model, and within the first few months of the 2025-26 school year, will be fully certified. Furthermore, the certifiers were so impressed by the implementation and embedment of the model within the school fabric that they suggested the school serve as a model school for other schools attempting certification where members of their schools visit our school as well as key staff from our school speak at future meetings and conferences.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2022-23	75	64	75	78	71									
2023-24	67	91	85	76	85	70								
2024-25	81	64	84	80	72	75								

GOAL 1: ENGLISH LANGUAGE ARTS

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.

BACKGROUND

Cardinal McCloskey Community Charter School follows a unique curriculum aligned to the NYS Next Generation Learning Standards and incorporates the Sanctuary model throughout the daily instruction. A schoolwide assessment schedule is followed to monitor and share data that influences flexible grouping, preparing and observing lessons, regular teacher discussions, and professional development. CMCCS has a vertically aligned literacy program that is and embedded with key strategies for the existing Kindergarten to Fifth grades. CMCCS has a rigorous curriculum aligned to NYS Next Generation Learning Standards and follows the Sanctuary Model through instruction in reading and writing. The academic programs are a collaboratively developed and paced curriculum following a rich Core Subject curriculum. A schoolwide developed assessment schedule is followed to monitor and share data through teacher discussions, flexible grouping, and preparing and observing lessons. The assessment schedule which is covered during PD administers the i-Ready and NWEA three times annually, a pre-interim-and post writing assessments across all grades, and the NYS Mock tests for testing grades. In addition, Running Records are administered three times annually, through Dibels, and all assessment data is analyzed immediately and shared in scheduled data meetings. Based on the learning loss due to COVID-19, IXL has been implemented for students each morning for five-minute assessments in both ELA and Math preparing students for the online NYS test. Guided Reading is done in K-2 and Literacy Circles are led in grades three through five with a built-in guide for skill and strategies preparing students for NYS tests. Students will learn to approach complex texts and make observations, grapple with interesting ideas, and find evidence in text through meaning through ELA, Science, and Social Studies All grades will include six units centered on literary or informational texts, delivered in several forms including eBooks. Classrooms will also benefit from two to three immersive learning experiences including literacy circles and a dedicated Story Writing unit. One of the writing units covers the seven commitments of Sanctuary. The heart of every lesson is the text. A writing program follows a vertically united schedule aligned to a standards-based skill, strategy, grammar, phonics, and changes weekly. In addition, a strategic plan to support writing, Kindergarten and first grade will follow an in school monthly pacing calendar following the Next Generation writing standards with a built in Pre-Interim and Post assessment. Writing is implemented across grades, kindergarten through five, and has a Pre-Interim-Post assessment. It is a school aligned practice where grade level rubrics are used to demonstrate growth in writing. Monthly bulletin boards follow a monthly theme, one covering the Sanctuary Model. CMCCS implemented an advanced program called Discovery in 2023-2024 and will expand moving forward, in the 2025-2026 school year, we have Discovery in the 2nd, 3rd, and 4th grades and identified bi-lingual students who will start in a new bi-lingual class in the 2024-2025 school year. Passport is being used for Social Studies and PD was offered over the summer to plan and guide implementation. This program incorporates life, earth, and physical science strands through authentic fiction and nonfiction. Cardinal McCloskey is in its second year of Amplify Science with assessments after using the FOSS

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program for two years. The Amplify program was vetted through our curriculum team and a collaborative decision was made to bring it back as the school wide Science program. The program has a digital platform, to engage interactive texts and video. The school implemented an advanced Discovery program, which started in 2023-2024 for grades K-1 and expanded to 3rd grade for the 2024-2025 school year, with next year expanding to a fourth-grade class. The program utilizes a STEAM curriculum that is also aligned to the Next Generation Learning Standards. A Professional Development committee was developed which is led by a representative from each grade level and will focus on grade leaders collaborating on areas of interest. In addition, a curriculum vetting team has been developed. The Summer PD program offered 15 instructional and program topics across all core subjects and was attended by all instructional staff for two weeks in August. All coaches have class schedules that they will follow offering model lessons and support. In its most recent report, SUNY identified the need for higher level thinking being used in the classroom. Teachers have professional development implemented to ensure development of H.O.T. questions and discussions. Additionally, a required and extensive professional development process is being held in August for all teachers and teaching assistants who work in the building. Additional professional development workshops are also now hosted online that teachers can complete at their own pace. These follow the template of the Danielson Group's Framework for Teaching, and administrators will conduct formal observations based on these trainings. These new routines were designed to help ensure all instructional staff are aligned with common language, goals, and an understanding of the concepts. Further, leaders have implemented more robust professional development around students with disabilities (SWDs) and strategies for their instruction. A section has been added on lesson plans for identifying SWDs and how best to differentiate instruction, and the use of data will further these efforts.

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.

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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	74	0	4	0	1	0	0	79
4	69	0	3	0	0	0	0	72
5	66	0	4	0	0	0	0	70
6								
7								
8								
All	209	0	11	0	1	0	0	221

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

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	74	57	77%	63	51	81%
4	69	29	42%	59	22	37%
5	66	31	47%	62	29	47%
6						
7						
8						
All	209	117	56%	184	102	55%

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

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

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
209	38	54	67	50

$$PI = 0 * [\text{?}]_{\text{Level 1}} + 1 * [\text{?}]_{\text{Level 2}} + 2 * [\text{?}]_{\text{Level 3}} + 2.5 * [\text{?}]_{\text{Level 4}} = \mathbf{150}$$

ELA Measure 3 - Comparative

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

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

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	81%	63		
4	37%	59		
5	47%	62		
6				

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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7				
8				
All	55%	184		

ELA Measure 4 - Comparative

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

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

2023-24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	89.5%	443.0	438.2	0.50
4	89.4%	444.0	439.2	0.46
5	92.9%	433.0	436.8	-0.38
6				
7				
8				
All	90.5%	440.1	438.1	0.20

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.

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

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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.

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

Grade	Mean Growth Percentile	
	School	Target
4	53.8	50.0
5	29.3	50.0
6		50.0
7		50.0
8		50.0
All	41.9	50.0

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 a narrative discussing how the school evaluated student growth and achievement in ELA during the 2024-25 school year using internal assessments.

All classrooms model direct instruction through a mini lesson that clearly states lesson objectives and expectations with a systematic and explicit teaching of concepts and procedures. The multitude of diagnostic and formative assessments provide frequent assessment and feedback, allowing for flexible grouping in core subjects with cumulative review and reinforcement in learning. CMCCS administers numerous assessments throughout the year. This includes:

- i-Ready – September, January, and May
- Sanctuary Assessment

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

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- NWEA for Discovery classes
- Mock State Exams – November and February
- Running Records – September, January, June;
- Pre-interim and Post Writing Assessments – September, January, and April;
- Grades 3-5 Narrative Writing – September, November, and January

Additionally, CMCCS administers the New York State exams in grades 3-5, CMCCS further administers the NYSELSAT and the WIDA English Language Development exam. i-Ready and writing assessments will be used to collect data from guided reading notes in kindergarten through second grade, along with literacy circles in third through fifth grade. The digital IXL platform is utilized to run diagnostics and collect analytics to help the staff further target instruction by identifying concepts across core subjects in which students need additional support. Data dashboards are now being used and housed within Google Drive to identify trends and help refine instruction based on the collected data, and these tools will be fully utilized for the remainder of the current term and beyond.

Per feedback from SUNY, instructional staff were trained on how to develop high cognitive thinking in their classrooms. This training included concepts from Bloom's Taxonomy for developing questions in lesson plans. Educators participated in a professional development to synthesize the curriculum pacing guides from grades K-5.

A significant development of weekly ELA skill and strategy are aligned into writing, so students are exposed to the standards and skills weekly, aligned from grades K-5. Data is analyzed consistently and is triangulated with ongoing assessment data, ultimately being used as predictors to prepare students to attend a high performing middle school, high school and for college and career readiness. The academic team will pull questions from prior NYS Tests based on the standards being taught. This level of data ensures students will be ready to graduate CMCCS prepared for middle school.

Professional development held for staff in summer 2025 will heavily emphasize data, high-level cognitive development, and professional development committees are being created to support teachers at each grade and experience level with the use of data and other key strategies. Key strategies may include modeling lessons for teachers, providing one on one coaching for teachers who are struggling and providing intense training on collecting both quantitative and qualitative data. Data will also heavily inform formal observations, and teachers will be asked to use the data in follow-up lessons to showcase their growth in a particular area.

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

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NWEA

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

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 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%	17	54%	Yes
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%	17	61%	Yes
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 ⁶	54%	0	N/A	N/A
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. ⁷	2+ students	75%	17	76%	Yes

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

Grades	All Students	Enrolled in at least their Second Year
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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, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

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

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	Percent Proficient ⁸	Number Tested	Percent Proficient	Number Tested
3	76%	17	76%	17
4				
5				
6				
7				
8				
All	76%	17	76%	17

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

Grades	Median Growth Percentile	Number Tested
3	54%	17
4		
5		
6		
7		
8		
All	54%	17

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%	221	158%	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	Low initial achievers	110%	102	148%	Yes

⁸ 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.

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fall will be equal to or greater than 110% by the spring assessment administration.					
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 ⁹	158%	44	129%	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%	193	24%	No

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
3	32%	78	36%	67
4	18%	73	18%	61
5	19%	70	17%	65
6				
7				
8				
All	23%	221	24%	193

End of Year Growth on 2024-25 i-Ready [ELA] Assessment

⁹ 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

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By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	175%	78
4	153%	73
5	144%	70
6		
7		
8		
All	158%	221

SUMMARY OF THE ELA GOAL

Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3rd through 5th grade students will be equal to or greater than 100%. During 2024-25, CMCCS used the i-Ready diagnostic in ELA as an internal assessment and scheduled students across grades K-5 to take the assessment three times, once in September, January, and June. Based on the analysis, Measure 1 exceeded the annual typical growth for the 3rd, 4th, and 5th grades. The attainment of this goal was the measure of progress from the September administration to the June administration. CMCCS's median progress to Annual Typical Growth for 2024-25 was 158%, 58 percentage points higher than the goal.

Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 5th 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. During 2024-25, CMCCS used the i-Ready diagnostic in ELA as an internal assessment and scheduled students across grades K-5 to take the assessment three times, once in September, January, and June. Based on the analysis, Measure 2 exceeded the annual typical growth for the 3rd, 4th, and 5th grade students who were two or more grade levels below on their initial assessment, achieving a median growth of 148%. The attainment of this goal was the measure of progress from the September administration to the June administration. CMCCS compared pupils in each group, with subgroups showing an improvement in all areas of ELA.

Measure 3: Each year, the school aims to have its students with disabilities have a median percent progress to annual typical growth that is equal to or greater than that of the general education student population. Although this measure was not met for the 2024-25 school year, the subgroup did achieve a median growth score of 129%.

Measure 4: Each year, the school aims to have 75% of its students who have attended for at least 2 years be mid-on-grade level or above on the final iReady assessment. Out of 193 students who fell into this subgroup, 24% of them achieved this level. The goal was not met.

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

EVALUATION OF ELA GOAL

Measure 1: Each year, the school aims to have 75% of its students in grades 3, 4, and 5 who are enrolled in at least their second year perform at proficiency on the New York State Test. 55% of the students in this cohort achieved proficiency. Although this goal was not met, this is the highest percentage that the school has ever achieved, with 3rd grade students doing particularly well with 81% of them achieving proficiency. The school made a concerted effort to reinforce computer skills for all students, ensuring that the transition from paper-based testing to computer-based testing would be smooth. Typing, coding, computer-based mock exams, and computer-based reading platforms were all introduced to the curriculum.

Measure 2: Each year, the school's Performance Index aims to be greater than the Measure of Interim Progress set forth in the state's ESSA accountability system. The school's PI for the 2024-25 school year was 150, beating the MIP (117.3) by 32.7 points. The school attributes this high performance to not only the increase in proficiency seen in Measure 1, but also a substantial decrease in Level 1 scores across the school.

Measure 3: Each year, the school aims to have its students enrolled in at least their second year perform better than the district of comparison. District 10 results have not yet been released. As such, we are unable to determine the standing of this goal.

Measure 4: Each year, the school aims to have an Effect Size of 0.3 or greater. The effect size for 2024-25 has yet to be released. As such, we used our numbers from 2023-24 for this goal. While the school

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achieved a 0.2 overall, which did not meet the goal, grades 3 and 4 achieved an effect size of 0.5 and 0.46 respectively. A concerted effort was made this year to emphasize 5th grade ELA testing to close this gap, implementing computer-based tools to the ELA curriculum, such as Close Reading and Pear Deck. A new reading comprehension exit ticket system was introduced to more closely monitor student in-class performance.

Measure 5: Each year, the school aims to have a mean unadjusted growth percentile of at least 50 for all tested students in grades 4 and 5. The mean unadjusted growth percentiles have yet to be released. As such, the school used the 2023-24 results to measure this goal. The school achieved a 41.9, which did not meet the goal. Grade 4 achieved a 53.8 and grade 5 achieved a 29.3. Again, a concerted effort was made this year to emphasize 5th grade ELA testing to close this gap, implementing computer-based tools to the ELA curriculum, such as Close Reading and Pear Deck. A new reading comprehension exit ticket system was introduced to more closely monitor student in-class performance.

ADDITIONAL CONTEXT AND EVIDENCE

A comprehensive response to interventions program was implemented in 2024-25 based on internal assessments results. Out-of-class staff will continue small group interventions based on these results. Test scores are being analyzed based on areas of concern across standards, so curriculum and lessons are focused in these areas. Mock tests and writing assessments are built into the curriculum and will rigorously continue the path of progress for all students. Data is being analyzed for push students, students that slipped, and curriculum is being analyzed to look at pacing and standards. Instructional coaching is occurring depending on teacher needs and school's criteria of success. Enrichment programs were introduced to further in-class instruction both during and after school hours.

ELA ACTION PLAN

Cardinal McCloskey Community Charter School follows a unique curriculum aligned to the NYS Next Generation Learning Standards and incorporates the Sanctuary model throughout the daily instruction and in every class. A schoolwide assessment schedule is followed to monitor and share data that influences flexible grouping, preparing and observing lessons, regular teacher discussions, and professional development.

We have added coaches, RTI specialists, behavioral specialists, and external consultants to assist the developmental needs of struggling students. The school conducted a thorough evaluation of the 3rd, 4th, and 5th grade curricula and instructional practices and created pacing guides, and mock tests. Laptops were purchased for students to use at home as an additional resource and homework was made available through the school's website.

For school year 2025-26 we will begin to administer DIBELS in place of Running Records as part of our assessments. The K-5 assessment system shifted from Running Records to DIBELS because DIBELS provides a more standardized and consistent way to measure foundational reading skills across all grade levels. Unlike Running Records, which are more subjective, DIBELS offers reliable data that can be used

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to track progress, identify gaps, and inform targeted instruction. Additionally, the school revamped its writing curriculum during the summer of 2025 and departmentalized 5th grade.

GOAL 2: MATHEMATICS

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.

BACKGROUND

Cardinal McCloskey Community Charter School’s math program is vertically aligned from Kindergarten through Fifth Grade and embedded with key strategies to ensure continuity and rigor across grade levels. The school utilizes the Eureka Squared Math program, supported by an online component, while IXL is integrated to reinforce skills through alignment with Eureka. Professional development is provided regularly for both new and returning staff, ensuring instructional practices meet student needs. Teachers incorporate New York State test preparation modules into daily lessons, design problem-based learning tasks that allow for multiple solution pathways, and leverage technology to deepen mathematical thinking. Student progress is monitored daily using an exit ticket system, with data used to support flexible grouping and inform instruction. Assessment practices include end-of-topic and end-of-unit evaluations, mock test alignment, and the administration of i-Ready three times annually, which is triangulated with ongoing assessments to predict and prepare students for college and career readiness. Additional supports include extended-day programming, intensive after-school instruction, and seasonal academies for NYS test preparation in winter and spring. A Summer Boost program, serving over 180 students in grades K-5, offers differentiated instruction in reading and math, guided by pre- and post-assessment data. Every classroom is staffed with both a general education teacher and a teacher’s aide, with ongoing professional development provided in partnership with Fordham University to strengthen support for Special Education and ELL students. With a low student-to-teacher ratio, the school is well-positioned to provide counseling, small-group reading and writing support, and enrichment opportunities. To further strengthen instruction, a dedicated Math Coach for grades 3–5 was added in the 2024-2025 school year.

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.

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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	74	0	4	0	1	0	0	0	79
4	68	0	4	0	0	0	0	0	72
5	66	0	4	0	0	0	0	0	70
6									
7									
8									
All	208		12		1				221

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	74	64	86%	63	56	89%
4	68	41	60%	58	33	57%
5	66	39	59%	62	37	60%
6						
7						
8						
All	208	144	69%	183	126	69%

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

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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
208	27	37	87	57

$$PI = 0 * [\text{?}]_{\text{Level 1}} + 1 * [\text{?}]_{\text{Level 2}} + 2 * [\text{?}]_{\text{Level 3}} + 2.5 * [\text{?}]_{\text{Level 4}} = \mathbf{170}$$

Math Measure 3 - Comparative

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

METHOD

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

2024-25 State Mathematics Exam

Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	89%	63		
4	57%	58		
5	60%	62		
6				
7				

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8				
All	69%	183		

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.¹⁰

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	89.5%	446.0	445.1	0.07
4	89.4%	450.0	447.5	0.16
5	92.9%	437.0	441.5	-0.33
6				
7				
8				
All	90.5%	444.5	444.8	-0.03

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.

¹⁰ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

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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 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	55.9	50.0
5	43.3	50.0
6		50.0
7		50.0
8		50.0
All	49.9	50.0

MATHEMATICS INTERNAL EXAM RESULTS

Cardinal McCloskey Community Charter School has relied upon iReady as the internal Diagnostic during the past 4 school years. In 2024-2025, based on i-Ready data, 3rd, 4th and 5th grade exceeded the 100% target for the median percent progress to Annual Typical Growth. These were tremendous improvements from last year, as only 4th and 5th grade attained this goal in 2023-24. The tables below summarize the math data for 2024-25. Additionally, CMCCS uses the Eureka classroom program as the math program and substituted with IXL and i-Ready as additional support. End of unit and topic tests were given and during class time, where end of chapter and modules are given and exit ticket data is analyzed at the end of each lesson, topic and module. The data was triangulated and used as predictors to prepare students for the New York State Math test.

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**

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

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NWEA

2024-25 NWEA MAP [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%	18	45%	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%	18	78%	Yes
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 ¹²	45%	0	N/A	N/A
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. ¹³	2+ students	75%	18	100%	Yes

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

Grades	All Students	Enrolled in at least their Second Year
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¹² 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

¹³ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

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	Percent Proficient ¹⁴	Number Tested	Percent Proficient	Number Tested
3	100%	18	100%	18
4				
5				
6				
7				
8				
All	100%	18	100%	18

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

Grades	Median Growth Percentile	Number Tested
3	45%	18
4		
5		
6		
7		
8		
All	45%	18

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%	221	135%	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	Low initial achievers	110%	100	141%	Yes

¹⁴ 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.

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or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.					
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 ¹⁵	135%	44	122%	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%	193	28%	No

End of Year Performance on 2024-25 i-Ready [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 Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	32%	78	34%	67
4	32%	73	33%	61
5	19%	70	17%	65
6				
7				
8				
All	28%	221	28%	193

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

¹⁵ 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

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Grades	Median Percent of Annual Typical Growth	Number Tested
3	137%	78
4	122%	73
5	140%	70
6		
7		
8		
All	135%	221

SUMMARY OF THE MATHEMATICS GOAL

Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3rd through 5th grade students will be equal to or greater than 100%. During 2024-25, CMCCS used the i-Ready diagnostic in math as an internal assessment and scheduled students across grades K-5 to take the assessment three times, once in September, January, and June. Based on the analysis, Measure 1 exceeded the annual typical growth for the 3rd, 4th, and 5th grades. The attainment of this goal was the measure of progress from the September administration to the June administration. CMCCS's median progress to Annual Typical Growth for 2024-25 was 135%, 35 percentage points higher than the goal.

Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 5th 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. During 2024-25, CMCCS used the i-Ready diagnostic in math as an internal assessment and scheduled students across grades K-5 to take the assessment three times, once in September, January, and June. Based on the analysis, Measure 2 exceeded the annual typical growth for the 3rd, 4th, and 5th grade students who were two or more grade levels below on their initial assessment, achieving a median growth of 141%. The attainment of this goal was the measure of progress from the September administration to the June administration. CMCCS compared pupils in each group, with subgroups showing an improvement in all areas of mathematics.

Measure 3: Each year, the school aims to have its students with disabilities have a median percent progress to annual typical growth that is equal to or greater than that of the general education student population. Although this measure was not met for the 2024-25 school year, the subgroup did achieve a median growth score of 122%.

Measure 4: Each year, the school aims to have 75% of its students who have attended for at least 2 years be mid-on-grade level or above on the final iReady assessment. Out of 193 students who fell into this subgroup, 28% of them achieved this level. The goal was not met.

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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.	
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.	Yes

EVALUATION OF THE MATHEMATICS GOAL

Measure 1: Each year, the school aims to have 75% of its students in grades 3, 4, and 5 who are enrolled in at least their second year perform at proficiency on the New York State Math Test. 69% of the students in this cohort achieved proficiency. Although this goal was not met, this is the highest percentage that the school has ever achieved, with 3rd grade students doing particularly well with 89% of them achieving proficiency. The school made a concerted effort to reinforce computer skills for all students, ensuring that the transition from paper-based testing to computer-based testing would be seamless. Computer-based mock exams and computer-based math assessment platforms were all introduced to the curriculum. Additionally, an internal math coach was hired for the 2024-25 school year and external math consultants held professional development sessions to reinforce teaching best practices.

Measure 2: Each year, the school's Performance Index aims to be greater than the Measure of Interim Progress set forth in the state's ESSA accountability system. The school's PI for the 2024-25 school year was 170, beating the MIP (119.4) by 50.6 points. The school attributes this high performance to not only the increase in proficiency seen in Measure 1, but also a substantial decrease in Level 1 scores across the school in mathematics.

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Measure 3: Each year, the school aims to have its students enrolled in at least their second year perform better than the district of comparison. District 10 results have not yet been released. As such, we are unable to determine the standing of this goal.

Measure 4: Each year, the school aims to have an Effect Size of 0.3 or greater. The effect size for 2024-25 has yet to be released. As such, we used our numbers from 2023-24 for this goal. The school achieved a -0.03 overall, which did not meet the goal. A concerted effort was made this year to emphasize 3rd, 4th, and 5th grade math testing to close this gap, implementing computer-based tools to the math curriculum. A more comprehensive exit ticket system was introduced to the school to best understand the learning gaps across the grade levels.

Measure 5: Each year, the school aims to have a mean unadjusted growth percentile of at least 50 for all tested students in grades 4 and 5. The mean unadjusted growth percentiles have yet to be released. As such, the school used the 2023-24 results to measure this goal. The school achieved a 49.9, which did not meet the goal. Grade 4 achieved a 55.9 and grade 5 achieved a 43.3. The growth in math was much better than the growth in ELA.

ADDITIONAL CONTEXT AND EVIDENCE

CMCCS saw a dramatic increase in performance in mathematics from 2024 to 2025. The proficiency levels for 3rd, 4th, and 5th grades went from 41% to 86%, from 49% to 61%, and from 25% to 59% respectively. We attribute this improvement to curriculum changes, professional developments, a more granular system in data collection/analysis, and immersing the students in computer-based testing.

MATHEMATICS ACTION PLAN

Cardinal McCloskey Community Charter School follows a rigorous curriculum aligned to NYS Next Generation Learning Standards through the Eureka Squared program. Cardinal McCloskey adopted the i-Ready Diagnostic as a means of measuring student success since September 2021, and it is administered three times annually. In addition to i-Ready, the school has integrated IXL which will be analyzed along with iReady as a predictor for the Math exams. IXL, student online skill builder and i-Ready assessment platforms will build test prep into daily instruction providing reports indicating needs based on standards. Students are expected to perform at grade level based on the assessment scale level and both diagnostics will be administered by classroom teachers and as an on-line resource, both programs generate score reports upon completion. Currently, teachers and the school data analyst, along with the curriculum team, hold data meetings to discuss interventions. Both diagnostic assessments, along with the IXL intervention program, build reports by NYS Next Generation Standards. The school has on-going data meetings in which discussions include a well-conceived outcome measure for all students. For students that are not showing growth, intervention programs are in place utilizing out of class support staff. Additionally, the school hired an internal math coach to offer extra support and planning for grades 3 through 5, as well as external consultants to give math-focused professional development to all teachers. CMCCS will continue to monitor the students through small group instruction, tutoring, and

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after school and mid-winter break academic programs. CMCCS is now developing high level cognitive work in the classrooms. Using professional development for teachers to develop and implement high level work, group/peer work to encourage collaboration in math solutions, technology for additional practice and preparation for NYS exams and use of manipulatives to help make abstract concepts concrete.

GOAL 3: SCIENCE

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.

BACKGROUND

CMCCS is currently in its second year of implementing Amplify Science, a program that integrates hands-on investigations, literacy-rich activities, and interactive digital tools to help students think, read, write, and argue like scientists. The curriculum includes built-in assessments that are monitored across all grades to track growth, with mock exams developed for fifth grade to continually measure progress. In preparation for the 2025–2026 school year, Amplify consultants provided professional development, and pacing calendars were created to guide instruction across grade levels. Science is intentionally embedded into class schedules to ensure mastery of both content and academic vocabulary. Each unit of Amplify engages students in solving real-world problems by investigating scientific phenomena, collaborating with peers, and developing models or explanations to propose solutions.

To enrich learning, CMCCS partners with the New York Botanical Gardens, where students participate in hands-on horticulture experiences, collect data, and apply their findings in the classroom. Beginning in 2025, fifth-grade science will be taught by department to allow a dedicated science educator to deliver deeper instruction, differentiation, and targeted support based on student needs. The 2025 state science test will be analyzed and aligned with Amplify pacing to provide structured preparation. In addition, cross-curricular connections are emphasized, with science illustrations incorporated into the art curriculum, where students explore drawing, map keys, and the Earth's spheres through artistic expression.

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.

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The school administered the New York State Testing Program science assessment to students in 5th 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	66	20	30%
8			
All	66	20	30%

Science Measure 2 - Comparative

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

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

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

Grade	Charter School Students in at Least 2 nd Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	66	20	30%			
8						
All	66	20	30%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Each year, the school aims to have 75% of its students enrolled in at least their second year perform at a proficient level in the science state test, the same measure the school seeks to attain in ELA and mathematics. The school used Amplify Science as a main curriculum as well as Varsity Tutors and Concorde Ed to compliment and reinforce classroom learning. Pre- and post-module assessments to measure growth throughout the year. The school uses released state test science questions to expose students to the style and methodology of the New York State Science Test.

Type	Measure	Outcome
------	---------	---------

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Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	No
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A
	[Write in optional measure here]	

EVALUATION OF THE SCIENCE GOAL

Measure 1: The school did not meet its goal of 75% proficiency on the 5th grade science state test. Although the school did improve from 17% in 2024 to 30% in 2025, we strive to attain this goal in time. Like ELA and mathematics, the school immersed the students in technology throughout the school year to ensure familiarity with the computer-based tests.

Measure 2: The district data has yet to be report. As such, the school is unable to provide a result for the comparative measure for the science state tests.

ADDITIONAL CONTEXT AND EVIDENCE

The results of the science goal indicate that progress has been made from 2024 to 2025. The goal, however, is not yet met. The school plans to departmentalize 5th grade in 2025-26 to emphasize a single subject for each teacher. Additionally, the school will introduce the NWEA science assessment to expose students to more varieties of science questions and better track the progress of students throughout the schoolyear. The school will also build a mock state exam using released questions from previous years to help students become more familiar with the style of the state exam.

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

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

ACTION PLAN

We have planned for fourth grade classes to join our partnership with NYBG which will expose them to enriching vocabulary. Fifth grade will be taught departmentalized, specifically taught by Science teachers, and focused on reviewing all standards and assessed three times annually. The 2025 Science test will be analyzed and paced with the new curriculum as a test prep exercise. In addition, the

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illustrations will be built into the art schedule exposing students to drawing, and looking at map keys, and the earth's spheres through art. To enrich learning, CMCCS partners with the New York Botanical Gardens, where students participate in hands-on horticulture experiences, collect data, and apply their findings in the classroom. Beginning in 2025, fifth-grade science will be taught by department to allow a dedicated science educator to deliver deeper instruction, differentiation, and targeted support based on student needs. The 2025 state science test will be analyzed and aligned with Amplify pacing to provide structured preparation. In addition, cross-curricular connections are emphasized, with science illustrations incorporated into the art curriculum, where students explore drawing, map keys, and the Earth's spheres through artistic expression.

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	LSI
2023-24	LSI
2024-25	N/A

ADDITIONAL CONTEXT AND EVIDENCE

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.

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.