



Valence College Prep

**2024-25 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Christina Buckley, Director of Data, Assessment, and Compliance 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)
Angela Guerrero	Treasurer	Finance
Tony Shan	Chair	Governance
Dante Mangiaracina	Secretary	Academic Achievement
Sandra Matthews	Trustee	Finance
Ahmed Khan	Trustee	Finance
Christopher Muy	Trustee	Governance
Lydia Orr	Vice-Chair	Academic Achievement
Mary Spooner	Trustee	Governance

Nicole Kone has served as Principal since 2023 and Executive Director and Principal since 2024.

SCHOOL OVERVIEW

Valence College Prep equips scholars in grades five through eight with the academic skills, professional habits, and strength of character to graduate from college and lead lives of opportunity. The school is founded on the belief that every child can excel academically, deserves to be held to high expectations, and should be supported to reach them.

Valence opened in Fall 2019 and educated 117 scholars in grade five in its founding 2019-2020 school year. After graduating two classes, in 2024-25, the school now proudly serves approximately 440 scholars across grades five through eight.

Valence is built on seven core beliefs:

1. An intentionally structured school environment drives academic achievement
2. Excellent teaching yields strong academic performance
3. Success requires skills to solve challenging problems
4. Character underpins success in college and life
5. Literacy unlocks achievement as a learner
6. Applying a growth mindset ensures a drive toward mastery
7. Family partnerships support student success

2023-24 was the final year of the school's first charter term, a term started with a strong opening year disrupted by the pandemic and finished with an organization hitting its stride as a performant school with a range of programs for scholars and families. The school navigated its start-up amidst the COVID-19 pandemic, and its first years were marked by multiple models of education, including remote and hybrid models, as progressive responses to public health regulations. Upon the return to in-person schooling in 2021-22, the school spent the latter three years of its first charter term building a strong 5-8 culture, developing structures and routines to support a mature middle school, and driving strong instruction to deliver on the school's promises to our families and community.

In the 2023-24 school year, the school continued to build on data-driven intervention, weekly social emotional learning opportunities, and a refined grade team management structure. Academic Deans transitioned from supporting content areas to grade teams as Grade Level Deans, a change intended to develop a leadership focus on outcomes for each grade-level cohort of scholars and aligned, differentiated instruction to drive that. This change also intended to foster stronger teacher ownership of day-to-day shifts in instruction based on the needs of scholars. In alignment with the school's belief that excellent instruction is key to scholar success, we believed that these efforts would build on the school's existing foundation to support scholars to thrive socially and academically, and Valence scholars saw some of their strongest academic gains in the school's history.

In 2024-25, we aimed to build on the successes of our model and to continue to develop instructionally and organizationally. After serving as a founding teacher and leader since the school's first year, and having grown to the position of Principal in 2023, Nicole Kone was appointed to the position of Executive Director beginning in Fall 2024. To support vertical alignment across content areas, and to further develop teacher leadership in 2024-25, the school increased focus on content team meetings led

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by an Academic Dean and a teacher content leader. The school will continued to develop teachers in differentiation methods to reach all learners, with a focus on growth for scholars with IEPs and those learning English.

In 2025-26, the school has made a few key structural changes to iterate on our past academic successes. The school has expanded its leadership team, with Academic Deans leading content teams to improve upon vertical alignment across grades in ELA, Math, History, and Science. There are dedicated Academic Deans for Special Populations, focusing on Special Education and English as a New Language for students learning English, and a Dean of Arts and Enrichment. Academic Deans in the core content areas also oversee the adult and student culture of a grade team, which supports scholar social-emotional development and a strong, aligned school culture.

The school has reconfigured what was formerly a school-wide instructional block that targeted small-group instruction in grades 5-8 to better serve the needs of our students with the biggest academic gaps. ELA is now double-blocked across grades 5-7, which provides students in grades 5 and 6 a dedicated block for targeted instruction in foundational skill-building or extension activities. Students in grade 7 use the additional block to target writing skills. Math is now double-blocked in grades 5 and 6, which provides a dedicated block for targeted instruction in foundational skill-building or extension activities. In both grades 5 and 6, students who are considered “critical” in ELA and/or Math will receive targeted, small-group instruction with dedicated intervention teachers.

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						79	108	120	118					425
2023-24						84	116	117	120					437
2024-25						71	126	124	123					444

GOAL 1: ENGLISH LANGUAGE ARTS

Students will be proficient in English language arts.

BACKGROUND

In 2024-25, the school iterated on its first year of plans created on the basis of the HMH curriculum, driving toward its goals of proficiency in reading and writing for all Valence scholars. The HMH curriculum, while robust in many aspects, did not provide enough opportunities for students to engage with novel study, and the school piloted units using the Fishtank Curriculum for ELA. The pilots were successful across stakeholder groups, with teachers, students, and families reporting satisfaction with different facets of the curriculum, from ease of use and strong, standards-aligned instructional materials

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to engaging lessons that led to notable academic gains for students.

In 2025-2026, the school has fully adopted the Fishtank Curriculum in grades 5-8. With ELA classes now double-blocked across grades 5-7, students will have more ample opportunities to engage with novel study, extended writing assignments, and non-fiction texts to build schema and historical knowledge in support of fiction texts read.

To support students who reading two or more grade levels below their current grade level, students in grades 5 and 6 will receive targeted small-group intervention led by an intervention teacher to close foundational literacy gaps.

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	
5	83			3				86
6	122							122
7	121							121
8	115		1	1				117
All			1	4				446

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
5	83	44	53.0%			

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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6	122	88	72.1%	62	40	64.5%
7	121	82	67.8%	101	69	68.3%
8	115	84	73.0%	106	79	74.5%
All	441	298	67.6%	272	189	69.5%

ELA Measure 2 - Absolute

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

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024-25 English language arts MIP for all students of **117.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.²

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
441	10.0	22.4	37.0	30.6

$$PI = 0 * [10.0]_{\text{Level 1}} + 1 * [22.4]_{\text{Level 2}} + 2 * [37.0]_{\text{Level 3}} + 2.5 * [30.6]_{\text{Level 4}} = [172.9]$$

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

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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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
5				
6	64.5%	62	N/A	N/A
7	68.3%	101	N/A	N/A
8	74.5%	106	N/A	N/A
All	69.5%	272	N/A	N/A

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	
5	80.8	441.0	439.4	0.17
6	81.1	449.0	439.5	0.95
7	82.5	454.0	444.6	0.98
8	87.6	461.0	444.4	1.68
All	83.3	452.2	442.2	1.01

ELA Measure 5 - Growth

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

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

Grade	Mean Growth Percentile	
	School	Target
5	59.3	50.0
6	64.7	50.0
7	66.6	50.0
8	64.3	50.0
All	64.1	50.0

ELA INTERNAL EXAM RESULTS

ELA assessments are administered using released state test questions, to assess student achievement internally. The school will track student achievement throughout the year to ensure data-driven instruction and promote proficiency in the subject. The school also administers internal diagnostic assessments in ELA to understand specific scholar mastery in the subject.

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: NWEA MAP.

NWEA ELA

2024-25 NWEA MAP ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
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⁵ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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	381	62	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	195	65	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 IEPs	62	76	57	No
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students learning English 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 learning English	61	66	63	Yes
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. ⁶	2+ students	75%	275	65%	No

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

Grades	All Students	Enrolled in at least their Second Year
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⁶ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

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	Percent Proficient ⁷	Number Tested	Percent Proficient	Number Tested
5	41%	88		
6	62%	122	63%	73
7	60%	121	63%	101
8	59%	116	62%	107
All	57%	447	62%	285

End of Year Growth on 2024-25 NWEA MAP ELA Assessment

By All Students

Grades	Median Growth Percentile	Number Tested
5	74.5	58
6	68	107
7	66	109
8	45	107
All	62	381

SUMMARY OF THE ELA GOAL

The school has not yet met its absolute measure of performance in English Language Arts for students enrolled in at least their second year, though the pass rate of 69.5% for this group is approaching the goal. This pass rate for students enrolled in at least their second year was higher in both 2023-24 and 2024-25 than it had been in prior years, and the school plans to increase the pass rate with strong instruction and response to data. Additionally, students in at least their second year perform higher in 8th grade than in 6th grade and 7th grade. This suggests that students who are enrolled at Valence for at least two years continue to make strides toward meeting and exceeding proficiency the more time they spend in Valence ELA classrooms. The school met the absolute goal with a performance index far exceeding the measure of interim progress goal set forth by ESSA. The school met all comparative and growth goals in ELA, also far exceeding students in the district and state and within subpopulations. As laid out in the summary above, the school plans to continue to develop its ELA programs to continue to push students toward and past its accountability plan 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 English language arts exam for grades 3-8.	No

⁷ 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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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.	Yes
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	Yes

EVALUATION OF ELA GOAL

The school has not yet met but is very closely approaching its absolute goals in ELA. With a proficiency rate of 69.5%, the school is encouraged by the positive growth of our scholars and a proficiency rate only 5.5% away from the accountability goal. We are encouraged and proud of our scholars' fulfillment of the school's comparative and growth goals, and the school's MAP data tell a strong story about growth by comparison to the school's peers. These positive results are directionally supportive of the school's curricular choices and pushes for instructional growth over the past year. While we remain committed to achieving a median conditional growth percentile for scholars with special needs that matches that of scholars overall, we are nonetheless encouraged by this group achieving a median growth percentile of 62 in MAP Reading. This result is consistent with the school's continued focus in driving academic growth for all learners.

ADDITIONAL CONTEXT AND EVIDENCE

The school's Accountability Plan includes the following goal for MAP testing:

Each year, in a cohort analysis of longitudinal growth, the average annual increase of percentiles among the school's students on the Reading Comprehension section of the Measure of Academic Progress (MAP) will average a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75, or the upper quartile of national performance.

Overall Average		
	Reading	
	Fall 24	Spring 25
5th Grade	40.2	41.2
6th Grade	45.9	50.9
7th Grade	45.4	50.6

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8th Grade	48.9	47.7
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Valence scholars achieved this goal in two of four grade levels.

ELA ACTION PLAN

Valence will continue to develop and iterate on its model to target the literacy skills required to meet the school's accountability goals.

The efficacy of these structures driven by professional development is the greatest area for growth in the school's current trajectory. The school plans to target the following structures and maximize their efficacy in each school year:

- ELA teachers will be coached by a dedicated Academic Dean, who focuses exclusively on ELA, as well as working closely with an Academic Dean who focuses exclusively on scholars in special populations
- Implementation of the Fishtank Curriculum, which focuses on novel study with accompanying non-fiction texts, and includes scaffolds provided to English learners and scholars with special needs.
- Small Group Instruction in reading, using a range of targeted assessments for skills need identification; moving to double-block instruction in grades 5-7
- Close reading in ELA and across all content classes
- Scholar and adult implementation of the Valence Habits of Close Reading, a unified set of literacy instructional strategies for use across content areas

GOAL 2: MATHEMATICS

Students will be proficient in mathematics.

BACKGROUND

The school adopted HMH's *Into Math* curriculum as of January 2023, which provided opportunity to practice foundational skills to build up understanding and act as an access point for students.

HMH did not have a complete lesson cycle or scope and sequence, which led to math teachers heavily supplementing and creating materials that at times did not align with New York state math standards. The school piloted units from Fishtank Curriculum in 24-25, which were highly successful. As the school hopes to prepare more students for Regents Algebra in 8th grade, there is a demonstrated need to improve students' conceptual understanding and Fishtank curriculum provides greater supports for conceptual understanding.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

In 2025-2026, the school has adopted the Fishtank Curriculum across all grade levels 5-8. With Math classes now double-blocked across grades 5 and 6, students will have more ample opportunities to engage with both conceptual and procedural math problem types.

To support students who perform two or more grade levels below their current grade level, students in grades 5 and 6 will receive targeted small-group intervention led by an intervention teacher to close foundational mathematical gaps.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

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

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

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Administrative error	Medically excused	Other reason	Took Regents	
5	86								86
6	122								122
7	121								121
8	116	1	1						117
All	444	1	1						446

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
5	79	51	64.6%			
6	119	73	61.3%	61	31	50.8%
7	117	83	70.9%	98	70	71.4%
8	114	105	92.1%	106	101	95.3%
All	429	312	72.7%	268	204	76.1%

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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
429	10.7	16.6	37.5	35.2

$$PI = 0 * [10.7]_{Level\ 1} + 1 * [16.6]_{Level\ 2} + 2 * [37.5]_{Level\ 3} + 2.5 * [35.2]_{Level\ 4} = [179.6]$$

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

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	Percent Proficient	Number Tested	Percent Proficient	Number Tested
5				
6	50.8%	61	N/A	N/A
7	71.4%	98	N/A	N/A
8	95.3%	106	N/A	N/A
All	76.1%	268	N/A	N/A

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

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
5	80.8	451.0	444.7	0.46
6	81.1	454.0	445.3	0.61
7	82.5	474.0	450.1	1.62
8	87.6	476.0	441.6	2.06
All	83.2	464.8	445.4	1.25

Math Measure 5 - Growth

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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
5	70.0	50.0
6	55.6	50.0
7	59.9	50.0
8	63.6	50.0
All	61.7	50.0

MATHEMATICS INTERNAL EXAM RESULTS

Math assessments are administered using released state test questions, to assess student achievement internally. The school will track student achievement throughout the year to ensure data-driven instruction and promote proficiency in the subject. The school also administers internal diagnostic assessments in mathematics to understand specific scholar mastery in the subject.

During 2023-24, 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: NWEA MAP.

NWEA MATHEMATICS

2024-25 NWEA MAP Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
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⁹ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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	370	52	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	180	50.5	No
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with IEPs	54.5	70	41.5	No
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Scholars learning English	53	64	47.5	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 meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ¹⁰	2+ students	75%	265	68%	No

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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¹⁰ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

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	Percent Proficient ¹¹	Number Tested	Percent Proficient	Number Tested
5	42%	88		
6	64%	122	63%	73
7	60%	121	64%	101
8	58%	116	61%	107
All	57%	447	63%	285

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

Grades	Median Growth Percentile	Number Tested
5	55	56
6	43	110
7	59	105
8	52	99
All	52	370

SUMMARY OF THE MATHEMATICS GOAL

The school has met all measures of performance in Mathematics. The pass rate for students enrolled in at least their second year is higher in 2024-25 for students in grade 8 than it has been in prior years, but lower for students in grades 6 and 7. The school plans to continue increasing the pass rate with strong instruction and response to data and implementing more opportunities for students new to the school to receive mathematics intervention in addition to the reading support many students receive. The school met the absolute goal with a performance index far exceeding the measure of interim progress goal set forth by ESSA. The school met all comparative and growth goals in mathematics, far exceeding students in the district and state and within subpopulations. The school plans to continue to monitor and develop its math programs to continue to push students toward and past its accountability plan 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.	Yes

¹¹ 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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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.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	Yes

EVALUATION OF THE MATHEMATICS GOAL

The school is meeting all of its accountability goals in mathematics, the result of years of hard work by teachers and scholars. While Valence instructional leadership and teachers will always work to find areas for improvement to better serve scholars, the school plans no substantial changes to a mathematics instructional program that is driving strong results for our scholars.

ADDITIONAL CONTEXT AND EVIDENCE

The school's Accountability Plan includes the following goal for MAP testing:

Each year, in a cohort analysis of longitudinal growth, the average annual increase of percentiles among the school's students on the Mathematics section of the Measure of Academic Progress (MAP) will average a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75, or the upper quartile of national performance.

Overall Average		
	Math	
	Fall 24	Spring 25
5th Grade	41.5	40.0
6th Grade	48.4	48.0
7th Grade	47.4	51.6
8th Grade	56.0	55.6

The school also administered the Regents Algebra I exam to all eighth grade scholars who were enrolled in the course, slightly less than half of the eighth grade cohort.

Regents Algebra I 24-25

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Pass	Total Tested	Pass %
50	52	96%

The school hopes to replicate this passing rate in the future.

MATHEMATICS ACTION PLAN

While Valence instructional leadership and teachers will always work to find areas for improvement to better serve scholars, the school plans no substantial changes to a mathematics instructional program that is driving strong results for our scholars. The school will continue to develop scaffolds for scholars with special needs in mathematics.

GOAL 3: SCIENCE

Students will be proficient in science.

BACKGROUND

In the first two years of operation, the school used a mixture of other strong charter networks' science curricula with internally developed curricula. The school's instructional leadership reviewed performance tasks in science annually and determined that there was a need for stronger materials to facilitate teacher delivery of NGSS-aligned instruction. The materials from Amplify science are a base that allows science teachers to teach both the content of science and its practice. These materials have been in use since the 2021-22 school year and continue to be a strong resource for teachers to develop impactful science lessons and develop scholars' scientific knowledge and thinking.

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 first administered the New York State Testing Program science assessment to students in 5th grade in spring 2024. Students in 8th grade were exempt from the New York State exam in science because they are enrolled in a Regents-level Living Environment course and took the Living Environment Regents exam. Because school enrollment opens in 5th grade, the 5th graders who took the New York State exam in science were in their first year of enrollment in the school. The school does not have New York State exam data in science for students enrolled in at least their second year at the school.

The school established a baseline for proficiency during the first 5th grade science New York State exam administration in 2024. Because 2024 was the first year that the New York State exam in science was

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available to 5th graders, the school was eager to use this baseline data to refine data collection and teaching practices for new 5th graders in subsequent school years. In 2024, the school saw low achievement with 28.9% passing. In the 2024-25 school year, the school shifted its leadership structure to provide dedicated content coaching, and implemented the new science 5 curriculum with more rigor in its second year. The school was also able to use content from the prior year's state exam to provide students with opportunities to think critically, synthesize information, and compare concepts to real-life situations. In 2025, the school saw a significant increase in proficiency on the state exam with a pass rate of 48.2%. The school is eager to continue robust instruction with hands-on practice in science, and increase student proficiency in upcoming years.

The school also pivoted to the new Regents-level Life Science curriculum for the 8th grade classes and will continue to reference data from the Living Environment course to inform Life Science instruction. The school was able to use baseline Living Environment Regents data established in 2022-2023 to improve testing and instruction during the 2023-2024 school year. The school dedicated more instructional time to conduct labs in class, and adjusted the cadence in which labs were scheduled to better align with the content that was taught. The school also administered benchmark assessments in Living Environment, as well as a mock Regents exam, to provide students an opportunity to demonstrate their test taking habits, and provide the school insight on any information that needed to be retaught. Students and teachers benefitted from these adjustments and students made improvements on their test scores between benchmarks, and performed better with 79% of students passing and an average score of 74.5 in 2024 and 76% passing and an average score of 71.6 in 2025, compared to the first cohort with 67.8% of students passing and an average score of 69.5.

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

Grade	Year	Regents Exam	All Students			Enrolled in at least their Second Year		
			Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
8	2022-23	Living Environment	118	80	67.8			
8	2023-24	Living Environment	119	94	79.0	112	91	81.3
8	2024-25	Life Science: Biology	113	86	76.1	107	83	77.6

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The school met its absolute measure of performance in Science for students enrolled in at least their second year. The school plans to develop its science program to continue to push students toward and past its accountability plan goals.

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.	Yes
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 - data not available for Regents exams

EVALUATION OF THE SCIENCE GOAL

The school has seen positive growth in its first three years of offering Regents Living Environment to all eighth grade students, and we plan to continue to build on these successes for the program in the future.

ADDITIONAL CONTEXT AND EVIDENCE

The school was in its third year offering Living Environment in 2024-25 and developed stronger intervention structures and lab support structures in the past year.

ACTION PLAN

The school will be in its fourth year offering Living Environment/Life Science in 2025-26 and will continue to grow its usage of formative assessment, lab learning, and mock Regents exams to develop scholars' readiness for high school science. With the content shift from Living Environment to Life Science: Biology, the team adjusted curriculum to align with new standards and pacing. Despite the curriculum change, the school's Science Regents exam pass rates remained consistent - in 2025 with a pass rate of 76.1% and in 2024 a pass rate of 79.0%, compared to a 2023 pass rate of 67.2%. The school is also building a science lab for students to have a dedicated space to conduct experiments and experience hands-on learning.

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

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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

Valence College Prep has been in Good Standing for the duration of the current accountability period.

