



Roosevelt Children's Academy Charter School

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 16, 2025

By: The RCACS Board

Arlise Carson, Chief Academic Officer

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Together our team 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)
Rev. Reginald Tuggle	Chair	Education; Budget and Finance; Personnel; Grievance
Denise Washington	Vice Chair	Budget and Finance; Personnel; Grievance
John SH Chien	Treasurer	Budget and Finance
Toni Burden	Secretary	Grievance; Education
Wanda I. Arroyo Coronel	Trustee	Personnel
Darrell J. Garner	Trustee	Budget and Finance; Personnel
Jamel V. Vanderburg	Trustee	Education; Budget and Finance
Rev. Scott Williams	Trustee	Education; Budget and Finance

Arlise Carson has served as Chief Academic Officer since 2025.

Reshma Persad has served as elementary school principal since 2021.

Nicole Griffin has served as middle school principal since 2025.

SCHOOL OVERVIEW

Roosevelt Children's Academy Charter School (RCACS) opened in 2000 and was subsequently renewed in 2005, 2010, 2015, 2020 and 2025. Our current charter term spans from July 1, 2025, through June 30, 2030. The 2024-25 school year was our 25th year of operation and the fifth year of our fifth charter term. The school is located in the Roosevelt Union Free School District (RUFSD) and occupies three private facilities.

Roosevelt Children's Academy Charter School (RCACS) began operating in September 2000, and was subsequently renewed in 2005, 2010, and 2015, and 2020. Currently, RCACS serves students in grades K-8.

Mission Statement: The mission of the Roosevelt Children's Academy is to prepare students to fulfill their potential and become productive members of society. RCA will provide a rigorous academic program that expands students' horizons and maximizes their abilities and learning community that sets high expectations for our students, builds their confidence and self-esteem, celebrates their differences, encourages critical thinking, and fosters a love of learning.

Slogan: Where Eagles Fly High

Vision Statement: Changing Expectations to Change Achievement.

We see quality education as the best path for our children to grow and mature into responsible adults with heart, soul, judgment, and wisdom. Each member of our educational family fosters respect, support, and encouragement. We promote increased parent involvement and participation. As a result, we anticipate that parents will join with staff and students to share in the responsibility of their child's education; this will ensure that students meet or exceed New York State performance standards. As each member of our educational community sets high expectations for our students, we must also build each child's confidence and self-esteem, support individualized thinking, encourage critical thinking, and foster a love of learning. We believe that children learn best when they have this broad base of support and accountability. RCA will, with the parents and community involvement, mold successful leaders for our global society as we strive to empower students, parents, and staff to reach their potential and become active participants in the life-long process of learning.

Core Values: To meet the educational needs of our families, RCA has a very strong set of core values governing all areas of the school. Supported by instructional staff members and parents, our students will be competitive with other educational institutions and meet or exceed NYS educational standards. Our Core Values are:

Respect Collaboration Academic Excellence

Our Key Design Elements are:

- A rigorous K-8 curriculum rooted in research-based programs
- The use of student assessment data to inform teaching and intervention
- An extended day model

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

- A safe, nurturing environment where students and staff have a respect for learning and each other and the uniqueness of each student and family is celebrated
- A focus on engaging parents and community members as partners in education

SCHOOLWIDE HIGHLIGHTS IN THE 2024-25 SCHOOL YEAR

- Awarded a full five year renewal
- New building is open and being utilized
- We welcomed Arlise Carson, our new Chief Academic Officer, in May.
- DataMate: ELA/Math Test Prep online system used in addition to iReady info
- Minga (through BOCES) Behavior Mgt/Digital Hall Pass System earning points and shopping
- Open Architect Dashboard: For leadership to have pertinent info in one place. Attendance, Enrollment, Discipline and Assessment Data
- Social Emotional Learning Themes each Month

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	83	97	97	93	75	65	63	79	77					729
2023-24	73	99	93	91	87	74	65	77	76					735
2024-25	63	66	88	90	80	78	75	67	69					676

GOAL 1: ENGLISH LANGUAGE ARTS

All students at the Roosevelt Children's Academy Charter School (RCACS) will become proficient in reading and writing of the English Language.

BACKGROUND

At the elementary school, RCA uses EngageNY for K-2 and the EL Education Curriculum for Grades 3-4 during whole group instruction. Elementary school students also participate in guided reading, which focuses on skills, during small group instruction. Students learn how to engage in every aspect of the reading process, which they then apply to all instructional contexts.

We utilize a phonics block for students in kindergarten and first grade, using resources from Foundations Fun in Focus, as part of our schoolwide shift to the science of reading. In 2023-24, we expanded the phonics instruction block to serve students in Grades K-3. We also introduced curricular materials from the Heggerty Phonemic Awareness Curriculum.

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In 2024-25, we adjusted our daily schedule to better serve our students' needs. Students now spend 80-90 minutes in core classes (ELA, math, science, and social studies), 40 minutes in core content enrichment classes (math, ELA, or science enrichment) and 60 minutes for electives.

In 2024-25, we implemented my MyView and MyPerspectives, published by Savvas, as the core ELA resources at the middle school level. We use MyView in fifth grade and MyPerspectives in grades 6-8. Middle School students receive 100 minutes of ELA instruction every day.

The ENL department continues to utilize TEAM and RSG Newcomers by Continental Press Inc. for English Language Learner instruction. The department also utilizes Heggerty Phonemic Awareness Curriculum, Fun in Focus, and MyView and MyPerspectives with ELL students.

Elementary school students were evaluated through the DIBELS and iReady assessments, which were administered 3 times during the academic school year. Middle school students were evaluated through the iReady assessments 3 times per year. In all grade levels, students are evaluated through curriculum-embedded assessments throughout the year.

The ELA Instructional Coaches meet regularly with classroom teachers to analyze data and provide support throughout the school year. These meetings occur by grade level, as well as individually. To support students in need of additional support with reading, we introduced the Read 180 program in 2024-25.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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

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

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

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	90	2	1	0	0	0	0	3
4	76	0	3	0	0	0	0	3
5	67	3	10	0	0	0	0	13
6	60	1	8	0	0	0	0	9
7	58	0	9	0	0	0	0	9
8	63	1	1	0	0	1	0	3
All	414	7	32	0	0	1	0	454

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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	90	51	57%	78	47	60%
4	76	35	46%	63	31	49%
5	67	20	30%	58	17	29%
6	60	23	38%	52	20	38%
7	85	21	36%	44	17	39%
8	63	30	48%	54	28	52%
All	414	180	43%	349	160	46%

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
414	19	37	29%	14

$$PI = 0 * 19_{Level\ 1} + 1 * 37_{Level\ 2} + 2 * 29_{Level\ 3} + 2.5 * 14_{Level\ 4} = 132$$

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.

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

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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	60%	47		
4	49%	31		
5	29%	17		
6	38%	20		
7	39%	17		
8	52%	28		
All	46%	160		

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

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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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	84.6	438	439.1	-0.11
4	92	442	438.7	0.31
5	79.7	438	439.6	-0.17
6	86.2	439	438.6	0.04
7	75.3	443	445.6	-0.26
8	75	445	556.6	-0.15
All	82.5	440.7	441.1	-0.06

ELA Measure 5 - Growth

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

METHOD

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

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

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

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

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

Grade	Mean Growth Percentile	
	School	Target
4	47.9	50.0
5	41.5	50.0
6	45.6	50.0
7	43.6	50.0
8	49.4	50.0
All	45.5	50.0

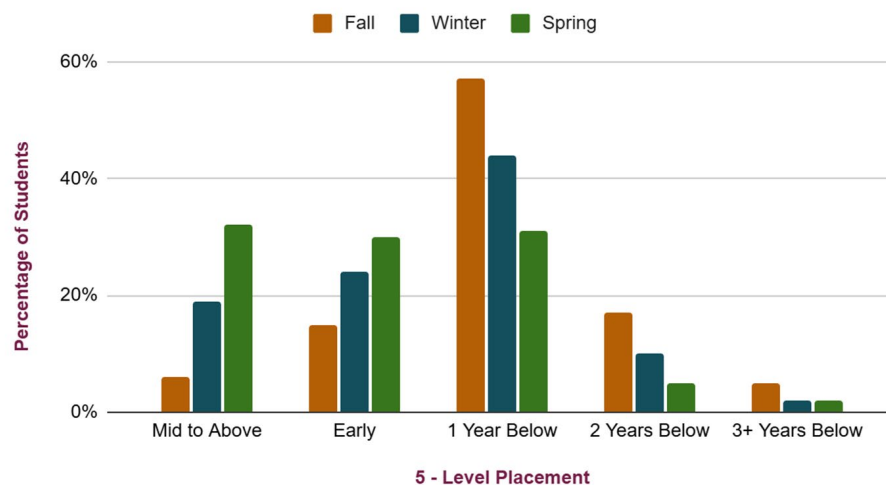
ELA INTERNAL EXAM RESULTS

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

Elementary 2024-25 iReady Diagnostic

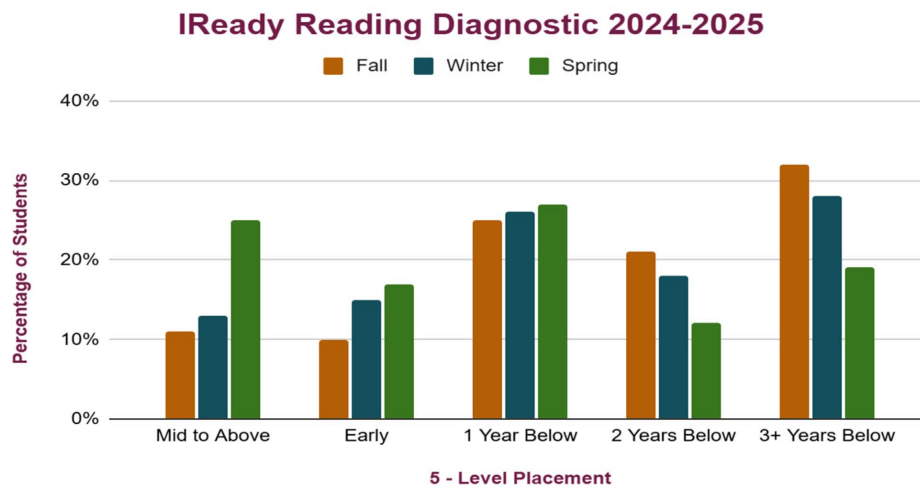
Reading	Fall	Winter	Spring
Mid to Above	6%	19%	32%
Early	15%	24%	30%
1 Year Below	57%	44%	31%
2 Years Below	17%	10%	5%
3+ Years Below	5%	2%	2%

IReady Reading Diagnostic 2024-2025



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Middle School 2024-25 iReady Diagnostic			
Reading	Fall	Winter	Spring
Mid to Above	11%	13%	25%
Early	10%	15%	17%
1 Year Below	25%	26%	27%
2 Years Below	21%	18%	12%
3+ Years Below	32%	28%	19%



SUMMARY OF THE ELA GOAL

The charter school met one of the five English Language Arts goals that we are able to report on in 2024-25. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS ELA exam. The school's aggregate PI on the state's English Language Arts exam calculates to 132 which did meet this year's Measure of Interim Progress (MIP) of 117.3 set forth in the state's ESSA accountability system. Comparatively, we are unable to report on district proficiency as the scores have not been made public yet. Based on the 2023-24 Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide in terms of poverty, the school did not perform better than expected to a meaningful degree with greater than 0.3 overall effect size. The school's mean unadjusted growth percentile in English Language Arts for all tested students in grades 4-8 in 2023-24 was not above the target of 50. The school

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demonstrated growth from the beginning of the year to the end of the year as measured by the iReady data.

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.	Unable to Assess
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

The ELA tables above provide data that support whether the accountability measures were achieved in 2024-25. Statewide district NYS 3-8 assessment results have not been posted.

- Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS ELA exam.
 - The charter school did not meet this measure. Overall, 46% of students enrolled in 2+ years demonstrated proficiency on the ELA assessment. Grades 3 and 8 were our high points with 60% and 52% scoring at levels 3 and 4 respectively. Grade 5 performed below our average with 29%.
- Measure: The school's aggregate PI on the state's ELA exam will meet that year's state MIP
 - The school did meet this measure with an aggregate performance index of 132, exceeding the target measure of interim progress of 117.3.
- Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
 - District scores have not been released publicly at the time of this report.
- Measure: The charter school will exceed its predicted level of performance on the state exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis

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- The charter school did not meet this measure, having an effect size of -0.06 in 2023-24, the most recent data available.
- 5. Measure: 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.
 - The charter school did not meet this measure, having a growth percentile of 45.5.
- 6. The charter school demonstrated academic growth in 2024-25 based on standardized BOY, MOY and EOY assessments.
 - Based on the iReady Reading exams that were administered three times, the percentage of students performing at least early on grade level increased from 21% in the fall to 62% in spring at the elementary level. It increased from 21% to 42% in the middle school grades.

ELA ACTION PLAN

In 2025-26, we will continue with our current methods and materials in ELA with some slight adjustments as follow:

- The RTI team will use the iReady Suite (including Next Gen Toolbox, the iReady assessment and related resources) in place of Read 180 and Math 180.
- We will adjust our daily schedule in 2025-26 to better serve our students' needs. Students will spend 80 minutes in their core ELA, math, science, or social studies classes, 60 minutes in ELA, math, or science enrichment, and 60 minutes in electives.

GOAL 2: MATHEMATICS

All students at the Roosevelt Children's Academy Charter School will demonstrate competency in the understanding and application of mathematics computation and problem solving.

BACKGROUND

At the elementary school, GoMath is used both during whole group and small group instruction. The Math Instructional Coaches meet regularly with classroom teachers to analyze data and provide support throughout the school year. These meetings occur by grade level, as well as individually.

At the middle school, we use My Math for Grade 5. For Grades 6-8, we use Glencoe Math. Teachers use the vocabulary quiz and chapter assessments provided through the math program.

To support students in need of extra support, we introduced Math 180 as our middle school math intervention system.

In all grades, we administer the iReady math assessment three times per year to measure student progress and achievement in math. Students also complete the assessments included in each curricular program.

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ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

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

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

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	92	0	1	0	0	0	0	0	93
4	75	0	4	0	0	0	0	0	79
5	62	0	18	0	0	0	0	0	80
6	57	0	12	0	0	0	0	0	69
7	54	1	12	0	0	0	0	0	67
8	56	1	8	0	0	1	0	0	66
All	396	2	55	0	0	1	0	0	454

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	92	58	63%	77	50	65%
4	75	59	79%	61	51	84%
5	62	15	24%	50	13	26%
6	57	12	21%	48	10	21%
7	54	21	39%	40	16	40%
8	56	16	29%	47	15	32%
All	396	181	46%	323	155	48%

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.

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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.

Mathematic 2024-25 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
396	21	33	36	10

$$PI = 0 * 21 + 1 * 33_{Level\ 2} + 2 * 36_{Level\ 3} + 2.5 * 10_{Level\ 4} = 130$$

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.

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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	65%	77		
4	84%	61		
5	26%	50		
6	21%	48		
7	40%	40		
8	32%	47		
All	48%	323		

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.⁶

⁶ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

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2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	84.6	455	446.1	0.63
4	92	453	446.8	0.4
5	79.7	434	445	-0.81
6	86.2	436	443.9	-0.58
7	75.3	440	452.1	-0.83
8	75	443	443.1	-0.01
All	82.5	444.4	446.4	-0.15

Math Measure 5 - Growth

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

METHOD

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.⁷

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	36.4	50.0
5	22.6	50.0
6	34.1	50.0
7	35.1	50.0
8	51.6	50.0
All	35.2	50.0

⁷ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

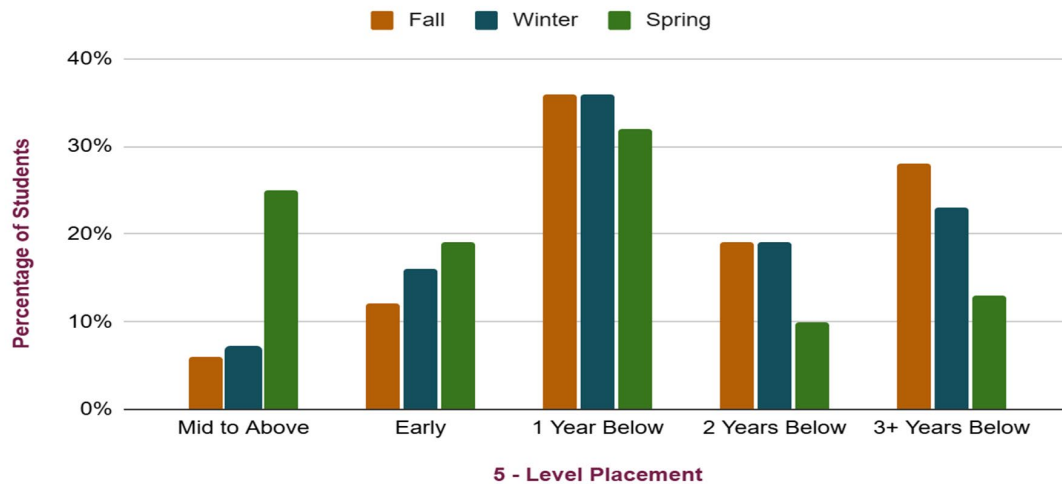
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MATHEMATICS INTERNAL EXAM RESULTS

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: iReady

Elementary 2024-25 iReady Diagnostic			
Mathematics	Fall	Winter	Spring
Mid to Above	3%	10%	31%
Early	5%	18%	23%
1 Year Below	63%	63%	41%
2 Years Below	26%	9%	4%
3+ Years Below	3%	1%	0%

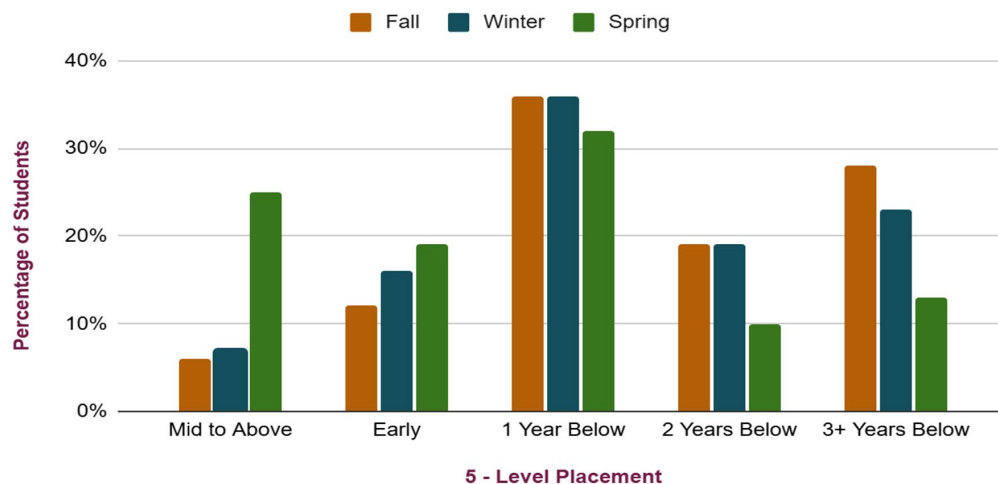
IReady Math Diagnostic 2024-2025



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Middle School 2024-25 iReady Diagnostic			
Math	Fall	Winter	Spring
Mid to Above	6%	7%	26%
Early	12%	16%	19%
1 Year Below	36%	36%	32%
2 Years Below	19%	19%	10%
3+ Years Below	28%	23%	13%

IReady Math Diagnostic 2024-2025



SUMMARY OF THE MATHEMATICS GOAL

RCACS met one of the five mathematics goals in 2024-25. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS mathematics exam. The school's aggregate PI on the state's mathematics exam calculates to 130 which does meet this year's Measure of Interim Progress (MIP) of 119.4 set forth in the state's ESSA accountability system. Comparatively, we are unable to report on district proficiency as the scores have not been made public yet. Based on the 2023-24 Comparative Performance Analysis, the school performed better than expected to a meaningful degree with greater than 0.3 overall effect size. The regression analysis compares the school's performance to that of demographically similar public schools statewide in terms of poverty. The school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 was below the target of 50. The school's demonstrated growth from the beginning of the year to the end of the year as measured by the **iReady** data yielded a median growth percentile less than 50.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	Unable to Assess
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	No
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	No

EVALUATION OF THE MATHEMATICS GOAL

The mathematics tables above provide data that support whether the accountability measures were achieved in 2024-25. Statewide district NYS 3-8 assessment results have not been posted.

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS mathematics exam.
 - The charter school did not meet this measure. Overall, 48% of students enrolled in 2+ years demonstrated proficiency on the mathematics assessment. Grades 3 and 4 were our high points with 65% and 84%, scoring at levels 3 and 4 respectively. Grade 6 performed below our average with 21%.
2. Measure: The school's aggregate PI on the state's mathematics exam will meet that year's state MIP
 - The school did meet this measure with an aggregate performance index of 130, exceeding the target measure of interim progress of 117.3.
3. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
 - District scores have not been released publicly at the time of this report.
4. Measure: The charter school will exceed its predicted level of performance on the state exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
 - The charter school did not meet this measure, having an effect size of -0.15 in 2023-24, the most recent data available.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

5. Measure: 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.
 - The charter school did not meet this measure, having a growth percentile of 35.2.
6. The charter school demonstrated academic growth in 2024-25 based on standardized BOY, MOY and EOY assessments.
 - Based on the iReady Math exams that were administered three times, the percentage of students performing at least early on grade level increased from 8% in the fall to 54% in spring at the elementary level. That percentage increased from 18% to 45% in the middle school grades.

MATHEMATICS ACTION PLAN

In 2025-26, we will continue with our current methods and materials in math with some slight adjustments to our daily schedule, described in the ELA action plan section.

GOAL 3: SCIENCE

All students at Roosevelt Children’s Academy Charter School will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

We utilize Science Dimensions, published by Houghton Mifflin Harcourt (HMH) for all grades. We chose Science Dimensions based on its vertical alignment across all RCACS grades and the hands-on lab components that the curriculum provides. Representatives from HMH provided professional development to our teachers to support the implementation of the new curriculum in 2024-25.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

The school administered the New York State Testing Program science assessment to students in 5th and 8th grade in spring 2025. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2024-25 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	53	14	26%
8	49	25	51%
All	102	39	38%

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 ACCOUNTABILITY PLAN PROGRESS REPORT

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

	Charter School Students in at Least 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	53	14	26%			
8	49	25	51%			
All	102	39	38%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The charter school tests 5th and 8th grade students in science utilizing the NYS Science assessments. 26 percent of students in 5th grade achieved proficiency and 51% in 8th grade did so.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	No
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Unable to Assess

EVALUATION OF THE SCIENCE GOAL

Although the fifth-grade students did not achieve the science absolute measure, proficiency increased by five percentage points over the previous year. Eighth grade science proficiency increased by 20%.

SCIENCE ACTION PLAN

In 2025-26, we will continue with our current methods and materials in science with some slight adjustments to our daily schedule, described in the ELA action plan section.

GOAL 4: ESSA

ESSA Measure 1

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

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

Accountability Status by Year

Year	Status
2022-23	Good Standing - Local Support and Improvement
2023-24	Good Standing - Local Support and Improvement
2024-25	Good Standing - Local Support and Improvement

ADDITIONAL CONTEXT AND EVIDENCE

The school continues to be in good standing.