Community Partnership Charter School

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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By Beginning with Children,
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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

The Beginning with Children Foundation (BwC), Brandon Scott (Lower School Principal) and Janna Tsimprea (Middle School 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)
Joan Walrond	Chair	Executive, Nominating, Legal, Academic
Rebecca Baneman	Vice Chair	Executive, Legal, Finance
Amy Kolz	Secretary	Executive, Finance, Academic
Sonia Ortiz-Gulardo	Trustee	Legal; Academic
Sharon Madison	Executive Committee Member at Large	Nominating; Finance
Tonomi Uetani	Trustee	Academic; Nominating; Strategic Planning
Mitch Protass	Trustee	Finance; Strategic Planning
Gunnar Millier	Treasurer	Executive, Nominating, Finance

Brandon Scott has served as the Lower School Principal since July 2024 but has been a part of the Community Partnership Charter School Education Corp organization since 2020. Prior to his appointment as principal at CPCS, Mr. Scott served as the Dean of Academics and Culture at Beginning with Children Charter School 2, the sister school to CPCS.

Janna Tsimprea has served as Middle School Principal since July 2019.

SCHOOL OVERVIEW

Founded in 2000 by a group of parents in Fort Greene, Brooklyn, in partnership with the Beginning with Children Foundation (BwCF), CPCS has grown into a vibrant learning community where families, educators, and community members work together to nurture our students.

Our rigorous academic program equips students to think critically, solve complex problems creatively, and cultivate their unique talents through learning opportunities both inside and outside the classroom. Graduates of CPCS leave as well-rounded and engaged young people who value perseverance, collaboration, and teamwork.

Key Design Elements

- A longer school day and school year, ensuring at least 20% more instructional time than NYC Department of Education schools.
- Strong focus on writing, literacy, and mathematics, with at least 50% of academic time dedicated to these areas.
- Core subjects—including social studies, science, music, art, technology, and physical education—taught by subject-area specialists.
- Instruction informed by ongoing assessments, driving responsive curriculum and staff development tailored to students' needs.
- Leadership team members partner with teachers to enhance literacy and math instruction, use data to inform teaching, and create supportive and well-managed classrooms.
- A robust after-school program aligned with the regular school day, offering academic enrichment and best practices in instruction.
- Saturday Enrichment Academy provides additional learning opportunities for students who need extra support, helping them build confidence and achieve greater success in the classroom.
- A fully inclusionary intervention model primarily embedded within the regular classroom environment.
- Dynamic community partnerships that expand enrichment opportunities and promote lifelong learning and active citizenship.
- Strong caregiver involvement across all levels of school life.
- A sustained management partnership with the Beginning with Children Foundation, formalized annually through a Board-approved Memorandum of Understanding (MOU).

Recent Highlights

In 2024-25, CPCS continued to offer robust after-school academic and enrichment programs, along with in-person Saturday Academy. In addition, our students participated in a Summer Boost program, made possible through our partnership with Bloomberg Philanthropies, which combined academic learning with enrichment opportunities.

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	35	38	30	43	44	34	51	51	45					371
2023-24	39	41	41	36	53	49	52	52	50					413
2024-25	36	36	44	39	36	47	55	51	50					394

GOAL 1: ENGLISH LANGUAGE ARTS

CPCS students will become proficient readers and writers of the English language.

LOWER SCHOOL BACKGROUND

During the 2024–25 school year, the Lower School is going into its fifth year implementing Fishtank Learning as the core ELA curriculum, using authentic and culturally relevant texts to support literacy standards and foster a love of reading. Embedded process/genre writing lessons ensured students practiced narrative, opinion, and informational writing. The schedules developed continue to provide 180–225 minutes of daily literacy instruction. This includes an expanded 60-minute whole group English Language Arts (ELA) block, allowing increased time for student discourse and targeted task writing in response to reading, as well as a 30-minute block of guided reading or small group instruction.

The first ELA block emphasizes whole group instruction, focusing on developing and tracking a “big idea” through thinking frames for each new text, aligned with Fishtank Learning comprehension skills and objectives. Fishtank Learning engages scholars with a variety of culturally relevant texts across genres while guiding them to use thinking frames (questions students ask themselves to support comprehension). During the initial read of each text, teachers pose rigorous, text-dependent questions to help scholars establish a deeper understanding. Instruction follows a gradual release of responsibility model, with teachers modeling through think-alouds, guiding practice, and moving to independent work. Embedded target tasks in the Fishtank curriculum promote vertical alignment by requiring K-1 students to produce text-dependent written responses, preparing students in grades 2-5 for the type of writing required on the New York State English Language Arts assessment.

The second ELA block focuses on guided reading or targeted small group instruction for 30 minutes. Guided reading provides differentiated instruction at each scholar’s reading level, strengthening independent reading strategies, developing habits for discussing texts, fostering in-depth text conversations, and supporting students’ progression as independent readers of increasingly complex texts throughout the year.

Kindergarten and first-grade students participated in daily 45-minute phonics lessons using the Institute of Multi-Sensory Education's Orton-Gillingham program, a research-based, multisensory literacy approach addressing phonological awareness, phonics, word analysis, spelling, fluency, vocabulary, comprehension, and writing. Orton-Gillingham was also used as a targeted intervention for struggling readers and as a primary instructional approach for English Language and Multi-Language Learners. Teachers received ongoing professional development and coaching to ensure fidelity to the program.

Teachers utilized Fishtank Learning for process writing across opinion, informational, and narrative genres. Scholars in grades K-2 engaged in 45-minute genre writing sessions three days per week, while grades 3-5 completed 1-3 process pieces per curricular unit. Grades 2-5 also participated in response to literature or close reading five times per week, using teacher-created text-dependent questions and the RAC2E (Restate the question, Answer the question, Cite 2 pieces of evidence, and Explain your claim) strategy to strengthen both short and extended written responses. These practices supported preparation for the New York State ELA assessment. In response to the transition to computer-based testing for grades 4 and 5 on the New York State ELA assessment, a keyboarding program was implemented during guided reading rotations. In January, response to literature instruction transitioned to the Pear Assessment (Edulastic) platform, allowing scholars to apply typing and computer skills to authentic literacy practice.

To assess scholar learning, multiple assessments were employed. Grades K-5 participated in the i-Ready reading diagnostic in fall, winter, and spring, providing insight into individual skill levels and informing personalized instruction. Kindergarten and first-grade students were assessed throughout the year using the IMSE Orton-Gillingham phonics curriculum to measure mastery of phonetic concepts. All students completed the Fountas & Pinnell Benchmark Assessment System each term, which informed guided reading group placement and provided data on reading accuracy, fluency, and comprehension. Teachers also used curriculum-based assessments, student work samples, and ongoing informal checks embedded within lessons to monitor progress, maintain engagement, and address misconceptions in real time.

Each grade level participated in at least one field trip directly connected to the ELA curriculum, providing authentic, real-world experiences that deepened students' understanding of the texts and topics they explored in class. These trips were intentionally selected to extend learning beyond the classroom, allowing scholars to make meaningful connections between literature and lived experiences. For example, fifth graders visited the Museum of the City of New York to explore exhibits on the Civil Rights Movement, enriching their study of historical texts and themes of social justice. Third grade traveled to the Museum of Natural History to view exhibits on Indigenous Peoples, supporting their exploration of Native American history and culture in literature. Kindergarten students visited a local farm to celebrate fall and learn how apples and pumpkins grow, connecting to seasonal themes and informational texts about plants and life cycles. Through these experiences, students strengthened comprehension, built background knowledge, and enhanced their ability to think critically about the texts they read.

The Saturday Academy program continued to support literacy for grades 3-5, running January through April with 120-minute sessions per grade level. The Summer Program also ran for 20 days, using the Fishtank curriculum and pre/post assessments developed by the Lavina Group. Rising kindergarten and

first-grade scholars received 30 minutes of phonics, 45 minutes of whole-group reading comprehension, and 30 minutes of guided reading. Rising grades 2-5 received 45 minutes of whole-group ELA and 45 minutes of guided reading per session.

Teacher professional development remained a priority, focusing on building content knowledge in literacy through professional development days and weekly coaching sessions documented in the Bullseye platform. Continued training in the Orton-Gillingham methodology ensured all students received instruction that is explicit, systematic, sequential, structured, and multisensory.

MIDDLE SCHOOL BACKGROUND

During the 2024-2025 school year, our English Language Arts department put a large emphasis on working to close any gaps in student understanding and knowledge.

This year, we expanded our staffing model with the addition of a Literacy Intervention teacher. This role was created to primarily target our lowest, at-risk readers that are in need of remedial literacy instruction, but do not have Individualized Education Plans. The Literacy Intervention Teacher gave push-in and/or pull-out support to selected students across all three grades. The intervention support was tapered to each individual student's needs and focused on: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Intervention support group size ranged from 1-4 students. The duration of each intervention support class was 30 minutes.

We implemented three curriculums in grades 6-8th: Match Fishtank, Classical Roots and The Writing Revolution.

Match Fishtank is used as our primary curriculum for English Language Arts instruction at CPCS Middle School. During ELA lessons, students are taught using a diverse set of texts and are assessed through short and frequent assessments. Literacy instruction through the use of novel studies allowed students access to full, authentic texts alongside shorter passages as well. The Match Fishtank curriculum is designed for holistic instruction–inclusive of reading, writing and speaking standards.

We continued our use of the Classical Roots curriculum for vocabulary. This is in addition to, and separate from, the text-based vocabulary instruction in the Match Fishtank curriculum. At the Middle School level, it is crucial for our students to develop their authentic voices. Students were also instructed in Latin roots to support them in making meaning of unfamiliar vocabulary words–therefore aiding their reading comprehension.

For our writing instruction, we use The Writing Revolution curriculum. This allows students to cultivate both their technical skills, their structure and the content of their writing. Our students primarily focus on expository and persuasive writing through the Match Fishtank curriculum. With the supplementation of The Writing Revolution, students are able to dive deeper into narrative, descriptive and creative writing as well.

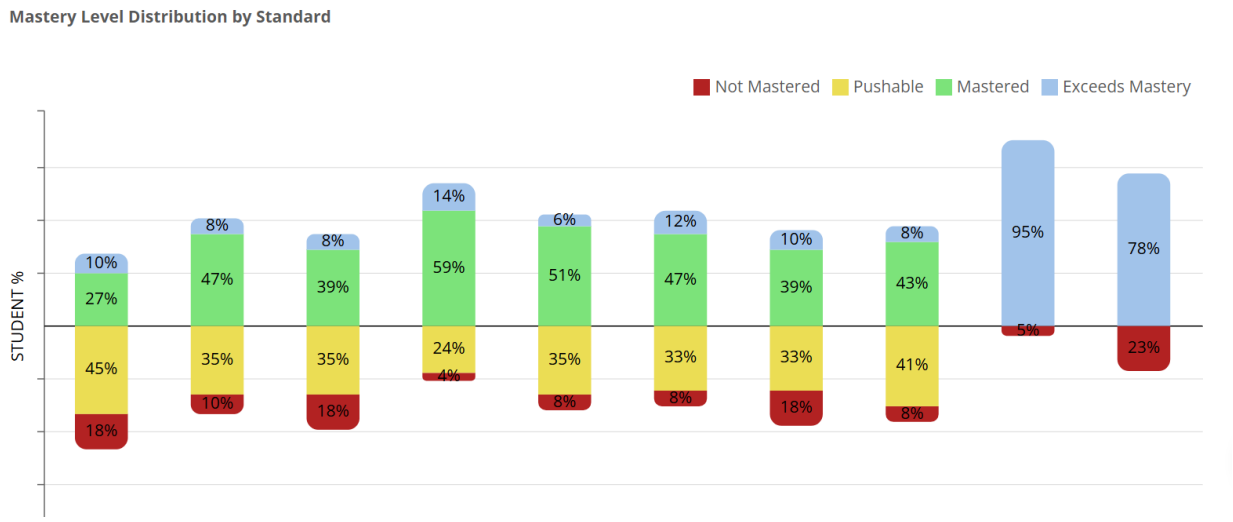
The use of Google platform and typing based courses was implemented to improve computer-based learning and acclimatization as a large demand is placed on students to tackle assignments online. Students engage in writing essays, examining complex articles, and research-based projects using solely their computers.

Lastly, we continued to implement the computerized programs of iReady, not solely for testing measures but also for instructional tools and supplemental support. The programs target students at their precise level and work to finish teaching skills from prior school years that students have not yet mastered.

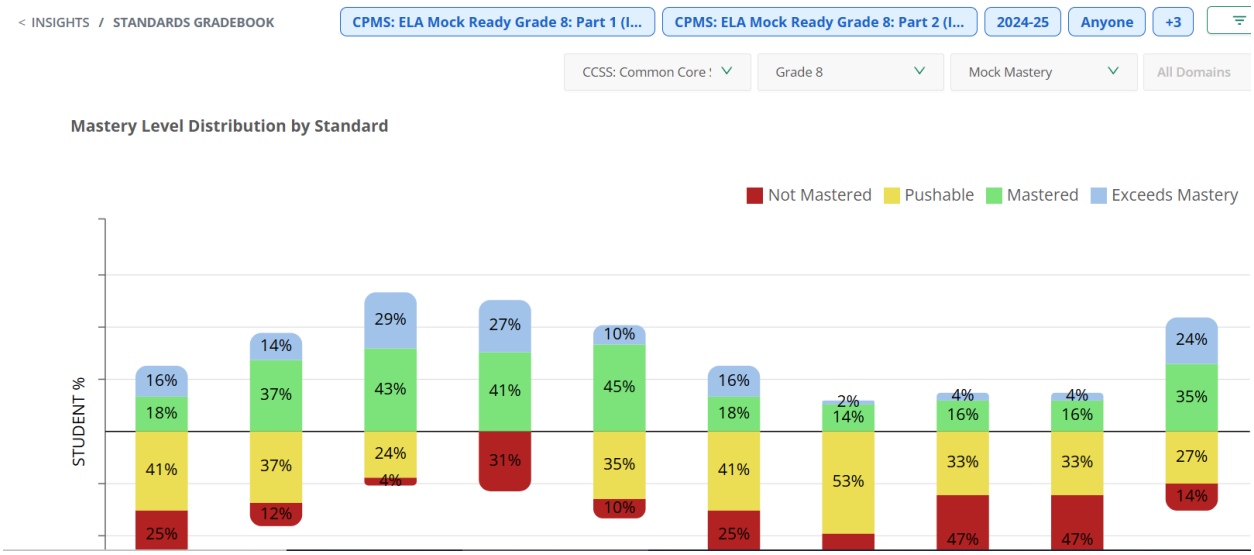
With regards to assessment, we continued our model of using iReady, Lightsail and short/frequent assessments to gain an understanding of grade level gaps and students' progress over the course of the school year. Short and frequent assessments are used to measure weekly progress, while summative assessments are used to monitor overall progress. Short and frequent assessments are given in two ways, "blind" as created by school leadership on a biweekly basis, and by the teacher on the alternate week. Assessments are designed to mirror the state exam.

At the Middle School, in order to maintain the accuracy of data and track benchmarks through various methods, teachers are tasked with giving Short and Frequent assessments (SAFE Quiz) and assessments modeled after the state exam.

Below is an example of data drawn from a safe quiz.



Below is data drawn from the Mock State Exam:



The assessments listed above were given using online platforms (Pear Assessment) using questions taken from past state exams to measure student growth. The data reflects student mastery on specific ELA standards (SAFE quiz) and overall standards when responding to short answers (MOCK STATE exam). Teachers primarily focus on using assessments that mirror the state exam, in order to maintain accuracy with regards to students' mastery and gain an understanding of learning gaps. Assessments are created by using past state exam questions, passages. Teachers were able to use data taken from the SAFE Exams and compare them to that of the Mock State Exam to specifically identify student needs, and create a test prep program to target specific student deficiencies.

At the middle school, through the understanding of specific students' gaps in mastery, teachers continue to provide standard/skill-based instruction, as well as supplemental instruction through I-ready. I-Ready instruction allowed teachers to provide instruction on standards that were on and below grade level. Teachers sought to fill any gaps, push student growth in order to achieve grade level mastery. Listed below are the final placement for students in 2025 based on state exam data.

Standard achieved %ages

	Score				Proficiency % (scored a 3 or 4)
Grade	**Level 1**	**Level 2**	**Level 3**	**Level 4**	
6	2.2%	15.2%	41.3%	41.3%	82.6%
7	10.6%	10.6%	23.4%	55.3%	78.7%
8	0.0%	16.2%	32.4%	51.4%	83.8%
Total	**4.6%**	**13.8%**	**32.3%**	**49.2%**	**81.5%**

At CPCS Middle School, we ensure that teachers have frequent access to Professional Development to hone their instructional skills and to promote teacher effectiveness in supporting students' attainment of standards mastery. Teachers also engage in one-on-one meetings with their coach weekly. Lastly,

teachers meet as an ELA department bi-weekly to work on group and individual goals. An example of an individual goal may include methods of teaching a particular standard. Meetings as an ELA department typically involve strategies to enhance teaching curriculum, aligning strategies, and providing teachers a chance to discuss pacing to ensure vertical alignment of curriculum. Strategies that were aligned during ELA department meetings included methods of reading text, vocabulary instruction, and writing norms to improve student short responses. In addition to the coaching provided by the instructional leadership team, external educational coaches and consultants support teachers in continuously improving their skills.

This year we continued to expand upon both our school library and our individual classroom libraries. Each week, each ELA class visits the school library so that students are encouraged to self-select independent reading books that are of interest to them. Our teachers and staff support children in finding books that are a good fit for them–taking into account their reading level, interests and preferred genre. Students are invited to advocate for the inclusion of books that pique their interest. Additionally, we digitized our entire school library to allow students access to checking their library accounts and search for books, no matter their current location.

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	31		5				1	37
4	30		5				1	36
5	37		8				2	47
6	46		7				1	54
7	47		5				0	52
8	37		14				0	51
All	228	0	44	0	0	0	5	277

Performance on 2024-25 State English Language Arts Exam

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By All Students and Students Enrolled in At Least Their Second Year[1]

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	31	21	68%	26	19	73%
4	30	16	53%	28	15	54%
5	37	24	65%	36	23	64%
6	46	38	83%	35	30	86%
7	47	37	79%	44	35	80%
8	37	31	84%	34	30	88%
All	228	167	73%	203	152	75%

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
228	6	21	35	39

$$PI = 0 * 6_{Level\ 1} + 1 * 21_{Level\ 2} + 2 * 35_{Level\ 3} + 2.5 * 39_{Level\ 4} = 187$$

[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

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 2nd Year		All District 13 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	73%	26	70%	842
4	54%	28	68%	800
5	64%	36	62%	746
6	86%	35	51%	517
7	80%	44	54%	493
8	88%	34	50%	431
All	75%	203	70%	3829

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.

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	100%	460	436.2	2.41
4	98.10%	461	437.5	2.17
5	91.80%	465	437	2.79
6	94.20%	453	437	1.75
7	94.20%	463	442.9	2.09
8	90.00%	451	444	0.71
All	94.50%	458.7	439.3	1.96

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.

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

Grade	Mean Growth Percentile	
	School	Target
4	56.2	50.0
5	73.5	50.0

[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.

6	47.8	50.0
7	74	50.0
8	54.2	50.0
All	60.9	50.0

ELA INTERNAL EXAM RESULTS

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

I-READY

2024-25 i-Ready ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%.	All students	100%	274	166%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	122	159.5%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade **students with disabilities** at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade **general education** students at the school.	Students with disabilities[6]	167%[7]	50	126%	No

[6] Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation.

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

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Measure	Subgroup	Target	Tested	Results	Met?
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled **in at least their second year** at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.	2+ students	75%	238	32%	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	50%	36	55%	29
4	31%	35	33%	30
5	35%	46	36%	42
6	44%	54	49%	41
7	67%	52	69%	49
8	65%	51	64%	47
All	50%	274	53%	238

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	124%	36
4	125%	35
5	72%	46
6	262.5%	54
7	275%	52
8	322%	51
All	166%	274

SUMMARY OF THE ELA GOAL

The charter school met all five English Language Arts goals in 2024-25. The absolute measure was met as 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 187 which does meet this year's Measure of Interim Progress (MIP) of 117.3 set forth in the state's ESSA accountability system. Comparatively, the charter school did outperform the local district based on aggregate proficiency 75 percent to CSD 13's 70 percent. 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 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 above the target of 50. The school demonstrated solid growth from the beginning of the year to the end of the year as measured by the iReady data. The school's median percent progress to Annual Typical Growth of 3rd through 8th grade students surpassed the target of 100 at 166. Our low achievers who were two or more grade levels below grade level in the fall achieved 159.5 by the spring assessment administration.

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.	Yes

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.	Yes
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 ELA tables above provide data that support whether the accountability measures were achieved in 2024-25. Statewide NYS 3-8 assessment results have not been posted, however NYC and CSD scores have been made public.

1. 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 meet this measure. Overall, 75% of students enrolled in 2+ years demonstrated proficiency on the ELA assessment. Grades 6 and 8 and were our high points with 86% and 88% scoring at levels 3 and 4 respectively. Grade 4 performed below our average with 54%.
2. 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 187, 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.
    - The charter school did meet this measure with our 75% proficiency compared to the district's 70% overall in grades 3-8.
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 1.96 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 meet this measure, having a growth percentile of 60.9.

6. The charter school demonstrated academic growth in 2024-25 based on standardized BOY, MOY and EOY assessments.
    - Based on the i-Ready exams that were administered three times, the aggregate and low achievers demonstrated solid growth.

CPCS LOWER SCHOOL ACTION PLAN

- In grades 3-5, incorporate daily WIN (What I Need) Time for 30 minutes to provide small data-driven group instruction following the 60-minute ELA lesson, allowing students to engage in targeted skill development based on their individual needs.
- In grades K-2, incorporate WIN (What I Need) Time for 45 minutes twice a week to provide data-driven small group instruction, allowing students to engage in targeted skill development based on their individual needs.
- Expand Orton-Gillingham Phonics instruction to include Pre-K through 2nd grade, following the Institute for Multisensory Education's scope and sequence to address gaps in foundational reading domains (phonological awareness, phonics, and high-frequency words).
- Introduce D.E.A.R. (Drop Everything And Read) time into the schedule for grades K–5 once per week for 20–30 minutes to promote joyful independent reading and build stamina.
- Offer ongoing IMSE Orton-Gillingham professional development to increase the number of staff trained to deliver multisensory reading and writing instruction during phonics lessons or to students needing additional phonics support.
- Maintain guided reading in grades K–2 following the whole-group ELA lesson and two days per week in grades 3–5.
- Sustain implementation of the Fishtank Learning ELA curriculum, utilizing the expanded 60-minute whole-group block to allow more time for student discourse and target task writing in response to reading.
- Continue using the Fishtank Learning curriculum for process/genre writing instruction.
- Keep the instructional focus on responding to texts with constructed response writing through target tasks embedded in Fishtank Learning and additional close reading/response-to-literature writing blocks in grades 2–5.
- Increase opportunities for experiential learning through field labs aligned with the ELA Fishtank curriculum.
- Apply the close reading strategy of thinking frames and "big idea" questioning across all grade levels to deepen understanding of diverse genres.
- Reinforce transferable takeaways across literacy so scholars understand what they are learning and how it applies to future reading and writing tasks.
- Provide consistent keyboarding and typing practice to students in grades 2–5 during small group reading centers, preparing them for computer-based testing on the New York State ELA Assessment.
- Expand use of Pear Assessment (Edulastic) in grades 2–5 to increase familiarity with computer-based work in preparation for the New York State ELA Assessment in grades 3–5.

- Create multiple opportunities for student response and data tracking during literacy blocks to guide small group instruction.
- Administer, review, and calibrate scoring for campus and network-wide assessments, including NY Ready ELA (3–5), i-Ready diagnostic (K–5), Fountas & Pinnell reading benchmark (K–5), Fishtank content assessments (K–5), Leadership-Created Mid-Unit Assessments (K–5), and IMSE phonics assessments (Pre-K–2).
- Use common-planning time for collaborative data analysis, lesson planning, and review of scholar work.
- Leverage grade team leaders to facilitate data discussions with their teams and provide ongoing professional development to grade team leaders on effective data analysis practices.
- Strengthen vocabulary, informational text comprehension, and literary comprehension through weekly spelling instruction and response-to-literature blocks, in response to 2024–25 i-Ready Reading Assessment results.
- Based on data from the 2025 New York State June Instructional Report, increase focus in grades 2–5 during close reading/response-to-literature on the Integration of Knowledge and Ideas standards (recognizing genres and connecting to other texts/ideas) and the Craft and Structure standards (interpreting word meanings, figurative language, and comparing/contrasting text structures).
- Utilize ongoing professional development, data meetings, individualized coaching, and feedback sessions to advance literacy goals during weekly grade-team meetings, bi-weekly leader-led data meetings, and professional development days.
- Deliver targeted literacy instruction and English language proficiency support to English Language Learners (ELLs)/ Multilingual Learners (MLLs), students with Individualized Education Plans (IEPs), and at-risk students through the Special Education/Student Supports team.
- Continue Saturday Academy for grades 3–5 beginning in January to provide additional time-on-task for literacy instruction.
- Restructured Leadership Team to include Special Education Coordinator.

CPCS MIDDLE SCHOOL ELA ACTION PLAN:

- At the Middle School level, we will continue to keep our class sizes small (averaging 15-17 students per class) with roughly half of our classes being co-taught by two teachers. This level of individualized attention and support allows us to customize and taper each child's learning experience. We are able to target student needs, not only in small groups, but individually as well.
- At the Middle School level, we will continue to strive to maintain consistency in reporting and data collection through the use of assessments that mirror the demands set forth by the state. Data will be collected daily through exit tickets, weekly through SAFE quizzes, ~monthly through unit exams and ~quarterly through mock exams or iReady progress monitoring.
- The use of a Match Fishtank curriculum will help ensure vertical alignment of instruction from grades 6 through 8. Teachers will continue to instruct students in a tiered approach that targets vocabulary, grade level standards, literacy, writing and academic deficiency as identified through assessments.

  - Vocabulary instruction through the use of Latin roots and decoding strategies to help improve literacy and critical thinking.
  - Grade level standards, as determined by common core mandates to help improve reading comprehension and writing skills.
  - Literacy through the use of class and independent readings such as novels, short passages, poems, and speeches.
  - Writing instruction will be implemented using The Writing Revolution, a program to increase student proficiency specifically in writing , and helping them master grade level standards.
  - Typing instruction to maintain a seamless transition from written assessments to computerized assessments.
  - Targeted academic deficiencies through the use of review activities and iReady to allow students to gain support based on their level and pacing.
- Maintaining an “everyone reads approach” with whole school novel and guest author speakers to increase student engagement in literacy
- Continued use of online platforms such as I-ready will continue to be used to provide targeted supplements to meet students at their specific levels and pacing, while providing high interest texts and activities.
- Lastly teachers, will continue to use small group instruction to provide students with personalized instruction through an understanding of specific student needs and academic growth plans.

GOAL 2: MATHEMATICS

CPCS students will become proficient in the Understanding and Application of Mathematical Skills and Concepts.

BACKGROUND

Community Partnership Charter Lower School is excited to announce our transition to the Eureka Math Squared curriculum during the 2024-2025 school year. This new program is a significant step forward in our mission to provide high-quality mathematics instruction and better prepare our students for future academic challenges. Our previous curriculum, Math in Focus, helped students build a foundational understanding of mathematics. However, the shift to Math Squared is designed to deepen this conceptual understanding by focusing on the "why" behind the "how." This curriculum is built around the idea that students should not just learn procedures but should understand the underlying mathematical concepts. It emphasizes conceptual understanding, procedural fluency, and real-world problem-solving, all of which are essential for success in higher-level math. All of our teachers have received extensive training and ongoing coaching on Eureka Math Squared. This professional development ensures our educators can effectively implement the curriculum and support every student's learning journey.

Structuring Our Math Blocks

Our daily math instruction is structured in two distinct blocks to maximize student learning.

Block 1: Whole Group Instruction

The first block of math instruction focuses on a specific strategy or skill. It begins with a Math sprint or fluency activity, which serves as a spiral review of previously learned concepts and includes a mental math component. This is followed by a whole-group learn portion of the lesson where teachers introduce a new mathematical strategy or skill. The lesson then transitions into land where there is a debrief and exit ticket to gather data on student learning.

Block 2: Differentiated Small Group Instruction

The second block is dedicated to small-group instruction. Students are grouped based on data from curriculum tests and daily exit tickets. These groups, which are categorized as above-level, on-level, and below-level, allow teachers to provide targeted support. Activities include reteaching concepts, enrichment for advanced students, and various differentiated opportunities that cater to different learning styles. This small-group setting is crucial for addressing individual areas of development and strengthening number sense.

Assessing Student Progress and Readiness

To assess student learning, we use a variety of tools. Students in grades K-5 take the i-Ready mathematics diagnostic assessment in the fall, winter, and spring. Teachers also use assessments from the Eureka Math Squared curriculum, including unit assessments, topic quizzes, and daily exit tickets, to collect data and inform instruction.

Extended Learning Opportunities

We continue to offer our Math intervention blocks, After School homework club and Saturday school to provide additional support in mathematics. The Saturday Academy for Math offers grades 3-5 75 minutes of instruction each session, and students are assessed regularly to track their mastery of skills. Our After School program provides support for students needing reteaching or enrichment.

With the transition to Computer-Based Testing for the New York State Mathematics Assessment for Grades 3-5, we have implemented a typing program to teach keyboarding and computer skills. We also use Pear Assessment (Edulastic), an online learning platform, so students can apply these skills to authentic math practice.

Summer Learning

Our four-week Summer Boost Program continues to provide daily math instruction, now using the Eureka Math Squared curriculum. This program includes a mix of whole-group and small-group instruction, allowing for both skill-based learning and individualized support.

We believe that the new Eureka Math Squared curriculum, combined with our dedicated teachers and structured approach, will provide our students with the best possible foundation in mathematics. It not only prepares them for standardized tests but also equips them with the critical thinking and problem-solving skills they need for a lifetime of learning.

CPCS MIDDLE SCHOOL:

During the 2024–2025 academic year, the Middle School Math Department at CPCSMS implemented Match Fishtank as the core instructional resource across grades 6–8. The department emphasized a balanced instructional approach that combined the Gradual Release Model and Small Group Instruction to support all scholars in mastering grade-level standards. Instruction across all grades was aligned with Match Fishtank's rigorous, standards-based curriculum. The department used the i-Ready Diagnostic Assessment three times during the year (beginning, middle, and end) to measure student progress toward grade-level proficiency and monitor growth over time.

Grade 6 focused on:

1. Ratios, rates, and problem-solving using multiplication and division
2. Mastery of division, fractions, and the introduction of rational numbers
3. Expressions and equations
4. Statistical thinking and relationships
5. Reinforcement of aligned fifth-grade standards.

Grade 7 emphasized:

1. Proportional relationships
2. Operations with rational numbers and linear equations
3. Geometry involving scale drawings, area, surface area, and volume
4. Statistical inference from sample data.

Grade 8 centered on:

1. Expressions, equations, and linear modeling
2. Functions and their applications
3. Geometry involving similarity, congruence, and the Pythagorean Theorem.

To further support students enrolled in the Algebra I Regents course, CPCSMS implemented dedicated Regents Prep classes at multiple points throughout the day:

- Morning sessions during advisory,
- Targeted instruction embedded within regular math class, and
- An additional instructional block built into the weekly schedule.

These structured supports ensured that students received consistent, scaffolded preparation aligned with the Algebra I Regents Exam.

Gradual Release Model

The Gradual Release Model was a cornerstone of math instruction. This model transitions responsibility from teacher to student across four phases: I Do (teacher modeling), We Do (guided practice), You Do Together (collaborative learning), and You Do Independently (independent application). Lessons often began with real-world problems and guided students through structured investigations.
Each 90-minute math block consisted of:

- 60 minutes of core instruction using Match Fishtank,
- 30 minutes of differentiation through tools like Prodigy, Blooket, i-Ready supplements, and CBT-aligned practice via the Pear Assessment Platform.

Small Group Instruction

Small group instruction played a vital role in differentiating learning and addressing individual student needs. These groups allowed teachers to:

- Break down complex concepts,
- Provide targeted feedback and support,
- Build trust and communication within a smaller setting.

This model created opportunities for more personalized instruction and helped build student confidence and engagement.

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	30	0	6				1		37
4	30	0	5				1		36
5	36	0	9				2		47
6	44	0	9				1		54
7	46	2	4				0		52
8	41	0	10				0		51
All	227	2	43	0	0	0	5	0	277

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	30	23	77%	25	19	76%
4	30	19	63%	28	18	64%
5	36	21	58%	35	20	57%
6	42	39	93%	33	33	100%
7	46	31	67%	44	31	70%
8	41	37	90%	38	35	92%
All	225	170	76%	203	156	77%

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

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
225	4	20	35	40

$$PI = 0 * 4_{Level\ 1} + 1 * 20_{Level\ 2} + 2 * 35_{Level\ 3} + 2.5 * 40_{Level\ 4} = 192$$

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 2nd Year		All District 13 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	76%	25	70%	852
4	64%	28	62%	809
5	57%	35	51%	750
6	100%	33	42%	520
7	70%	44	49%	478

8	92%	38	31%	225
All	77%	203	70%	3634

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	
3	100%	468	442.8	1.85
4	98.10%	478	445	2.11
5	91.80%	472	441.8	2.18
6	94.20%	463	441.7	1.73
7	94.20%	471	446.9	1.74
8	90.00%	473	441.3	1.86
All	94.60%	471	443.3	1.92

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.

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

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
4	52.1	50.0
5	64.2	50.0
6	52.9	50.0
7	51.5	50.0
8	63	50.0
All	56.6	50.0

MATHEMATICS INTERNAL EXAM RESULTS

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

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 3rd through 8th grade students will be equal to or greater than 100%.	All students	100%	274	120.5%	Yes

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

Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	118	118%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.	Students with disabilities[10]	122%[11]	50	107.5%	No
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.	2+ students	75%	238	29%	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	39%	36	48%	29
4	29%	35	30%	30

[10] Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation.

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

5	54%	46	57%	42
6	63%	54	66%	41
7	48%	52	51%	49
8	55%	51	57%	47
All	50%	274	53%	238

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	93%	36
4	70%	35
5	108.5%	46
6	229%	54
7	131.5%	52
8	211%	51
All	120.5%	274

Summary of the Mathematics Goal

The charter school met all five of the mathematics goals in 2024-25. The absolute measure was met as more than 75 percent of students enrolled in at least their second-year scoring at standard levels 3 and 4 on the NYS mathematics exam. The school's aggregate PI on the state's mathematics exam calculates to 192 which does meet this year's Measure of Interim Progress (MIP) of 119.4 set forth in the state's ESSA accountability system. Comparatively, the charter school outperformed the district based on aggregate proficiency. Based on the 2023-24 Comparative Performance Analysis, the school performed better than expected to a meaningful degree with greater than 1.92 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 above the target of 50. The school's median percent progress to Annual Typical Growth

of 3rd through 8th grade students was greater than 100% at 120.5%. The school's low initial achievers also demonstrated growth and surpassed the target by 8%.

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

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 meet this measure. Overall, 77% of students enrolled in 2+ years demonstrated proficiency on the mathematics assessment. Grades 6 and 8 were our high points with 100% and 92% scoring at levels 3 and 4 respectively. Grade 5 performed below our average with 57%.
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 192, 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.
    - The charter school did meet this measure with our 77% proficiency compared to the district's 70% overall in grades 3-8.

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 meet this measure, having an effect size of 1.92 in 2023-24, the most recent data available.
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 meet this measure, having a growth percentile of 56.6.
6. The charter school demonstrated academic growth in 2024-25 based on standardized BOY, MOY and EOY assessments.
    - Based on the iReady exams that were administered three times, the school demonstrated targeted growth.

Additional Context and Evidence

The section of grade 8 Algebra 1 took the Regents exam with 57% scoring at least a 65.

Performance on a Regents Math Exam Of 8th Grade All Students by Year					
Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22	Algebra I	20	4	20%
8	2022-23	Algebra I	27	13	48%
8	2023-24	Algebra I	20	13	65%
8	2024-25	Algebra I	28	16	57%

CPCS Lower School Mathematics Action Plan:

- Continue Implementation of Eureka Math Squared as the core mathematics curriculum for grades K-5
- Saturday Academy for grades 3-5 beginning in January to provide additional time-on-task for math instruction
- Incorporate weekly data meetings with grade teams to review exit tickets, quizzes and assessments. Using this data to inform instruction for both whole group and small group instruction.
- Continue the usage of concrete, pictorial, and abstract mathematical thinking across all grade levels, so scholars have a deeper understanding of each concept taught
- Respond to the 2024-25 i-Ready Mathematics Assessment by bringing greater focus to the following domains in all grade levels K-5:
    - Geometry
    - Measurements and Data

- In response to data from the 2025 New York State Test Scores, increase instructional foci during math and math intervention in all grades on foundational concepts through use of the new curriculum Eureka Math II.
- Continue implementing a math intervention block daily in grades 3-5 allowing for increased mathematics targeted support
- Administer, discuss, and norm scoring of all assessments
- Administer NY Ready Math assessments (3-5), i-Ready diagnostic assessments (K-5), beginning of year, mid- year, and end-of year benchmark assessments, module assessments, and network interim assessments as formative and summative assessments
- Collaborate during common-planning opportunities to discuss data, lesson plan facilitation, and scholar work
- On-going professional development opportunities and data discussions will be utilized to promote math goals during weekly grade-team meetings, individualized teacher coaching and feedback conversations, and professional development days
- Restructured Leadership Team to include Special Education Coordinator
- Increase the amount of instruction and independent work that is done on the computer in grades 2-5 in preparation for Computer-Based Testing for the New York State Mathematics Assessments
- In all grades, incorporate daily WIN (What I Need) Time for 30 minutes to provide data-driven small group instruction during the math block, allowing students to engage in targeted concept development based on their individual needs.

CPCS Middle School:

- Striving for consistency in data collection and reporting
- Professional development on Infinite Campus and aligning curriculum across grades and to standards
- Implementing small class sizes of ~12-15 students, increasing the opportunity for individualized small group instruction. In ICT classes, there will be a ~1:6 ratio of teachers to students.
- Continuation of the 90 minute math block for all students.
- Continuing an Algebra I Regents course through an accelerated class for interested/qualified 8th grade students.
- Continuing to use ReadyNY math tools as formative/summative assessments.
- In 6th grade, continuing to use Match Fishtank as the core math curriculum.
- In 7th and 8th grade, implementing the use of Match Fishtank as the core math curriculum and supplementing those materials with Match Fishtank's math curriculum.
- Reinforcement of 5th grade Common Core aligned standards now renamed Next Generation Standards.
- Adopting gamification programs such as Prodigy and Blooket for differentiation purposes in all math classes.

- Continuing to use Google platform to simulate classroom environments and provide direct instructions and feedback to students daily.
- Continued the use of Pear Assessment for instructional purposes and formative/summative assessments across all grade levels.
- Responding to the 2024-2025 iReady and state test data by adjusting pacing and scope of the 6th, 7th and 8th grade curriculum and bringing greater focus to the following standards:
    - 6th Grade
        - Expressions and Equations
        - 6.EE.A - Write expressions, evaluate expressions
        - Ratios and Proportional Relationships
        - 6.RP.A - Rate and Ratio, solve unit rate problems
        - Number System
        - 6.NS.A - Quotient of Fractions
        - 6.NS.B - Greatest Common Factor, Least Common Factor
    - 7th Grade
        - Ratios and Proportional Relationships
        - 7.RP.A - Multistep ratio and percent problems
        - 7.RP.A - Proportional relationships
    - 8th Grade
        - Expressions and Equations
        - 8.EE.A - Scientific Notation
        - 8.EE.B - Equation of a line
        - 8.EE.C - Linear equation example
        - Functions
        - 8.F.A - Definition of a function
        - 8.F.B - Use functions to model relationships

GOAL 3: SCIENCE

CPCS students will become proficient in science.

CPCS LOWER SCHOOL BACKGROUND

CPCS Lower School continues to incorporate science as a specialty class with a full-time science teacher, which strengthens science instruction school-wide. In the 2024-25 school year, we transitioned from Science Dimensions to PhD Science, Great Minds as our core science curriculum. This shift brought a more rigorous, hands-on, and inquiry-based approach that deeply integrates the Next Generation Science Standards through exploration, analysis, application, and explanation of each topic. PhD Science emphasizes building knowledge over time, connecting scientific concepts across modules, and encouraging scholars to think and work like scientists.

To maximize instructional time and ensure more frequent exposure to science content, K-1 classroom teachers taught science within their own classrooms twice a week, allowing students in grades 2-5 to receive science three times per week with the science specialist. This change increased opportunities for experimentation, investigation, and application of science concepts across multiple sessions each week, fostering deeper mastery.

In response to the transition to Computer-Based Testing for the New York State Science Assessment for Grade 5, we transitioned to Pear Assessment (Edulastic), an online learning platform, so scholars could apply their typing and computer skills to authentic science practice.

In addition to core science instruction, CPCS Lower School provided STEM opportunities through after-school and our summer program enrichment, allowing scholars to engage in hands-on, project-based learning beyond the regular school day. These programs offered experiences in coding, engineering, and other STEM-related activities, giving students the chance to explore real-world applications of science, technology, engineering, arts, and mathematics. By participating in these programs, scholars developed problem-solving skills, creativity, and collaboration, further reinforcing and extending the science concepts introduced in the classroom.

CPCS MIDDLE SCHOOL BACKGROUND

During the 2024–2025 academic year, CPCS Middle School continued its comprehensive implementation of the Full Option Science System (FOSS) curriculum across all three grade levels: Grades 6, 7, and 8 during science instructional blocks. The FOSS curriculum is grounded in a robust, research-based philosophy of active science learning that prioritizes engagement through direct experience, student-led investigation, and a deep integration of scientific thinking with real-world relevance.

At its core, FOSS is designed to promote both conceptual understanding and investigative practice, bridging theory with application. It offers a dynamic structure where students become active participants in their own learning, using observation, experimentation, and reasoning to construct meaning from scientific phenomena. This active approach not only supports content mastery but fosters scientific curiosity, critical thinking, and collaboration skills essential for lifelong scientific literacy.

The FOSS program emphasizes that science is both a body of knowledge and a process for discovering new knowledge. Scientific understanding advances when individuals observe phenomena, ask meaningful questions, design and conduct experiments, and draw conclusions based on evidence. This mirrors the way scientists and engineers operate in the real world—building explanations and designing solutions based on accumulated knowledge, iterative testing, and analytical reasoning.

To promote these competencies, FOSS integrates:

- Ability to reason scientifically through the use of complete equipment kits with durable, well-designed materials for all students.
- Multiple strategies for formative assessment at all grade levels.

- Detailed guides with science background for the teacher and focus questions to guide students thinking and instructional practice.
- Strategies for use of science notebooks for all students.
- Understanding the disciplinary core ideas and the crosscutting concepts of science, such as patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter—flows, cycles, and conservation; structure and function; and stability and change.
- Using scientific knowledge and scientific and engineering practices for personal and social purposes.
- Knowing that science and engineering, technology, and mathematics are interdependent human enterprises and, as such, have implied strengths and limitations.

The program also supports students' understanding of crosscutting concepts in science such as patterns, cause and effect, systems and system models, energy and matter, structure and function, and stability and change which are core dimensions of the Next Generation Science Standards (NGSS).

The target goal for FOSS students is to know and use scientific explanations of the natural world and the designed world; to understand the nature and development of scientific knowledge and technological capabilities; and to participate productively in scientific and engineering practices.

In the Middle School for the year 2024-2025, the science department taught FOSS with a combination of Living Environment regents for all grades, 6-8. The science department's model emphasized both gradual release and small group instruction. Using FOSS, middle school staff effectively supported scholars in mastering grade level standards, Next Generation Science Standards specifically for New York. Data collection happens daily, weekly and monthly through the use of exit tickets, SAFE quizzes, blind quizzes and Unit Assessments.

In Grade 6, instructional time is focused on how the world is around the student and the evolution to the planetary world. There are 5 instructional foci: (1) Earth History, (2) Planetary Science, (3) Gravity & Kinetic Energy, (4) Electromagnetic Force and (5) Waves.

In Grade 7, instructional time focused on introducing students to the world of science and how they fit into this world as homo sapiens. There are 5 instructional foci: (1) Chemical Interactions, (2) Diversity of Life, (3) Heredity & Adaptation, (4) Populations and Ecosystems and (5) Human System Interactions.

In Grade 8, instructional time focused on a combination of both 8th Grade NGSS Curriculum with Living Environment Regents throughout the year. There are multiple foci in this grade: (1) Basics of Science such as scientific method and collection of data within labs, (2) FOSS Grade 6 & 7 Review, (3) Mapping of the Earth, (4) Astronomy, (5) Seasons and Energy and (6) Meteorology.

Student progress is continuously monitored through multiple formative and summative assessments such as Daily exit tickets, SAFE quizzes (Science Assessment for Formative Evaluation), Blind quizzes to check conceptual understanding and Formal Unit Assessments aligned to both FOSS and NGSS standards. This

multi-tiered approach ensures that instruction is responsive and personalized, allowing teachers to adjust pacing, re-teach as necessary, and challenge students appropriately.

Gradual Release Model

All science instruction is delivered through the Gradual Release of framework, which strategically shifts learning ownership from teacher to student. Lessons begin with direct instruction, move into guided practice, and transition toward independent investigation, allowing students to apply what they've learned in authentic, inquiry-based tasks.

Each 90-minute science block consists of:

- 60 minutes of FOSS-based instruction focused on hands-on inquiry and concept development.
- 30 minutes of differentiated learning, utilizing supplemental tools such as Gizmos and the Pear Assessment Platform to reinforce skills and mirror computer-based test environments (CBT) in preparation for state exams.

Small Group Instruction

To meet the diverse learning needs of students, CPCS implements structured small group instruction within science classes. Small groups are used to:

- Provide targeted support and reteaching of complex topics.
- Foster peer collaboration in problem-solving scenarios.
- Create safe spaces for students to ask questions and explore alternative approaches.

This model ensures equitable access to content while strengthening students' metacognitive skills and confidence.

FOSS is intentionally designed to connect classroom science to the real world. CPCS Middle School extends this principle through:

- Monthly science-focused field trips for each grade level. Examples include learning about ecosystems at Sheffield Island and engaging in immersive biology programs at the Rhode Island Audubon Society, farms and Greenbelt Nature.
- Weekly hands-on laboratory experiences, ensuring that students conduct experiments regularly and develop technical lab skills.
- End-of-year science projects and capstone experiences that synthesize learning across units.

Classroom environments further reflect authentic engagement through the creation of science learning centers that feature:

- Hydroponic gardens and plant labs

- Classroom pets, including bunnies, turtles, mice, guinea pigs and chickens
- Ongoing experiments and student-run observations that connect biology, ecology, planetary science, life sciences and animal behavior

The ultimate goal of the FOSS program at CPCS Middle School is to equip students with deep scientific understanding of the natural and designed worlds, the ability to engage in authentic scientific and engineering practices, the confidence to participate productively in civic and societal conversations related to science and technology and the foundation for success in high school science, including Regents courses and beyond.

By weaving together content knowledge, real-world applications, and evidence-based instructional models, CPCS fosters a rigorous, inclusive, and empowering science education for all students.

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 2nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	35	13	37%
8	40	31	78%
All	75	44	59%

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

	Charter School Students in at Least 2nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	35	13	37%	36	14	39%
8	40	31	78%	42	31	74%
All	75	44	59%	78	45	58%

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The charter school tests 5th and 8th grade students in science utilizing the NYS Science assessments and NYS Living Environment Regents. 37 percent of students in 5th grade achieved proficiency while 78 percent of 8th grade did, which is up from 32% in 2023-24. 55 percent of the students tested on the NYS Living Environment Regents earned a score of 65 or above.

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.	Yes in 8th Grade
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

The science table above provides data that supports whether the measures were achieved in 2024-25. At the time of this report's submission, the science results for the district and state have not been made public so we can only report on our own performance.

1. 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS science 5 & 8 exam.

    - The charter school met this measure in grade 8 with 78% passing. However, 37% of students enrolled in 2+ years demonstrated proficiency on the NYS science 5 assessment. 22 grade 8 students took the Living Environment Regents with 55% earning at least a performance level 3.

2. The charter school students enrolled for 2+ years will outperform the local district in similar grades. We are unable to report on this metric.

ADDITIONAL CONTEXT AND EVIDENCE

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	Living Environment	27	8	30%
8	2023-24	Living Environment	15	6	40%
8	2024-25	Living Environment	22	12	55%

CPCS LOWER SCHOOL ACTION PLAN

- Continue to implement PhD Science as the core science curriculum in grades K-5.
- Provide continued hands-on learning opportunities for scholars through module-embedded science experiments.
- Maintain the assignment of classroom teachers to deliver science instruction in grades K–1 twice per week, enabling the specialized science instructor to continue providing science instruction three times per week for grades 2-5.
- Offer ongoing professional development with PhD Science for both the science instructor and K-1 classroom teachers.
- Maintain and expand science and STEM enrichment opportunities for scholars in grades K-5.
- Provide ongoing support for students with keyboarding and typing practice as they prepare for computer-based testing on the New York State Science Assessment.
- Increase the amount of instruction and independent work completed on the computer in grades 2-5 to prepare students for the grade 5 Computer-Based Science Assessment.
- Create and administer a practice science assessment aligned with the New York State standards to mirror the format and rigor of the New York State Science Exam, providing actionable data to guide instruction.
- Target instruction on specific, heavily tested science standards to ensure mastery and improve student performance on high-stakes assessments.
- Reintroduce an annual Science Fair, giving students the opportunity to design, conduct, and present experiments, fostering scientific inquiry, creativity, and presentation skills.

CPCS MIDDLE SCHOOL ACTION PLAN

At the middle school level:

- Continue implementation of FOSS materials across all grade levels

- This is our third year where we shifted our Regents offering to Living Environment. We have fully shifted our 6th to 7th grade scopes in sequence so that 7th grade is more heavy in biology standards. We have fully made the shifts for each cohort so they get all of the content instruction that they will need to be successful in high school–with no gaps in their science knowledge.
- Science teachers develop project based learning curriculum in conjunction with FOSS
- Utilize the FOSS website to provide students with interactive multimedia activities for use in school or at home
- Supplementing the FOSS curriculum with Regents-based materials
- Offering a Living Environment Regents course through an additional 30 minutes of high-quality Science instruction during advisory periods and 45 minutes during a Regents block embedded into the daily schedule for interested/qualified 8th grade students
- Continuation of the application of lab activities across all grades

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	Local Support and Improvement
2023-24	Local Support and Improvement
2024-25	Local Support and Improvement

ADDITIONAL CONTEXT AND EVIDENCE

The school continues to be in good standing.