KIPP Troy Prep Charter School

2024–25 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 30, 2025

Submitted By: The Executive Team

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The Executive Team, along with Sara Wilcox, director of school support, and Danielle Tschirhart, consultant, 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)
John P. Reilly	Chair	Executive
Sharif Kabir	Secretary	Executive
Dr. Don-Lee Applyrs	Trustee	Academic
Ronald Mexico	Treasurer	Finance, Governance
Kimberly Wilkins	Vice Chair	Executive, Academic
Carl Young	Trustee	Governance, Academic
Kelly Kimbrough	Trustee	N/A
Amari Duncan	Trustee	Development
Jessica Coles	Trustee	N/A
Gina Feliciano	Trustee	Academic
Ana Killings	Trustee	Academic
Michele Kilburn	Trustee	N/A
Mark Little (Proposed)	Trustee	N/A
Kadijah Johnson (Proposed)	Trustee	N/A

KIPP Troy Prep Elementary: Joiele Coplin has served as the school leader since the 2023–24 school year.

KIPP Troy Prep Middle School: Holly Zuber has served as the school leader since the 2024–25 school year; Michael Osikoya will serve as the school leader beginning in 2025–26.

KIPP Troy Prep High School: Dunja Varciana has served as the school leader since the 2022–23 school year but left during 2024–25. Princess Williams served as interim principal during 2024–25; Derrick Bass will serve as the school leader beginning in 2025–26.

SCHOOL OVERVIEW

KIPP Troy Prep, located in Troy, New York, currently serves students in grades K through 12 across three schools: KIPP Troy Prep Elementary School, KIPP Troy Prep Middle School, and KIPP Troy Prep High School. On July 1, 2022, the True North Troy Preparatory Charter School joined the KIPP Public Schools Network as part of the Institute-approved consolidation of True North Troy Preparatory Charter School with KIPP: Albany Community Public Charter Schools. At this time, KIPP: Albany Community Public Charter Schools was renamed KIPP Capital Region Public Charter Schools, and the True North Troy Preparatory Charter School became known as KIPP Troy Prep Charter School.

Creating KIPP Capital Region was driven by four main priorities: deepening and expanding our K–12 programming, increasing our Capital Region impact, developing deep talent pipelines, and expanding our regional school support team to ensure schools are better supported. Our schools are now supported by a 45–member regional team that includes deep academic and operational support to our schools to ensure students and teachers have the support they need to be successful.

KIPP Troy Preparatory Charter School is a rigorous college prep public school with the mission to prepare all students to enter and succeed in college through effort, achievement, and the content of their character.

In 2024–25, the school served 762 students in grades K–12. KIPP Troy Prep is open to all students in the surrounding communities. KIPP's student population is approximately 60% Black, 25% Hispanic, and 6% Caucasian. Approximately 90% of KIPP students are economically disadvantaged and qualify for free or reduced-price lunch. Students from over 16 districts across the Capitol District attend Troy Prep, including: Troy, Lansingburgh, Albany, Averill Park, Brunswick-Brittonkill, Cohoes, Green Island, East Greenbush, North Colonie, Rensselaer, Saratoga, Schenectady, Shenendehowa, South Colonie, Waterford and Watervliet.

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	63	63	64	63	59	62	64	61	59	64	49	41	28	740
2023–24	64	62	62	63	62	59	58	65	54	56	55	41	40	742
2024–25	66	67	65	62	64	64	62	62	62	54	54	48	32	762

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering grade 9. For example, the 2021 state Accountability Cohort consists of students who first entered grade 9 anywhere in the 2021–22 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2024–25 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: https://www.nysed.gov/sites/default/files/programs/information-reporting-services/sirs-manual.pdf)

Fourth-Year High School Accountability Cohorts

Fourth-Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30
2022–23	2019–20	2019	30	0	30
2023–24	2020–21	2020	34	0	34
2024–25	2021–22	2021	30	0	30

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter grade 9 at any school. The 2021 Total Cohort consists of all students, based on last enrollment record as of June 30, 2025, with a first date of entry into Grade 9 during the 2021–22 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 of the Cohort's Fourth Year (a)	Number of Students Who Left the School But Were **Not** Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2022–23	2019-20	2019	30	3	33
2023–24	2020-21	2020	34	0	34
2024–25	2021-22	2021	30	2	32

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 of the Cohort's Fifth Year (a)	Number of Students Who Left the School But Were **Not** Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2022–23	2018-19	2018	29	0	29
2023–24	2019-20	2019	32	1	33
2024–25	2020-21	2020	33	0	33

PROMOTION POLICY

KIPP Capital Region is committed to making sure that our students are prepared both socially and academically for success in the immediate future and beyond; therefore, KIPP Capital Region does not practice social promotion. Students who do not meet academic standards for their given grade will be retained.

- High School Promotion: High school students will be promoted based on their progress towards graduation requirements, which centers around their academic performance in core courses (English, math, history, science, foreign language).
- High School Failure of a Course Policy: Any student who fails one or two core courses (English, math, history, science) must attend and pass Summer School to earn promotion to the next grade. Any student who fails a core course and does not attend or pass Summer School will retake the course. Any student who fails three or more core courses will retake courses in the following school year.
- High School Summer School: Summer School is held for two full weeks (20 hours total) over the summer as an opportunity for credit recovery for students who failed a Regents-tested course and/or Regents exam or for seniors that are needing to make up missing credit.
- Students will be in class each day during Summer School for at least 4 hours.

- Summer School credit recovery grades will replace the original course grades on the transcript. Summer School will begin in early August to ensure students are prepared for the Regents exam. To pass Summer School and earn credit recovery, students are required to:
    - Be present for at least 90% of all Summer School class time
    - Fully complete at least 90% of all Summer School classwork, homework assignments, and assessments.
    - Earn a grade of 70% or higher for the summer
- Summer School Credit Recovery Scale:
    - HP (High Pass) = replacement grade on transcript of 75 =C
    - P (Pass) = Replacement grade on transcript of 70 = C-
    - F (Fail) = No replacement grade, student must repeat the course or repeat the grade
- Regents Intervention Courses: For students who do not pass Regents, they are placed in Regents Intervention courses in order to prepare them to retake the test. This happens during the school year as an elective course to keep them on track for promotion and graduation.

GOAL 1: HIGH SCHOOL GRADUATION

All students will complete high school.

Graduation Goal Measure 1 - Leading Indicator

Each year, 75 percent of students in first- and second-year high school Total Graduation Cohorts will earn at least 10 credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

Percent of Students in First- and Second-Year Cohorts Earning the Required Number of Credits in 2024–25

Cohort Designation	Number in Cohort During 2024–25	Percent Promoted
2023	52	90%
2024	55	100%

Graduation Goal Measure 2 - Leading Indicator

Each year, 75 percent of students in the second-year high school Total Graduation Cohort will score at or above Proficient on at least three different New York State Regents exams required for graduation.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams through at least 2021–22, some second-year cohorts may have had student waivers

for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2025, the 2023 Cohort will have completed its second year.

Percent of Students in their Second Year Passing Three Regents Exams, by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2021	2022–23	50	50%
2022	2023–24	57	42%
2023	2024–25	52	30%

Graduation Goal Measures 3 & 4 - Absolute

Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort and 95 percent of students in the fifth-year high school Total Graduation Cohort will graduate.

The school's specific graduation requirements appear in this document above the graduation goal.

Percent of Students in the Total Graduation Cohort Who Have Graduated After Four Years[1]

Cohort Designation	School Year	Number in Cohort	Number Who Graduated	Percent Graduating
2019	2022–23	33	26	79%
2020	2023–24	34	29	85%
2021	2024-45	32	25	78%

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Number Who Graduated	Percent Graduating
2018	2022–23	29	22	76%
2019	2023–24	33	28	85%
2020	2024–25	33	31	94%

Graduation Goal Measure 5 - Comparative Measure

[1] These data reflect August graduation rates.

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

Percent of Students in the Total Graduation Cohort Who Graduate in Four Years Compared to the District[2]

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number Who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2019	2022–23	33	26	79%	313	83%
2020	2023–24	34	29	85%	284	82%
2021	2024–25	32	25	78%	284	82%

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The school achieved two of the five metrics within the graduation goal. Almost all first- and second-year students (100% and 90%, respectively) earned the required number of credits to advance to the next grade level. Seventy-eight percent of students in their fourth year of high school graduated with a Regents or local diploma. In addition, 94 percent of the 2020 Cohort students have now graduated after five years.

33 percent of the 2023 high school cohort passed at least three Regents exams by the end of their second year in high school. Although we strive to achieve this measure, a portion of our scholars do take longer than two years to pass three exams, and it has not determined who graduates on time in the past. The school's four-year graduation rate is typically higher than the local district. While the district's 2021 Cohort graduation rate is unavailable at the time of this report, the school has narrowly underperformed the district by 4 percentage points relative to the district's 2023–24 percentage graduating.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first- and second-year high school Total Graduation Cohorts will earn at least 10 credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Yes
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	No

[2] Given that district results for the current year are generally not available at this time, for the purposes of this report, schools should include the district's 2023–24 results as a temporary placeholder for the district's 2024–25 results.

Absolute	Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort will graduate.	Yes
Absolute	Each year, 95 percent of students in the fifth-year high school Total Graduation Cohort will graduate.	No
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	No
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

EVALUATION OF THE GRADUATION GOAL

The graduation tables above provide data points that support whether the measures were achieved in 2024–25. The school met 2 of 5 applicable measures.

Measure 1: 75 percent of students in first- and second-year high school Total Graduation Cohorts will earn the required number of credits each year.

The charter school met this measure. In 2024–25, 81 percent of students in the 2023 Cohort and 100 percent of students in the 2024 Cohort earned the required number of credits for promotion.

Measure 2: 75 percent of students in the second-year high school Total Graduation Cohort will pass at least three Regents exams required for graduation.

The charter school did not meet this measure. Only 30 percent of students in the 2023 Cohort passed three Regents exams by the end of their second year, below the 75 percent target.

Measure 3: 75 percent of students in the fourth-year high school Total Graduation Cohort will graduate.

The charter school met this measure. In 2024–25, 78 percent of students in the 2021 Cohort graduated, exceeding the 75 percent threshold.

Measure 4: 95 percent of students in the fifth-year high school Total Graduation Cohort will graduate.

The charter school did not meet this measure. In 2024–25, 94 percent of students in the 2020 Cohort graduated, just below the 95 percent target.

Measure 5: The percent of students in the high school Total Graduation Cohort graduating after four years will exceed that of the district.

The charter school did not meet this measure. In 2024–25, 78 percent of students in the 2021 Cohort graduated compared to 82 percent in the district.

Action Plan

In spring 2025, the school began work to further strengthen staffing in critical high school classes to address Regents pass rates, launching early hiring and targeted support to ensure students have the instruction needed to stay on track for graduation. We will continue to refine our curriculum implementation in math and ELA.

Moving into 2025–26, as the school expands its enrollment to provide a guaranteed seat to all students graduating from at KIPP Albany Community High School, KIPP Tech Valley, and KIPP Troy Prep, the network has added considerable human capital to ensure that the opening of the new KIPP Capital High School is successful.

GOAL 2: COLLEGE PREPARATION

Students will be prepared for the rigorous nature of college by the end of high school.

Our college counselor has built an extensive curriculum that outlines week by week what she covers with juniors and seniors who meet with her three times per week. We offer step by step activities for students and families to support and help them gain admittance into college. Decisions and financial aid information is also provided. The rigor of AP classes is targeted at preparing students for success once they enter a postsecondary environment. In addition to College Seminar classes, a high-level summary of the current timeline follows:

College Match and Access Highlights: Class of 2025

- College/Career Exposure: Increased college exposure trips from 3 (2024) to 9 (2025), including local college/career trips, HBCU fair, and a college trip to Arizona (Grand Canyon University).
- Boosted college application submissions: 294 (2024) to 364 (2025).
- Raised FAFSA completion from 49% (2023-2024) to 97% (2024-2025). Awarded by EdTrust - New York (FAFSA Challenge)
- Highlight: 3 scholars attending HBCUs
- Over $900,000 in scholarships and grants awarded, including:
    - 1 scholar (Full Ride to Georgetown University)
    - 6 EOP Recipients
    - 3 NYS Excelsior Scholarship Recipients
    - 1 National Grid Electrician Scholarship Award Recipient

College Match Highlights: Class of 2026

- Pre-College exposure: Georgetown Summer Program participation increased from 3 (Class of 2025) to 4 students (Class of 2026).
- 45% of Class of 2026 have a completed personal statement draft.
- Exceeded balanced wish-list goals: 67% of “mighty middle” students (2.0+ GPA) submitted balanced lists (Goal: 60%).

Highlights from 2024-25:

1. Six students took and obtained college credit from HVCC for courses taken over the summer.
2. Three students are enrolled in a college class in Fall 2024-25.
3. We continue to offer School Day SAT and PSAT testing for all students, including 2 opportunities for Seniors to take the SAT.

College Preparation Goal Measure 1 - Absolute

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement ("AP") exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate ("IB") exam;
- Passing a College Level Examination Program ("CLEP") exam;
- Passing a college-level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation;
- A different school-created indicator approved by the Institute.

Percentage of the 2021 Total Cohort Graduates Demonstrating College Preparation by Indicator[3]

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
AP Exam	23	4	17%
SAT Reading/Writing	23	11	41%
SAT Math	23	5	19%
IB	0	0	0%
Overall	25	11	44%

[3] Schools use any method listed above, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college-level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option.

College Preparation Goal Measure 2 - Absolute

Each year, the College, Career, and Civic Readiness Index ("CCCRI") for the school's Total Cohort will exceed the Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2024–25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

College Preparation Goal Measure 3 - Comparative

Each year, the school's CCCRI for the Total Cohort will exceed that of the district of comparison's Total Cohort.

Schools are not required to report attainment of this measure for 2024–25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

College Preparation Goal Measure 4 - Absolute

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

Matriculation Rate of Graduates by Year[4]

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2019	2022–23	26	17	65%
2020	2023–24	31	24	77%
2021	2024–25	25	21	84%

[4] Schools should update and confirm data for Cohorts who graduated prior to 2024–25 and provide preliminary matriculation data for 2021 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

SUMMARY OF THE COLLEGE PREPARATION GOAL

The school achieved one of the college preparation measures in 2024–25. Forty-four percent of graduating students demonstrated their preparation for college based on one of the following indicators: SAT scores, AP exams, Regents diploma, or earning credit for a college level course. 77 percent of our 2024 graduates matriculated in a two- or four-year college in the past year. We collect this information through connecting with our alumni informally and gathering data from National Student Clearinghouse. For 2025 graduates, internally collected data is also reported above.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	No
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Yes

EVALUATION OF THE COLLEGE PREPARATION GOAL

The college preparation tables above provide data that support whether the measures were achieved in 2024–25.

Measure 1: 75 percent of graduating students will demonstrate their preparation for college through one or more indicators of readiness.

The charter school did not meet this measure. Only 44 percent of students in the 2021 Cohort graduates met at least one indicator, such as earning college credit, achieving the SAT benchmark, or passing an AP exam, below the 75 percent target.

Measure 2: The College, Career, and Civic Readiness Index (CCCRI) for the school's Total Cohort will exceed the state's Measure of Interim Progress (MIP).

This measure is not applicable for 2024–25, as statewide CCCRI calculations were not available at the time of reporting.

Measure 3: The school's CCCRI for the Total Cohort will exceed that of the district of comparison's Total Cohort.

This measure is not applicable for 2024–25, as comparative CCCRI data were not available at the time of reporting.

Measure 4: 75 percent of graduating students will matriculate into a college or university in the year after graduation.

The charter school met this measure. For the 2020 Cohort, 77 percent of graduates matriculated into a two- or four-year college, exceeding the 75 percent target. For the 2021 cohort, our internal data shows that 84% of graduates matriculated to college.

ACTION PLAN

To ensure students are prepared for college, KIPP Troy Prep continues to expand high-rigor, college-level offerings alongside a strong alumni network. Students have access to a range of Advanced Placement courses, providing exposure to college-level expectations while benefiting from the support of trusted teachers within our school community.

In 2025–26, the school will continue to implement the KIPP Foundation Career and College Knowledge Curriculum as a central component of Troy Prep's college preparation efforts. Building on prior years, teachers will refine their use of the program to provide students with deeper exposure to college and career readiness skills. To further strengthen preparation, the school will maintain expanded instructional time in College Seminar classes, ensuring students receive targeted support. Seniors will once again participate in SAT prep leading up to the fall exam. In addition, the school will sustain enhanced supports around FAFSA completion and post-secondary match, ensuring all students graduate with a clear, well-supported path to their next stage.

GOAL 3: ENGLISH LANGUAGE ARTS

Students will achieve mastery of skills in English language arts.

BACKGROUND

In the 2024–25 school year, we continued to strengthen our English language arts (ELA) program with a focus on ensuring all students have access to strong Tier 1 instruction while addressing lagging foundational skills. In Grades K–2, we continued into Year 3 of implementing Amplify CKLA, which provides a sounds-first approach aligned to the science of reading. This consistency has allowed us to make significant progress on early literacy benchmarks, with many classrooms meeting DIBELS goals and demonstrating strong growth in foundational skills. All K–2 teachers and coaches also continue to benefit from prior training in the Language Essentials for Teachers of Reading and Spelling (LETRS) program from Lexia, which deepened their expertise in the science of reading and helped teachers apply the sounds-first approach to their CKLA lessons.

In Grades 3–8, the region transitioned from the KIPP-developed comprehensive literacy curriculum to Fishtank ELA. Last year, Fishtank was introduced on an optional curriculum from KIPP Foundation. KIPP Capital Region opted to be a Path A region and an early adopter of the curriculum in grades 3–8. KIPP Foundation and many teachers reported strong results. Fishtank has now been adopted network-wide,

providing vertically aligned, rigorous curriculum materials that support students in accessing grade-level texts. We also looked at strategic reading routines to support all students in developing fluent and accurate reading. We launched a regionwide multisyllabic decoding routine to support students in breaking down complex words in text as well as intentional choral, echo, and partner reading routines based on the research that students need to read aloud for 30 minutes a day to strengthen reading rate and accuracy. We also expanded the use of DIBELS from K–2 in school year 2023–24 to K–8 in school year 2024–25 and launched regular progress monitoring for all students.

To strengthen implementation, this year we launched a new "Lit Lab" block in Grades 6–8. This workshop-style period provides structured support for students to read and discuss assigned texts before ELA class, with differentiated options such as independent reading, partner reading, or audiobooks for students who need additional support with literal comprehension. This structure helps ensure all students are better prepared to engage with complex texts during core ELA instruction.

To monitor progress, students continue to take curriculum-embedded assessments, including formative assessments and end-of-unit summative assessments. In addition, students in Grades 3–8 take a spring interim assessment developed from released state test items, which provide teachers with actionable data and prepare students for success on state exams.

In 2024–25, professional development centered on equipping teachers to deliver responsive Tier 1 instruction, differentiate effectively using assessment data, and implement the new curriculum with fidelity. Coaching cycles, led by both school-based instructional coaches and regional instructional leaders, reinforced these priorities while tailoring support to teachers at varying levels of experience.

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	62							62
4	56	1	3					60

5	50	1	2				1	54
6	60	1	1					62
7	56		1			1		58
8	56	1						57
All	340	4	7			1	1	353

Performance on 2024–25 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year[5]

Grade	All Students			Enrolled in At Least Their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	62	28	45%	47	22	47%
4	56	24	43%	49	22	45%
5	50	26	52%	41	20	49%
6	60	12	20%	41	11	27%
7	56	27	48%	38	22	58%
8	56	33	59%	47	31	66%
All	340	150	44%	263	128	49%

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

[5] 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.

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. [6]

English Language Arts 2024–25 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
340	30	26	29	15

$$PI = 0 * [30]_{Level\ 1} + 1 * [26]_{Level\ 2} + 2 * [29]_{Level\ 3} + 2.5 * [15]_{Level\ 4} = [121.5]$$

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.[7]

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 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	47%	22	36%	250
4	45%	22	36%	268
5	49%	20	30%	259
6	27%	11	38%	257

[6] You can find the statewide MIP goals for 2022–23 to 2026-27 here.

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

7	58%	22	33%	282
8	66%	31	37%	157
All	49%	128	35%	1,573

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.

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 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	81	443	439.8	.34
4	88.7	445	439.3	.54
5	93.2	438	436.7	.13
6	91.4	441	437.6	.37
7	86.2	449	444	.53
8	85.2	451	444.8	.61
All	87.6	444.5	440.4	.42

ELA Measure 5 - Growth

[8] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

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.[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 with 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 schoolwide 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	58	50.0
5	46.8	50.0
6	49.2	50.0
7	50	50.0
8	54.7	50.0
All	51.6	50.0

ELA INTERNAL EXAM RESULTS

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

i-Ready Percent Progress to Annual Typical Growth	
Elementary	103%
Middle School	179%

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

SUMMARY OF THE ELA GOAL

The charter school achieved four of the five ELA goals in 2024–25. The absolute proficiency measure was not met, as only 49 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS ELA exam, below the 75 percent target. The school's aggregate PI on the state ELA exam was 121.5, which exceeds this year's Measure of Interim Progress (MIP) of 117.3 set forth in the state's ESSA accountability system. Comparatively, the charter outperformed the local district, with 49 percent of students enrolled for at least two years scoring proficient compared to the district's 35 percent overall (in 2023–24) in grades 3–8. Based on the 2023–24 Comparative Performance Analysis, the school performed better than expected to a meaningful degree, with an overall effect size of 0.42, above the target of 0.3. Finally, the school achieved the growth measure, as the 2023–24 mean unadjusted growth percentile in English language arts for students in grades 4–8 was 51.6, above the target of 50. Internal i-Ready assessment data also showed growth in both elementary, and to a greater degree, middle school.

Type	Measure	Outcome Met
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.	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 English language arts tables above provide data that support whether the measures were achieved in 2024–25. Statewide NYS 3–8 ELA assessment results have been posted; however, updates may still be made as scores are verified. For this reason, we are comparing to the district's 2023–24 proficiency rates in ELA.

Measure 1: 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, 49 percent of students enrolled in 2+ years demonstrated proficiency on the ELA assessment. Grade 8 was the highest at 66 percent scoring at levels 3 and 4, while Grade 6 was the lowest at 27 percent.

Measure 2: The school's aggregate PI on the state's ELA exam will meet that year's state MIP.

The charter school met this measure, with an aggregate performance index of 121.5, above the target measure of interim progress of 117.3.

Measure 3: The charter school students enrolled for 2 or more years will outperform the local district in similar grades.

The charter school met this measure, with 49 percent proficient compared to the district's 35 percent overall in grades 3–8 based on 2023–24 results.

Measure 4: The charter school will exceed its predicted level of performance on the state ELA 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 met this measure, as the most recent data available from 2023–24 show an overall effect size of 0.42.

Measure 5: Under the state's Growth Model the school's mean unadjusted growth percentile in ELA for all tested students in grades 4–8 will be above the target of 50.

The charter school met this measure. The most recent data available from 2023–24 show a mean unadjusted growth percentile of 51.6.

ELA ACTION PLAN

Curriculum and Instruction

In 2025–26, we will continue the implementation of Fishtank ELA in Grades 3–8, following its network-wide adoption in 2024–25 and expanding this to K–2 as well. Building on promising early results, we will refine implementation with a stronger focus on ensuring that all students have regular practice with complex text and academic language. In Grades K–2, we will continue in Year 4 of Amplify CKLA, sustaining the "sounds first" approach that has supported significant growth in early literacy, including meeting or exceeding many DIBELS goals. Across all grade levels, we will emphasize strong Tier 1 instruction, ensuring that students who enter with lagging skills receive responsive support within the core classroom setting.

Assessment and Data Use

Following the expansion of DIBELS in 2024–25, the 2025–26 school year will focus on deepening the use

of this tool across Grades K–8. Teachers and coaches will receive targeted training in analyzing DIBELS data to identify patterns of student need, provide timely Tier 2 interventions, and monitor the impact of instructional adjustments. In middle school, Lit Lab blocks (Grades 6–8) will be added to ensure students are engaging meaningfully with their assigned texts. Lit Lab will provide differentiated access—independent reading, audiobooks, or structured guided reading—so that all students can build literal comprehension and come to ELA class prepared to engage with grade-level work.

Professional Development

Professional development in 2025–26 will continue to prioritize the science of reading and differentiated support within Tier 1. All new K–2 teachers will be trained in LETRS, while coaches in Grades 3–8 will receive ongoing LETRS and Fishtank-aligned PD to support fidelity of implementation. Coaching cycles will emphasize internalization of units, data-driven reteach planning, and supporting teachers to lead responsive reading instruction. Differentiated PD structures will also ensure that both new teachers and veteran staff have access to learning opportunities that build skill and address gaps.

Strategic Priorities

- **Strengthen Tier 1 Instruction:** Maintain focus on high-quality, grade-level instruction that integrates fluency routines (multisyllabic decoding, partner reading) and ensures lagging skills are addressed without removing students from core learning.

- **Invest in Lit Lab:** Launch a "Lit Lab" block as described above, ensuring consistent structures across all middle school classrooms and aligning text supports to ELA unit objectives.

- **Use Data to Drive Differentiation:** Leverage DIBELS, i-Ready, and interim assessments to inform reteach and intervention cycles, ensuring students make measurable progress toward proficiency.

- **Build Instructional Capacity:** Sustain a coaching structure that includes both regional and school-based instructional coaches, with targeted support for new teachers and instructional leaders.

Looking Ahead

At the start of the 2025–26 school year, 8th graders began matriculating to KIPP Capital High School for the first time. As a result, the school will continue to prioritize vertical alignment to ensure students are ready to start high school strong and progress toward Regents readiness.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently **scoring at or above Performance Level 4** on the Regents Exam in English language arts [Common Core]) by the completion of their **fourth year in the cohort**.

METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English language arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.[10]

Percent Scoring at Least Level 4 on Regents English Common Core Exam, by Fourth Year Accountability Cohort[11]

Cohort	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022–23	14	14	0	0
2020	2023–24	34	30	2	50%
2021	2024–25	30	0	9	30%

High School ELA Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently **scoring at or above Performance Level 3** on the Regents Exam in English language arts [Common Core]) by the completion of their **fourth year in the cohort**.

METHOD

The State Education Department currently defines the cutoff for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English language arts (Common Core). This measure examines the

[10] Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

[11] Due to the state's cancellation of multiple administrations of the Regents exams in 2019–20, 2020–21, and 2021–22, some students who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on Regents English Common Core Exam, by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022–23	14	14	0	0
2020	2023–24	34	30	4	100%
2021	2024–25	30	0	28	93%

High School ELA Measure 3 - Absolute

Each year, the Performance Index ("PI") on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2024–25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

High School ELA Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English language arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve a Performance Level 4 or 5. Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 4 or Higher on Regents Exam in English Language Arts by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School	School District (2020 not 2021)

	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2019	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A
2021	30%	30	40%	284

High School ELA Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English language arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student must achieve a Performance Level 3 or higher (i.e., scoring at least 65). Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 3 or Higher on Regents Exam in English Language Arts, by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2019	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A
2021	93%	30	70%	199

High School ELA Measure 6 - Comparative

Each year, the Performance Index ("PI") in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Schools are not required to report attainment of this measure for 2024–25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

High School ELA Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score Proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently **scoring at Performance Level 4 and fully meeting Common Core expectations** on the Regents Exam in English Language Arts [Common Core]) by the completion of their **fourth year in the cohort**.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in grade 8 to meet the English requirement for the college and career readiness standard.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in Grade 8, by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022–23	N/A	N/A	N/A	N/A
2020	2023–24	N/A	N/A	N/A	N/A
2021	2024–25	4	0	1	25%

High School ELA Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score Proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently **scoring at Performance Level 3** on the Regents Exam in English language arts [Common Core]) by the completion of their **fourth year in the cohort**.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in grade 8 to meet the English requirement for graduation.

Percent Achieving at Least Performance Level 3 on Common Core Exam Among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022–23	N/A	N/A	N/A	N/A
2020	2023–24	N/A	N/A	N/A	N/A

2021	2024–25	4		4	100%

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

The charter school achieved 3 of the 6 applicable high school ELA measures in 2024–25. The absolute measure of college and career readiness was not met, as only 30 percent of students in the 2021 Accountability Cohort scored at or above Performance Level 4 on the Regents English exam, below the 65 percent target. By contrast, the school met the graduation readiness benchmark, with 93 percent of students scoring at or above Performance Level 3, above the 80 percent goal. The charter did not outperform the district on the college and career readiness standard, with 30 percent of students meeting the benchmark compared to the district's 40 percent. However, the school did exceed the district in overall passing performance, with 93 percent of students meeting or exceeding Performance Level 3 compared to 70 percent in the district. For growth, the school did not meet the college and career readiness target, as only 25 percent of students who entered high school below proficiency in grade 8 reached Performance Level 4 by their fourth year, short of the 50 percent benchmark. Still, the school achieved the graduation readiness growth standard, with 1000 percent of those same students scoring at least at Performance Level 3, above the 75 percent target.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English language arts [Common Core]) by the completion of their fourth year in the cohort.	No
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English language arts [Common Core]) by the completion of their fourth year in the cohort.	Yes
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English language arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	No
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English language arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	Yes
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A

Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score Proficient on their New York State 8th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English language arts [Common Core]) by the completion of their fourth year in the cohort.	No
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score Proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts [Common Core]) by the completion of their fourth year in the cohort.	Yes

EVALUATION OF HIGH SCHOOL ELA GOAL

The ELA tables above provide data that support whether the measures were achieved in 2024–25. Regents English assessment results have been posted; however, updates may still be made as scores are verified. For this reason, we are comparing to the district's 2023–24 proficiency rates in high school ELA.

Measure 1: 65 percent of students in the high school Accountability Cohort will score at or above Performance Level 4 on the Regents English exam by the completion of their fourth year.

The charter school did not meet this measure. Overall, 30 percent of students in the 2021 Accountability Cohort achieved Performance Level 4, below the 65 percent target.

Measure 2: 80 percent of students in the high school Accountability Cohort will score at or above Performance Level 3 on the Regents English exam by the completion of their fourth year.

The charter school met this measure, with 93 percent of students in the 2021 Accountability Cohort scoring at least at Level 3, above the 80 percent target.

Measure 3: The school's aggregate PI on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state's MIP.

This measure is not required for reporting in 2024–25. Results will be calculated when data become available.

Measure 4: The percent of students in the high school Total Cohort meeting or exceeding Common Core expectations (Performance Level 4 or higher) will exceed the percentage of comparable students in the district.

The charter school did not meet this measure. Overall, 30 percent of students achieved Performance Level 4 or higher compared to 40 percent in the district.

Measure 5: The percent of students in the high school Total Cohort scoring at or above Performance Level 3 will exceed the percentage of comparable students in the district.

The charter school met this measure, with 93 percent scoring at or above Level 3 compared to 70 percent in the district.

Measure 6: The school's aggregate PI on the Regents English exam will exceed that of comparable students in the district.

This measure is not required for reporting in 2024–25. Results will be calculated when data become available.

Measure 7: 50 percent of students in the high school Accountability Cohort who did not score proficient on their 8th grade ELA exam will achieve Performance Level 4 on the Regents English exam by the completion of their fourth year.

The charter school did not meet this measure. Of the five students in this group, 25 percent achieved Performance Level 4, below the 50 percent target.

Measure 8: 75 percent of students in the high school Accountability Cohort who did not score proficient on their 8th grade ELA exam will achieve at least Performance Level 3 on the Regents English exam by the completion of their fourth year.

The charter school met this measure. Of the five students in this group, 100 percent achieved Performance Level 3 or higher, exceeding the 75 percent target.

ACTION PLAN

Enrollment and Scaling

Beginning in 2025–26, all KIPP Capital 8th graders began to matriculate into KIPP Capital High School (under the Troy Prep LEA). The incoming 9th grade class enrolled 219 students (against a projection of 220), while grades 10–12 serve 71, 53, and 41 students respectively, bringing total enrollment to 375 with a robust waitlist of 272 students. Current enrollment plans show the high school meeting full enrollment in 2029–30. This growth reflects strong demand and supports the long-term vision for a fully scaled high school, and also allows us to invest additional resources in human capital to strengthen instruction in ELA.

Curriculum and Instruction

To improve student outcomes, the school launched vetted, research-based curricula across the high school, including *Novel* for grades 9–12 ELA. These adoptions were part of a KIPP Foundation initiative to align high schools nationally with high-quality, college-preparatory curricula. Regional teams received extensive summer training to ensure fidelity of implementation, and fall PD sessions are reinforcing expectations. Instructional coaching is currently focused on internalization, the use of rigorous exemplars aligned to Regents and AP standards, and real-time coaching to strengthen Tier 1 instruction. Coaches are also supporting teachers in equitable grading practices, ensuring consistency through summer PD and ongoing bi-weekly coaching cycles.

Staffing and Professional Development
Addressing the staffing challenges that contributed to overall low Regents pass rates in 2024–25, the high school launched hiring efforts in January for the larger high school. The school is now nearly fully staffed, with teachers trained in both the new curricula and AP content through College Board training. Summer PD emphasized equitable grading practices, with teachers and coaches collaboratively defining what should be graded and why, creating stronger alignment to GPA expectations.

Regents and Graduation Readiness
The most significant challenge continues to be Regents passage, a critical graduation requirement. In 2025–26, the school is offering semester-long Regents Intervention courses in ELA and math for students who need additional support. These courses meet daily, with students retaking exams in January. Bi-weekly progress monitoring is led by the director of student achievement, the AP of instruction, and the director of HS academics to ensure rapid response to student needs.

GOAL 4: MATHEMATICS

Students will achieve mastery of skills in mathematics.

BACKGROUND

In 2024–25, the school prioritized strengthening math instruction across grades, with particular attention to Tier 1 responsiveness and addressing areas of underperformance in grades 3–8. As in 2023–24, we continue to use Illustrative Math across all grades, a problem-based curriculum that supports our inquiry-based approach and emphasizes conceptual understanding.

To measure student progress and proficiency in math, students take curriculum-embedded assessments from Illustrative Math that provide actionable insights into conceptual understanding and skill mastery. In addition, students in grades 3–8 participate in a regionally-created interim assessment per year, designed using released questions from the New York State tests, which both benchmarks student progress and prepares them for success on state assessments.

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.

METHOD

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	58						4		62
4	56		4						60
5	51		2				1		54
6	58		3			1			62
7	53	2	2			1			58
8								57	57
All	276	2	11			2	5	57	353

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	58	25	43%	47	20	43%
4	56	38	68%	48	34	71%
5	51	19	37%	42	15	36%
6	58	8	14%	39	7	18%
7	53	18	34%	36	14	39%
8	N/A	N/A	N/A	N/A	N/A	N/A
All	276	108	39%	212	90	42%

Math Measure 2 - Absolute

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the Partially Proficient, or Proficient and Advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024–25 mathematics MIP for all students of **119.4**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2024–25 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
276	32	29	32	7

$$PI = 0 * 32_{Level\ 1} + 1 * 29_{Level\ 2} + 2 * 32_{Level\ 3} + 2.5 * 7_{Level\ 4} = 110.5$$

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 Students

	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	43%	47	48%	250
4	71%	48	48%	268
5	36%	42	41%	259
6	18%	39	46%	257
7	39%	36	39%	282
8			42%	257
All	42%	212	44%	1573

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.[12]

2023–24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	81	441	446.9	-.42
4	88.7	456	447.7	.53
5	93.2	439	441.4	-.18

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

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
6	91.4	453	442.5	.77
7	86.2	458	449.1	.63
8	N/A	N/A	N/A	N/A
All	88.1	449.6	445.6	.27

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.[13]

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 schoolwide 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	61.9	50.0
5	38.2	50.0
6	56.4	50.0
7	51.8	50.0
8	0	50.0
All	52.1	50.0

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

MATHEMATICS INTERNAL EXAM RESULTS

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

i-Ready Reading Median Percent Progress to Annual Typical Growth	
Elementary	97%
Middle School	155%

SUMMARY OF THE MATHEMATICS GOAL

The charter school achieved 1 of the 5 mathematics goals in 2024–25. The absolute proficiency measure was not met, as only 42 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS math exam, below the 75 percent target. The school's aggregate PI on the state math exam calculated to 110.5, which did not meet this year's Measure of Interim Progress (MIP) of 119.4 set forth in the state's ESSA accountability system. Comparatively, the charter did not outperform the local district overall, with 42 percent of students enrolled for at least two years scoring proficient compared to the district's 44 percent in grades 3–8, though results varied by grade, with the school outperforming the district in grade 4 (71 percent vs. 48 percent). Based on the 2023–24 Comparative Performance Analysis, the school did not perform better than expected to a meaningful degree, with an overall effect size of 0.27, below the target of 0.3. Finally, the school achieved the growth measure, as the 2023–24 mean unadjusted growth percentile in mathematics for students in grades 4–8 was 52.1, above the target of 50. The school also showed meaningful growth on middle school i-Ready results.

Type	Measure	Outcome Met
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.	No
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	No

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

EVALUATION OF THE MATHEMATICS GOAL

The mathematics tables above provide data that support whether the measures were achieved in 2024–25. Statewide NYS 3–8 math assessment results have been posted; however, updates may still be made as scores are verified. For this reason, we are comparing to the district's 2023–24 proficiency rates in math.

Measure 1: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS math exam.

The charter school did not meet this measure. Overall, 42 percent of students enrolled in 2+ years demonstrated proficiency on the math assessment. Grade 4 was the highest at 71 percent scoring at levels 3 and 4, while Grade 6 was the lowest at 18 percent.

Measure 2: The school's aggregate PI on the state's mathematics exam will meet that year's state MIP.

The charter school did not meet this measure, with an aggregate performance index of 110.5, below the target measure of interim progress of 119.4.

Measure 3: The charter school students enrolled for 2 or more years will outperform the local district in similar grades.

The charter school did not meet this measure, with 42 percent proficient compared to the district's 44 percent overall in grades 3–8 based on 2023–24 results.

Measure 4: The charter school will exceed its predicted level of performance on the state math 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, as the most recent data available from 2023–24 show an overall effect size of 0.27.

Measure 5: 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. The most recent data available from 2023–24 show a mean unadjusted growth percentile of 52.1.

MATHEMATICS ACTION PLAN

Curriculum and Instruction

In 2025–26, we will continue to implement Illustrative Math across all grades. Illustrative Math's problem-based design aligns with our inquiry-based approach and emphasis on conceptual understanding, ensuring students engage deeply with mathematical concepts and develop multiple strategies to solve problems. Building on the progress made in 2024–25, we will refine implementation by strengthening lesson internalization processes, aligning fluency work with unit objectives, and embedding targeted supports within Tier 1 classrooms to address skill gaps without removing students from grade-level learning.

Assessment and Data Use

Students will continue to take curriculum-embedded assessments from Illustrative Math that measure conceptual understanding and problem-solving. In grades 3–8, students will also participate in regionally-created interim assessments administered once per year, designed using released questions from the New York State tests. Teachers and coaches will deepen their use of this assessment data to plan responsive reteach cycles, differentiate instruction, and monitor progress. The goal for 2025–26 is to ensure every student's performance is closely tracked through both unit assessments and interim benchmarks so that instructional adjustments are timely and targeted.

Professional Development

Professional development in 2025–26 will focus on improving teacher capacity to deliver high-quality, problem-based instruction aligned to Illustrative Math. Differentiated summer PD will provide new teachers with foundational training on curriculum routines and inquiry-based pedagogy, while returning staff will focus on data-driven reteach planning and responsive instruction. Throughout the year, coaching cycles will emphasize lesson internalization, pacing, and facilitation of math discourse. A strengthened leadership structure, including a director of elementary math and a director of middle school math, will continue to support assistant principals, instructional coaches, and teachers, ensuring coherence and consistency of math instruction across campuses.

Strategic Priorities

- **Strengthen Tier 1 Instruction:** Ensure students engage with grade-level problem-solving tasks while addressing foundational skill gaps through embedded supports and math lab structures.
- **Invest in Fluency and Automaticity:** Expand and standardize math labs to provide consistent fluency practice aligned to Illustrative Math units.
- **Data-Driven Differentiation:** Deepen the use of curriculum assessments and interims to drive reteach planning and targeted intervention.

- **Grow Instructional Leadership Capacity:** Provide differentiated PD and coaching for teachers and leaders, leveraging regional and school-based math coaches to ensure consistent, high-quality instruction across classrooms.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently **scoring at or above Performance Level 4** on a Regents mathematics exam) by the completion of their **fourth year in the cohort**.

METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on a Regents exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022–23	14	14	0	0
2020	2023–24	34	30	2	50%
2021	2024–25	30	17	0	0%

High School Math Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently **scoring at or above Performance Level 3** on a Regents mathematics exam) by the completion of their **fourth year in the cohort**.

METHOD

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on a Regents Exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022–23	14	14	0	**0**
2020	2023–24	34	30	4	100%
2021	2024–25	30	17	5	38%

High School Math Measure 3 - Absolute

Each year, the Performance Index ("PI") on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2024–25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

High School Math Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve a Performance Level 4 or 5. Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 4 or Higher on a Regents Mathematics Exam by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District June 2024	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort

2019	N/A	N/A	N/A	N/A
2020	N/A	N/A	N/A	N/A
2021	0%	30	273	26%

High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student must achieve a Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 3 or Higher on ELA Regents Exam
by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District June 2024	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2019	N/A	N/A	N/A	N/A
2020	N/A	N/A	N/A	N/A
2021	38%	30	273	68%

High School Math Measure 6 - Comparative

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Schools are not required to report attainment of this measure for 2024–25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

High School Math Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness

standard (currently **scoring at Performance Level 4 and fully meeting Common Core expectations** on a Regents mathematics exam) by the completion of their **fourth year in the cohort**.

This measure is not applicable, as the school does not administer the New York State 8th grade mathematics exam in 8th grade, and instead administers the Algebra Regents Exam.

High School Math Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently **scoring at Performance Level 3** on a Regents mathematics exam) by the completion of their **fourth year in the cohort.**

This measure is not applicable, as the school does not administer the New York State 8th grade mathematics exam in 8th grade, and instead administers the Algebra Regents Exam.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

The charter school did not achieve the reported high school mathematics measures in 2024–25. The absolute proficiency standard was not met, as 0 percent of students in the 2021 Accountability Cohort scored at or above Performance Level 4 on a Regents mathematics exam, below the 65 percent target. Similarly, only 38 percent of students reached at least Performance Level 3, missing the 80 percent benchmark for graduation readiness. Comparative performance showed that the school did not outperform the district on the college- and career-readiness standard, with 0 percent at Level 4 compared to the district's 26 percent and 38 percent of students achieving at least Level 3 compared to 68 percent in the district. Performance Index (PI) and growth measures are not yet available for 2024–25.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	No
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	No
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will	No

	exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	No
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

The mathematics tables above provide data that support whether the measures were achieved in 2024–25. Regents mathematics assessment results have been posted; however, updates may still be made as scores are verified. For this reason, we are comparing to the district's 2023–24 proficiency rates in math.

Measure 1: 65 percent of students in the high school Accountability Cohort will score at or above Performance Level 4 on a Regents mathematics exam by the completion of their fourth year.

The charter school did not meet this measure. Overall, 0 percent of students in the 2021 Accountability Cohort scored at Level 4, below the 65 percent target.

Measure 2: 80 percent of students in the high school Accountability Cohort will score at or above Performance Level 3 on a Regents mathematics exam by the completion of their fourth year.

The charter school did not meet this measure. Overall, 38 percent of students in the 2021 Accountability Cohort scored at Level 3 or higher, below the 80 percent target.

Measure 3: The Performance Index (PI) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state's MIP.

This measure is not required for reporting in 2024–25. Results will be calculated when data become available.

Measure 4: The percent of students in the high school Total Cohort meeting or exceeding Common Core expectations (Performance Level 4 or higher) will exceed the percentage of comparable students in the district.

The charter school did not meet this measure. Overall, 0 percent of students achieved Performance Level 4 compared to 26 percent in the district.

Measure 5: The percent of students in the high school Total Cohort scoring at or above Performance Level 3 will exceed the percentage of comparable students in the district.

The charter school did not meet this measure, with 38 percent scoring at or above Level 3 compared to 68 percent in the district.

Measure 6: The Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the district.

This measure is not required for reporting in 2024–25. Results will be calculated when data become available.

Measure 7: 50 percent of students in the high school Accountability Cohort who did not score proficient on their grade 8 mathematics exam will achieve Performance Level 4 on a Regents mathematics exam by the completion of their fourth year.

This measure is not available for reporting in 2024–25.

Measure 8: 75 percent of students in the high school Accountability Cohort who did not score proficient on their grade 8 mathematics exam will achieve at least Performance Level 3 on a Regents mathematics exam by the completion of their fourth year.

This measure is not available for reporting in 2024–25.

ACTION PLAN

Curriculum and Course Offerings
In 2025–26, the high school will continue to strengthen its mathematics program by implementing *Illustrative Math* in grades 9–11, aligned to the KIPP Foundation's curriculum initiative. Teachers received extensive summer training to ensure fidelity of implementation, and coaching will focus on lesson internalization and alignment to Regents-level rigor. The school will continue offering AP Pre-Calculus using both teacher-created and College Board materials, and AP Statistics will expand into its second year with Starnes & Tabor's *The Practice of Statistics* and AP Classroom supports. The AP for All model ensures all students have access to advanced coursework, with equitable grading practices emphasized across all math classes.

Intervention and Regents Readiness
Recognizing Regents passage as the biggest barrier to graduation, the school will continue to prioritize

targeted interventions. Semester-long Algebra I Intervention courses will be offered for students requiring additional support, with a focus on Regents readiness and multiple test-taking opportunities, including the January administration. Bi-weekly data tracking will be conducted by the director of student achievement, the AP of instruction, and the director of HS academics to closely monitor student progress and adjust supports as needed.

Staffing and Professional Development
As mentioned above, building on lessons from 2024–25, the high school addressed staffing needs early, beginning recruitment in January, and is now nearly fully staffed. Teachers participated in summer PD focused on equitable grading practices, with ongoing coaching cycles reinforcing expectations for rigor, assessment, and feedback. Coaches are working with teachers to ensure exemplars meet Regents standards and to support consistent application of grading aligned to GPA and post-secondary readiness.

GOAL 5: SCIENCE

Each year, 75% 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 local school district.

BACKGROUND

We continue to use Amplify Science for students in kindergarten through Grade 7 at KIPP Capital schools, ensuring students build a strong foundation in scientific inquiry and knowledge aligned to the Next Generation Science Standards. In Grade 8, we previously required all students to take the Living Environment Regents exam. Beginning in 2025–26, this course has been phased out and replaced with the Earth and Space Science Regents exam, reflecting statewide changes in Regents science requirements.

With the launch of our high school, a new director of STEM provides oversight and support for the Grade 8 Regents course, ensuring alignment between middle and high school expectations. To further strengthen science instruction, we have identified and provided a stipend to a strong teacher to serve as the Science Curriculum Fellow. This fellow is responsible for developing scope and sequence materials, coordinating test preparation resources, and leading science-specific professional development, including Regents-focused PD for teachers. At ACCSM, this work is being led by an experienced teacher, who is also running content-specific sessions to ensure consistent instruction and preparation across classrooms.

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	41	12	29%
8	N/A	N/A	N/A
All	41	12	29%

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	41	12	29%	259	50	21%
8	N/A	N/A	N/A	N/A	N/A	N/A
All	41	12	29%	259	50	21%

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

In 2024–25, the charter school tested 5th and 8th grade students in science utilizing the NYS Science assessments and NYS Living Environment Regents. Twenty-nine percent of students in 5th grade achieved proficiency on the first NYS Science 5 exam. Fifth grade students also outperformed the district, with 29% to the district's 21% of students demonstrating proficiency. In 8th grade, students took the Living Environment Regents, and 24% of grade 8 students demonstrated proficiency.

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.	Yes

EVALUATION OF THE SCIENCE GOAL

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

The charter school did not meet this measure. Overall, 29 percent of grade 5 students enrolled in at least their second year demonstrated proficiency on the state science exam, and 24 percent of grade 8 students demonstrated proficiency on the Living Environment Regents, both below the 75 percent target.

Measure 2: The percent of all tested students who are 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 district.

The charter school met this measure. In grade 5, 29 percent of students demonstrated proficiency, compared to the district's 21 percent.

Schools that administer a Regents science exam to 8th grade students in lieu of the state exam should report the results in the table below.

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2022–23	Living Environment	53	32	60%
8	2023–24	Living Environment	49	23	47%

8	2024–25	Living Environment	54	13	24%

ACTION PLAN

Curriculum and Instruction
In 2025–26, we will continue to implement Amplify Science in Grades K–7 to provide a coherent, NGSS-aligned curriculum that builds foundational scientific knowledge and inquiry skills. In Grade 8, students will transition from the Living Environment Regents to the newly required Earth and Space Science Regents exam, ensuring alignment with statewide changes in science requirements.

Assessment and Data Use
Students in Grades K–7 will continue to engage with curriculum-embedded Amplify Science assessments, while Grade 8 students will participate in Regents-aligned unit assessments and practice exams. The Regional has created a new stipended position called a science curriculum fellow, and this fellow will lead the development of a scope and sequence for Regents test preparation, ensuring teachers have access to pacing guides, released test questions, and data protocols to track mastery. Assessment results will be reviewed regularly at the school and regional level to inform reteach plans and targeted student support.

Professional Development
Professional development in 2025–26 will focus on equipping science teachers to deliver rigorous, Regents-aligned instruction. At the middle school level, teachers will receive Regents-focused PD sessions, including content-specific workshops and collaborative planning led by the science curriculum fellow. The new director of STEM at the high school level will provide additional support for vertical alignment, ensuring that Grade 8 instruction prepares students for advanced science pathways. Ongoing coaching will emphasize hands-on investigation, scientific discourse, and data-driven adjustments to instruction.

Strategic Priorities

- **Support the Regents Transition:** Successfully implement the transition to the Earth and Space Science Regents, ensuring students and teachers are prepared for the new assessment requirements.
- **Strengthen Instructional Capacity:** Utilize the science curriculum fellow to provide teachers with high-quality resources, PD, and coaching aligned to Regents expectations.
- **Align Middle and High School Science:** Leverage the new director of STEM to ensure vertical coherence between Grades 8–12 and establish strong foundations for advanced coursework.

- **Data-Driven Test Preparation:** Use unit assessments, practice exams, and Regents-aligned data protocols to drive reteach and intervention strategies in Grade 8.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score **at least 65** on a New York State Regents science exam by the completion of their fourth year in the cohort.

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered the Living Environment and Earth Science exam(s). This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort (Earth & Space and Living Environment)

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2019	2022–23	30	8	22	100%
2020	2023–24	34	32	1	50%
2021	2024–25	30	21	1	11%

High School Science Measure 2 - Comparative

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of **65 or above** will exceed that of the high school Total Cohort from the school district of comparison.

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exams up through the summer of their fourth year, the school presents most recently available district results.

Science Regents Passing Rate
of the High School Total Cohort by Charter School and School District (Earth Science and LE)

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	N/A	N/A	N/A	N/A

2010	N/A	N/A	N/A	N/A
2021	11%	30	48%	340 (LE) + 171 (ES)

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

The charter school did not achieve the high school science goal in 2024–25. For the absolute measure, only 14 percent of students in the 2021 Accountability Cohort passed a Regents science exam with a score of 65 or above, far below the 75 percent target. Comparatively, the charter school also did not meet the standard, as 13 percent of students in the Total Cohort passed a Regents science exam compared to 48 percent in the district.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	No
Comparative	Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	No

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

The science tables above provide data that support whether the measures were achieved in 2024–25. Regents science assessment results have been posted; however, updates may still be made as scores are verified. For this reason, we are comparing to the district's 2023–24 proficiency rates in science.

Measure 1: 75 percent of students in the high school Accountability Cohort will score at least 65 on a Regents science exam by the completion of their fourth year.

The charter school did not meet this measure. Overall, 11 percent of students in the 2021 Accountability Cohort passed a Regents science exam, below the 75 percent target.

Measure 2: The percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the district.

The charter school did not meet this measure. Overall, 11 percent of students in the 2021 Total Cohort passed a Regents science exam compared to 48 percent of students in the district.

ACTION PLAN

In 2025–26, we continue to strengthen the high school science program by maintaining the AP for All Curriculum across science courses and supporting students with smaller class sizes and reduced

instructional minutes (47 minutes per class) to allow for more targeted teaching and learning. We continue to offer a one-semester Living Environment Intervention Course focused on Regents preparation, providing additional time and support for students who need to retake the exam. In addition, we continue to expand access to science coursework by offering Earth and Space Science, giving students both another science elective and the opportunity to take an additional Regents exam.

GOAL 6: SOCIAL STUDIES

Students will demonstrate mastery of skills and knowledge in social studies.

Social Studies Measure 1 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2019	2022–23	30	28	2	100%
2020	2023–24	34	0	18	53%
2021	2024–25	30	0	11	37%

Social Studies Measure 2 - Comparative

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exams up through the summer of their fourth year, school presents the most recently available district results.

U.S. History Regents Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	100%	30	N/A	N/A
2020	53%	34	84%	250
2021	37%	30	78%	284

Social Studies Measure 3 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2019	2022–23	30	25	5	100%
2020	2023–24	34	2	21	66%
2021	2024–25	30	0	18	60%

Social Studies Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

Global History Regents Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	N/A	N/A	N/A	N/A
2020	N/A	N/A	317	61%
2021	60%	30	286	77%

SUMMARY OF THE SOCIAL STUDIES GOAL

The charter school did not achieve the high school social studies goal in 2024–25. For the absolute measures, only 37 percent of students in the 2021 Accountability Cohort passed the U.S. History Regents exam and 60 percent passed the Global History Regents exam, both below the 75 percent target. Comparatively, the charter school also did not meet expectations, as 37 percent of students passed U.S. History compared to 78 percent in the district, and 60 percent passed Global History compared to 77 percent in the district.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	No
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	No
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	No
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History	No

	Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	

EVALUATION OF THE SOCIAL STUDIES GOAL

The social studies tables above provide data that support whether the measures were achieved in 2024–25.

Measure 1: 75 percent of students in the high school Accountability Cohort will score at least 65 on the Regents U.S. History exam by the completion of their fourth year.

The charter school did not meet this measure. Overall, 37 percent of students in the 2021 Accountability Cohort passed the U.S. History Regents exam, below the 75 percent target.

Measure 2: The percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the district.

The charter school did not meet this measure. Overall, 37 percent of students passed compared to 78 percent in the district.

Measure 3: 75 percent of students in the high school Accountability Cohort will score at least 65 on the Regents Global History exam by the completion of their fourth year.

The charter school did not meet this measure. Overall, 60 percent of students in the 2021 Accountability Cohort passed the Global History Regents exam, below the 75 percent target.

Measure 4: The percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the district.

The charter school did not meet this measure. Overall, 60 percent of students passed compared to 77 percent in the district.

ACTION PLAN

In 2025–26, we continue to strengthen the high school social studies program with a focus on Regents readiness and advanced coursework. We continue to use the AP for All Curriculum across history courses, ensuring rigorous and equitable access to college-level instruction. Class sizes remain reduced to allow for more targeted teaching and learning, and instructional minutes are set at 47 minutes per class.

We continue to offer semester-long Global History and U.S. History Intervention Courses to support Regents preparation, giving students multiple opportunities to master content and skills ahead of retesting. Building on last year's re-introduction of AP Seminar, the course will expand in its second year,

with teachers trained through the College Board to deliver high-quality instruction. Together, these strategies are designed to raise Regents pass rates, increase success in AP coursework, and ensure that students graduate with a strong foundation in historical knowledge and analytical skills.

GOAL 7: ESSA

ESSA Measure 1

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

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

Accountability Status by Year

Year	Status
2022–23	Good Standing
2023–24	Two subgroups designated as (Pre)TSI=Targeted Support & Improvement School (Black and Economically Disadvantaged)
2024–25	Not Yet Available