



**BwC Charter
School 2**



**Community
High School**

Beginning with Children Charter School 2 and Community High School

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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The Beginning with Children Foundation (BwC), Mike Ferrara (Lower School Co- Principal), Yvette Ferrara (Lower School Co- Principal), Edwin Santiago (Middle School Co-Principal), Eloise Cummings (Middle School Co-Principal), and Esosa Ogbahon (High School Principal) prepared this 2024-25 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Joan Walrond	Chair	Executive, Nominating, Legal, Academic
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Tonomi Uetani	Trustee	Academic; Nominating; Strategic Planning
Mitch Protass	Trustee	Finance; Strategic Planning
Alexandria Torres	Trustee	Academic

Founding Principal Esosa Ogbahon led Beginning with Children Charter School 2 (BwCCS 2) from February 2012 to July 2019. Mike and Yvette Ferrara became Co-Principals of BwCCS 2 Lower School in August 2017. When Mr. Ogbahon advanced to Managing Director of Teaching and Learning for the BwC Foundation in July 2019, Edwin Santiago became principal of BwCCS 2’s Middle School after completing a Principal in residence period. In July 2022, Eloise Cummings became Co-Principal of BwCCS 2’s Middle School. Mr. Ogbahon became the Superintendent of BwC Foundation and the founding principal of BwCCS 2’s High School (Community High School) in July 2022. Nicki Lowell was the founding Assistant Principal at Community High School and now serves as the AP of Math and Science. Rakibat Abiola joined the CHS team as assistant principal of Humanities in 2025.

SCHOOL OVERVIEW

Opened in September 2012, Beginning with Children Charter School 2 (BwCCS 2) is a nurturing community that fosters a love of learning and the development of character for students from kindergarten through high school. BwCCS 2 students achieve academic excellence and develop and use G.R.I.T. (Good Judgment, Resilience, Integrity, and Teamwork) for personal and community improvement.

In August 2022, BwCCS 2 launched the inaugural 9th grade of Community High School. Community High School was designed to provide our students with a rich and high quality academic and enrichment program through the 12th grade, ensuring that our students are prepared to succeed and thrive in college and the 21st century workplace. Our academic curriculum is based in Brooklyn and New York City history, culture and politics, with a rich array of learning opportunities inside and outside the classroom. Our students explore and develop their own special talents through immersive academic work and projects, work-based learning opportunities, and a four-year career and advisory program.

Key design elements include:

- In our K-8 grades, an extended school day with an emphasis on the development of literacy and mathematical skills, devoting at least 50% of the academic time to these subjects;
- Unrelenting school culture that fosters a love of learning and the school's core values of G.R.I.T.: Good Judgment, Resilience, Intellect & Integrity, and Teamwork;
- Data-driven analysis to inform teaching, curriculum and staff development;
- Staffing model that includes at least two teachers in each classroom for grades K-2 and Collaborative Team Teaching (CTT) to support the education of at-risk and special needs students;
- In our K-8 grades, a comprehensive intervention program including Saturday academy, after school tutoring and embedded enrichment and intervention activities to ensure academic success; and a robust 20-day summer academic and enrichment through the Summer Boost partnership with Bloomberg Philanthropies.
- In our high school grades, an innovative year-round academic and enrichment curriculum that includes a Summer Explorations college and career readiness program.
- Clearly articulated behavioral expectations for children and adults;
- Dynamic community partnerships which support enrichment programs that teach students to become life-long learners and active citizens and provide service-learning opportunities;
- Parent/guardian involvement at all levels of the school community;
- Individualized Teacher Development plans and relentless coaching towards excellence
- A partnership with Beginning with Children Foundation as the school's management organization detailed in an annual Memorandum of Understanding (MOU) approved by the Board of Trustees.

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	58	53	54	52	49	51	66	60	61	93				597
2023-24	58	56	54	49	52	50	80	77	67	77	92			712
2024-25	48	54	54	52	50	54	65	73	78	94	78	98		800

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 the 9th grade. For example, the 2021 state Accountability Cohort consists of students who first entered the 9th grade 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:

<http://www.p12.nysed.gov/irs/sirs/ht>)

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 the 9th grade 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.

Community High School is in its third year of operation, so we did not have a fourth-year cohort this year.

PROMOTION POLICY

State Commissioner's Part 100.5 Diploma Requirements require students to earn at least 22 units of credit to earn a diploma. Community High School calculates credits towards graduation using a year-based model with the State's requirement of 22 units of credit.

In accordance with Part 100 Regulations, students must earn 22 credits, distributed across specific subjects and aligned to specific NYSED learning standards, in order to graduate. To earn a local and Regents diploma CHS students must earn 4 credits in English Language Arts, 3 credits in Math, 4 credits in Social Studies (2 in Global History, 1 in U.S. History, $\frac{1}{2}$ in Government and $\frac{1}{2}$ in Economics), 3 credits in Science (1 in Life Science, 1 in Physical Science, and 1 in Life Science or Physical Science), 1 credits in Languages Other Than English (LOTE), 1 credits in Visual Art or Performing Art, 2 credits in Physical Education, $\frac{1}{2}$ credit in Health, and 3 $\frac{1}{2}$ Electives credits.

To accumulate a credit, students must be provided with the opportunity to receive 54 hours of instruction and must demonstrate mastery of the content and skills by earning a grade of 65% or higher. All credit-bearing courses address high school (i.e., commencement-level) learning standards and meet instructional time requirements.

CHS also has a Promotion in Doubt ("PID") process to provide parents/guardians and students with early warning that a child may be at risk for failure to enable the school and family to work together to prevent academic failure and retention. While informal discussions happen frequently when a teacher identifies children at risk and interventions are put in place to support the students' growth and success, the formal process, if necessary, begins after the students' reports cards are distributed in the winter. Families are notified in writing and then meet with the Principal and appropriate staff members. The purpose of this meeting is to discuss the concerns related to the student's performance and to involve parents/guardians in planning interventions for the student who is in jeopardy of being retained. A PID conference form is then completed and submitted to the Principal. In May, your child's advisor will schedule another meeting with the parents/guardians/caregivers if there is still a concern about a student's ability to meet the grade level goals by the end of the school year. In June after the administration and grading of the Regents tests, parents/caregivers will be notified of their child's scores. Students who do not achieve passing scores (65 for most students) will be required to retake failed exams the following August and may be retained in the same grade should they not pass.

GOAL 1: HIGH SCHOOL GRADUATION

Goal 1: BwCCS2 High School (“Community High School”) students will make continual progress towards meeting graduation requirements.

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 ten 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	76	88%
2024	103	84%

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)
2022	2023-24	84	51%
2023	2024-25	76	39%

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.

Community High School is in its third year of operation, so we did not have an official fourth-year cohort who attended Community High School for graduation in four years. However, we did accept three transfer

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students who came to us having earned very few credits in their first year of high school elsewhere. They are on track to graduate with our first commencement in June 2026.

Graduation Goal Measure 5 - Comparative Measure

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.

Community High School did not have students in their fourth year of high school in 2024-25.

Graduation Goal Measure 6 - Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

Community High School did not have students in their fourth year of high school in 2024-25.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Because BwCCS2 High School ("Community High School") is only in its third year of operation, just two of the graduation metrics apply to Community High School in 2024-25. Students in the first and second year of high school at CHS are making adequate progress toward graduation by earning at least five credits in 2024-25. Fewer than 75 percent of the students in the 2023 cohort passed three or more Regents by the end of their second year in high school.

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 ten 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
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Not Applicable
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Not Applicable
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.	Not Applicable

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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.	Not Applicable
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EVALUATION OF THE GRADUATION GOAL

The school achieved one of the two graduation metrics that we can report on after two years in operation.

1. Many first- and second-year students (86% and 87% respectively) earned the required number of credits to advance to the next grade level.
2. 39 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 will take longer than two years to pass three exams.

ACTION PLAN

We continue the credit recovery program introduced in the 2024-2025 school year for students who need to recover credits and remain on track to graduate at the end of their fourth year. Students complete coursework through the Edgenuity platform and attend the teacher's office hours. In service of supporting our most at-risk students including students who have IEP's, but not limited to, CHS provide daily targeted small group instruction during the Advisory block. During this time students focus on foundational skills to support students in accessing grade level content.

GOAL 2: COLLEGE PREPARATION

Goal 2: BwCCS2 High School ("Community High School") students will graduate prepared to succeed in college.

College and career readiness is at the core of Community High School's programming. CHS students are exposed to college level academic experiences as early as 9th grade. In the 2023-24 school year, 9th and 10th grade students had the opportunity to participate in the Pre ACT 8/9 to assess the skills and knowledge they need to focus on in preparation for college. In the 2024-25 school year, CHS will continue to offer advanced coursework through participation in College Now at CUNY, City Technical College. CHS is also affiliated with the National Education Equity Lab. The partnership allows our students to participate in courses such as *Intro to Programming* a credit-bearing course through Wesleyan University. Finally, our students have access to Advanced Placement Human Geography and Advanced Placement Environmental Science.

In addition to college level academic exposure, all CHS students are exposed to a wide range of colleges and careers and engage with network alumni and industry professionals to learn more about potential postsecondary pathways through an advisory program. In the 2023-24 school year, 9th and 10th grade students had the chance to visit more than 15 local and out of state colleges, empowering them to think critically about their future from the onset of their high school years.

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Community High School also seeks to prepare students for college success that extends beyond the classroom. Through a winter Exploration series, 9th grade students engaged with financial literacy topics, such as financial planning, budgeting, bank accounts, and taxes. Tenth grade students engaged in the arts during intensives focused on musical performance, dance performance and media production. Through a summer Exploration series, 9th and 10th grade students participated in a paid internship program to gain durable skills, such as writing professional emails, completing hiring paperwork, and public speaking. As CHS expands to serve 11th grade students in the 2024-25 school year, exposing students to rigorous academic opportunities, a variety of college campuses, and a diverse set of industry professionals, along with providing opportunities to develop life and workforce readiness skills will continue to be a priority.

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; or,
- A different school-created indicator approved by the Institute.

2024-25 was the third year of operation at Community High School.

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.

The above measure is not applicable.

SUMMARY OF THE COLLEGE PREPARATION GOAL

The college preparatory metrics did not apply to Community High School during 2024-25.

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.	N/A
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.	N/A

ACTION PLAN

As we plan for the first graduating class in June of 2026, the college visits and application process will be in full effect this year.

GOAL 3: ENGLISH LANGUAGE ARTS

ES/MS Goal: Beginning with Children Charter School 2 students will become proficient readers and writers of the English language.

ELA - ELEMENTARY SCHOOL BACKGROUND

At BwCCS 2 we believe that all children can succeed.

The 2024-2025 School Year was our fourth year implementing the Fishtank Learning curriculum. BwCCS 2 leaders and staff were able to build upon the success of the launch / pilot years and better instruct Fishtank's rigorous, standards aligned, culturally relevant, well-reviewed curriculum.

The Fishtank ELA curriculum aims to develop students into critical readers, writers, and thinkers. Fishtank hopes to widen student perspectives so that they can better understand themselves and the world around them.

The curriculum is designed around the following guiding principles for ELA: building knowledge to nurture critical thinking and agency; centering diverse, relevant, and rigorous texts; prioritizing student voices & ideas; learning to write, writing to learn; preparing teachers to support students. The program is grounded in a love of rich, authentic, complete texts.

BwCCS 2 Teachers receive frequent coaching support from the Co-Principals, Deans, and Director of Special Needs Supports. A portion of teacher coaching was dedicated to collaborative grading and review of Fishtank Learning's daily Target Tasks.

In the 2024-2025 School Year we formalized a Unit Launch protocol that strengthened vertical alignment and better prepared staff and students for mastering learning objectives.

Fishtank Learning provides resources for on-level, advanced, and below-level learners, as well as background knowledge and instructional guidance for English Language Learners. This content, coupled with ongoing professional development, aims to support every child at their level.

The writing portion of Fishtank Learning is taught using a multidisciplinary approach. Through the incorporation of Science and Social Studies, students have the opportunity to build background knowledge, deepen their understanding of the content, and explore the structures of informational text. Writing units strengthen their ability to critically think about and craft narrative, opinion, and persuasive writing.

In the 2024-2025 School Year, the BwCCS2 Leadership Team adopted Sadlier's *From Phonics to Reading* curriculum, a highly reviewed phonics program based on the Science of Reading that provides everything needed for effective Tier 1 and Tier 2 instruction. The Leadership Team and Staff were trained by a Sadlier curricular consultant who introduced the program, answered questions, observed classrooms, and provided feedback. The curriculum was formally included in the Kindergarten - 2nd Grade schedules and taught ad hoc in 3rd Grade and above. SETSS & ENL Providers also incorporated the program into their sessions with great success.

Our core ELA & Phonics curricula were supplemented by Scholastic Short Reads, Leveled Literacy Intervention, and teacher-created materials.

In addition to curricular assessments / quizzes & daily target tasks, all students are assessed 3 times a year on the Fountas & Pinnell Benchmark Assessment until they've tested out. Kindergarten students are

assessed 4 times a year. This assessment provides students, teachers, parents, and administrators with data on student mastery of reading accuracy, fluency, within the text comprehension, beyond the text comprehension, and about the text comprehension. It provides teachers direction on a student's ability to infer meaning, synthesize information, respond to the author's craft, understand complex plots, use background information to interpret text, and respond to text in writing.

To ensure an additional formal academic assessment checkpoint, students used the iReady computerized diagnostic tool. Children in grades K-5 participated in the Formal Diagnostic Assessment 2-3 times and worked on their individual Learning Pathways during station learning rotations. 1-1 Student Technology has been achieved in order to facilitate this process and aid in student computer literacy.

Through professional development, teachers are supported in analyzing both quantitative student data and qualitative constructed response data. In concert with administration, teachers create next steps for their students. In this way, we are best able to prepare the students for future success.

Staff used Fishtank Learning and NYS Standards as the basis of the report cards sent home to families. Through the support of the Beginning with Children Foundation, BwCCS 2 has continued to refine its standards-based reports. The report cards were assessment-based and provided our students' families with a clear understanding of their child's progress towards meeting Next Generation standards.

BwCCS 2 continued its Summer School, Afterschool, and Saturday School programming. Summer School & Afterschool, available to all children, offered differentiated support to meet students at every level. Each day of Afterschool Programming began with academic support and concluded with choice-based well-rounded programming (sports, drama, culinary, etc.) Saturday School was available for grades 3-5 and focused entirely on ELA & Math standards. All Summer School, Afterschool, and Saturday School programming was taught by 100% fulltime BwCCS 2 teachers and leaders.

All children have access to our modern schoolwide library. A full checkout system was implemented to give students another opportunity to check out school books in addition to the books available in their classroom lending libraries. The BwCCS 2 school co-librarians offered promotions, contests, and National Library Week programming to further develop a student love of reading.

Throughout the 2024-2025 school year, we introduced several skills to support 4th and 5th grade students with the demands of Computer-Based Testing. Students took typing lessons on Typing.com and completed many of their Target Tasks and assignments through Google Classroom and Pear Assessment. Staff participated in a two-part Pear Assessment PD to improve their knowledge of the program. This work further supports our students' ability to access a modern educational landscape.

ELA - MIDDLE SCHOOL BACKGROUND

The English Language Arts (ELA) Department at Beginning With Children Middle School is committed to nurturing the whole child—academically, socially, and emotionally—while fostering a lifelong love of reading, writing, and critical thinking. Grounded in the belief that every student's voice matters, our department strives to create inclusive, engaging learning experiences that empower students to become confident communicators, thoughtful global citizens, and active contributors to their communities.

Our values are reflected in our emphasis on global citizenship and community service, encouraging students to connect their learning to the wider world and take meaningful action. Through diverse literature, collaborative projects, and real-world applications, we challenge students to consider multiple perspectives and to engage with issues of equity, empathy, and responsibility.

The ELA curriculum is anchored by Fishtank Learning, a rigorous, standards-aligned program that supports deep comprehension, analytical thinking, and evidence-based writing. To meet the needs of all learners, we incorporated a range of targeted supports, including the Quest ELL Literacy for students in our ENL program, Max Scholar OG Phonics for decoding intervention, IXL Learning for independent practice opportunities, and daily small group intervention for all students. These tools and strategies allow us to differentiate instruction, close skill gaps, and accelerate growth, ensuring that every student has the resources they need to succeed.

Student progress toward grade-level standards is closely monitored through a variety of assessment tools. Daily exit tickets provide immediate feedback and guide instructional adjustments. Quarterly unit-based assessments and vocabulary assessments measure mastery of content and language development. While bi-annual ELA Interim Assessments offer comprehensive data to track growth over time and inform targeted interventions.

Our teachers are lifelong learners themselves, engaged in ongoing professional development led by the Co-Principals and a year-long professional learning series facilitated by BetterEd Solutions. This series focused on increasing student engagement and building *Thinking Classrooms*. Professional learning workshops and coaching sessions emphasized implementing ratio practices that amplify student voice and participation, while also supporting teachers' intellectual preparation for delivering intellectually rigorous lessons.

Finally, to extend learning beyond the regular school day, Beginning with Children Middle School offers Summer School, Saturday School, and After-school programs. These opportunities include both academic support and enrichment activities such as cooking, cycling, snowboarding, and fashion design. These experiences reinforce classroom learning while allowing students to explore new interests, develop skills, and strengthen relationships within the school community.

Through this balanced approach—combining high expectations, individualized support, continuous professional growth, and a focus on the whole child—the BWCCS2 ELA Department prepares students not only for academic achievement, but also for meaningful engagement in their communities and the world beyond.

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	47	0	5	0	0	0	0	52
4	43	1	5	0	0	0	0	49
5	49	0	5	0	0	0	0	54
6	56	1	6	0	0	0	1	64
7	68	2	1	0	0	0	0	71
8	78	0	3	0	0	0	2	83
All	341	4	25	0	0	0	3	373

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

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	47	41	87%	44	38	86%
4	43	35	81%	38	33	87%
5	49	35	71%	46	34	74%
6	56	28	50%	40	22	55%
7	68	44	65%	61	40	66%
8	78	42	54%	70	40	57%
All	341	225	66%	299	207	69%

¹ Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

ELA Measure 2 - Absolute

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

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

English Language Arts 2024-25 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
341	12	22	44	32

$$PI = 0 * 12_{Level\ 1} + 1 * 22_{Level\ 2} + 2 * 44_{Level\ 3} + 2.5 * 32_{Level\ 4} = 190$$

ELA Measure 3 - Comparative

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

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

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

³ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District 14 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	86%	44	62%	776
4	87%	38	62%	791
5	74%	46	70%	804
6	55%	40	60%	792
7	66%	61	61%	746
8	57%	70	62%	758
All	69%	299	62%	4667

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.⁴

2023-24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	93.9	456	437.4	1.88
4	94.2	461	438.3	2.11
5	92	453	436.9	1.6
6	87.5	436	438.3	-0.24
7	88.3	440	443.7	-0.4

⁴ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
8	89.6	449	444.1	0.5
All	90.3	447.4	440.3	0.68

ELA Measure 5 - Growth

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

METHOD

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

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

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

Grade	Mean Growth Percentile	
	School	Target
4	56.5	50.0
5	38	50.0
6	39.5	50.0
7	36.3	50.0
8	38.4	50.0
All	40.7	50.0

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

ELA INTERNAL EXAM RESULTS

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

I-READY

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

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	283	130%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	125	133%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁶	142% ⁷	96	110.5%	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	246	22%	No

⁶ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	72%	50	72%	47
4	47%	49	56%	41
5	43%	54	45%	51
6	25%	57	28%	40
7	36%	66	35%	60
8	0%	7 ⁸	0%	7
All	42%	283	46%	246

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	133	50
4	165	49
5	130	54
6	125	57
7	63	66
8	172	7
All	130	283

SUMMARY OF THE ELA GOAL

The charter school met three of the five English Language Arts goals that we are able to report on in 2024-25. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS ELA exam. The school's aggregate PI on the state's English Language Arts exam calculates to 190 which does meet this year's Measure of Interim Progress (MIP) of 117.3 set forth in the state's ESSA accountability system. Comparatively, the charter school did outperform the local district based on aggregate proficiency. Based on the 2023-24 Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide in terms of poverty, the school did perform better than expected to a meaningful degree with greater than 0.3 overall effect size. The school's mean unadjusted growth percentile in English Language Arts for all tested students in grades 4-8 in 2023-24 was not above the target of 50. The school demonstrated growth from the beginning of the year to the end of the year as measured by the iReady data.

⁸ Represents only students from our 12:1:1 class

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.	No

EVALUATION OF ELA GOAL

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

- Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS ELA exam.
 - The charter school did not meet this measure. Overall, 69% of students enrolled in 2+ years demonstrated proficiency on the ELA assessment. Grades 3 and 4 were our high points with 86% and 87% scoring at levels 3 and 4 respectively. Grade 6 performed below our average with 55%.
- Measure: The school's aggregate PI on the state's ELA exam will meet that year's state MIP
 - The school did meet this measure with an aggregate performance index of 190, exceeding the target measure of interim progress of 117.3.
- Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
 - The charter school did meet this measure with our 69% proficiency compared to the district's 62% overall in grades 3-8.
- Measure: The charter school will exceed its predicted level of performance on the state exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis

- The charter school did meet this measure, having an effect size of 0.68 in 2023-24, the most recent data available.
- 5. Measure: Under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.
 - The charter school did not meet this measure, having a growth percentile of 40.7.
- 6. The charter school demonstrated academic growth in 2024-25 based on standardized BOY, MOY and EOY assessments.
 - Based on the iReady exams that were administered three times, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students surpassed the target of 100 at 130. Our low achievers who were two or more grade levels below grade level in the fall achieved 133 by the spring assessment administration.

ELEMENTARY SCHOOL ACTION PLAN in ELA

Going forward Beginning with Children Charter School 2 will use the following strategies in the English Language Arts program:

- Build upon the success of the *From Phonics to Reading* curricular launch in 2024-2025 by incorporating additional Science of Reading components of the Sadlier portfolio
 - Formally add ELA *Fluency Boosters* in Kindergarten-3rd Grade
 - Formally add *Grammar* instruction in 2nd-5th Grade
 - Adopt the *Building Reading Success* Intervention Program; train SETSS & ENL Providers for immediate implementation
- Differentiate *new staff* and *returning staff* Professional Development
- Further revise K-5 Pacing Calendars to support student learning following our first three years of implementation with the Fishtank curriculum
- Formally score & track students' Fishtank "Target Task" written responses two - three times / unit in order to improve teacher coaching, support classroom conversations about teaching & learning, and refine supports provided by SETSS & ENL teachers
- Maintain frequent ongoing ELA coaching with Co-Principals, the K-2 & 3-5 Deans of Academics & Culture, and the Director of Special Needs Supports
- Embed Writing instruction into all other discipline areas (Reading, Math, Social Studies, and Science, Music, Art, & PE)
- Put an equal emphasis on student enrichment and intervention through tailored differentiation techniques and the support of additional teachers during intervention blocks
- Continue to utilize and improve upon the analysis of the iReady Online Assessment. Students in grades K-5 will take the diagnostic 3x/ year in order to support instruction, obtain a formal snapshot of student learning, and develop children's ability to test confidently online.
- Provide K-5 high dosage tutoring in Afterschool and during the school day
- Maintain and hire staff with a specialty & degree in supporting students with Special Populations, including employing full time SETSS & ENL Providers
- Maintain our focus on beyond-the-text and about-the-text questioning throughout the literacy block
- Maintain our focus on giving frequent opportunities to write about reading using text dependent prompts

MIDDLE SCHOOL ACTION PLAN IN ELA

To build on lessons learned from the 2024–2025 school year, B2 Middle School will implement the following strategies:

BwCCS2 Middle Teachers in 6-8 will continue to use Fishtank Learning as the core curriculum driver for our English Language Arts instruction.

- Maintain frequent ongoing ELA coaching with Co-Principals and Assistant Principal
- Continue to make use of the online tools for ELA comprehension and success that were used during the 24/25 school year
 - Pear Assessment, IXL, Summit K-12 and Google Classroom will continue to be utilized for independent practice and assessment.
 - We will add professional learning opportunities for teachers who need support around technology integration in their classrooms.
 - GoGuardian will be implemented schoolwide to ensure online assessment security and adherence to safe internet usage guidelines.
- Assessment
 - Implement a comprehensive assessment tracker to monitor individual student progress over the course of the school year.
 - Continue to utilize the analyses provided by the iReady Online Assessment, quarterly unit assessments, and vocabulary assessments.
 - Reinforce standards-based grading practices and align standardized rubrics to measure student achievement and growth across the ELA & History departments.
 - Increase student work and data analysis conferences to a weekly cadence.
 - Continue to utilize Rally Next Generation NY Rehearsal Online to administer ELA interim assessments twice a year to measure student progress towards NY State standards.
- Literacy Intervention
 - Transition from student workbook based intervention to a Guided Reading model supported by F&P's Leveled Literacy Intervention program.
 - Provide Literacy Intervention Professional Development for Teachers:
 - MaxScholar Orton Gillingham training for Phonics and Science of Reading.
 - IMSE Morphology + training for morphology, fluency, vocabulary, and comprehension support for struggling readers.
 - Continue using Summit K12 to support MLL students who are still developing reading, writing, listening and speaking skills in English.

HS ELA Goal: BWCHS students will demonstrate college level proficiency in reading, writing and speaking.

HIGH SCHOOL ELA BACKGROUND

Community High School used the Riveting Results curriculum with its 9th and 10th grade students. The curriculum's focus on reading complex text, daily vocabulary instruction, daily fluency practice, paraphrasing, and frequent written responses to text supports students' rapid acquisition of English language arts skills. Over the course of the year, students read, analyzed, and responded to *The Secret of the Yellow Death* and *The Big Sea* in 9th grade. In 10th grade, students read, analyzed, and responded to *Homegoing* and *Narrative of the Life of Frederick Douglass*. Our 11th grade teachers and students used the Fishtank ELA curriculum.

Teachers and administrative staff participated in summer and school year professional development on the curriculum, which included an overview of the program, instruction on how to use the digital applications that support fluency and paraphrasing, and onsite coaching/modeling. CHS will move to using the Fishtank ELA curriculum as its core for all grades 9-12.

In 2025, CHS will also embed Regents-style tasks into weekly instruction, including timed essays and multiple-choice practice aligned to the ELA Regents exam. Advisory blocks will include targeted literacy interventions for students identified as off-track in the graduation tracker.

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**.

Not applicable as 2024-25 was the third year of operation for Community High School.

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**.

Not applicable as 2024-25 was the third year of operation for Community High School.

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.

Not applicable as 2024-25 was the third year of operation for Community High School.

High School ELA Measure 4 - Comparative

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

Not applicable as 2024-25 was the third year of operation for Community High School.

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.

Not applicable as 2024-25 was the third year of operation for Community High School.

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.

Not applicable as 2024-25 was the third year of operation for Community High School.

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**.

Not applicable as 2024-25 was the third year of operation for Community High School.

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**.

Not applicable as 2024-25 was the third year of operation for Community High School.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

None of the high school English Language Arts accountability measures applied to Community High School in 2024-25.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	Unable to Assess
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.	Unable to Assess
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.	Unable to Assess
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.	Unable to Assess
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 8 th 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.	Unable to Assess
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th 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.	Unable to Assess

COMMUNITY HIGH SCHOOL ELA ACTION PLAN

- CHS has enhanced professional development support through the addition of another Mentor Teacher and two Deans of Faculty, creating a team of four instructional teacher leaders tasked with building continuity in instructional practices across all content areas, with particular focus on supporting staff new

to the school.

- Offer Honors ELA for advanced students.
- Incorporate Barron's Regents Prep text into weekly practice.
- Use Quill.org and Typing.com resources to support writing mechanics.
- Provide weekly opportunities for students to view and grade anonymized peers' work using Regents rubrics.
- Offer the ELA Regents in January 2025 for 10th grade students.
- Conduct a mock ELA Regents in April to inform spring Regents preparation.
- Launch Saturday Academies focused on Regents prep and targeted supports for IEP/ELL students.
- Implement Fishtank curriculum in all grades 9-12.
- Visit high performing charter and district schools.

GOAL 4: MATHEMATICS

ES/MS: BwCCS 2 students will become proficient in the Understanding and Application of Mathematical Skills and Concepts.

MATH - ELEMENTARY SCHOOL BACKGROUND

In Beginning with Children Charter School 2's thirteenth year, BwCCS2 Leaders and Staff continued our use of the Eureka Math curriculum. Eureka's aligned & straightforward, yet rigorous, approach supports all children, including students with special needs and English Language Learners.

Eureka Math is a holistic Prekindergarten through Grade 12 curriculum that carefully sequences mathematical progressions in expertly crafted modules. The program is replete with in-depth professional development, learning materials, and a community of support.

Eureka Math is the most widely used Math curriculum in the United States and is very highly rated on EdReports. Thoughtfully constructed and designed like a story, *Eureka Math* is meticulously coherent, with an intense focus on key concepts that layer over time, creating enduring knowledge. Students gain a complete body of math knowledge, not just a discrete set of skills. They use the same models and problem-solving methods from grade to grade, so math concepts stay with them, year after year. The print and digital materials are thorough, clear, and well-aligned.

While Eureka allots 60 minutes for a standard lesson, BwCCS 2 offers 70 minutes for K-2 lessons and 90 minutes for 3-5 lessons. The additional time affords teachers & staff the opportunity to incorporate every lesson component without rushing through the rigorous content. BwCCS 2 ensures that every Eureka lesson includes all of the main components: fluency practice, application problem, concept development, exit ticket, and student debrief.

BwCCS 2 teachers scored and tracked exit tickets in grade-wide spreadsheets in order to improve conversations about student learning and the support provided by SETSS & ENL providers. Daily exit tickets worked in concert with Mid-Module Assessments and End-of-Module Assessments to provide a clear picture of student math understanding. Similar to English Language Arts, students completed the iReady computerized diagnostic 3x / year (Fall, Winter, Spring) and worked on individual pathways during station teaching to provide an additional layer of data.

K-5 Pacing Calendars were developed in collaboration with Eureka professionals, utilizing their yearlong K-5 curricular overview that offers pacing recommendations per module and standard.

Additional key attributes of BwCCS 2's implementation of the Eureka Math program include the following:

- Consistent terminology
- Consistent fluency practice and mastery
- Hands-on activities
- Embedded ENL supports through the use of consistent language and concrete-pictorial- abstract progression
- A focused, coherent curriculum that emphasizes teaching grade-level content to mastery
- A visual, balanced approach that meets students' needs

Professional Development with Eureka representatives, in addition to on-the-ground coaching by the Co-Principals, Deans, and Director of Special Needs Supports, focused on conceptual understanding and supporting English Language Learners. The staff also engaged in frequent vertical alignment conversations and K-5 “walkthroughs” to determine trends and dictate professional development needs. Training started during our August Summer Institute and continued throughout the school year and on Staff Development Days (full professional learning days in which the students remained at home).

Throughout the 2024-2025 school year, we introduced several skills to support 4th and 5th grade students with the demands of Computer-Based Testing. Students took typing lessons on Typing.com and completed many of their Exit Tickets and assignments through Google Classroom and Pear Assessment. This work further supported our students’ ability to access a modern educational landscape.

BwCCS 2 also incorporated a robust school store during the 2024-2025 school year, in which students used school dollars to purchase personal items of their choosing. Dollar amounts changed depending on the grade level in order to boost mathematical fluency at the children’s grade level. While younger students worked with ones and tens, older students worked with decimals and thousands.

MIDDLE SCHOOL BACKGROUND

In 2024–2025, B2 Middle School began adopting the Eureka Math² curriculum, implementing it fully in Grade 6, introducing it midyear in Grade 7, and using a blended approach in Grade 8. For returning 7th and 8th graders, Eureka was entirely new, requiring both thoughtful onboarding for students and intentional preparation for teachers. Teachers participated in online Eureka training prior to the school year, then received ongoing support through regular coaching and feedback from the Co-Principals, Assistant Principal, and Special Education Coordinator. Leadership walkthroughs allowed for real-time observations, targeted feedback, and the identification of instructional trends to inform adjustments for future implementation.

Beginning-of-year i-ready assessment data and first-quarter student work revealed wide variations in readiness across grade levels. Some students demonstrated strong proficiency, while others required significant reinforcement of foundational skills from earlier grades. These findings made it clear that our original plan, for all 8th graders to take Algebra I, needed to be adjusted so that students could first build the foundations required for success with Regents-level material. For Grade 7, the midyear introduction of Eureka allowed students to gradually adjust to the new structure while still addressing gaps. Grade 8 continued with a blended curriculum, integrating targeted skill-building resources to accelerate access to grade-level content.

Our Regents strategy shifted from an “all-in” model to a more differentiated approach. Students ready for advanced coursework continued on the Algebra I path, while others engaged in targeted grade-level and intervention-based instruction. Regents opportunities expanded overall, growing from one Regents exam offered in 2024 to four in 2025. This broader access increased Algebra I participation from 36 to 43 students. Even for students who did not pass, this early experience provided a valuable head start, boosting their confidence and preparing them to succeed in their first year of high school.

Instructionally, teachers relied on daily exit tickets and weekly blind assessments to monitor mastery of priority standards and close gaps quickly. All non-state exam, teacher-assigned assessments were administered through Pear Assessment to ensure consistent practice with the Computer-Based Testing (CBT) environment. Students became more adept at showing their math work digitally, often finding creative ways to represent multi-step problems, equations, and fractions. This was the school’s second year of CBT, and students’ increased comfort with the platform was evident.

To address persistent skill gaps, particularly from 3rd and 4th grade, students engaged in targeted skill-

building through Khan Academy, IXL.com, and gamified practice on Quizizz. Math competitions, along with monthly student awards and recognition tied to priority standards, provided additional motivation and helped build a strong culture of achievement. Tutoring to fill learning gaps took place exclusively after school, led by B2 teachers and supported by alumni high school tutors. A small group of highly motivated 7th graders dedicated 3–4 hours each week to preparing for the Algebra I Regents, reflecting the school’s growing culture of academic ambition.

Overall, 2024–2025 was a pivotal year for middle school mathematics at B2, marking the transition to Eureka Math² while maintaining a commitment to high school readiness and foundational skill development. The year’s adjustments laid the groundwork for stronger alignment across grades, greater student engagement, and an approach that balances high expectations with the differentiated support students need to succeed.

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	46	0	6	0	0	0	0	0	52
4	44	0	5	0	0	0	0	0	49
5	46	0	8	0	0	0	0	0	54
6	56	0	6	0	0	0	1	0	64
7	69	0	1	0	0	0	0	0	71
8	78	0	0	0	0	0	2	0	83
All	339	0	26	0	0	0	3	0	373

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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	46	45	98%	42	41	98%
4	44	43	98%	39	39	100%
5	46	45	98%	43	42	98%
6	56	40	71%	39	28	72%
7	69	43	62%	61	37	61%
8	78	42	54%	68	40	59%
All	339	258	76%	292	227	78%

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
339	12	22	44	32

$$PI = 0 * 12_{\text{Level 1}} + 1 * 22_{\text{Level 2}} + 2 * 44_{\text{Level 3}} + 2.5 * 32_{\text{Level 4}} = 191$$

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Math Measure 3 - Comparative

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

METHOD

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

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District 14 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	98%	42	67%	808
4	100%	39	62%	822
5	98%	43	60%	822
6	72%	39	48%	794
7	61%	61	61%	722
8	59%	68	30%	166
All	78%	292	67%	4134

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

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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.⁹

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	93.9	487	444.2	3.07
4	94.2	488	446.1	2.67
5	92	480	441.7	2.76
6	87.5	443	443.6	-0.04
7	88.3	448	448.5	-0.04
8	89.6	468	441.3	1.6
All	90.3	465	444.4	1.37

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.¹⁰

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

2023-24 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	62.1	50.0
5	62.4	50.0
6	26.4	50.0

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

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

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7	52.8	50.0
8	65.6	50.0
All	52.6	50.0

MATHEMATICS INTERNAL EXAM RESULTS

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

I-READY

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

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	289	131%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	104	141.5%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹¹	139.5% ¹²	97	113%	No

¹¹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

¹² Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

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Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	250	34%	No
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End of Year Performance on 2024-25 i-Ready Mathematics Assessment

By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	58%	52	57%	49
4	67%	49	73%	41
5	69%	54	73%	51
6	53%	59	59%	41
7	37%	68	34%	62
8	14%	7	17%	6
All	54%	289	56%	250

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	131%	52
4	126%	49
5	122%	54
6	150%	59

7	133%	68
8	42%	7
All	131%	289

SUMMARY OF THE MATHEMATICS GOAL

The charter school met all five of the ES/MS mathematics goals in 2024-25. The absolute measure was met as more than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS mathematics exam. The school's aggregate PI on the state's mathematics exam calculates to 191 which does meet this year's Measure of Interim Progress (MIP) of 119.4 set forth in the state's ESSA accountability system. Comparatively, the charter school outperformed the district based on aggregate proficiency. Based on the 2023-24 Comparative Performance Analysis, the school performed better than expected to a meaningful degree with greater than 0.3 overall effect size. The regression analysis compares the school's performance to that of demographically similar public schools statewide in terms of poverty. The school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 was above the target of 50. The school's demonstrated growth from the beginning of the year to the end of the year as measured by the iReady data.

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.	Yes
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	Yes

EVALUATION OF THE MATHEMATICS GOAL

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

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS math exam.
 - The charter school did meet this measure. Overall, 78% of students enrolled in 2+ years demonstrated proficiency on the math assessment. Grades 3 and 4 were our high points with 98% and 100% scoring at levels 3 and 4 respectively. Grade 8 performed below our average with 59%.
2. Measure: The school's aggregate PI on the state's math exam will meet that year's state MIP
 - The school did meet this measure with an aggregate performance index of 191, exceeding the target measure of interim progress of 119.4.
3. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
 - The charter school did meet this measure with our 78% proficiency compared to the district's 67% overall in grades 3-8.
4. Measure: The charter school will exceed its predicted level of performance on the state exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
 - The charter school did meet this measure, having an effect size of 1.37 in 2023-24, the most recent data available.
5. Measure: Under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.
 - The charter school did meet this measure, having a growth percentile of 52.6.
6. The charter school demonstrated academic growth in 2024-25 based on standardized BOY, MOY and EOY assessments.
 - Based on the iReady exams that were administered three times, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students surpassed the target of 100 at 131. Our low achievers who were two or more grade levels below grade level in the fall achieved 141.5 by the spring assessment administration.

MATHEMATICS ELEMENTARY SCHOOL ACTION PLAN

The following strategies will be implemented throughout the 2025-2026 school year at Beginning with Children Charter School 2:

- Adopt the *Eureka Squared* math curriculum in Kindergarten, based on consultant guidance, teacher feedback, personal observations, and high reviews of the Kindergarten curriculum in *Eureka's* newly modeled curriculum
- Continue work with Eureka curricular consultant Nehemie Villarceau in order to unpack

Eureka Squared and improve upon pedagogical next steps from 2024-2025

- Differentiate *new staff* and *returning staff* Professional Development
- Continue to emphasize the Read-Draw-Write approach
- Implement K-5 “Math Bowls” to further develop grade level fluency & automaticity
- Revise K-5 Pacing Calendars to improve pacing following our fourth year of implementation with the Eureka curriculum
- Continue to track students’ Eureka “Exit Tickets” daily in order to improve teacher coaching, support classroom conversations about teaching & learning, and refine the supports provided by SETSS & ENL teachers
- Maintain frequent ongoing Math coaching with Co-Principals, the K-2 & 3-5 Deans of Academics & Culture, and the Director of Special Needs Supports
- Put an equal emphasis on student enrichment and intervention through tailored differentiation techniques and the support of additional teachers during intervention blocks
- Continue to utilize and improve upon the analysis of the iReady Online Assessment. Students in grades K-5 will take the diagnostic 3x/ year in order to support instruction, obtain a formal snapshot of student learning, and develop children’s ability to test with fidelity online.
- Provide K-5 high dosage tutoring in after school and during the school day
- Maintain and hire staff with a specialty & degree in supporting students with Special Populations, including employing full time SETSS & ENL Providers
- Maintain our emphasis on the Concrete-Pictorial-Abstract continuum, with the knowledge that more firm foundational understandings lead to easier and more confident mathematical thinking
- Maintain students’ demonstrated strength in algorithmic computations, while strengthening students’ abilities to apply those algorithms in novel situations
- Instruct in guided, small groups, to meet children at their instructional level and support growth across all cohorts

MATHEMATICS MIDDLE SCHOOL ACTION PLAN

To maintain consistency in data collection, reporting, and instructional delivery, and to build on lessons learned from the 2024–2025 school year, B2 Middle School will implement the following strategies:

DATA COLLECTION & CONSISTENCY

- Daily targeted exit ticket tracking (Eureka Math²) for lesson-level monitoring and coaching.
- i-Ready Diagnostics in September, January, and June to measure growth and adjust student groupings.
- Quarterly gradebook reviews and unit assessment analyses to ensure accuracy and identify trends.
- Shared grade-level folders for all assessment data, reviewed biweekly in math team meetings.

CURRICULUM & INSTRUCTION

- Full implementation of Eureka Math² in all grades, with 7th and 8th graders now using it from the start of the year.
- Pacing calendar co-created with teachers over the summer to front-load priority standards (multi-step equations, proportional reasoning, data/statistics) and ensure fidelity.
- Maneuvering the Middle for targeted remediation during FLEX periods.
- All Things Algebra to supplement Eureka for Algebra I Regents preparation.
- Consistent class flow: **Fluency → Launch → Land → Exit Ticket**, using the Read–Represent–Solve–Summarize process.

TARGETED SUPPORTS

- After-school tutoring for students below grade level, led by B2 teachers and supported by alumni high school tutors.
- Targeted small-group sessions for students approaching proficiency, focused on priority standards and problem-solving strategies to boost state exam performance.
- SETSS & ENL push-in during language-heavy math units to support access for all learners.
- Dual-course model for Algebra I students.
- Students who wish to take the Algebra I Regents must commit to a set number of after-school practice hours; participation will be open to both 7th and 8th graders. Regents preparation will begin after school in the fall and, starting in January, transition to a combination of in-class and after-school sessions.

PROFESSIONAL DEVELOPMENT & COACHING

- Full-day Eureka Math² PD with curriculum consultants on August 20, 2025, to strengthen fidelity and pacing consistency.
- Quarterly PD sessions on mathematical discourse, multiple representations, and scaffolding priority standards.
- Weekly math team meetings, including coaching cycles aligned to department expectations, where teachers review student work or selected questions and share multiple strategies to address misconceptions and strengthen understanding.
- Ongoing classroom walkthroughs by Co-Principals, Assistant Principal, and SPED Coordinator with real-time feedback to refine instructional practices.

INSTRUCTIONAL QUALITY

- Classroom environment expectations: word walls, anchor charts, posted objectives, and visible strategies in all math rooms.
- Anchor charts for priority standards maintained and referenced during lessons.
- Monthly administrative walkthroughs to monitor and support discourse, engagement, and pacing.

MATH CULTURE & ENRICHMENT

- Twice-a-year math challenges and competitions tied to priority standards.
- Monthly student awards and recognition tied to effort, growth, and achievement.

- Public celebration of gains in both multiple-choice and constructed-response performance to reinforce a culture of math excellence.

HIGH SCHOOL MATHEMATICS

HIGH SCHOOL BACKGROUND

CHS emphasizes Algebra I mastery as the foundation for higher-level math success. Students use EMath Instruction as the primary curriculum, supplemented by *Teach to One* (TtO), Barron's Regents Prep books, Regents-style assessments. In 2025, CHS will expand offerings to include Statistics, while maintaining a strong emphasis on Algebra I mastery.

In order to prepare for math offerings, teachers participated in summer and school year professional development on the curricula. The professional development promoted a successful implementation of the curricula. PD topics included an overview of the program, instruction on digital supports such as Delta Math, TtO and onsite coaching modeling.

With regards to assessment, students' exit tickets are graded on a near daily basis. Teachers use this data to target and monitor intervention support for our students.

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**.

Not applicable as 2024-25 was the third year of operation for Community High School.

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**.

Not applicable as 2024-25 was the third year of operation for Community High School.

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.

Not applicable as 2024-25 was the third year of operation for Community High School.

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.

Not applicable as 2024-25 was the third year of operation for Community High School.

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**.

Not applicable as 2024-25 was the third year of operation for Community High School.

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**.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

None of the high school mathematics accountability measures applied to Community High School in 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.	N/A
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.	N/A
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 exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
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.	N/A
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 8 th 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 8 th 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

First, second and third year high school students are making progress toward the math metrics.

HIGH SCHOOL MATH ACTION PLAN

CHS has enhanced professional development support through the addition of another Mentor Teacher and two Deans of Faculty, creating a team of four instructional teacher leaders tasked with building continuity in instructional practices across all content areas, with particular focus on supporting staff new to the school.

- Continue to use EMath Instruction as the core math curriculum.
- Deepen the use of Teach to One to boost Algebra Regents preparation.
- Integrate Barron's Regents Prep book and released exams into instruction.
- Provide targeted Regents preparation through mock exams and intensive review.
- Introducing Statistics for 11th/12th graders.
- Implement Math Intervention Labs during advisory for students flagged as off-track.
- Offer Saturday math prep sessions, with a focus on Regents readiness.
- Visit high performing charter and district schools.

GOAL 5: SCIENCE

ES/MS Goal: All students at BwCCS 2 will demonstrate competency in the understanding and application of scientific reasoning.

ELEMENTARY SCHOOL BACKGROUND

In Beginning with Children Charter School 2's thirteenth year, BwCCS2 Leaders and Staff continued to build upon our recent transition to *PhD Science*.

PhD Science is a hands-on K-5 science program that builds enduring knowledge of how the scientific world works. *PhD Science* students think and act like real scientists as they ask questions, gather evidence, develop models, and construct explanations while investigating authentic phenomena.

BwCCS 2 Leaders and Staff support the decision to utilize *PhD Science* based on the following three core tenets:

- Activity Based
 - *PhD Science* students acquire deep and lasting comprehension through hands-on activities and evidence-based learning. Students are actively *doing* science to build knowledge, rather than memorizing and quickly forgetting.
- Student Driven
 - Teachers facilitate the learning, but students own it. Like real scientists, they ask questions, synthesize information, and apply their understanding to new contexts.
- Coherent Storyline
 - Each lesson builds upon the lessons before it, so students develop their understanding of science concepts in the context of each module's anchor phenomenon.

In addition to *PhD Science*, students in all grades at BwCCS 2 enhance their scientific education through carefully selected Field Trips. For example, 4th Graders enjoy an overnight trip to the

Ashokan Center that prioritizes hands-on, science-based, outdoor education.

In the 2024-2025 school year, BwCCS 2's new science specialist incorporated a Science Fair protocol that brought to life ten unique experiments which were presented to the entire school. The event piqued children's interest in science and further developed a love of hands-on experimentation.

MIDDLE SCHOOL BACKGROUND

In the 2024-2025 School year, BwCCS2 (Middle) Science teachers continued to be active participants in the Urban Advantage (UA) professional learning community. UA is designed to support the science goals of the public school system and supports grades 3-8. It is founded on six key components designed to support schools, principals, teachers, students, and families. They are:

1. High-quality professional learning courses for teachers and administrators
2. Classroom materials and equipment that promote active engagement with science practices in the classroom.
3. Access to UA Partner institutions through free school and family field trips
4. Family outreach through family events, celebrations of student achievement, and parent-coordinator workshops
5. Capacity-building and sustainability structures, including support for the development of lead teachers
6. Assessment of program goals, student learning, systems of delivery, and outcomes.

As part of UA, vouchers provided by the program supported students and teachers in experiential learning opportunities at various cultural institutions, including museums, aquariums, and zoos.

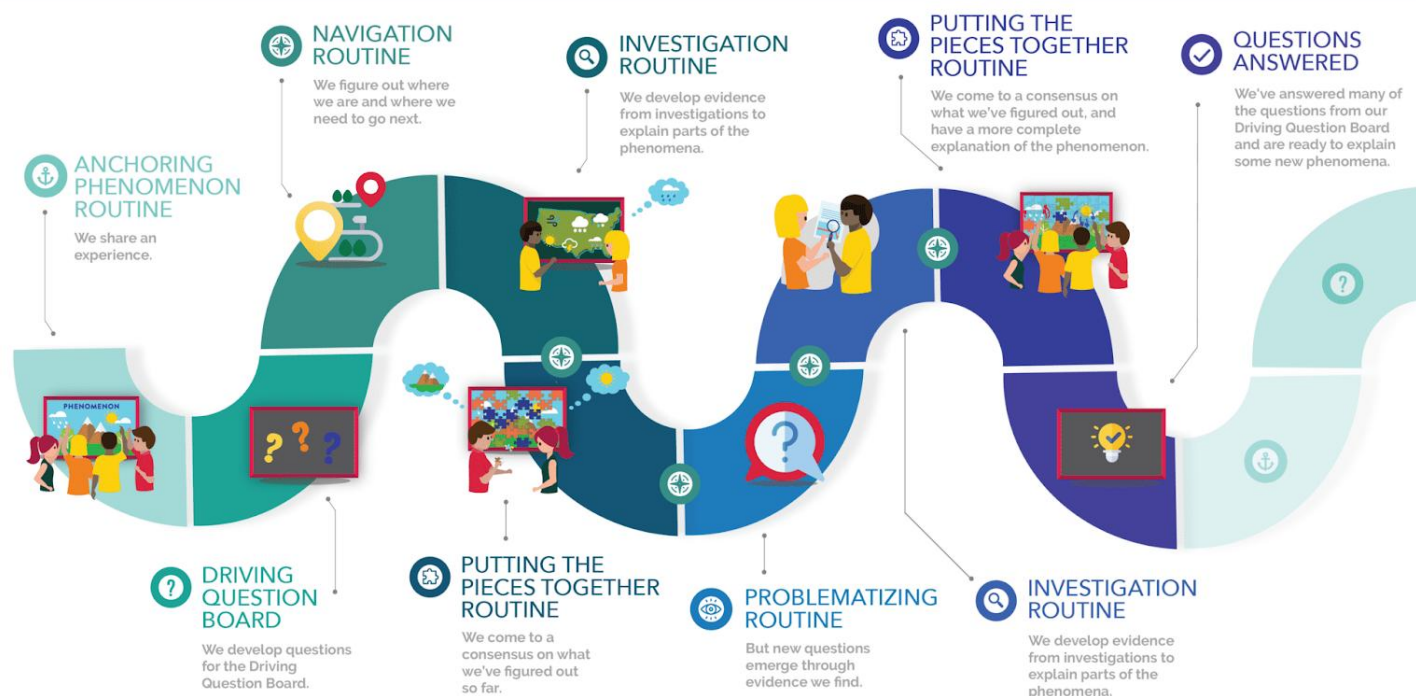
BwCCS 2 (Middle) utilized Open Sci Ed as well as New York State Scope and Sequence as the base curriculum for grades 6 and 7. Additionally, the New Visions Living Environment curriculum was used for the 8th grade, as all students take the Regents course. Recognizing the diversity of our student population and courting the complexity of the state assessments, the curriculum is modified by teachers to support all learners. The curriculum provided students with a systematic approach to learning science while developing transferable skills. It also provided direct and explicit instruction for key areas of science. The goals of the curriculum are for students to:

1. Learn through an iterative process, building on new understanding and knowledge;
2. Discover, investigate, and construct understanding with their peers;
3. Develop their ability to solve problems, ask questions, interpret data, and argue from evidence;
4. Provide equitable access and opportunities to develop science literacy while also supporting the overall holistic development of every child.

Key Attributes of BwCCS2's science curriculum include:

1. The use of storylines to facilitate learning through a logical sequence of lessons that are motivated by students' questions that arise from students' interactions with phenomena.

- The use of an instructional model takes advantage of five routines—activities that play specific roles in advancing the storyline with structures to help students achieve the objectives of those activities. The routines typically follow a pattern as students kick off a unit of study, investigate different questions they have, put the pieces together from those investigations, and then problematize the next set of questions to investigate.



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- Differentiated instruction utilizing Universal Design for Learning principles to support a diverse student population, including multilingual learners and students with learning disabilities.
- The use of Research-based multimodal learning (including hands-on inquiry-driven activities regularly, thoughtfully, and throughout the course of a unit.) to support students in developing expertise in all Science and Engineering Practices (SEPs) and a deep understanding of Disciplinary Core Ideas (DCIs) and Crosscutting Concepts (CCCs).
- Frequent use of various standards-aligned formative assessments, including regular exit tickets, quizzes, and discussions as well as summative assessments.
- The use of state-provided standards-aligned rubric to review students' work and plan for appropriate supports, including scaffolding up and scaffolding down.
- Student-generated research projects and experiments.

8. Simulations and data visualization tools enable students to create and refine models of their ideas about key scientific phenomena.
9. Embedded engineering in units focused on problem-solving and technology emphasizes that there is not always one right answer, as students balance competing constraints to design the best justifiable solutions.
10. Frequent opportunities to deepen understanding of content while supporting literacy goals, including vocabulary acquisition, through the intentional incorporation of frequent reading, writing, and discussion.
11. Vertical alignment from 6th to 8th grade of content and skills.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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

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

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

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	48	38	79%

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 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	48	38	79%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The charter school tests 5th and 8th grade students in science utilizing the NYS Science assessments and NYS Living Environment Regents. 79 percent of students in 5th grade achieved proficiency while 23 percent of 8th grade did so on the Regents exam. District science scores have not been made publicly available.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Yes
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Unable to Assess

EVALUATION OF THE SCIENCE GOAL

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

- 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS science 5 exam.
 - The charter school did meet this measure in grade 5. Overall, 79% of students enrolled in 2+ years demonstrated proficiency on the NYS science 5 assessment. Grade 8 students took the Living Environment Regents with 23% earning at least a performance level 3.
- The charter school students enrolled for 2+ years will outperform the local district in similar grades. We are unable to report on this metric.

ADDITIONAL CONTEXT AND EVIDENCE

All students in 8th grade sat for the Life Science Biology Regents exam in 2024-25 rather than the NYS Science 8.

Performance on a Regents Science Exam Of 8 th Grade All Students by Year					
Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2022-23	Living Environment	25	18	72%
8	2023-24	Living Environment	63	20	32%
8	2024-25	Life Science Biology	77	18	23%

LOWER SCHOOL SCIENCE ACTION PLAN

- Maintain our Science Fair protocols in order to prioritize hands-on learning outcomes based on the interests of students
- Create multiple opportunities for our science specialist to collaborate with the science specialist from our sister elementary school and other local elementary schools
- Continue to use *PhD Science* logbooks to better document scientific understanding while simultaneously supporting ELA skills
- Continue to infuse the *PhD Science In Sync* program to provide additional learning opportunities for difficult standards while simultaneously increasing computer literacy
- Continuing our 4th Grade Overnight Trip to the Ashokan Center to provide a hands-on, science-based outdoor educational experience
 - The science specialist will continue to explore and implement meaningful field trip opportunities that bring classroom science content to life
- Create alignment between the Lower and Middle School science scope and sequence

MIDDLE SCHOOL SCIENCE ACTION PLAN

With the continual emphasis on data-informed instructional decisions, BwCCS2 (Middle) science teachers have and will continue to utilize the Edulastic platform to track student growth and progression towards mastery of New York State P-12 Science Learning Standards, including Science and Engineering Practices as outlined by the Next Generation Science Standards (NGSS). Standards are tagged on assessment questions, which allow teachers to gain insight into individual student progress and collective trends based on individual Performance Expectations, Cross-Cutting Concepts, and Disciplinary Core Ideas. Data collected is then used to create in-class interventions, including targeted instruction for small groups, whole-class re-teaches, and personalized instruction for individuals. Data is also utilized to curate and implement resources and tools, including sentence frames, graphic organizers, process charts, anchor charts, and tier 1, 2, and 3 vocabulary supports as needed.

Additionally, BwCCS2 utilizes the state-issued [performance descriptors](#) as a rubric for examining and assessing student work and designing learning segments. Coupled with the performance descriptors, teachers also use released items of the most recent state exams to practice with students to develop

comprehension and metacognitive skills. The use of both has allowed teachers to monitor student progress toward state expectations of learning. This has allowed for data-driven grouping in classes as well as assistance in writing monitorable goals for students with IEPs that require science goals. Additionally, our curriculum is offered in both English and Spanish to support MLLs. In addition to supporting MLLs, this year science courses have had the support of additional teachers to support students with learning disabilities, ranging from the direct support of co-teaching to team-level support for planning, implementing, and evaluating support for students.

In addition to quantitative data, BwCCS2 science teachers also collect qualitative data throughout a learning segment via observations while circulating, during class discussions, and on written scientific explanations (CERs). Through the use of standardized rubrics, teachers and students can utilize shared language when providing or receiving feedback. The language of the rubric is also used to ensure consistency and transparency of academic expectations while providing actionable next steps for students to revise assignments or incorporate into further assignments and tasks.

HIGH SCHOOL SCIENCE

BACKGROUND

Community High School offered Living Environment, Earth Science, and Environmental Science during the 24/25 school year. The curriculum emphasizes inquiry-based instruction, lab work, and the development of durable skills aligned with Regents expectations. Students complete structured lab experiences that reinforce scientific reasoning and ensure readiness for Regents examinations.

In 2025/26, CHS will expand science offerings to include Forensic Science. This course offering builds on an established partnership with Cold Spring Harbor's DNALab housed at CUNY, City Technical College. Through this partnership teachers have received professional development from Research Scientists and students have gained access to world class lab facilities on the campus of CUNY, City Technical College housed across the street from Community High School.

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 Living Environment and Earth Science Regents. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

Community High School does not have a fourth year cohort in 2024-25.

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.

Not Applicable.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

None of the high school science accountability measures applied to Community High School in 2024-25.

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.	Not Applicable
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.	Not Applicable

HIGH SCHOOL SCIENCE ACTION PLAN

CHS has enhanced professional development support through the addition of another Mentor Teacher and two Deans of Faculty, creating a team of four instructional teacher leaders tasked with building continuity in instructional practices across all content areas, with particular focus on supporting staff new to the school.

Going forward we will:

- Maintain Biology(formerly Living Environment), Environmental Science and Earth Science as core science offerings.
- Move Environmental Science (10th grade) to follow Biology (9th grade) in our course sequence in order to create opportunities for students who don't pass the Biology Regents in 9th grade to learn content in 10th grade that supports passing the exam during a second attempt.
- Introduce Forensic Science to our science sequence.
- Through partnerships with the National Education Equity Lab offer college credit bearing coursework in Engineering and Bioengineering.
- Provide Regents Prep intensives for Living Environment after school and on Saturdays.
- Scaffold lab instruction to ensure IEP and ELL students meet Regents requirements.
- Develop STEM-focused internships and exploration opportunities through expanded community partnerships.

- Visit high performing charter and district schools.

GOAL 6: SOCIAL STUDIES

BWCHS students will demonstrate college and career readiness in social studies.

ELEMENTARY SCHOOL SOCIAL STUDIES

B2 Lower School weaves social studies into its core ELA instruction. Using the Match Fishtank curriculum, students build background knowledge to support their critical thinking. Each Fishtank unit supports students in developing an understanding of themselves, the world around them and their power to make change. Beginning in kindergarten and extending through 5th grade, students are exposed to and wrestle with social justice issues, environmentalism, international human rights, civil rights and immigration.

MIDDLE SCHOOL SOCIAL STUDIES

The social studies program at BWCCS2 for the 2024–2025 school year was structured to ensure students engage with rigorous, inquiry-based instruction that builds historical thinking skills and aligns to grade-level standards. The New Visions Curriculum was used in our 6th and 8th grade classrooms. New Visions emphasizes analysis of primary and secondary sources, development of evidence-based arguments, and exploration of enduring themes that connect historical events to present-day contexts. Our 7th grade students used the TCI Social Studies Curriculum, which provides interactive, accessible lessons that support knowledge acquisition, critical thinking, and collaborative learning. Collectively, these curricular approaches are designed to promote a coherent progression of skills and content knowledge across grade levels, equipping students to engage deeply with history, civics, and global perspectives. However, moving into the 2025-2026 school year, we will utilize the New Visions curriculum across all grade levels.

To extend learning beyond the classroom, our program incorporated experiential field-based learning opportunities aligned to grade-level content. Students participated in a variety of field trips, including trips to the American Museum of Natural History and the Tenement Museum. Our 8th grade's senior trip included a Historic Trolley Tour in Philadelphia, providing direct connections to the nation's founding, the development of democratic institutions, and the lived experiences of early Americans. These field experiences are designed to enhance students' historical understanding, cultural awareness, and ability to make meaningful connections between classroom instruction and the broader world. Finally, our 8th graders who elected to take the U.S. History & Government Regents Exam, also received supplementary tutoring during after-school hours and on weekends during Saturday Academy.

HIGH SCHOOL SOCIAL STUDIES

CHS offers U.S. History, Global History, Civics, and Government/Economics courses. Instruction is aligned to Regents expectations and emphasizes the use of primary sources, document-based questions (DBQs), and project-based learning. Students connect history to New York City and Brooklyn contexts, engaging in civic action projects that highlight the relevance of historical study to their own communities.

In 2025, CHS will expand Regents readiness by embedding weekly DBQ practice and multiple-choice questions into all social studies courses. Regents-style writing and analysis will be closely monitored and tied to graduation tracker data.

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.

The school did not have a fourth-year cohort in 2024-25.

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.

The school did not have a fourth-year cohort in 2024-25.

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.

The school did not have a fourth-year cohort in 2024-25.

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.

The school did not have a fourth-year cohort in 2024-25.

SUMMARY OF THE SOCIAL STUDIES GOAL

None of the high school social studies/history accountability measures applied to Community High School in 2024-25.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	Not Applicable
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.	Not Applicable
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.	Not Applicable
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global 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.	Not Applicable

ACTION PLAN

CHS has enhanced professional development support through the addition of another Mentor Teacher and two Deans of Faculty, creating a team of four instructional teacher leaders tasked with building continuity in instructional practices across all content areas, with particular focus on supporting staff new to the school.

Going forward we will:

- Continue offering U.S. History, Government, Economics, Global History 1, Global History 2 aligned to Regents standards.
- Through partnerships with the National Education Equity Lab offer college credit bearing coursework on the African Diaspora and International Relations.
- Integrate Regents Prep DBQs and multiple-choice practice into weekly instruction.
- Offer mock Regents exams in Global and U.S. History to guide intervention.
- Provide Saturday Regents Prep sessions for Global and U.S. History.
- Embed civic action projects into advisory to reinforce research, argumentation, and presentation skills.
- Visit high performing charter and district schools.

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

ADDITIONAL CONTEXT AND EVIDENCE

Beginning with Children Charter School II continues to be in good standing year to year.