

WILDFLOWER NEW YORK CHARTER SCHOOL

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2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

SUBMITTED TO THE SUNY CHARTER SCHOOLS INSTITUTE ON:

September 15th, 2024

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School leaders Mario Benabe, Aura Cely, and Ayeisha Seawright-Moses prepared this 2023-2024 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
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SCHOOL OVERVIEW

Wildflower New York Charter School (WNYCS) is a public Montessori elementary school. Our students develop strong academic foundations and skills in critical thinking, collaboration, creativity, and communication to grow into curious, capable contributors to their communities and the world.

For Wildflower New York Charter School, there is little if any separation between students' work and assessments. Our teacher leaders conduct ongoing observation and assessments to monitor student's growth. As we document and develop Montessori in the public sector in NYC (New York City), its alignment with New York State Next Generation Learning, we want to have additional indicators of children's progress against those standards. For that reason, beginning in kindergarten we begin assessing our students with the Montessori For All Phonics Screener, Fountas & Pinnell and NWEA MAP for interim assessments.

ENROLLMENT SUMMARY

The table below provides the school's enrollment on BEDS day of each applicable year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2018-19	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	4	7												11

2021-22	9	6	5										20
2022-23	10	12	7	6									35
2023-24	18	5	10	4	6								43

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Wildflower New York Charter School students will meet grade level expectations in English.

Background

Wildflower New York Charter School's Montessori literacy curriculum follows an evidence-based sequence that incorporates the extensive ELA (English Language Arts) Elementary Montessori Scope and Sequence, with the Fountas & Pinnell Benchmark Assessment System, and NWEA Map Growth. We utilize The Montessori For All Phonics Screener as our baseline ELA Internal Assessment (ELA IA). Our ELA IA allows us to develop an individualized reading pathway to guide elementary children to advance in their reading level by a grade level and a half in one academic year. In combination with our ELA IA, we have a reading remediation pathway design to accelerate student's reading development for targeted intervention groups, at risk students and students behind grade level.

Accelerated Montessori Reading Development Trajectory

Level	Phonological Awareness (ORAL)	Writing (Encoding) & Reading (Decoding) Work	
		Phonics Elements to Focus on	Sight Words
Level 1 9-12 weeks	1. identify a rhyme 2. isolate beginning sound 3. isolate final sound 4. isolate medial sound 5. blend phonemes 6. segment phonemes 7. generate a rhyme 8. compound words: delete first word 9. compound words: delete second word 10. delete beginning sound 11. delete final sound	**LETTER SOUND + LETTER NAME, BEGINNING BLENDING VC and CVC WORDS WITH ALL SHORT VOWELS:** *(If children know letter sounds but not names, they can progress to the next level. Also, -an is introduced but not assessed until Level 2.)*	I, a, the, like, you, see
Level 2 6 weeks		**BLENDS AND GLUED SOUNDS WITH SHORT VOWELS + 2-SYLLABLE PHONETIC WORDS:** glued sounds am, -all, -ng; double consonants ff, ll, ss; ck; and s as z	friend, no, has, to, or, is, go, we, she, my, oh, for, OK, her, me, little, be, he
Level 3 6 weeks		**CONSONANT DIGRAPHS + BEGINNING VOWEL**	of, that, by, down, what, from, birthday, do, their,

		DIGRAPHS: ch, sh, th, ee, oo as in book and oo as in moon	they, away, are, put, bear, puzzle, great, giving, said
Level 4 6 weeks		**VOWEL DIGRAPHS:** silent E, ay, ie, oa, oy	was, keys, so, sleepy, there, where, walking, window, new, goes, out, who, would, break, many, idea, solve, each
Level 5 6 weeks		**R CONTROLLED VOWELS + INFLECTIONAL ENDINGS ED + ING:** er, ar, or, ir + inflectional endings -ed and -ing	teacher, have, love, pull, our, want, were, blue, lucky, over, your, four, these, could, why, one, very, please
Level 6 6 weeks		**VOWEL DIGRAPHS + INFLECTIONAL ENDING ES + Y AS E:** ea, aw, ow, ue, es, y as e	come, two, pretty, again, as, every, know, once, open, some, always, because, been, before, both, buy, does, goes
Level 7 6 weeks		**ADVANCED CONSONANT SOUNDS + SOFT G + C:** Long /ī/ sound spelled y, ly, tle/le, soft c and soft g when followed by e, i, or y, wh	about, done, eight, laugh, only, people, another, answer, through, time, move, picture, should, sound, above, almost, country, enough
Level 8 6 weeks		**ADVANCED VOWEL SOUNDS:** ight, ind, sion, ear, ous, alk, tion, ign	group, paper, second, young, find, water, write, around, house, air, animal, answer, different, learn, eye, school, close, those
Level 9 6 weeks		**VOWEL HOMOPHONES:** oi vs. oy, au vs. aw, ou vs. ow, ai vs. ay, ew vs. ue, ph vs. f	along, don't, across, area, certain, color, complete, hold, hour, measure, listen, music, remember, toward, unit, usually, ago, actually

WNYCS supplements our reading development trajectory using a combination Montessori materials and technology to individualize and track data around student's phonological awareness. The Waseca Reading Program (WRP) has become standard in many public Montessori classrooms. It is structured to provide a systematic and sequential presentation of the phonetic elements used in the

English language. The WRP is color-coded in nine different phonetic groups. The groups cover the following:

Red focuses on three-letter phonetic words and isolates short vowel sounds

Orange focuses on blends: common beginning blends such as ***s***, ***l***, and ***r*** blends; ending blends; and words with both beginning and ending blends

Yellow introduces consonant digraphs like ***sh***, ***ch***, ***th***, and ***tch***

Green explores words ending with ***ng*** and ***nk***

Aqua focuses on the silent e rule as applied to each vowel

Blue explores different phonograms used to make each long vowel sound

Purple introduces various diphthongs, such as r-controlled vowels and ***oy***, ***ow***, and ***aw***

Pink focuses on combinations that produce silent letters like ***wh***, ***mb***, ***kn***, and ***gh***

Gold explores less common phonetic rules, including spelling variations for the same sounds and hard and soft consonants



WNYCS aligned the WRP to our reading remediation pathway. This alignment allows for WNYCS to tailor the phonological needs to every specific child. To progress monitor reading growth and phonological awareness we use Accelerated Reader and Lalilo, research-based software systems that allow us to track reading practice and phonological awareness in alignment with our Montessori educational model. Additionally, Wildflower New York Charter School uses the Fountas & Pinnell Classroom™ (FPC) Guided Reading Collection. This is a cohesive, multi-text approach to literacy instruction for all students in grades PreK–6. The System is designed to support whole-group, small-group and independent learning opportunities including but not limited to — interactive read-aloud; reading minilessons; shared reading; phonics, spelling, and word study; guided reading; book clubs; and independent reading collections. Lastly, we utilize Transparent Classroom, our Montessori aligned learning dashboard to monitor student growth.

Method: FOUNTAS & PINNELL & ELA IA

Our ELA IA allows us to develop an individualized reading pathway to guide elementary children to advance in their reading level by a grade level and a half in one academic year. In combination with our ELA IA, we have a reading remediation pathway design to accelerate student's reading development for targeted intervention groups, at risk students and students behind grade level.

Results and evaluation

In the tables that follow, we present our F&P data for the 2023-24 school year broken down by school and grade level to show:

1. Absolute achievement and growth over the course of the year;
2. Absolute achievement and growth of students with low absolute achievement entered into our reading remediation pathway at the beginning of the year; and within a subgroup (ELL (ENGLISH LANGUAGE LEARNER) / SWD)
3.

Our results in the data that follow reflect the following:

- Students with low initial absolute achievement enrolled in our Reading Remediation Pathway did not have the opportunity to attend our high-quality Pre-K Montessori program. These students were remote learners during their Kindergarten year in 2020-21 and later joined Wildflower New York Charter School in a grade above kindergarten. As a result, they did not have access to our primary Montessori education program (Pre-K, Kindergarten). Nevertheless, this subgroup achieved at least 1.6 years of growth in reading, successfully meeting our projected goals for ELA interim assessments.

- 100% of our Grade 1 students ended the year on or above grade level. All students in this cohort attended our high-quality pre-k Montessori program.
- 100% of our Grade 2 students ended the year on or above grade level. All students in this cohort attended our high-quality pre-k Montessori program.
- 50% of our Grade 3 students ended the year on or above grade level with an average year's growth of 1.4 years.
- 60% of our Grade 4 students ended the year on or above grade level with an average year's growth of 1.2 years.

The table below shows the percentage of students performing on or above grade level on the F&P administered at the beginning and end of the year, as well as the average number of years students grew in reading over the year (for example, a 1st grader is expected to grow three levels over the course of the year; if a 1st grader grew 4 levels in that year then the student would have made 4/3 = 1.22 years of growth).

F&P PERFORMANCE BY GRADE			
GRADE	BOY % OAGL	EOY % OAGL	AVG YEARS GROWN
1	80%	100%	2.05
2	100%	100%	2.275
3	50%	50%	1.4
4	20%	60%	1.25

- OAGL = On or above grade level, set to the more rigorous and nationally adopted Teachers College F&P grading scale.
- BOY (Beginning of Year) % OAGL = % of students performing on or above grade level on their first F&P, administered in September 2023.
- EOY % OAGL = % of students performing on or above grade level on their final F&P, administered in June 2024.
- Avg Years Grown = average number of years students grew in reading over the year based on the rigorous Teachers College F&P grading scale

Students With Low Initial Absolute Achievement Enrolled In Our Reading Remediation Pathway Advanced Over 1.6 Years in Reading

The below data looks at the growth of students with low initial absolute achievement— those not reading on grade level at the beginning of the year and that were placed in our reading remediation pathway. Three indicator that are common among these students with low initial absolute achievement is (1) they did not attend our high-quality Pre-k Montessori program, (2) were remote students for their Kindergarten academic year in 2020-21 and (3) were enrolled at a grade above kindergarten. Students in this cohort did not have access to our primary (Pre-k, Kindergarten) Montessori education.

F&P PERFORMANCE BY STUDENTS PERFORMING BGL AT BOY

STUDENTS	subgroup	GRADE	BOY BGL	BOY READING LEVEL	EOY READING LEVEL	AVG YEARS GROWN
STUDENT A		1	YES	A	I	2
STUDENT B	*	1	YES	D	L	1.5
STUDENT C	***	3	YES	D	H	1
STUDENT D	***	3	YES	D	H	1
STUDENT E	*	4	YES	J	T	3
STUDENT F	**	4	YES	D	I	1
STUDENT G	**	4	YES	D	K	1.5
STUDENT J	**	4	YES	I	Q	2

- BGL = Below or approaching grade level, set to the more rigorous and nationally adopted Teachers College F&P grading scale.
- EOY % OAGL = % of students performing on or above grade level on their final F&P, administered in June 2024.
- Avg Years Grown = average number of years students grew in reading over the year based on the rigorous Teachers College F&P grading scale
- Sample size is based on (n=8)
- * = Student with disability
- ** = English Language Learner
- *** = ELL

In conclusion, as Wildflower New York Charter School enters its second charter term, the F&P data remains strong. The school is growing with a cohort of students who have attended its high-quality primary Montessori program. Although Kindergarten students were excluded from the F&P data, the cohort ranks in the 53rd percentile nationally, according to NWEA MAP Growth data. This positions Wildflower New York Charter School to expand its charter with students who are outperforming their peers nationally, within a percentile that meets or exceeds the national average on NWEA MAP ELA data. Below is a closer look at Wildflower New York Charter School's NWEA MAP Growth ELA data.

Method: NWEA MAP ELA ASSESSMENT

Given our strong Montessori approach that individualizes education coupled with our rigorous instruction, we have strong student achievement outcomes in our ELA NWEA Map Growth Assessment. The chart below shows ours average RIT score compared to the national average and our grade level national percentiles. The results indicate that Wildflower New York Charter School will enter its second charter term as a high-quality school. As we grow into our testing grades with students that have attended our high-quality primary program our data will continue to rank us as a leading public Montessori school in NY State.

Wildflower New York Charter School Class Profile: ELA NWEA Map Growth

ELA NWEA MAP GROWTH			
GRADE	WILDFLOWER NEW YORK CHARTER SCHOOL AVERAGE RIT SCORE	NATIONAL AVERAGE	WILDFLOWER NEW YORK CHARTER SCHOOL ELA NWEA MAP GROWTH PERCENTILE
K	138	137	Ranked at the 53RD Percentile Nationally

1	155	156	Ranked at the 49TH Percentile Nationally
2	187	172	Ranked at the 83RD Percentile Nationally
3	202	187	Ranked at the 80TH Percentile Nationally
4	181	197	Ranked at the 5TH Percentile Nationally
5	201	204	Ranked at the 49TH Percentile Nationally

Method

Wildflower New York Charter School did serve testing grades for the New York State ELA examination in 2023-24. However, the parents of six eligible students opted out of testing for the 2023-24 school year. Wildflower New York Charter School has NY State ELA examination data for four students with a proficiency rate of 75%. Wildflower New York Charter School sample size is small to run a comparative regression analysis for an adequate comparative model. As the school grows with a larger testing group of students, Wildflower New York Charter School will more definably relay its NY State ELA examination data. Moreover, as shown above the school did implement its ELA IA, Fountas & Pinnell and NWEA Measures of Academic Progress (MAP) Assessment showing strong indicators of proficiency in ELA.

Summary of the English language arts goal

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the state's grade 3-8 exams.	**Achieved**
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state exams will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percentage of all tested students who are enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of students in the same tested grades in the local school district.	**Achieved**
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Not Achieved
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 state's unadjusted median growth percentile.	N/A

Additional Evidence

Not applicable.

Action Plan

While progress cannot yet be measured due to the opt out rate, the school remains confident that the program and curriculum described here will lead to strong academic achievement that meets or exceeds the goals outlined in the Accountability Plan. As a course of action, we have developed an after-school intervention program that serves elementary children (1st, 2nd, and 3rd graders) Monday — Friday, from 3PM — 4:30PM. Additionally, we expanded our summer learning program to give students in subgroup categories year around learning. We are committed to ensuring that all students regardless of their entry point at Wildflower New York Charter School are at grade level or above

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Wildflower New York Charter School students will meet grade level expectation in Mathematics.

Background

Wildflower New York Charter School's Montessori mathematics curriculum follows an evidence-based sequence that incorporates the extensive Elementary Math Montessori Scope and Sequence, mapped to NY State Common Core with the NWEA Map Growth assessment to progress monitor student growth. We use Transparent Classroom, our Montessori aligned learning dashboard to monitor student growth. In the same way we have a reading remediation pathway, we have a math remediation pathway designed to reinforce the Montessori scope and sequence in the event a student did not meet our minimum kindergarten math targets. Wildflower New York Charter School's mathematics curriculum introduces mathematical concepts, number theory, and computation using Montessori materials (sometimes referred to as manipulatives), which allow the children to have repeated practice to gain mathematical understanding. Our approach provides students with the opportunity to follow the Elementary Math Montessori Scope and Sequence with a degree of fidelity. The Montessori mathematic materials allow our students to experience mathematical concepts concretely therefore, allowing an easier transition into abstract concepts. The Montessori math materials are tangible expressions of abstract ideas. Our foundational math curriculum consists of the following:

Numbers to Ten

The foundation of math is numbers to ten. The exercises in this section must be firmly rooted in the child before continuing through the math materials. The child learns the names of the numbers and the fact that each number represents a certain quantity. The child learns to associate the language, written symbol, and quantity of each number from 0 to 9. Sensorially he/she is shown even and odd numbers, as well, the child learns to fix a number in his/her mind and remember it after an extended period of time.

The Decimal System
The Decimal System introduces the child to the bead materials and the associated cards for each category. The child learns that zero can give a greater value to a number, and they also learn the language of the larger numbers. The Collective Exercises show the child how to exchange (10 units/ones exchanges for 1 ten), and gives the child a sensorial impression of addition, multiplication, subtraction, division, and the relationship between the operations.

The Teens and Tens
The section on Teens and Tens parallels the work with Association of Beads and Cards. The child learns to associate quantities, names, and symbols of the teens and tens. Also, the child is introduced to the colors of each bead bar, which is important for future exercises. This section finishes off by consolidating the child's knowledge when they work on the linear and skip counting of the square and cube chains from the bead cabinet.

The Exploration and Memorization of Tables

This section focuses on the exploration and memorization of addition, subtraction, multiplication, and division tables. The materials in this area give the child the opportunity to explore essential number combinations for each mathematical operation and continue to move the child towards less concrete materials.

Fractions

The last section of our foundation to math introduces the children to fractions and has them explore the materials to discover the rules of each fraction operation.

WNYCS's teacher leaders then ensure that each area of the math environment follow the general pattern of methodology consistent with Montessori presentations as follows:

1. Quantity/practice: The student is first introduced to the concept of quantity and its physical representation, e.g., number rods.

2. Symbol/practice: Symbols are introduced separately form the quantity, e.g., laminated number cards.

3. Association of quantity and symbol practice: Student is introduced to the association of quantity and symbol after enough practice with each concept separately, e.g., number rods and laminated number cards.

4. Assessment: Student will be asked to recall the information learned through an informal or formal assessment, e.g., memory game of numbers or activities submitted through Seesaw, a digital student portfolio with daily assignments.

Students then continue to use Montessori math manipulatives at the lower and upper elementary level, reinforcing the concrete understanding of the mathematical mind. Children in these grades can understand and use abstract mathematical concepts, and depending on their level of understanding, are guided by the teacher toward that goal. Topics in Lower Elementary and Upper Elementary math include basic math operations, decimals and fractions, estimation and rounding, and further exploration of geometry.

- Measurement
- Study of Polynomials
- Multiplying, Squaring and Algebraic studies
- Cubing and Square Root
- Geometry
- Ratios and Proportions
- Study of Area, Perimeter, and Volume
- Probability
- Graphing
- Powers and Exponents
- Percentages
- Detail Knowledge of Geometric Figures
- Short, long and Group Division
- Decimals
- Factoring
- Fractions

Using NWEA Measures of Academic Progress (MAP) Math Assessment, we monitor and track students' progress towards our accountability goals.

Method – NWEA Map Assessment

Given our strong Montessori approach that individualizes education coupled with our rigorous instruction, we have strong student achievement outcomes in our Math NWEA Map Growth Assessment. The chart below shows ours average RIT score compared to the national average and our grade level national percentiles. The results indicate that Wildflower New York Charter School will enter its second charter term as a high-quality school. As we grow into our testing grades with students that have attended our high-quality primary program our data will continue to rank us as a leading public Montessori school in NY State.

Wildflower New York Charter School Class Profile: Math NWEA Map Growth

MATH NWEA MAP GROWTH			
GRADE	WILDFLOWER NEW YORK CHARTER SCHOOL AVERAGE RIT SCORE	NATIONAL AVERAGE	WILDFLOWER NEW YORK CHARTER SCHOOL MATH NWEA MAP GROWTH PERCENTILE
K	142	140	Ranked at the 61ST Percentile Nationally
1	160	160	Ranked at the 40TH Percentile Nationally
2	182	175	Ranked at the 62ND Percentile Nationally
3	195	188	Ranked at the 72ND Percentile Nationally
4	189	200	Ranked at the 21ST Percentile Nationally
5	193	209	Ranked at the 27TH Percentile Nationally

Method

Wildflower New York Charter School did serve testing grades for the New York State Math examination in 2023-24. However, the parents of six eligible students opted out of testing for the 2023-24 school year. Wildflower New York Charter School has NY State ELA examination data for four students with a proficiency rate of 50%. Wildflower New York Charter School sample size is small to run a comparative regression analysis for an adequate comparative model. As the school grows with a larger testing group of students, Wildflower New York Charter School will more definably relay its NY State ELA examination data. Moreover, as shown above the school did implement its ELA IA, Fountas & Pinnell and NWEA Measures of Academic Progress (MAP) Assessment showing strong indicators of proficiency in ELA.

Summary of mathematics goals

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the state's grade 3‐8 exams.	Not Achieved
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state exams will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percentage of all tested students who are enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of students in the same tested grades in the local school district.	Achieved
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Not Achieved
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 - 5 will be above the state's unadjusted median growth percentile.	N/A

Additional Evidence

Not applicable

Action Plan

While progress cannot yet be measured due to the opt out rate, the school remains confident that the program and curriculum described here will lead to strong academic achievement that meets or exceeds the goals outlined in the Accountability Plan. As a course of action, we have developed a after school intervention program that serves elementary children (1st, 2nd, and 3rd graders) Monday — Friday, from 3PM — 5PM. Additionally, we expanded our summer learning program to give students in subgroup category year around learning. We are committed to ensuring that all students regardless of their entry point at Wildflower New York Charter School are at grade level.

GOAL 3: SCIENCE

Goal 3: Science

Wildflower New York Charter School students will meet grade level expectations in science.

Background

Wildflower New York Charter School science curriculum begins with the exploration of physical and life sciences then leads students into biology, zoology, botany, and scientific experiments. Students explore science with hands-on demonstrations and experiments both virtually and in-person. Science in our Montessori classrooms is not taught in isolation but rather through an interdisciplinary approach with lessons integrating astronomy, the earth sciences, and biology with history and geography. Our students learn to consider the formation of the universe, development of planet Earth, the delicate relations between living things and their physical environment, and the balance within the natural world.

By the time our students enter the lower Elementary classroom they are ready and prepared to build on the scientific knowledge they have gained. Montessori elementary education presents the child with keys to the universe through what Dr. Montessori termed “Cosmic Education.” Our science curriculum is ignited by five great lessons that provide the springboard for the entire Montessori elementary curriculum. The five Great Lessons cover the beginnings of the universe, origins of life, evolutions of humans, development of language, and history of mathematics. These stories are presented every year and as the children mature and grow, they absorb the concepts with increased levels of comprehension. Understanding of the interconnectedness of all life and physical aspects of the universe is enhanced as our students reach upper elementary.

As a supplement to our science education Wildflower New York Charter School students engage in a comprehensive exploration of computer science, without computers using Montessori inspired materials developed by TWF partners and MIT's Media Lab. Our computer science curriculum addresses a broad range of foundational of computational concepts so that children understand the logic behind how computers work. Including programming, binary counting, Boolean logic, sorting, patterns, image representation, and data structures.

Method

Wildflower New York Charter School did not serve testing grades for the New York State Science examination in 2023-24. However, the school did implement the NWEA Measures of Academic Progress (MAP) Science Assessment.

Results and evaluation

Not applicable.

Additional Evidence

Not applicable.

Summary of Science goals

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the state's grade 4-8 exams.	N/A
Comparative	Each year, the percentage of all tested students who are enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of students in the same tested grades in the local school district.	N/A

Action Plan

While progress cannot yet be measured quantitatively, the school remains confident that the program and curriculum described here will lead to academic achievement that meets or exceeds the goals outlined in the Accountability Plan.

GOAL 4: ESSA

Method

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 (Every Student Succeeds Act) accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

Results and evaluation

Wildflower New York Charter School has not yet received an ESSA status.

SUMMARY OF ESSA GOALS

Type	Measure	Outcome
Absolute	Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school as being in need of comprehensive or targeted assistance.	Achieved

Additional Evidence

Not applicable.

Action Plan

Wildflower New York Charter School will continue to provide an optimal educational experience for all learners to maintain in good standing with this accountability goal.