



**Elmwood Village Charter School
Hertel**

**2025-26 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

Anne Wechsler, Director of Curriculum and Instruction, and Melina Hong, Data Manager, prepared this 2025-26 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)
Patricia Anderson		Academic Excellence, EVCS Culture
Mimi Barnes Coppola		Nominating, Academic Excellence
Ed Castine	Treasurer	Executive Committee, Audit and Finance
Kathy Franklin-Adams		Academic Excellence, EVCS Culture
Kenneth Gholston	Vice Chair	EVCS Culture, Audit and Finance
Jemima Herrera	Parent Representative	Culture
Jason Lang	Parent Representative	Audit and Finance
Michael Larry		Audit and Finance
George McLean		
Jacob Piorkowski	Chair	Space Planning and Facilities, Executive
Matthew Ryan		Executive, Audit and Finance, Nominating
Anna Sotelo-Peryea	Secretary	EVCS Culture, Space Planning and Facilities, Executive
Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)

Sara Corona has served as the school principal since 2024.

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SCHOOL OVERVIEW

The Elmwood Village Charter School Hertel opened its doors to 150 students in grades K-2 in 2017 as a replication of the Elmwood Village Charter School (now EVCS Days Park). EVCS Hertel has just completed its seventh year of instruction, educating 450 students in grades K-8. In school year 2023-2024, EVCS Hertel graduated its first class of 8th graders. Due to its proximity to Buffalo's West Side, EVCS Hertel has a growing population of English as a New Language (ENL) students in addition to being a school with a population that is also diverse in race/ethnicity. In school year 2025-26, 69% of students were economically disadvantaged, a slight increase from the prior school year. EVCS Hertel is an extremely diverse school, with 48% of students identifying as Black or African American, 23% identifying as Hispanic or Latino, 13% identifying as White, 11% identifying as Multiracial, and 5% identifying as Asian. EVCS Hertel continues to draw more students who are learning English as a New Language, with 36 in school year 2025-26, up from 19 in 2023-24.

The mission of the school is as follows: "The Elmwood Village Charter Schools will provide a stimulating and engaging learning environment that recognizes student capability, fosters their connectedness to their immediate and broader communities, and offers them ways to contribute to school life. EVCS believes that all students can and will learn at high levels when provided with the right learning conditions."

Key Design Elements:

- **Small, K-8 Community:** EVCS has reached its goal of a terminal enrollment number of 450 students in K-8 at each campus. EVCS believes that students thrive and succeed academically in an environment where they have ample opportunities to be connected and contributing members of their school community, where their identities are known and respected, and where family involvement and investment is part of the school culture. EVCS students spend up to nine years in the building, promoting strong relationships between faculty and families.
- **Low Student-Teacher Ratio:** each classroom has a small student-teacher ratio with one certified teacher and a teaching assistant in each classroom, as well as a special education teacher at each grade level.
- **Community Involvement:** students interact with community organizations, leaders, institutions, and artists. Students participate in regular field trips and community service projects, and partnerships are built with a variety of local organizations to help students become connected and contributing members of the Buffalo and Western New York community.

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- Longer Academic Day/Instructional Hours: EVCS's annual instructional hours exceed the minimum required hours of 900 in Grades K-6 and 990 in Grades 7-8.
- More Time on Task: EVCS schedules extended academic blocks for English Language Arts and Math, including a separate Reading block and a Flex Block to incorporate additional small-group learning time.
- Interdisciplinary Curriculum: EVCS emphasizes cross-curricular educational development where the connection between different fields of knowledge is shown through theme-based and project-focused instruction.
- Parental Involvement: EVCS provides abundant opportunities for parent-teacher communication and for parental participation in school activities and events, including publishing parties, student-led presentations, whole-school meetings, and parent-teacher conferences.
- Technology Integration: EVCS is committed to using educational technologies in support of student success.
- Responsive Classroom: The EVCS mission statement references the Three Cs of the Cooperative Discipline approach developed by Rudolph Dreikers: capable, connected, and contributing. This approach underscores EVCS' instructional practices which emphasize social-emotional learning and growth. The guiding principles of Responsive Classroom are designed to help students internalize a set of social and emotional skills (CARES - cooperation, assertion, responsibility, empathy, and self-control). When students learn social-emotional skills and develop a sense of belonging, great cognitive growth occurs, which translates to improved student outcomes and achievement. EVCS believes that knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.
- Diverse Population: Another key element of EVCS is the diversity of its student population. EVCS' student population mirrors the demographics of the City of Buffalo as a whole. Research shows that racially, ethnically, and socioeconomically diverse learning environments positively impact academic performance.
- Instructional Coaching: Our coaching model has become a cornerstone of EVCS's success. Coaches are shared across both campuses in order to specialize in specific grade bands and subject areas. This also allows them to transmit best practices across campuses. EVCS utilizes an intentional, data-driven Instructional Coaching Model designed to promote systemic school improvement by directly elevating teacher efficacy, knowledge, and independence. Rather than acting as evaluators or administrative surrogates, our coaches

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function as continuous capacity builders. They implement efficient, time-maximized systems to ensure the vast majority of their operational hours are spent on high-leverage, student-centered teacher development. The ultimate objective of this model is twofold: to systematically link targeted pedagogical support to measurable student achievement, and to cultivate a culture where educators feel deeply invested in, supported by, and confident in their professional growth.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Un-graded	Total
2023-24	40	51	50	49	52	49	49	52	39	0	431
2024-25	42	37	46	46	49	51	47	47	50	0	416
2025-26	39	45	42	48	51	52	50	48	43	0	418

GOAL 1: ENGLISH LANGUAGE ARTS

Elmwood Village Charter School Hertel students will be proficient readers, writers, and speakers of the English language as demonstrated by academic attainment and growth on the STAR Reading and STAR Early Literacy assessment.

BACKGROUND

All students received two periods of ELA every day along with a period of Small Group Reading every day for students in grades K-6.

Grades K - 3: ELA is taught in alignment with the NYS Common Core Learning Standards. EVCS's K-3 elementary literacy instruction was centered around the Wit and Wisdom reading program and supplemented with Really Great Reading's phonics instruction. Wit & Wisdom is a comprehensive English Language Arts curriculum that centers on the study of rich, engaging, diverse texts that have been curated to build student knowledge of important ideas in the liberal arts and the sciences. The approach is integrated and text-based: daily reading, writing, speaking, listening, grammar, and vocabulary study is based on—and draws on evidence from—exceptional texts.

Foundational skills were taught through the Really Great Reading program in grades K-3 as a Tier 1 program (we also used it as a Tier 3 intervention in grades K-6). RGR provides explicit, systematic,

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engaging, multisensory, and developmentally appropriate instruction. Students are taught the key skills they need to become efficient and accurate decoders.

Grades 4 - 8: In grades 4-8, we continued our implementation of the Teach Like a Champion Reading Reconsidered curriculum, which is designed to build knowledge by pairing foundational novels with non-fiction text. Like Wit & Wisdom, it places a heavy emphasis on knowledge building and vocabulary and provides many opportunities for students to write about content. We continue to focus on fluency in the upper grades and implement oral reading fluency routines in the classroom.

Small Group Reading: In addition to core reading instruction, students in grades K-6 participate in small group reading. For students who are not yet fluent readers (typically grades K-2), the focus is on building reading fluency through small group instruction and the use of decodable texts. As students become fluent readers (typically grades 3-6), the instructional focus shifts to a discussion of how texts work to promote deep reading for understanding, critical analysis, and finding evidence on which to draw conclusions. Reading AIS groups are pulled by our AIS teachers during this instructional block. Really Great Reading diagnostic assessments are used to identify students in need of intensive support with foundational skills and to place these students into an appropriate RGR instructional program. In the 2025-2026 school year, we added the Strategic Adolescent Reading Intervention (STARl) as a Tier 2 small group intervention administered during small group reading time. STARl is a literature-focused, Tier II literacy program designed by the SERP Institute to accelerate the reading skills of middle school students who read two or more years below grade level. Rather than focusing solely on remedial skills, it simultaneously targets foundational gaps like decoding and fluency alongside deep, grade-level comprehension strategies. The curriculum engages students through thematic units centered around whole books, utilizing peer discussions, collaborative partner work, and structured debates to build reading stamina and critical thinking.

Writing: Writing is taught through a combination of content embedded writing (that will occur during reading, Science, Social Studies, etc.) and process-based writing. Content embedded writing will typically focus on instruction at the sentence or paragraph level and takes place daily. Process based writing is used to support students in producing longer pieces of writing. Students move through the steps of prewriting, drafting, revising, editing, and publishing to produce pieces of writing across various genres (narrative, persuasive, informational and poetry). Direct writing instruction takes place in the form of a mini-lesson and is followed by active writing time, at which time the teacher moves around the room conferring with students about their work. Students are encouraged to write for an audience and units culminate with an authentic sharing of students' work. Grammar and conventions instruction is integrated within the context of writing. Students learn grammar rules and conventions through their writing practice, applying them in their own writing to enhance clarity and coherence.

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Assessment: EVCS utilized the STAR ELA Assessment to evaluate student progress in Reading (2-8) and STAR Early Literacy (K-1). STAR was used at the beginning of the year as a universal screening tool to drive instruction. The assessments were given again at the mid-year mark to monitor the progress of each student, and to identify strengths and weaknesses at the student level and classroom level. STAR data helped teachers design instruction to meet the needs of specific learners, ensuring that they received appropriate supports and challenges. End of the year assessments were used to determine the growth of each student, along with a growth percentile for each teacher (both reports are available in STAR). End of the year data was also analyzed to inform curricular and instructional decisions for the following year. Teachers received support with analysis of STAR results during grade level PLC meetings and filled out a data analysis form noting strengths and weaknesses and outlining plans for intervention and challenge work.

In addition to STAR, interim assessments in English Language Arts are given three times a year. In grades K-3 this took the form of a 5-7 minute diagnostic decoding assessment from Really Great Reading that was administered 3 times during the year (students in need of intervention received additional progress monitoring). These diagnostic decoding assessments were also used to identify gaps for students in grades 4-8 who were reading significantly below grade level. In grades 3-8 standards based interim assessments were used to assess mastery of the content that was taught over an 8-10 week period. The results of interim assessments were immediately disaggregated by content standard, allowing teachers to identify strengths and weaknesses in students' understanding. Teachers met in grade level teams to compare results, share instructional strategies and lessons, and plan for re-teaching.

Professional Development: Teachers received curriculum specific professional development for Wit & Wisdom, Really Great Reading, Reading Reconsidered, and STARI during our professional development in August. Instructional coaches provided regular support to teachers with curriculum implementation, data analysis, and teaching strategies throughout the school year. EVCS has identified 5 high leverage strategies for excellent teaching: internalizing the lesson plan, gradual release of responsibility, independent practice, academic monitoring and the show call. We have created an arc of the year of professional development and feedback around these strategies to support strong implementation of each strategy across all of our classrooms.

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.

2025-26 State English Language Arts Exam

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Number of Students Tested and Not Tested

Grade	Total Tested	Total Enrolled	Percent Tested
3	49	49	100%
4	52	53	98%
5	46	47	98%
6	51	51	100%
7	44	45	98%
8	40	42	95%
All	282	287	98%

Performance on 2025-26 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	49	9	18%	39	7	18%
4	52	13	25%	41	12	29%
5	46	9	20%	36	7	19%
6	51	23	45%	46	23	50%
7	44	23	52%	38	22	58%
8	40	14	35%	38	13	34%
All	282	91	32%	238	84	35%

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 2025-26 English language arts MIP for all students of **126.5**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the

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.

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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 2025-26 Performance Index (PI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
282	33.7	34.0	22.3	9.9

$$PI = (0 * [33.7\%]_{\text{Level 1}} + 1 * [34.0\%]_{\text{Level 2}} + 2 * [22.3\%]_{\text{Level 3}} + 2.5 * [9.9\%]_{\text{Level 4}}) * 100 = 103.3$$

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

2025-26 State English Language Arts Exam Charter School and District Performance by Grade Level				
Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students (24//25 results)	
	Number Tested	Percent Proficient	Number Tested	Percent Proficient
3	39	18%	1760	32%
4	41	29%	1888	23%
5	36	19%	1847	26%
6	46	50%	1927	27%
7	38	58%	1885	26%
8	38	34%	1765	31%
All	238	35%	11072	28%

ELA Measure 4 - Comparative

² You can find the statewide MIP goals for 2022-23 to 2028-29 [here](#). Note: 2023-24 and 2022-23 MIP goals were retroactively updated and increased in the new guidance before the 2025-26 school year.

³ Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2024-25 results as a placeholder for the district's 2025-26 results. Schools can access these data at data.nysed.gov.

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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

Given the timing of the state's release of economically disadvantaged data, the 2025-26 Comparative Performance analysis is not yet available. This report contains 2024-25 results.⁴

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.

2024-25 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	76.1%	441	448.1	-0.65
4	67.3%	437	449.9	-1.31
5	56.9%	443	451.4	-0.93
6	55.3%	445	448.3	-0.39
7	66.0%	444	448.2	-0.42
8	70.0%	442	448.7	-0.69
All	65.2%	442	449.1	-0.74

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 2025-26 analysis is not yet available. This report contains 2024-25 results, the most recent Growth Model data available.⁵

⁴ These data can be found in the school's Accountability Summary provided by the Institute in spring 2026.

⁵ These data can be found in the school's Accountability Summary provided by the Institute in spring 2026.

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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 2024-25 and also have a state exam score from 2023-24 including students who were retained in the same grade. Students with the same 2023-24 score are ranked by their 2024-25 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.

2024-25 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	46.2	50
5	41.4	50
6	60.3	50
7	68.8	50
8	36.2	50
All	50.1	50

ELA INTERNAL EXAM RESULTS

During 2025-2026, 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: STAR

EVCS Hertel's growth goal for the STAR ELA for the 2025-26 school year was to achieve a median SGP of 50 (between BOY and EOY) for 3rd through 8th grade. The overall SGP was 60 – EVCS Hertel met this goal, achieving a higher growth than seen at the end of year than other post-COVID years.

Grade	Student Count	Median STAR ELA SGP
3	49	72
4	52	59
5	43	64
6	49	66
7	45	54
8	39	44
All	277	60

SUMMARY OF THE ELA 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 New York State English language arts exam for grades 3-8.	Not Met

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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.	Not Met
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.	Met
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.	Not Met
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.	Met
Internal	Achieve a median SGP of 50 (between BOY and EOY) for 3 rd through 8 th grade.	Met
TOTAL	Of the required measures, the school met:	2/5

EVALUATION OF ELA GOAL

EVCS Hertel did not meet the institute's absolute goal of 75% of second year students meeting proficiency (35%). No grade levels hit the target of 75%. It is encouraging that students who have been enrolled at EVCS for 2 or more years generally perform higher than new students. EVCS Hertel did not meet the absolute goal of a PI over 126.5 (103.3). Overall, EVCS Hertel had higher proficiency (35%) than the Buffalo Public School District (28%), with 4 grades scoring higher and 2 grades scoring lower (3rd and 5th grade). EVCS Hertel all fell short of meeting the institute's comparative goal of an effect size larger than 0.3 (-0.74). EVCS Hertel met the mean growth percentile target of 50 (50.1) when using 2024-25 numbers. EVCS has continued to track student growth internally on the STAR ELA test (Literacy for grades K-1, Reading for grades 2-8). EVCS Hertel exceeded the internal goal of SGP=50 national STAR test (60), with 5 of 6 grades meeting or exceeding the target of 50.

ADDITIONAL CONTEXT AND EVIDENCE

EVCS Hertel continues to see strong participation in the NYS ELA assessment. We will continue to invest students and families in using the assessment as an opportunity to show what they know. When digesting the data, administrative staff noticed that while points achieved on the multiple choice actually increased from last year, points achieved on the constructed response questions declined. Instructional Coaches have used this information to provide teachers with professional development on how to best support students with the new online testing requirements, which is described in the section below.

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Performance on the Regents Exam in ELA
Of 8th Grade Students Enrolled in At Least Their Second Year⁶

Year	Charter School		School District	
	Number Tested	Percent Passing	Number Tested	Percent Passing
2023-24	No EVCS-Hertel students participated in a Regents Exam in ELA			
2024-25				
2025-26				

ELA ACTION PLAN

EVCS is focused on using data to drive instruction. Teachers attend weekly PLCs facilitated by an instructional coach where classroom-level data is reviewed. Teachers review STAR data, Really Great Reading data, and interim assessment data three times a year. This data is used to plan interventions for specific students and create whole class reteach plans. We have adjusted the content of our PLC meetings this year to incorporate more opportunities to collaboratively look at student work. In addition, administrative staff and school building leaders participate in monthly/bi-monthly reviews of full school level data. The goal of these meetings is to come away from each meeting with specific action steps to improve teaching and learning.

Our analysis of the 2025-2026 ELA NYS Assessment data showed that while points achieved on the multiple choice actually increased from last year, points achieved on the constructed response questions declined, identifying constructed response as a clear focus area for us. We have made adjustments to the curriculum to provide students at all grade levels with many more opportunities to practice constructed response questions and receive feedback on their work. We are using the most frequently used question stems at each grade level to create parallel tasks that will be embedded in the curriculum. Because we have seen a discrepancy between the quality of work students produce when responding on paper and the quality of work they produce when responding on a computer, we will include a focus on utilizing scrap paper and transferring work from the scrap paper to the computer.

We will continue to provide daily pullout AIS support during small group reading time for 4-6 students in each class in need of targeted, explicit instruction in foundational skills. Really Great Reading diagnostic tools will be used to identify decoding deficiencies and determine what Really Great Reading program is an appropriate intervention. If more than 6 students in a class need this level of intervention, we will train additional staff members to administer the program. If students in the upper grades are not

⁶ Schools can access these data when the NYSED releases its database containing grade level regents results for all schools and districts statewide at data.nysed.gov. If 2025-26 district data is not available, schools should compare to 2024-25 district data.

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demonstrating a significant decoding deficiency but are still struggling with comprehension, interventions will focus on oral reading fluency practice, vocabulary, morphology, and knowledge building, utilizing the STARI program. For the 2026-2027 school year, we will continue to shore up our MTSS progress monitoring system to streamline data collection and communication and ensure that students are getting the support they need and instructional adjustments are made in a timely manner.

We know that in addition to the students receiving pullout AIS support, there are more students in each classroom who need strategic support to achieve grade level mastery. With the knowledge that some students require more practice than others to achieve mastery, we will implement an intervention strategy called “At Bats.”. We allocate a PLC after each STAR administration to support teachers in the creation of strong “At Bat” plans. Each class will identify three students in need of support who have not been assigned to AIS pull-out groups. “At-Bat” plans will be created for each student that will identify a bite-sized skill/knowledge gap, the specific practice needed to close the gap, and a plan for providing additional daily practice to close the gap. This mini-individualized plan will be used to track the amount of practice provided and student mastery and adjustments will be made based on the data collected.

Finally, we will continue with our five high-impact instructional strategies: internalizing the lesson plan, gradual release of responsibility, academic monitoring, and the show-call. Aligned rubrics and observation tools provide clarity for teachers, coaches, and administrators. We will monitor these strategies through instructional rounds and classroom observations and provide regular feedback to teachers so they are able to implement these strategies consistently and with fidelity. Among other things, these strategies will allow teachers to anticipate errors and adjust instruction accordingly, plan to spend sufficient time in each lessons’ most productive struggle or key conceptual understanding, ensure sufficient independent practice, assess student understanding in real-time, and provide targeted, in-the-moment feedback.

GOAL 2: MATHEMATICS

Elmwood Village Charter School Hertel students will be competent operators of mathematics, able to understand and apply mathematical theories, computation, and problem solving, as demonstrated by academic attainment and growth on the state’s common core math exams.

BACKGROUND

Grades K-5: In 2025-2026 Elmwood Village Charter School (EVCS) transitioned its K–5 mathematics program from the Zearn K–5 curriculum to Leap Mathematics (Achievement First) to enhance academic rigor and instructional consistency. We wanted a rigorous problem based curriculum that prioritizes conceptual understanding and discourse. Leap Mathematics was chosen for the following reasons:

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- Rigor: Highest-tier rating on EdReports for focus, coherence, and strict alignment with NYS Next Generation Learning Standards.
- Intellectual Preparation: Robust, embedded teacher resources that build content knowledge, map out misconceptions, and offer explicit instructional routines.
- Student Ownership: Shifting cognitive heavy lifting to students through structured routines (e.g., “*Problem of the Day*,” “*Math Games*”) that promote productive struggle.
- Discourse-Driven Learning: Prioritizing student-led mathematical discussions and peer commentary over passive listening or rote memorization.
- Language & Visual Scaffolds: Selection required built-in visual anchors and sentence starters across all lessons to lower the affective filter for language learners.
- Consistent Routines: The program was chosen for its uniform Mathematical Language Routines (MLRs) across all grades, preventing ELLs from having to relearn vocabulary transitions each school year.
- Intervention Compatibility: Materials were audited to ensure clear, high-quality Tier 1 intervention structures and flexible small-group frameworks. This allows full-time ELL specialists and Academic Intervention Services (AIS) teachers to co-teach and seamlessly scaffold content without altering the core academic rigor.
- EVCS worked with a math coach from LEAP Education Consulting throughout the school year to support a strong implementation.

Grades 6-8: Math classes are departmentalized and taught by subject specialists in grades 6, 7 and 8. In the 2025-2026 school year, EVCS used the Amplify Desmos math curriculum, aligned to the NYS Next Generation Learning Standards. Students learn about negative numbers, fractions, decimals, geometry, algebra, ratios, graphing, and statistics. EVCS offers Regents Algebra in addition to 8th grade mathematics to those students whose scores and work habits have qualified them to take this advanced math course. Passing the Regents exam can earn EVCS 8th graders high school credit.

Assessments: In addition to NYS Math Assessments, students in grades 1-8 take the computer adaptive STAR Math 3 times a year. This assessment is used primarily for benchmarking and screening. Students in grades K-8 also take Math Interim Assessments three times a year. These assessments are aligned to the standards that have just been taught in class, thus allowing us to see if students have learned what was taught. Students taking Regents Algebra take the NYS Regents assessment, along with the Math 8 assessment. Passing the Regents exam can earn EVCS 8th graders high school credit.

Professional Development: Teachers received curriculum specific professional development for Amplify Desmos Math and Leap math during our professional development in August and on

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professional development days throughout the year. Instructional coaches provided regular support to teachers with curriculum implementation, data analysis, and teaching strategies throughout the school year. EVCS has identified 5 high leverage strategies for excellent teaching: internalizing the lesson plan, gradual release of responsibility, independent practice, academic monitoring and the show call. We have created an arc of the year of professional development and feedback around these strategies to support strong implementation of each strategy across all of our classrooms.

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

2025-26 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Total Enrolled	Percent Tested
3	48	49	98%
4	52	53	98%
5	45	47	96%
6	51	51	100%
7	43	45	96%
8	40	42	95%
All	279	287	97%

Performance on 2025-26 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	48	15	31%	38	11	29%
4	52	20	39%	41	17	42%
5	45	9	20%	35	9	26%
6	51	21	41%	46	21	46%
7	43	22	51%	37	22	60%
8	40	25	63%	38	23	61%
All	279	112	40%	235	103	44%

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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 2025-26 mathematics MIP for all students of **130.4**. 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 2025-26 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
279	Level 1	Level 2	Level 3	Level 4
	30.8	29.0	32.6	7.5

$$PI = (0 * [30.8\%]_{\text{Level 1}} + 1 * [29.0\%]_{\text{Level 2}} + 2 * [32.6\%]_{\text{Level 3}} + 2.5 * [7.5\%]_{\text{Level 4}}) * 100 = 113.0$$

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.⁷

⁷Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide at data.nysed.gov. If 2025-26 district data is not available, schools should compare to 2024-25 district data.

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2025-26 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students 2024-25	
	Number Tested	Percent Proficient	Number Tested	Percent Proficient
3	38	29%	1816	34%
4	41	42%	1928	26%
5	35	26%	1867	23%
6	46	46%	1989	25%
7	37	60%	1905	24%
8	38	61%	1831	24%
All	235	44%	12741	26%

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

Given the timing of the state's release of economically disadvantaged data, the 2025-26 Comparative Performance analysis is not yet available. This report contains 2024-25 results.⁸

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.

2024-25 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	76.1%	436	452.7	-1.05

⁸ These data can be found in the school's Accountability Summary provided by the Institute in spring 2026.

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Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
4	67.3%	433	455.3	-1.56
5	56.9%	440	454.5	-1.22
6	55.3%	443	452.5	-0.90
7	66.0%	447	454.3	-0.56
8	70.0%	448	445.6	0.17
All	65.2%	441.1	452.5	-0.86

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 2025-26 analysis is not yet available. This report contains 2024-25 results, the most recent Growth Model data available.⁹

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2024-25 and also have a state exam score in 2023-24 including students who were retained in the same grade. Students with the same 2023-24 scores are ranked by their 2024-25 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.

2024-25 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	42.6	50
5	43.6	50
6	57.5	50
7	68.3	50
8	67.4	50
All	55.4	50

⁹ These data can be found in the school's Accountability Summary provided by the Institute in spring 2026.

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MATHEMATICS INTERNAL EXAM RESULTS

During 2025-26, 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: STAR

EVCS Hertel's growth goal for the STAR Math for the 2025-26 school year was to achieve a median SGP of 50 (between BOY and EOY) for 3rd through 8th grade. The overall SGP was 61 – EVCS Hertel met this goal, setting a higher bar for growth than seen in the post-COVID era.

Grade	Student Count	Median STAR Math SGP
3	49	56
4	51	57
5	43	55
6	50	66
7	45	82
8	41	80
All	279	61

SUMMARY OF THE MATHEMATICS 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 New York State Mathematics exam for grades 3-8.	Not Met
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.	Not Met
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.	Met
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.	Not Met
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.	Met

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Internal	Achieve a median SGP of 50 (between BOY and EOY) for 3 rd through 8 th grade.	Met
TOTAL	Of the required measures, the school met:	2/5

EVALUATION OF THE MATHEMATICS GOAL

EVCS Hertel did not meet the institute's absolute goal of 75% of second year students meeting proficiency (44%), but saw strong growth from the 2024-25 school year, where proficiency for all students was 34% and proficiency for second year students was 35%. No grade levels hit the target of 75%. It is encouraging that students who have been enrolled at EVCS for 2 or more years continue to perform higher than new students. EVCS Hertel did not meet the absolute goal of a PI over 130.4 (113.0). Overall, EVCS Hertel had higher proficiency (44%) than the Buffalo Public School District (26%), with 5 grades scoring higher and 1 grade scoring lower (3rd grade). EVCS Hertel did not meet the institute's comparative goal of an effect size larger than 0.3 (-0.86). EVCS Hertel met the mean growth percentile target of 50 (55.4) when using 2024-25 numbers. EVCS has continued to track student growth internally on the STAR Math test (for grades 1-8). EVCS Hertel exceeded the internal goal of SGP=50 national STAR test (61), with all 6 grade levels meeting or exceeding the target of 50.

ADDITIONAL CONTEXT AND EVIDENCE

EVCS Days Park continues to see strong participation in the NYS Math assessment. We will continue to invest students and families in using the assessment as an opportunity to show what they know. When digesting the data, administrative staff noticed that while points achieved on the multiple choice actually increased from last year, points achieved on the constructed response questions declined. Instructional Coaches have used this information to provide teachers with professional development on how to best support students with the new online testing requirements.

Performance on the Regents Algebra I Exam
Of 8th Grade Students Enrolled in At Least Their Second Year¹⁰
ALGEBRA 1

Year	Charter School		School District	
	Number Tested	Percent Passing	Number Tested	Percent Passing
2023-24	9	100%	1737	30%
2024-25	21	86%	4040	30%
2025-26	17	88%		

¹⁰Schools can access these data when the NYSED releases its database containing grade level regents results for all schools and districts statewide at data.nysed.gov. If 2025-26 district data is not available, schools should compare to 2024-25 district data.

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MATHEMATICS ACTION PLAN

In 2023-2024 EVCS moved from Zearn to Amplify Desmos Math in grades 6-8. Now three years into this curriculum implementation we are seeing strong growth in assessment scores in those grades. Only one year into our Leap curriculum implementation, we are beginning to see growth across K-5 classrooms. We have seen especially high student growth in the classrooms where implementation is strongest, so our focus for the 2026-2027 school year will be to work to ensure strong implementation across all classrooms. We will be working with a professional development consultant from LEAP Math for the second year in a row. The Leap consultant will be onsite for a full professional development day in September to deliver professional development to all K-5 teachers around planning for misconceptions, the mid-workshop interruption to respond to errors in the moment, and the vision of excellence of a lesson that puts student thinking at the center. The Leap consultant will also meet regularly across the year with the principals, Director of Curriculum and Instruction, and the instructional coaches throughout the year in a “train the trainer” model.

In addition to curriculum implementation work in grades K-5, we have added a weekly “math lab” at each grade level to provide teachers with more time to respond to data collected through exit ticket data analysis. We have also added a daily 10 minute daily “math fluency warm up” to promote strong number sense and flexible thinking. Teachers in K-5 will be given a curriculum that includes two days of Number Talks, two days of automaticity practice and one day of Number Story work.

Our analysis of the 2025-2026 Math NYS Assessment data showed that while points achieved on the multiple choice actually increased from last year, points achieved on the constructed response questions declined, identifying constructed response as a clear focus area for us. During August professional development, we delivered a professional development session for grades K-8 to build alignment around EVCS strategies for solving story problems and to create common school wide expectations around how students show their work/organize work on the page. The work teachers did during this session is being used to create a vertically aligned guidance/reference document. In addition, because we have seen a discrepancy between the quality of work students produce when responding on paper and the quality of work they produce when responding on a computer, we will include a focus on utilizing scrap paper and transferring work from the scrap paper to the computer, making sure students have lots of practice with this.

EVCS is focused on using data to drive instruction. Teachers attend weekly PLCs facilitated by an instructional coach where classroom-level data is reviewed. Teachers review STAR data and interim assessment data three times a year. This data is used to plan interventions for specific students and create whole class reteach plans. In addition, administrative staff and school building leaders participate in monthly/bi-monthly reviews of full school level data. The goal of these meetings is to come away from

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each meeting with specific action steps to improve teaching and learning. Teachers will continue to use formative data to provide differentiated support in the classroom with the assistance of Special Education teachers and Teaching Assistants. With the knowledge that some students require more practice than others to achieve mastery, we will use an intervention strategy called “At Bats.” We have allocated an additional PLC after each STAR administration to support teachers in the creation of strong “At Bat” plans. Each class will identify three students in need of strategic, targeted support. “At-Bat” plans will be created for each student that will identify a bite-sized skill/knowledge gap, the specific practice needed to close the gap, and a plan for providing additional daily practice to close the gap. This mini-individualized plan will be used to track the amount of practice provided and student mastery and adjustments will be made based on the data collected.

Finally, we will continue with the implementation of our five high-impact instructional strategies across all subject areas in our organization. We will continue to use the rubrics and observation tools aligned to these strategies to provide clarity for teachers, coaches, and administrators and we will monitor these strategies through instructional rounds and classroom observations and provide regular feedback to teachers so they are able to implement these strategies consistently and with fidelity. Among other things, these strategies will allow teachers to anticipate errors and adjust instruction accordingly, plan to spend sufficient time in each lessons’ most productive struggle or key conceptual understanding, ensure sufficient independent practice, assess student understanding in real-time, and provide targeted, in-the-moment feedback.

GOAL 3: SCIENCE

Elmwood Village Charter School Hertel students will be proficient in scientific process and inquiry skills to apply scientific knowledge and methods to explore and explain the world around them as demonstrated by academic attainment and growth on the state’s common core science exams.

BACKGROUND

Mystery Science (K-5): Teachers in grades K-5 use the Mystery Science curriculum. Mystery Science is aligned to the Next Generation Science Standards (NGSS). Each lesson is aligned to a topic, performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts. Science instruction at the Elmwood Village Charter School is designed to nurture the excitement which comes with a growing understanding of the world around us. Instruction is primarily inquiry-based, with emphasis placed on hands-on experiences, experimentation, and field trips. This helps students develop critical thinking, problem solving, and teamwork skills. Each lesson contains a central mystery, a video, discussion questions, supplemental reading, and a hands-on activity.

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Middle School Science In grades 6-8, teachers use the Amplify Science curriculum. The curriculum has strong alignment to the Next Generation Science Standards (NGSS) and robust online components. Students in 6th grade take Earth & Space Science, students in 7th grade take Physical Science, and students in 8th grade take Life Science. Students engage in lab activities, hands-on simulations, virtual labs, and role playing or modeling activities. Students excelling in Science and ready for a challenge, also have the opportunity to take Regents Biology.

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 2026. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2025-26 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	36	10	28%
8	39	19	49%
All	75	29	39%

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.¹¹

¹¹ Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2024-25 results as a placeholder for the district's 2025-26 results. District results can be found at data.nysed.gov.

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2025-26 State Science Exam						
Charter School and District Performance by Grade Level						
	Charter School Students in at Least 2 nd Year			All District Students 2024-25		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	36	10	28%	1907	381	20%
8	39	19	49%	1856	515	28%
All	75	29	39%	3763	896	24%

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

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.	Not Met
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.	Met
TOTAL	Of the required measures, the school met:	1/2

EVALUATION OF THE SCIENCE GOAL

EVCS Hertel did not meet the absolute target of 75% proficiency for all students in their second year (39%). EVCS Hertel did meet the comparative goal, however, with both grade 5 and grade 8 achieving a higher proficiency than the Buffalo Public School District.

ADDITIONAL CONTEXT AND EVIDENCE

With the new assessment launched during the 2023-24 school year, EVCS saw lower proficiency on the NYS Science assessment than in past years. However, results on both the 2024-25 and 2025-26 school year have been encouraging. 8th grade students that excel in science also have the opportunity to take Living Environment - a high percentage of EVCS Hertel students taking this class score proficient.

Performance on Regents Exam in Any Science Subject

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

Of 8th Grade Students Enrolled in At Least Their Second Year¹²

LIVING ENVIRONMENT

Year	Charter School		School District	
	Number Tested	Percent Passing	Number Tested	Percent Passing
2023-24	14	86%	3531	32%
2024-25	21	57%	1823	25%
2025-26	22	64%		

ACTION PLAN

The significant changes made to the NY State Science Assessment in the 2023-2024 school year led to a dramatic drop in the percentage of students scoring at or above proficiency. As we analysed our assessment results after year 1, it became clear that strong non-fiction reading and comprehension skills are required to succeed on this assessment. In SY 24-25, we led a whole school professional development session where teachers from all grade levels and all subject areas reviewed sample assessment items for the new fifth and eighth grade Science assessment and considered how they can build skills in their grade levels and subject areas to prepare students for this assessment. We asked all teachers to incorporate things like reading charts, graphs, tables, maps, etc. into their instruction. In one year, our proficiency rose from 36% proficient to 58% proficient. We will continue to emphasize this focus on reading informational text in the 26-27 school year.

Finally, we will continue with the implementation of our five high-impact instructional strategies across all subject areas in our organization. We will continue to use the rubrics and observation tools aligned to these strategies to provide clarity for teachers, coaches, and administrators and we will monitor these strategies through instructional rounds and classroom observations and provide regular feedback to teachers so they are able to implement these strategies consistently and with fidelity. Among other things, these strategies will allow teachers to anticipate errors and adjust instruction accordingly, plan to spend sufficient time in each lessons' most productive struggle or key conceptual understanding, ensure sufficient independent practice, assess student understanding in real-time, and provide targeted, in-the-moment feedback.

¹² Schools can access these data when the NYSED releases its database containing grade level regents results for all schools and districts statewide at data.nysed.gov. If 2025-26 district data is not available, schools should compare to 2024-25 district data.

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GOAL 4: ESSA

ESSA Measure 1

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

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the Every Student Succeeds Act (“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](#).

Schools can find their 2025-26 Preliminary Accountability Status in the [Information and Reporting Services Portal \(IRSP\)](#), in the download titled “2025-26 Preliminary Accountability Determinations ROS”. All schools, including schools in their first year of operating, should have a 2025-26 Preliminary Accountability Status by the time this report is being compiled.

Accountability Status by Year

Year	Status
2023-24	LSI
2024-25	LSI
2025-26	LSI

ADDITIONAL CONTEXT AND EVIDENCE

EVCS Hertel was designated as a school in good standing.