

# Application: Cardinal McCloskey Community Charter School

Christian Adamkiewicz - cadamkiewicz@cmccs.org  
2024-2025 Annual Report

## Summary

ID: 0000000127

Status: Annual Report Submission

## Entry 1 – School Information and Cover Page

Completed - Jul 29 2025

### Instructions

#### Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within the Annual Report Portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

## Entry 1 – School Information and Cover Page

(New schools that were not open for instruction for the 2024-2025 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer (**as of June 30, 2025**) or you may not be assigned the correct tasks.

## BASIC INFORMATION

### a. LEGAL SCHOOL NAME (as chartered)

(Select name from the drop down menu)

Cardinal McCloskey Community Charter School

**b. Unofficial or Popular School Name**

CMCCS

**c. CHARTER AUTHORIZER (As of June 30th, 2025)**

Please select the correct authorizer as of June 30, 2025 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

**c. School Unionized**

Is your charter school unionized?

No

**d. District/CSD of Location**

New York City Community School District # 10

**e. Date of Approved Initial Charter**

Nov 8 2018

**f. Date School First Opened for Instruction**

Jul 1 2019

## **g. Approved School Mission**

*(Regents, NYCDOE, and Buffalo BOE-authorized schools only)*

The mission of Cardinal McCloskey Community Charter School is to address the academic, social-emotional and developmental needs of its students in a safe, supportive and trauma-sensitive learning environment.

1. A trauma-informed approach
  2. Next Generation Learning
  3. Extended day programming
  4. Social, emotional, developmental, and behavioral growth
-

## **h. Approved Key Design Elements**

*(Regents, NYCDOE, and Buffalo BOE-authorized schools only)*

1) A trauma-informed approach to educational and supportive programming through the use of the Sanctuary Model, an evidence-based model that cultivates a trauma-sensitive environment in which at-risk youth can maximize their potential to learn, heal and grow. The Sanctuary Model is designed to help organizations address the impacts of trauma. The charter school will utilize this model to create a safe, supportive, and therapeutic environment for students and the staff who work with them. Cardinal McCloskey Community Charter School expects to enroll a student population comprised largely of children in foster care, children receiving Prevention Services (or whose families are receiving Prevention Services) and other at-risk students. Based on the experience of the charter school's partner organization, Cardinal McCloskey Community Services, as a provider of foster care, preventive services and early childhood education in the Bronx, along with a considerable body of research from the field, we expect that most of the students enrolled at the charter school will have experienced and/or will currently be experiencing some form of trauma, and, many will have experienced or be experiencing complex trauma -i.e. exposure to multiple or prolonged traumatic events that impact a child's development. Through a "whole school" integration of the Sanctuary Model, Cardinal McCloskey Community Charter School will help students overcome the effects of trauma and will address the social-emotional and related barriers that can prevent students from engaging meaningfully in school.

2) A rigorous CCLS-aligned and data-informed academic program utilizing an integrated set of formal instructional programs and "home grown" teacher-developed curricula drawing heavily on the materials and resources of EngageNY. Teachers and instructional staff will work individually and collaboratively in professional learning communities to analyze a variety of student data, identify desired student results, determine what evidence will demonstrate achievement of desired results and implement appropriate learning experiences and instruction. Data will be collected and assessed by the Principal and all teachers throughout each year to gauge student growth and progress and to tailor instruction to address specific gaps and needs.

3) Intensive instruction and extended day programming to ensure that each student's needs are addressed. Cardinal McCloskey Community Charter School is committed to a staffing model and school schedule that promotes personalization of instruction, appropriate remediation and enrichment and effective delivery of supportive services. Each classroom will have at least two instructional staff members--i.e. one classroom in each grade that will have a general education teacher and, a special education teacher and two classes in each grade that will have a general education teacher, a teacher aide and a teaching assistant. This staffing model will ensure that a low teacher/instructional staff-to-student ratio will exist throughout the school and that special education students will be served in inclusive classroom environments. The school will have an extended-day schedule that provides daily

opportunities for remediation, enrichment, tutoring, counseling and other supportive services.

4) Comprehensive wraparound services for students to support their healthy growth and development, build their resilience and capacity to cope effectively with challenges in school and life and bolster their academic performance. The founders of the proposed charter school firmly believe that integrating such supportive services into the school's program design will help students address social, emotional, developmental, family and trauma-related issues that can impact their academic performance and success in school. These services and supports will be tailored to address the needs of each student and will be provided by the partner organization, Cardinal McCloskey Community Services, at no cost to the charter school. Cardinal McCloskey Community Services has extensive experience providing medical, clinical and educational supports to children in a variety of programs, including early education programs and the Hayden House Emergency Residence and School, as well as experience serving students and families in foster care, preventive services and the child welfare system. Cardinal McCloskey Community Services' service model includes extensive clinical assessment services that will inform individualized child health plans and promote a holistic composition of services for the child.

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**i. School Website Address**

[www.cmccs.org](http://www.cmccs.org)

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**j. Authorized Charter Enrollment for 2024-2025 School Year**

450

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**k. Actual Enrollment on June 30, 2025, Excluding Pre-K Program Enrollment**

439

**I. Grades Served**

Grades served during the 2024-2025 school year (exclude Pre-K program students):

**Responses Selected:**

Kindergarten
1
2
3
4
5

**m. Charter Management Organization/Educational Management Organization**

Do you have a [Charter Management Organization](#)?

No

**FACILITIES INFORMATION**

**n. FACILITIES: Owned, rented, or leased to educate students**

Will the school maintain or operate multiple sites in 2025-2026?

No, just one site.

**School Site 1 (Primary)**

**n1. SCHOOL SITES**

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site for 2024-2025 School Year (K-5, 6-9, etc.)	Grades to be Served at Site for 2025-2026 school year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	685 E 182nd St., Bronx, NY 10457	347-708-0480	New York City Community School District # 10	K-5	K-5	K-5

**n1a. Please provide the contact information for Site 1.**

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Dr. Mary Anne DeVivio	Principal	347-708-0480	516-666-1478	<a href="mailto:mdevivio@cmccs.org">mdevivio@cmccs.org</a>
Operational Leader	Maison Vega	Operations Manager	347-708-0480	646-510-3807	<a href="mailto:mvega@cmccs.org">mvega@cmccs.org</a>
Compliance Contact	Christian Adamkiewicz	Director of School Culture	347-708-0480	201-669-9673	<a href="mailto:cadamkiewicz@cmccs.org">cadamkiewicz@cmccs.org</a>
Complaint Contact	Dr. Mary Anne DeVivio	Principal	347-708-0480	516-666-1478	<a href="mailto:mdevivio@cmccs.org">mdevivio@cmccs.org</a>
DASA Coordinator	Sheneka Gumbs	Social Worker	347-708-0480	917-383-5592	<a href="mailto:sgumbs@cmccs.org">sgumbs@cmccs.org</a>
Phone Contact for After Hours Emergencies	Christian Adamkiewicz	Director of School Culture	347-708-0480	201-669-9673	<a href="mailto:cadamkiewicz@cmccs.org">cadamkiewicz@cmccs.org</a>

**n1b. Is site 1 in public space or in private space?**

Private Space

**n1c. Is site 1 in a co-located or not in a co-located facility?**

**Responses Selected:**

Not Co-Located

**IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC**

**n1e. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .**

**Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2025.**

**Fire inspection certificates must be updated annually. For the upcoming school year 2025-2026, please submit a current fire inspection certificate.**

**If the fire inspection certificate will expire between the August 1, 2025 submission of the Annual Report and the November 3 Annual Report submission, please submit the new certificate with the Annual Report entries due no later than 11:59 PM on November 3, 2025.**

**Site 1 Certificate of Occupancy (COO)**

[Certificate of Occupancy.pdf](#)

**Filename:** Certificate of Occupancy.pdf **Size:** 374.9 kB

**Site 1 Fire Inspection Report**

*This is required, marked optional for administrative purposes.*

[FDNY\\_2025 Public Building Inspection Report.pdf](#)

**Filename:** FDNY\_2025 Public Building Inspection Report.pdf **Size:** 310.3 kB

**o. List of owned, rented, or leased facilities not used to educate students and the purpose of each.**

Separate by semi-colon (;)

NA

**p1. Total Number of School Calendar Days**

182

**p2. Total Number of Anticipated Hours of Instruction by Month (Entries are required for all months. Enter a zero for months with no instructional hours.)**

July 2025	0
August 2025	0
September 2025	102
October 2025	120
November 2025	96
December 2025	102
January 2026	108
February 2026	90
March 2026	126
April 2026	90
May 2026	114
June 2026	108

**CHARTER REVISIONS DURING THE 2024-2025 SCHOOL YEAR**

**q. Summary of Material and Non-Material Charter Revisions submitted or approved since August 1, 2024, including updates to the school's board of trustees' by-laws, enrollment policy, discipline policy, or complaint policy.**

*Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.*

Does the school have any material or non-material revision requests that have been submitted or approved since August 1, 2024?

Yes

**q2. Summary of Charter Revisions**

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in Bylaws	The bylaws stated that the Treasurer of the board serves in ex officio as the Finance Committee chairperson. The committee recommended amending the bylaws to remove the reference of the Treasurer having to serve as the Finance Committee chairperson. The motion was unanimously carried.	8/13/2024	
2	Change in teacher/staff handbook	Major changes including FMLA, extended COVID policy, and pregnancy doctor appointments. The motion passed unanimously.	9/10/2024	
3	Other	SY2425 district-wide safety plan updated, which now includes a remote instruction plan. The motion carried unanimously.	11/19/2024	
4	Other	Motioned to approve two data security policies from the state conditionally, pending the review by school counsel.	4/1/2025	

		The motion carried unanimously.		
5	Other			

**More revisions to add?**

No

**ATTESTATIONS**

r. **Name/Position of Person Completing/Submitting the 2024-2025 Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).**

Name	Christian Adamkiewicz
Position	Director of School Culture
Phone/Extension	347-708-0480-1002
Email	<a href="mailto:cadamkiewicz@cmccs.org">cadamkiewicz@cmccs.org</a>

s. **Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, this will constitute grounds for the revocation of our charter.**

Click **YES** to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).

**Responses Selected:**

Yes

As outlined in ENTRY 7 (Employee Fingerprint Requirements Attestation):


Our E-Signatures (not digital signatures) (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 7 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES** to agree.

**Responses Selected:**

Yes

**Signature, Head of Charter School**

**(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)**

A handwritten signature in black ink on a light gray background. The signature is written in a cursive style and appears to read "Michael J. Adams". The first name "Michael" is written with a large, sweeping 'M' and 'i'. The middle initial "J." is written with a large, looped 'J' and a period. The last name "Adams" is written with a large, sweeping 'A' and 's'.

Signature, President of the Board of Trustees

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)

A handwritten signature in black ink on a light gray background. The signature reads "J. McCarthy" in a cursive, flowing style.

Date

Jul 29 2025



Thank you.

## Entry 2 – Links to Critical Documents on School Website

Completed - Jul 29 2025

### Instructions

**Required of ALL Charter Schools** (Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (DASA) policy and Authorizer-approved School Discipline Policy)

By law, each charter school is required to maintain certain notices and policies listed on its website. All documents must be readily found on the school's website and publicly accessible. Please insert the link to the page on the school's website where each document can be accessed. **DO NOT provide a direct link to a Google document.**

1. Current Annual Report (i.e., 2024-2025 Annual Report);[\[1\]](#)
2. Board meeting notices, agendas, and documents, including board meeting minutes;
3. New York State School Report Card - This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law.[\[2\]](#) Even if there is no school data yet reported, a direct web link to the most recent [New York State School Report Card](#) for the charter school must be provided.
4. Authorizer-approved DASA Policy and Authorizer-approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building-level safety plan (as per the July 2023 [Emergency Response Plan Memo](#) – Charter Schools Only);
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records (e.g., see [NYSED Subject Matter List](#))

[1] Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., repost when financials have been submitted in November.)

[2] SRC data is included in the reporting requirements for New York charter schools in 8 NYCRR 119.3.

## **Entry 2 – Links to Critical Documents on School Website**

**School Name: Cardinal McCloskey Community Charter School**

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**Required of ALL Charter Schools (Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (DASA) policy and Authorizer-Approved School Discipline Policy)**

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the [link from the school's website](#) for each of the items. All links must be readily found on the school's website.

[New York State Report Card](#)

[Emergency Response Plan Memo](#)

[NYSED Subject Matter List](#)

	Link to Documents
1. Current Annual Report (i.e., 2024-2025 Annual Report)	<u><a href="https://cmccs.org/wp-content/uploads/2024/08/23_24-Annual-Report_rd.pdf">https://cmccs.org/wp-content/uploads/2024/08/23_24-Annual-Report_rd.pdf</a></u>
2. Board meeting notices, agendas, and documents, including board meeting minutes	<u><a href="https://app2.boardontrack.com/public/st4ETn/home">https://app2.boardontrack.com/public/st4ETn/home</a></u>
3. New York State School Report Card. This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law. Even if there is no school data yet reported, a direct web link to the most recent New York State School Report Card for the charter school must be provided.	<u><a href="https://cmccs.org/wp-content/uploads/2025/02/23-24-Report-Card.pdf">https://cmccs.org/wp-content/uploads/2025/02/23-24-Report-Card.pdf</a></u>
4a. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	<u><a href="https://cmccs.org/wp-content/uploads/2024/12/Translated-Copy-of-SY-24-25-Dignity-for-All-Students-Policy-SPAN-1.pdf">https://cmccs.org/wp-content/uploads/2024/12/Translated-Copy-of-SY-24-25-Dignity-for-All-Students-Policy-SPAN-1.pdf</a></u>
4b. Authorizer-approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	<u><a href="https://cmccs.org/wp-content/uploads/2024/10/Copy-of-SY-24-25-Discipline-Policy-Span.pdf">https://cmccs.org/wp-content/uploads/2024/10/Copy-of-SY-24-25-Discipline-Policy-Span.pdf</a></u>
5. District-wide safety plan, not a building level safety plan (as per the July 2023 Emergency Response Plan Memo)	<u><a href="https://cmccs.org/wp-content/uploads/2024/10/CMCCS-DISTRICT-WIDE-SAFETY-PLAN-2024-2025.docx-1.pdf">https://cmccs.org/wp-content/uploads/2024/10/CMCCS-DISTRICT-WIDE-SAFETY-PLAN-2024-2025.docx-1.pdf</a></u>
6. Authorizer-approved FOIL Policy	<u><a href="https://cmccs.org/wp-content/uploads/2024/07/SY-24-25-Freedom-of-Information-Law-FOIL-Policy.pdf">https://cmccs.org/wp-content/uploads/2024/07/SY-24-25-Freedom-of-Information-Law-FOIL-Policy.pdf</a></u>

7. Subject matter list of FOIL records (e.g., see NYSED Subject Matter List)

<https://cmccs.org/wp-content/uploads/2024/07/SY-24-25-Freedom-of-Information-Law-FOIL-Policy.pdf>

It is the school's responsibility to ensure that if a policy appears in more than one place on the website, including as part of the family handbook, that the policy versions are consistent and up to date.

### Responses Selected:

Yes, the website has been reviewed to ensure that policies are consistent and up to date.

Thank you.



## Entry 3 – Board of Trustees Membership Table

Completed - Jul 31, 2025

### Instructions

#### Required of ALL charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

## Entry 3 – Board of Trustees Membership Table

1. **SUNY-AUTHORIZED** charter schools are required to provide information for VOTING trustees only.
2. **REGENTS, NYCDOE,** and **BUFFALO BOE-AUTHORIZED** charter schools are required to provide information for all VOTING and NON-VOTING trustees.

### Authorizer:

Who is the authorizer of your charter school?

SUNY

**1. 2024-2025 Board Member Information (Enter info for each BOT member)**

	Voting Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliation (s)	Voting Member Per By-Laws (Y/N)	Number of Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2024-2025
1	James McCarthy	<a href="mailto:jmccarthy@cmccs.org">jmccarthy@cmccs.org</a>	Chair	Governance	Yes	1	7/01/2020	6/30/2026	9
2	Angel Audiffred	<a href="mailto:aaudiffred11@outlook.com">aaudiffred11@outlook.com</a>	Vice Chair	Finance & Academic	Yes	1	7/01/2024	6/20/2026	5 or less
3	Dr. Reva Gershen-Lowy	<a href="mailto:rgershenlowy@cmcs.org">rgershenlowy@cmcs.org</a>	Secretary	Finance & Governance	Yes	2	7/01/2024	7/30/2027	9
4	Dr. William Ursillo	<a href="mailto:wursillo@cmcs.org">wursillo@cmcs.org</a>	Trustee/Member	Academic & Governance	Yes	4	6/07/2025	6/06/2028	9
5	Sr. Patricia Broderick	<a href="mailto:pdownpatrick@aol.com">pdownpatrick@aol.com</a>	Trustee/Member	Academic	Yes	1	4/01/2021	6/20/2026	9
6	Carolyn Telemanich	<a href="mailto:ctelesmanich@cmccs.org">ctelesmanich@cmccs.org</a>	Trustee/Member	Academic	Yes	1	7/01/2025	6/30/2028	5 or less
7	Happy Laskar	<a href="mailto:hlaskar@cmccs.org">hlaskar@cmccs.org</a>	Trustee/Member		Yes		6/21/2025	6/20/2028	5 or less
8									
9									

**1a. Are there more than 9 members of the Board of Trustees?**

No

**2. Number of board meetings conducted in 2024-2025**

9

**3. Number of board meetings scheduled for the 2025-2026 school year**

12

**4. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES**

- SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
- REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total number of Voting Members on June 30, 2025	7
b. Total number of Voting Members added during the 2024-2025 school year	1
c. Total number of Voting Members who left the board during 2024-2025 school year	0
d. Total Maximum Number of Voting Members in 2024-2025, as set by the board in by-laws, resolution, or minutes	7
e. Board members attending 8 or fewer meetings during 2024-2025	3

**Thank you.**

## Entry 4 – Board of Trustees Disclosure of Financial Interest Form

Completed - Jul 29 2025

### Instructions

#### Required of ALL Charter Schools

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2024-2025 school year must complete and sign a Trustee [Disclosure of Financial Interest Form](#) due **no later than 11:59 PM on August 1, 2025**. Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2024-2025 school year completes the form.**

Charter schools MUST submit the latest version of the form. Forms completed from past years will not be accepted.

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Trustee Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

#### [2425 CMCCSBoard Disclosures](#)

Filename: 2425\_CMCCSBoard\_Disclosures.pdf Size: 10.6 MB

## Entry 6 – Enrollment & Retention

Completed - Aug 1 2025

### Instructions

#### Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2024-2025 toward meeting targets to attract and retain the enrollment of students with disabilities (SWD), English language learners (ELL), and students who are economically disadvantaged (ED). In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2025-2026.

## Entry 6 – Enrollment and Retention of Special Populations

**Good Faith Efforts to Meet Recruitment Targets (Attract)**

	Describe Recruitment Efforts in 2024-2025	Describe Recruitment Plans in 2025-2026
Students with Disabilities	<p>Advertise new flyers designed to appeal to families who have IEP/504 accommodations and need bus services</p> <p>Distribute improved care packages to target families of students with disabilities</p> <p>Advertise using local MTA Bus Stops, recruitment ads in the NY Post Charter School Directory, Especialito Newspaper, Bronx Family Magazine</p> <p>Promote school to families currently registered at CMCCS</p> <p>Open CMCCS application available to families as early as October 2024</p> <p>Specialized advertising to students who meet specific criteria based on NYCDOE information</p> <p>Mailing school promotional flyers and updated applications to families using NYCDOE Vanguard Mailing</p> <p>CMCCS provides a backpack with school supplies to all students, uniform pieces, and free field trips to all students to retain parent support/engagement</p>	<p>Advertise new flyers designed to appeal to families who have IEP/504 accommodations and need bus services</p> <p>Create care packages with updated products/flyers</p> <p>Advertise using local MTA Bus Stops, recruitment ads in the NY Post Charter School Directory, Especialito Newspaper, Bronx Family Magazine</p> <p>Promote school to families currently registered at CMCCS</p> <p>Open CMCCS application available to families as early as October 2025</p> <p>Specialized advertising to students who meet specific criteria based on NYCDOE information</p> <p>Mailing school promotional flyers and updated applications to families using NYCDOE Vanguard Mailing</p> <p>CMCCS provides a backpack with school supplies to all students, uniform pieces, and free field trips to all students to retain parent support/engagement</p> <p>Host in person school open house sessions</p>
English Language Learners	<p>CMCCS provides a backpack with school supplies to all students, uniform pieces, and free field trips to all students to retain parent</p>	<p>CMCCS provides a backpack with school supplies to all students, uniform pieces, and free field trips to all students to retain parent</p>

	<p>support/engagement</p> <p>Continue to employ a full-time ELL teacher and full-time ELL teaching assistant to support ELL students</p> <p>Advertise CMCCS on 97.9 FM Radio Station to all Spanish-speaking families</p> <p>English/Spanish translated paper application via Vanguard Mailing</p> <p>Introduced a new Kindergarten Dual Language class to incoming 24-25 families</p> <p>Advertised school flyers on local MTA Bus Stops, Especialito Newspaper, and Bronx Family Magazine</p> <p>Distributed care packages to local daycare/headstart centers, local businesses, medical offices, and families registered with our partner organization, CMCS</p> <p>Introduce a 1st Grade Dual Language Class to families</p>	<p>support/engagement</p> <p>Continue to employ a full-time ELL teacher and full-time ELL teaching assistant to support ELL students</p> <p>Advertise CMCCS on 97.9 FM Radio Station to all Spanish-speaking families</p> <p>English/Spanish translated paper application via Vanguard Mailing</p> <p>Introduced a new Kindergarten &amp; 1st Grade Dual Language class to incoming 25-26 families</p> <p>Advertised school flyers on local MTA Bus Stops, Especialito Newspaper, and Bronx Family Magazine</p> <p>Distributed care packages to local daycare/headstart centers, local businesses, medical offices, and families registered with our partner organization, CMCS</p> <p>Host in person school open house sessions</p>
Economically Disadvantaged	<p>CMCCS will continue to provide a backpack with school supplies, a sweatshirt, and free field trips to all students to retain parent support/engagement</p> <p>The school subsidizes the after-school program with an annual contribution of \$40,000. This offsets the cost and allows families to have students attend for \$40.00 per week</p> <p>Distribute care packages to local daycare/headstart centers, medical offices, local businesses, local</p>	<p>CMCCS will continue to provide a backpack with school supplies, a sweatshirt, and free field trips to all students to retain parent support/engagement</p> <p>The school subsidizes the after-school program with an annual contribution of \$40,000. This offsets the cost and allows families to have students attend for \$40.00 per week</p> <p>Distribute care packages to local daycare/headstart centers, medical offices, local businesses, local</p>

	<p>homeless shelters, etc.</p> <p>Partner with local food pantries and agencies to assist families experiencing hardship</p> <p>Conduct coat/food drives during the Winter Season</p> <p>Host a school fair for incoming families interested in applying to CMCCS</p>	<p>homeless shelters, etc.</p> <p>Partner with local food pantries and agencies to assist families experiencing hardship</p> <p>Conduct coat/food drives during the Winter Season</p> <p>Host a school fair for incoming families interested in applying to CMCCS</p> <p>Host in person school open house sessions</p>
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**Good Faith Efforts To Meet Retention Targets**

	Describe Retention Efforts in 2024-2025	Describe Retention Plans in 2025-2026
Students with Disabilities	<p>The school will work closely with parents and teachers to identify students in need of extra support</p> <p>The school will employ a reading specialist and an instructional specialist. These two full time employees will work with students who are struggling in reading and math</p> <p>The school will advocate on behalf of students in need of support by discussing students' needs with parents and supporting parents with requesting services</p> <p>The school will have a 3 tiered RTI system in place to identify students who are struggling</p>	<p>The school will work closely with parents and teachers to identify students in need of extra support</p> <p>The school will employ an instructional specialist and a differentiation specialist. These two full time employees will work with students who are struggling in reading and math</p> <p>The school will advocate on behalf of students in need of support by discussing students' needs with parents and supporting parents with requesting services</p> <p>The school will have a 3 tiered RTI system in place to identify students who are struggling</p>
English Language Learners	<p>The school will provide an in-person presentation to interested families for the dual-language kindergarten class</p> <p>The school will employ a full time ELL teacher and a full time ELL TA to support ELL students</p> <p>The Math and ELA curriculum at CMCCS have an extension to allow translation</p> <p>Emails, flyers and robo-calls sent home to families will be in both, English and Spanish</p> <p>The school will further develop a kindergarten dual-language class that provides both, English and</p>	<p>The school will provide an in-person presentation to interested families for the dual-language kindergarten class</p> <p>The school will employ a full time ELL teacher and a full time ELL TA to support ELL students</p> <p>The Math and ELA curriculum at CMCCS have an extension to allow translation</p> <p>Emails, flyers and robo-calls sent home to families will be in both, English and Spanish</p> <p>The school will further develop a kindergarten dual-language class that provides both, English and</p>

	<p>Spanish instruction</p> <p>During PTC meetings ELL staff will be available to meet with parents and distribute free books in Spanish for students to take home and enjoy with their families</p> <p>The ELL teacher and TA will be in constant communication with ELL parents. The school will hold an annual meeting with parents to discuss the ELL process and the state ELL exams and the WIDA exam which is given twice a year to measure student progress</p> <p>The school purchased fluenttalk with translator earbuds to assist in family and student communication</p> <p>One class per grade will have a bilingual speaker to assist with student-parent communication</p>	<p>Spanish instruction</p> <p>During PTC meetings ELL staff will be available to meet with parents and distribute free books in Spanish for students to take home and enjoy with their families</p> <p>The ELL teacher and TA will be in constant communication with ELL parents. The school will hold an annual meeting with parents to discuss the ELL process and the state ELL exams and the WIDA exam which is given twice a year to measure student progress</p> <p>The school purchased fluenttalk with translator earbuds to assist in family and student communication</p> <p>One class per grade will have a bilingual speaker to assist with student-parent communication</p>
<p>Economically Disadvantaged</p>	<p>The school will subsidize the after school program with an annual contribution of \$40,000.00. This offsets the cost and allows families to have students attend for \$40.00 per week</p> <p>The school will subsidize all school trips so no student has to pay for any trip</p> <p>The school will partner with CMCS to provide an on-site care worker who will assist in-need families with supports and interventions</p> <p>Based on student need, the school will also supply the student with all necessary school supplies</p> <p>The school will provide Social</p>	<p>The school will subsidize the after school program with an annual contribution of \$40,000.00. This offsets the cost and allows families to have students attend for \$40.00 per week</p> <p>The school will subsidize all school trips so no student has to pay for any trip</p> <p>The school will partner with CMCS to provide an on-site care worker who will assist in-need families with supports and interventions</p> <p>Based on student need, the school will also supply the student with all necessary school supplies</p> <p>The school will provide Social</p>

<p>Emotional Support sessions with the school social worker as needed. Parents or teachers can request support for a student who is struggling. With parental consent the child will be seen by the social worker to discuss coping skills and other social emotional concerns</p> <p>The school will subsidize senior activities enabling all graduates to attend every end-of-year activity/field trip</p> <p>Upon request, the school will supply the student with school uniform shirts. The school also distributes school sweatshirts once a year to all students in the school</p> <p>The school will supply all students with a CMCCS backpack</p>	<p>Emotional Support sessions with the school social worker as needed. Parents or teachers can request support for a student who is struggling. With parental consent the child will be seen by the social worker to discuss coping skills and other social emotional concerns</p> <p>The school will subsidize senior activities enabling all graduates to attend every end-of-year activity/field trip</p> <p>Upon request, the school will supply the student with school uniform shirts. The school also distributes school sweatshirts once a year to all students in the school</p> <p>The school will supply all students with a CMCCS backpack</p>
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## Entry 7 – Employee Fingerprint Requirements Attestation

Completed - Jul 29 2025

**Instructions**

**Required of ALL Charter Schools**

Review and complete the Employee Fingerprint Requirements Attestation.

## Entry 7 – Employee Fingerprint Requirements Attestation

## A. TEACH System – Employee Clearance

### Required of ALL Charter Schools

Charter schools MUST ensure that all prospective employees<sup>[1]</sup> receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel who are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee.

Please note that all schools should maintain an electronic or hard copy of the clearance certification pulled from TEACH and dated PRIOR to the employee's start date. Clearance certifications pulled from TEACH at a later date will show that the staff member was cleared as of that date and may result in a finding of clearance violations against the school.

<sup>[1]</sup> Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at [NYSED CSO Employee Clearance and Fingerprint Memo](#) or visit the NYSED website at [Who Must Be Fingerprinted Charts](#) for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

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## B. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo](#).

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### Attestation

#### Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

## Entry 9 – School Calendar

Completed - Aug 1 2025

### Instructions

#### Required of ALL Charter Schools

Charter schools must upload a final 2025-2026 calendar into the portal **no later than 11:59 PM on August 1, 2025**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools "... *unless the school's charter requires more instructional time than is required under the regulations.*"

Board of Regents-authorized charter schools are also required to submit **school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month. Schools must use a calendar format and ensure there is a monthly tally of instructional days.**

Charter schools serving elementary and secondary levels may submit one combined calendar showing instructional hours and days for all building levels OR separate calendars uploaded as one PDF. *Note that school calendars will also provide evidence of alignment for schools with extended days/years referenced in their mission statements or key design elements.*

See below for an example of a calendar showing the requested information.

#### Sample Calendar:

### [SUNY Calendar](#)

Filename: SUNY\_Calendar\_.xlsx\_-\_SY\_2025-26.pdf Size: 66.3 kB

# Entry 11 – Progress Toward Goals (SUNY-Authorized Charter Schools ONLY)

Completed - Sep 11 2025

## Instructions

### SUNY-Authorized Charter Schools ONLY - Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal **and** into the SUNY Epicenter document management system **no later than 11:59 PM on September 15, 2025**.

**PLEASE NOTE: This is a required task for SUNY-authorized charter schools. It is marked optional for administrative purposes only.**

### [2024-25-Accountability-Plan-Progress-Report-FINAL\\_9](#)

Filename: 4998fa198a894182b9e90bee5d339dca.pdf Size: 718.9 kB

# Entry 11 – Progress Toward Goals (Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)

Incomplete

## Instructions

### Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Board of Regents, NYCDOE, and Buffalo BOE-authorized schools must report all Progress Toward Charter Goals as per their currently approved charters **no later than 11:59 PM on November 3, 2025**.

Schools must complete the "Goals" tables as provided in the tables below OR upload the most current action plan that includes progress made toward the attainment of goals during the 2024-2025 school year.

**PLEASE NOTE: This is a required task for Regents, NYCDOE, and Buffalo BOE-authorized charter schools. It is marked optional for administrative purposes only.**

# Entry 11 – Progress Toward Goals

## PROGRESS TOWARD CHARTER GOALS

Board of Regents, NYCDOE, and Buffalo BOE-authorized schools may complete the "Goals" tables as provided in the portal OR upload the school's most current action plan that includes progress made toward the attainment of academic, organization, and financial goals during the 2024-2025 school year.

Please select the method by which you will provide your school's information:

**No Responses Selected**

## PROGRESS TOWARD CHARTER GOALS

### Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 3, 2025.

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### 1. ACADEMIC STUDENT PERFORMANCE GOALS

#### Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE-authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 3, 2025**.

### 2. ORGANIZATION GOALS

---

**2024-2025 Progress Toward Attainment of Organization Goals**

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

(No response)

3. FINANCIAL GOALS

2024-2025 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

Thank you.

### Entry 12 – Audited Financial Statements

Incomplete

**Required of ALL Charter Schools**

**ALL charter schools** must upload the financial statements and related documents in PDF format into the portal **no later than 11:59 PM on November 3, 2025**. The statements, the independent auditor’s report, any advisory and/or management letter, and the internal controls report must be combined into a PDF file with security features such as password protection removed.

**ALL SUNY-authorized charter schools** must also enter the financial statements and upload related documents in PDF format into the SUNY Compass system **no later than 11:59 PM on November 3, 2025**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

PLEASE NOTE: This task appears as optional until August 1, 2025. Thereafter, it will be identified as a required task due on November 3, 2025.

### Entry 13 – Fiscal Year 2025-2026 Budget

Incomplete

**SUNY-authorized charter schools** are required to use Compass to complete and submit the Annual Budget and the Budget Narrative Questionnaire **no later than 11:59 PM on November 3, 2025**.

**Regents, NYCDOE, and Buffalo BOE-authorized charter schools** are required to download the budget template from the portal or the [Annual Reports](#) webpage and complete it. Upload the completed template **no later than 11:59**

**PM on November 3, 2025.** The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory.

PLEASE NOTE: This task appears as optional until August 1, 2025. Thereafter, it will be identified as a required task due on November 3, 2025.

## **Optional Additional Documents to Upload (BOR)**

Incomplete

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Se. Patricia Bradrick

**Name of Charter School Education Corporation:**

CMCCS

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board Member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

<b>Date(s)</b>	<b>Nature of financial interest / transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

**None**

<b>Organization conducting business with the school(s)</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest</b>	<b>Steps taken to avoid conflict of interest</b>

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

**Business Telephone:**

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**Business Address:**

---

**E-mail Address:**

FDOWNPATRICK@AOL.COM

**Home Telephone:**

1046-596-6885

**Home Address:**

3200 Netherland Ave Bx. N.Y. 10462

*Aphiecia Goodrich*  
**Signature**

5.9.2025  
**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022



**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Happy Laskar

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**Name of Charter School Education Corporation:**

Cardinal McCloskey Community Charter School

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1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).  
Parent advocate and board chair member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

Biological mother of kindergartener in the school. No financial interest or conflict of interest.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

**None**

<b>Organization conducting business with the school(s)</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest</b>	<b>Steps taken to avoid conflict of interest</b>

*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*

**Business Telephone:**

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**Business Address:**

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**E-mail Address:**

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**Home Telephone:**

---

**Home Address:**

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7/21/25

**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*



**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Angel Audiffred

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**Name of Charter School Education Corporation:**

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1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Trustee & member of the Finance committee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

<b>Date(s)</b>	<b>Nature of financial interest / transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

**None**

<b>Organization conducting business with the school(s)</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest</b>	<b>Steps taken to avoid conflict of interest</b>

*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*

**Business Telephone:**

(646) 483-0730

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**Business Address:**

N/A

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**E-mail Address:**

aaudiffred11@outlook.com

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**Home Telephone:**

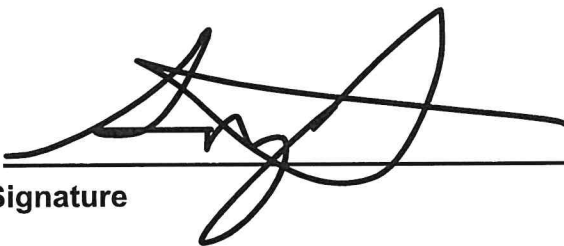
N/A

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**Home Address:**

149-40 Melbourne Ave Flushing NY 11367

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Signature

July 18 2025

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF



**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Carolyn Telesmanich

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**Name of Charter School Education Corporation:**

Cardinal McCloskey charter School

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1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Academic Committee, Finance committee member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*

**Business Telephone:**

---

**Business Address:**

---

**E-mail Address:**

Tele2046@gmail.com

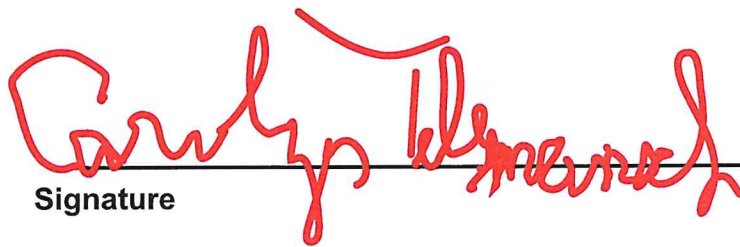
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**Home Telephone:**

---

**Home Address:**

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June 14, 2025

**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

(

*last revised 04/2022*



**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

William Ursillo Ph.D.

---

**Name of Charter School Education Corporation:**

Cardinal McCloskey Community Charter School

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Secretary, Chair of Academic Committee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

If Yes, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

While not doing business directly with the Charter School, I am the Chief Operating Officer at the organization that applied for the charter - Cardinal McCloskey Community Services.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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**None**

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**Business Telephone:**

914 997-8000

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**Business Address:**

155 East Stevens Ave. Valhalla, NY 10595

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**E-mail Address:**

wursillo @cmcs.org

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**Home Telephone:**

914723-8019

---

**Home Address:**

18 Elm Road, Scarsdale, NY 10583

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**William Ursillo Ph.D.** Digitally signed by William Ursillo  
Ph.D.  
Date: 2025.05.07 12:44:25 -04'00'

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**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*



**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

James F McCarthy

---

**Name of Charter School Education Corporation:**

Cardinal McCloskey Community Charter School

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Chair, Board of Trustees  
Chair, Governance Committee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

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Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.



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Yes  No

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Yes  No

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None

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**Business Telephone:**

\_\_\_\_\_

**Business Address:**

\_\_\_\_\_

**E-mail Address:**

jmccarthy@cmccs.org

**Home Telephone:**

914-261-2610

**Home Address:**

116 Schoolhouse Lane, Hopewell Junction, NY 12533

*James F. McCarthy*

*05/06/24*

James F McCarthy

Digitally signed by James F  
McCarthy  
Date: 2025.05.06 09:25:07 -04'00'

**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*



**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Dr Reva Gershen Lowy

---

**Name of Charter School Education Corporation:**

Cardinal McCloskey Community Charter School

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).  
Treasurer, Secretary,

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

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Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

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Yes  No

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Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

Work for Cardinal McCloskey Community Services. Chief Education Impact Officer

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

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**None**

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**Business Telephone:**

914-997-8000

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**Business Address:**

15 E Stevens Avenue, Valhalla, NY 10595

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**E-mail Address:**

rgershenlowy@cmcs.org

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**Home Telephone:**

914619-0181

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**Home Address:**

56 Winslow Road, White Plains, NY 10606

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*Reva Gershen Lowy*

July 1, 2025

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**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*

# 2025-2026 School Event Calendar

July 2025						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2025						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2025						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

July	
4	Independence day

August	
28	CMCCS Closed
29	CMCCS Closed

September	
2	Labor Day - School Closed
3	CMCCS Block Party + Meet the Teacher
4	First Day of School
23	Rosh Hashanah - School Closed
24	Rosh Hashanah - School Closed

October	
2	Yom Kippur - School Closed
13	Indigenous Peoples Day - School Closed
20	Diwali - School Closed

November	
4	Staff PD - No School for Students
11	Veterans Day - School Closed
12	Parent Teacher Conferences - Evening (3:00 - 6:00 PM)
13	Parent Teacher Conferences - Afternoon (1:00 - 4:00 PM)
14	Student Picture Day
27	Thanksgiving Break - School Closed
28	Thanksgiving Break - School Closed

December	
23-31	Winter Recess - School Closed

January 2026						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

January	
1	New Year's Day - School Closed
2	Winter Recess - School Closed
5	All Students Return to School
19	Dr. Martin Luther King Jr. Day - School Closed

February	
4	Parent Teacher Conferences - Evening (3:00 - 6:00 PM)
5	Parent Teacher Conferences - Afternoon (1:00 - 4:00 PM)
16-20	Mid-Winter Recess - No School

March	
20	Eid Al-Fitr - School Closed

April	
6-10	Spring Break - School Closed

May	
20	Parent Teacher Conferences - Evening (3:00 - 6:00 PM)
21	Parent Teacher Conferences - Afternoon (1:00 - 4:00 PM)
25	Memorial Day - School Closed
27	Eid Al-Adha - School Closed

June	
5	Eid Al-Fitr - School Closed
6	Staff PD - No School for Students
11	Eid Al-Fitr - School Closed
19	Juneteenth - School Closed
26	Last Day of School

Total Number of Instructional Days: 182





**CARDINAL McCLOSKEY**  
COMMUNITY CHARTER SCHOOL

# **Cardinal McCloskey Community Charter School**

## **2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

Date September 11, 2025

By Dr. Mary Anne DeVivio

685 E. 182<sup>nd</sup> St  
Bronx, NY 10457

(347) 708-0480

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Dr. Mary Anne DeVivio, 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)
James McCarthy	Chair	Governance
Angel Audiffred	Vice Chair	Finance & Academic
Dr. Reva Gershen-Lowy	Secretary	Finance & Governance
Carolyn Telesmanich	Treasurer	Finance
Dr. William Ursillo	Board Member	Academic & Governance
Sr. Patricia Broderick	Board Member	Academic
Happy Laskar	Board Member	N/A

**Dr. Mary Anne DeVivio has served as the school leader since 2024.**

### SCHOOL OVERVIEW

Cardinal McCloskey Community Charter School (CMCCS) opened its doors to families in the Bronx in August of 2019 and has grown to serve well over 450 students in grades K-5 during the 2024-25 school year. The school holds firm to addressing the academic and social-emotional developmental needs of its students in a safe, supportive, and trauma-sensitive learning environment. With a commitment to serve the most at-risk students, its unique program utilizes a trauma-informed Sanctuary approach and a wide range of wraparound services in order to help each student become more resilient, independent and academically successful.

The initial charter term has been a productive and fruitful experience for CMCCS, though one shaped heavily by the COVID-19 pandemic occurring just months into its inaugural school year. Like all schools, CMCCS had to respond to the sudden shift to remote learning, grapple with the trials and tribulations of supporting students and families. Given this happened while the school was establishing itself in the community and just beginning to implement its academic program, many challenges arose during this term. However, upon reflection we understand that those challenges have provided exciting opportunities for growth and expanded efforts to bring a quality education to an area where that is critical, along with opportunities to engage with families. Since this time, CMCCS has strengthened its leadership and professional development, deepened its community ties, and continues to address concerns raised by SUNY. In addition, the school continues to gain academic and social emotional gains.

#### A Community in Need – Community Demographics

CMCCS is located in one of the highest need areas in all of New York City – Bronx Community District 10. In terms of community demographics, according to New York City Public Schools Office of District Planning District 10 Data Summary report (Spring 2024), Bronx District 10 is 75 percent Hispanic or Latino, 15 percent Black or African American, 5 percent white, 4 percent Asian and 2 percent other for students in grades K-5. For students in grades 6-8, Bronx District 10 is 77 percent Hispanic or Latino, 15 percent Black or African American, 3 percent white, 3 percent Asian and 1 percent other. Looking at the most recently available city-wide Community District data from the NYC Office of District Planning, Bronx Community District 10 averages 23 percent for student with disabilities compared to the city-wide average of 20 percent for K-8 students, 89 percent for economically disadvantaged students compared to the city-wide average of 77 percent for K-8 students and 23 percent for English Language Learners compared to 19 percent for the city-wide average for K-8 students. Additionally, nearly 28 percent of residents self-identify as having limited English proficiency. Data from the Furman Center show that Community District 10 also has higher property and violent crime rates than the rest of the Bronx and the City at-large.

The students attending CMCCS come from a difficult area, but a great school can be a beacon for families. CMCCS has made significant efforts to embed itself within the community to support families and is uniquely positioned to meet the needs of its students in elementary school through the use of its

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Sanctuary Model and a rigorous academic program. CMCCS has continued to build the school community, and this is evidenced through parent surveys and feedback. This past year, CMCCS families completed approximately 250 surveys with close to 100 percent approval for school systems and support. CMCCS partners with Kips Bay Boys and Girls Club in providing an academic and extra-curricular after school program. CMCCS maintains partnerships with colleges, is a training site for pre-service teachers through Teach for America and has created after school music programs as well as a cheerleading team.

### **Sanctuary Model**

CMCCS is unique in its district as it utilizes a Sanctuary Model-infused, trauma-sensitive educational program. We are happy to report, since our implementation in 2018, the school earned Certification in Sanctuary this year. While the school's original intent was to serve mainly children in foster care and children in preventive services, the COVID-19 pandemic altered enrollment trends, though the school does enroll more than 50 homeless students. Today the school serves a student body that consists of 92 percent economically disadvantaged students, 22 percent students with disabilities, and 21 percent English Language Learners, according to the most recently published New York State Education Department data. These are students who benefit greatly from the use of the Sanctuary approach.

Sanctuary has many benefits in an academic setting, as it supports student learning by reinforcing important life skills and by teaching students to care for those around them and their community. These are critical skills to emphasize for all students, regardless of their background, and CMCCS is able to bring social-emotional health to the forefront of its efforts thanks to the seven commitments of the Sanctuary Model: nonviolence, emotional intelligence, social learning, democracy, open communication, social responsibility, and growth and change.

The heart of the Sanctuary Model is a trauma-sensitive and centered approach. Individuals who have experienced trauma often have difficulty focusing on the present and envisioning the future, which makes moving beyond the past and finding a path forward incredibly difficult. The Sanctuary Model teaches us to focus on the present, developing relationships and new habits that are not linked to past experiences. These approaches help shift students' focus to the future – for some, that future can be as near as the end of the day. For others it could be the next 20 minutes. This model allows us to help our students, a substantial number of whom have experienced significant trauma, to become more present in the moment and focus on their academics. Lesson planning at CMCCS emphasizes incorporating the Sanctuary commitments into daily instruction, and the Sanctuary Model gives everyone in our community a shared language that makes it easier to communicate about our needs and the needs of others. When teachers practice Sanctuary in the classroom, they are modeling behaviors for students. When staff practice Sanctuary throughout the school day, they find it easier to communicate and they have tools to help them navigate difficult situations with students and families. During the renewal term, CMCCS will implement a family curriculum in both English and Spanish to ensure the language and concepts emphasized at school in accordance with the Sanctuary Model are able to be used at home.



## GOAL 1: ENGLISH LANGUAGE ARTS

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.

### BACKGROUND

Cardinal McCloskey Community Charter School follows a unique curriculum aligned to the NYS Next Generation Learning Standards and incorporates the Sanctuary model throughout the daily instruction. A schoolwide assessment schedule is followed to monitor and share data that influences flexible grouping, preparing and observing lessons, regular teacher discussions, and professional development. CMCCS has a vertically aligned literacy program that is and embedded with key strategies for the existing Kindergarten to Fifth grades. CMCCS has a rigorous curriculum aligned to NYS Next Generation Learning Standards and follows the Sanctuary Model through instruction in reading and writing. The academic programs are a collaboratively developed and paced curriculum following a rich Core Subject curriculum. A schoolwide developed assessment schedule is followed to monitor and share data through teacher discussions, flexible grouping, and preparing and observing lessons. The assessment schedule which is covered during PD administers the i-Ready and NWEA three times annually, a pre-interim-and post writing assessments across all grades, and the NYS Mock tests for testing grades. In addition, Running Records are administered three times annually, through Dibels, and all assessment data is analyzed immediately and shared in scheduled data meetings. Based on the learning loss due to COVID-19, IXL has been implemented for students each morning for five-minute assessments in both ELA and Math preparing students for the online NYS test. Guided Reading is done in K-2 and Literacy Circles are led in grades three through five with a built-in guide for skill and strategies preparing students for NYS tests. Students will learn to approach complex texts and make observations, grapple with interesting ideas, and find evidence in text through meaning through ELA, Science, and Social Studies All grades will include six units centered on literary or informational texts, delivered in several forms including eBooks. Classrooms will also benefit from two to three immersive learning experiences including literacy circles and a dedicated Story Writing unit. One of the writing units covers the seven commitments of Sanctuary. The heart of every lesson is the text. A writing program follows a vertically united schedule aligned to a standards-based skill, strategy, grammar, phonics, and changes weekly. In addition, a strategic plan to support writing, Kindergarten and first grade will follow an in school monthly pacing calendar following the Next Generation writing standards with a built in Pre-Interim and Post assessment. Writing is implemented across grades, kindergarten through five, and has a Pre-Interim-Post assessment. It is a school aligned practice where grade level rubrics are used to demonstrate growth in writing. Monthly bulletin boards follow a monthly theme, one covering the Sanctuary Model. CMCCS implemented an advanced program called Discovery in 2023-2024 and will expand moving forward, in the 2025-2026 school year, we have Discovery in the 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> grades and identified bi-lingual students who will start in a new bi-lingual class in the 2024-2025 school year. Passport is being used for Social Studies and PD was offered over the summer to plan and guide implementation. This program incorporates life, earth, and physical science strands through authentic fiction and nonfiction. Cardinal McCloskey is in its second year of Amplify Science with assessments after using the FOSS

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program for two years. The Amplify program was vetted through our curriculum team and a collaborative decision was made to bring it back as the school wide Science program. The program has a digital platform, to engage interactive texts and video. The school implemented an advanced Discovery program, which started in 2023-2024 for grades K-1 and expanded to 3rd grade for the 2024-2025 school year, with next year expanding to a fourth-grade class. The program utilizes a STEAM curriculum that is also aligned to the Next Generation Learning Standards. A Professional Development committee was developed which is led by a representative from each grade level and will focus on grade leaders collaborating on areas of interest. In addition, a curriculum vetting team has been developed. The Summer PD program offered 15 instructional and program topics across all core subjects and was attended by all instructional staff for two weeks in August. All coaches have class schedules that they will follow offering model lessons and support. In its most recent report, SUNY identified the need for higher level thinking being used in the classroom. Teachers have professional development implemented to ensure development of H.O.T. questions and discussions. Additionally, a required and extensive professional development process is being held in August for all teachers and teaching assistants who work in the building. Additional professional development workshops are also now hosted online that teachers can complete at their own pace. These follow the template of the Danielson Group's Framework for Teaching, and administrators will conduct formal observations based on these trainings. These new routines were designed to help ensure all instructional staff are aligned with common language, goals, and an understanding of the concepts. Further, leaders have implemented more robust professional development around students with disabilities (SWDs) and strategies for their instruction. A section has been added on lesson plans for identifying SWDs and how best to differentiate instruction, and the use of data will further these efforts.

### 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.

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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	74	0	4	0	1	0	0	79
4	69	0	3	0	0	0	0	72
5	66	0	4	0	0	0	0	70
6								
7								
8								
All	209	0	11	0	1	0	0	221

Performance on 2024-25 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year<sup>1</sup>

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	74	57	77%	63	51	81%
4	69	29	42%	59	22	37%
5	66	31	47%	62	29	47%
6						
7						
8						
All	209	117	56%	184	102	55%

### 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

<sup>1</sup> 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.

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.<sup>2</sup>

### English Language Arts 2024-25 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
209	38	54	67	50

$$PI = 0 * [\%]_{Level\ 1} + 1 * [\%]_{Level\ 2} + 2 * [\%]_{Level\ 3} + 2.5 * [\%]_{Level\ 4} = \mathbf{150}$$

### 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.<sup>3</sup>

### 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 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	81%	63		
4	37%	59		
5	47%	62		
6				

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

<sup>3</sup> 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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7				
8				
All	55%	184		

### ELA Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing 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.<sup>4</sup>

#### 2023-24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	89.5%	443.0	438.2	0.50
4	89.4%	444.0	439.2	0.46
5	92.9%	433.0	436.8	-0.38
6				
7				
8				
All	90.5%	440.1	438.1	0.20

### 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.

<sup>4</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2025.

# 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

## 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.<sup>5</sup>

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	53.8	50.0
5	29.3	50.0
6		50.0
7		50.0
8		50.0
All	41.9	50.0

## ELA INTERNAL EXAM RESULTS

It remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a strong case for renewal. Provide a narrative discussing how the school evaluated student growth and achievement in ELA during the 2024-25 school year using internal assessments.

All classrooms model direct instruction through a mini lesson that clearly states lesson objectives and expectations with a systematic and explicit teaching of concepts and procedures. The multitude of diagnostic and formative assessments provide frequent assessment and feedback, allowing for flexible grouping in core subjects with cumulative review and reinforcement in learning. CMCCS administers numerous assessments throughout the year. This includes:

- i-Ready – September, January, and May
- Sanctuary Assessment

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<sup>5</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2025.

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

- NWEA for Discovery classes
- Mock State Exams – November and February
- Running Records – September, January, June;
- Pre-interim and Post Writing Assessments – September, January, and April;
- Grades 3-5 Narrative Writing – September, November, and January

Additionally, CMCCS administers the New York State exams in grades 3-5, CMCCS further administers the NYSELSAT and the WIDA English Language Development exam. i-Ready and writing assessments will be used to collect data from guided reading notes in kindergarten through second grade, along with literacy circles in third through fifth grade. The digital IXL platform is utilized to run diagnostics and collect analytics to help the staff further target instruction by identifying concepts across core subjects in which students need additional support. Data dashboards are now being used and housed within Google Drive to identify trends and help refine instruction based on the collected data, and these tools will be fully utilized for the remainder of the current term and beyond.

Per feedback from SUNY, instructional staff were trained on how to develop high cognitive thinking in their classrooms. This training included concepts from Bloom's Taxonomy for developing questions in lesson plans. Educators participated in a professional development to synthesize the curriculum pacing guides from grades K-5.

A significant developed of weekly ELA skill and strategy are aligned into writing, so students are exposed to the standards and skills weekly, aligned from grades K-5. Data is analyzed consistently and is triangulated with ongoing assessment data, ultimately being used as predictors to prepare students to attend a high performing middle school, high school and for college and career readiness. The academic team will pull questions from prior NYS Tests based on the standards being taught. This level of data ensures students will be ready to graduate CMCCS prepared for middle school.

Professional development held for staff in summer 2025 will heavily emphasize data, high-level cognitive development, and professional development committees are being created to support teachers at each grade and experience level with the use of data and other key strategies. Key strategies may include modeling lessons for teachers, providing one on one coaching for teachers who are struggling and providing intense training on collecting both quantitative and qualitative data. Data will also heavily inform formal observations, and teachers will be asked to use the data in follow-up lessons to showcase their growth in a particular area.

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

# 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

## NWEA

### 2024-25 NWEA MAP [ELA] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50%	17	54%	Yes
Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55%	17	61%	Yes
Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>6</sup>	54%	0	N/A	N/A
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. <sup>7</sup>	2+ students	75%	17	76%	Yes

### End of Year Performance on 2024-25 NWEA MAP [ELA] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students	Enrolled in at least their Second Year
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<sup>6</sup> 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, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

<sup>7</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

	Percent Proficient <sup>8</sup>	Number Tested	Percent Proficient	Number Tested
3	76%	17	76%	17
4				
5				
6				
7				
8				
All	76%	17	76%	17

### End of Year Growth on 2024-25 NWEA MAP [ELA] Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	54%	17
4		
5		
6		
7		
8		
All	54%	17

## 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 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.	All students	100%	221	158%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students who were two or more grade levels below grade level in the	Low initial achievers	110%	102	148%	Yes

<sup>8</sup> Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

fall will be equal to or greater than 110% by the spring assessment administration.					
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>9</sup>	158%	44	129%	No
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> 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%	193	24%	No

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	32%	78	36%	67
4	18%	73	18%	61
5	19%	70	17%	65
6				
7				
8				
All	23%	221	24%	193

### End of Year Growth on 2024-25 i-Ready [ELA] Assessment

<sup>9</sup> 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

# 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

## By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	175%	78
4	153%	73
5	144%	70
6		
7		
8		
All	158%	221

### SUMMARY OF THE ELA GOAL

Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3<sup>rd</sup> through 5<sup>th</sup> grade students will be equal to or greater than 100%. During 2024-25, CMCCS used the i-Ready diagnostic in ELA as an internal assessment and scheduled students across grades K-5 to take the assessment three times, once in September, January, and June. Based on the analysis, Measure 1 exceeded the annual typical growth for the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades. The attainment of this goal was the measure of progress from the September administration to the June administration. CMCCS's median progress to Annual Typical Growth for 2024-25 was 158%, 58 percentage points higher than the goal.

Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3<sup>rd</sup> through 5<sup>th</sup> 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. During 2024-25, CMCCS used the i-Ready diagnostic in ELA as an internal assessment and scheduled students across grades K-5 to take the assessment three times, once in September, January, and June. Based on the analysis, Measure 2 exceeded the annual typical growth for the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students who were two or more grade levels below on their initial assessment, achieving a median growth of 148%. The attainment of this goal was the measure of progress from the September administration to the June administration. CMCCS compared pupils in each group, with subgroups showing an improvement in all areas of ELA.

Measure 3: Each year, the school aims to have its students with disabilities have a median percent progress to annual typical growth that is equal to or greater than that of the general education student population. Although this measure was not met for the 2024-25 school year, the subgroup did achieve a median growth score of 129%.

Measure 4: Each year, the school aims to have 75% of its students who have attended for at least 2 years be mid-on-grade level or above on the final iReady assessment. Out of 193 students who fell into this subgroup, 24% of them achieved this level. The goal was not met.

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	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.	N/A
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.	No
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

Measure 1: Each year, the school aims to have 75% of its students in grades 3, 4, and 5 who are enrolled in at least their second year perform at proficiency on the New York State Test. 55% of the students in this cohort achieved proficiency. Although this goal was not met, this is the highest percentage that the school has ever achieved, with 3<sup>rd</sup> grade students doing particularly well with 81% of them achieving proficiency. The school made a concerted effort to reinforce computer skills for all students, ensuring that the transition from paper-based testing to computer-based testing would be smooth. Typing, coding, computer-based mock exams, and computer-based reading platforms were all introduced to the curriculum.

Measure 2: Each year, the school's Performance Index aims to be greater than the Measure of Interim Progress set forth in the state's ESSA accountability system. The school's PI for the 2024-25 school year was 150, beating the MIP (117.3) by 32.7 points. The school attributes this high performance to not only the increase in proficiency seen in Measure 1, but also a substantial decrease in Level 1 scores across the school.

Measure 3: Each year, the school aims to have its students enrolled in at least their second year perform better than the district of comparison. District 10 results have not yet been released. As such, we are unable to determine the standing of this goal.

Measure 4: Each year, the school aims to have an Effect Size of 0.3 or greater. The effect size for 2024-25 has yet to be released. As such, we used our numbers from 2023-24 for this goal. While the school

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

achieved a 0.2 overall, which did not meet the goal, grades 3 and 4 achieved an effect size of 0.5 and 0.46 respectively. A concerted effort was made this year to emphasize 5<sup>th</sup> grade ELA testing to close this gap, implementing computer-based tools to the ELA curriculum, such as Close Reading and Pear Deck. A new reading comprehension exit ticket system was introduced to more closely monitor student in-class performance.

Measure 5: Each year, the school aims to have a mean unadjusted growth percentile of at least 50 for all tested students in grades 4 and 5. The mean unadjusted growth percentiles have yet to be released. As such, the school used the 2023-24 results to measure this goal. The school achieved a 41.9, which did not meet the goal. Grade 4 achieved a 53.8 and grade 5 achieved a 29.3. Again, a concerted effort was made this year to emphasize 5<sup>th</sup> grade ELA testing to close this gap, implementing computer-based tools to the ELA curriculum, such as Close Reading and Pear Deck. A new reading comprehension exit ticket system was introduced to more closely monitor student in-class performance.

### ADDITIONAL CONTEXT AND EVIDENCE

A comprehensive response to interventions program was implemented in 2024-25 based on internal assessments results. Out-of-class staff will continue small group interventions based on these results. Test scores are being analyzed based on areas of concern across standards, so curriculum and lessons are focused in these areas. Mock tests and writing assessments are built into the curriculum and will rigorously continue the path of progress for all students. Data is being analyzed for push students, students that slipped, and curriculum is being analyzed to look at pacing and standards. Instructional coaching is occurring depending on teacher needs and school's criteria of success. Enrichment programs were introduced to further in-class instruction both during and after school hours.

### ELA ACTION PLAN

Cardinal McCloskey Community Charter School follows a unique curriculum aligned to the NYS Next Generation Learning Standards and incorporates the Sanctuary model throughout the daily instruction and in every class. A schoolwide assessment schedule is followed to monitor and share data that influences flexible grouping, preparing and observing lessons, regular teacher discussions, and professional development.

We have added coaches, RTI specialists, behavioral specialists, and external consultants to assist the developmental needs of struggling students. The school conducted a thorough evaluation of the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade curricula and instructional practices and created pacing guides, and mock tests. Laptops were purchased for students to use at home as an additional resource and homework was made available through the school's website.

For school year 2025-26 we will begin to administer DIBELS in place of Running Records as part of our assessments. The K-5 assessment system shifted from Running Records to DIBELS because DIBELS provides a more standardized and consistent way to measure foundational reading skills across all grade levels. Unlike Running Records, which are more subjective, DIBELS offers reliable data that can be used

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to track progress, identify gaps, and inform targeted instruction. Additionally, the school revamped its writing curriculum during the summer of 2025 and departmentalized 5<sup>th</sup> grade.

## GOAL 2: MATHEMATICS

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.

### BACKGROUND

Cardinal McCloskey Community Charter School’s math program is vertically aligned from Kindergarten through Fifth Grade and embedded with key strategies to ensure continuity and rigor across grade levels. The school utilizes the Eureka Squared Math program, supported by an online component, while IXL is integrated to reinforce skills through alignment with Eureka. Professional development is provided regularly for both new and returning staff, ensuring instructional practices meet student needs. Teachers incorporate New York State test preparation modules into daily lessons, design problem-based learning tasks that allow for multiple solution pathways, and leverage technology to deepen mathematical thinking. Student progress is monitored daily using an exit ticket system, with data used to support flexible grouping and inform instruction. Assessment practices include end-of-topic and end-of-unit evaluations, mock test alignment, and the administration of i-Ready three times annually, which is triangulated with ongoing assessments to predict and prepare students for college and career readiness. Additional supports include extended-day programming, intensive after-school instruction, and seasonal academies for NYS test preparation in winter and spring. A Summer Boost program, serving over 180 students in grades K-5, offers differentiated instruction in reading and math, guided by pre- and post-assessment data. Every classroom is staffed with both a general education teacher and a teacher’s aide, with ongoing professional development provided in partnership with Fordham University to strengthen support for Special Education and ELL students. With a low student-to-teacher ratio, the school is well-positioned to provide counseling, small-group reading and writing support, and enrichment opportunities. To further strengthen instruction, a dedicated Math Coach for grades 3–5 was added in the 2024-2025 school year.

## ELEMENTARY AND MIDDLE MATHEMATICS

### **Math Measure 1 - Absolute**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

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## 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	74	0	4	0	1	0	0	0	79
4	68	0	4	0	0	0	0	0	72
5	66	0	4	0	0	0	0	0	70
6									
7									
8									
All	208		12		1				221

## 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	74	64	86%	63	56	89%
4	68	41	60%	58	33	57%
5	66	39	59%	62	37	60%
6						
7						
8						
All	208	144	69%	183	126	69%

### 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

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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
208	27	37	87	57

$$PI = 0 * [\text{?}]_{\text{Level 1}} + 1 * [\text{?}]_{\text{Level 2}} + 2 * [\text{?}]_{\text{Level 3}} + 2.5 * [\text{?}]_{\text{Level 4}} = \mathbf{170}$$

### 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 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	89%	63		
4	57%	58		
5	60%	62		
6				
7				

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

8				
All	69%	183		

### Math Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

### METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.<sup>10</sup>

### 2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	89.5%	446.0	445.1	0.07
4	89.4%	450.0	447.5	0.16
5	92.9%	437.0	441.5	-0.33
6				
7				
8				
All	90.5%	444.5	444.8	-0.03

### 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.

<sup>10</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2025.

# 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

## 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.<sup>11</sup>

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	55.9	50.0
5	43.3	50.0
6		50.0
7		50.0
8		50.0
All	49.9	50.0

## MATHEMATICS INTERNAL EXAM RESULTS

Cardinal McCloskey Community Charter School has relied upon iReady as the internal Diagnostic during the past 4 school years. In 2024-2025, based on i-Ready data, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade exceeded the 100% target for the median percent progress to Annual Typical Growth. These were tremendous improvements from last year, as only 4<sup>th</sup> and 5<sup>th</sup> grade attained this goal in 2023-24. The tables below summarize the math data for 2024-25. Additionally, CMCCS uses the Eureka classroom program as the math program and substituted with IXL and i-Ready as additional support. End of unit and topic tests were given and during class time, where end of chapter and modules are given and exit ticket data is analyzed at the end of each lesson, topic and module. The data was triangulated and used as predictors to prepare students for the New York State Math test.

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

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<sup>11</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2025.

# 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

## NWEA

2024-25 NWEA MAP [Mathematics] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50%	18	45%	No
Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55%	18	78%	Yes
Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>12</sup>	45%	0	N/A	N/A
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. <sup>13</sup>	2+ students	75%	18	100%	Yes

### End of Year Performance on 2024-25 NWEA MAP [Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students	Enrolled in at least their Second Year
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<sup>12</sup> 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, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

<sup>13</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

	Percent Proficient <sup>14</sup>	Number Tested	Percent Proficient	Number Tested
3	100%	18	100%	18
4				
5				
6				
7				
8				
All	100%	18	100%	18

### End of Year Growth on 2024-25 NWEA MAP [Mathematics] Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	45%	18
4		
5		
6		
7		
8		
All	45%	18

## 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 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.	All students	100%	221	135%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students who were two	Low initial achievers	110%	100	141%	Yes

<sup>14</sup> Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.					
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>15</sup>	135%	44	122%	No
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> 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%	193	28%	No

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	32%	78	34%	67
4	32%	73	33%	61
5	19%	70	17%	65
6				
7				
8				
All	28%	221	28%	193

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

<sup>15</sup> 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

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Grades	Median Percent of Annual Typical Growth	Number Tested
3	137%	78
4	122%	73
5	140%	70
6		
7		
8		
All	135%	221

### SUMMARY OF THE MATHEMATICS GOAL

Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3<sup>rd</sup> through 5<sup>th</sup> grade students will be equal to or greater than 100%. During 2024-25, CMCCS used the i-Ready diagnostic in math as an internal assessment and scheduled students across grades K-5 to take the assessment three times, once in September, January, and June. Based on the analysis, Measure 1 exceeded the annual typical growth for the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades. The attainment of this goal was the measure of progress from the September administration to the June administration. CMCCS's median progress to Annual Typical Growth for 2024-25 was 135%, 35 percentage points higher than the goal.

Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3<sup>rd</sup> through 5<sup>th</sup> 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. During 2024-25, CMCCS used the i-Ready diagnostic in math as an internal assessment and scheduled students across grades K-5 to take the assessment three times, once in September, January, and June. Based on the analysis, Measure 2 exceeded the annual typical growth for the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students who were two or more grade levels below on their initial assessment, achieving a median growth of 141%. The attainment of this goal was the measure of progress from the September administration to the June administration. CMCCS compared pupils in each group, with subgroups showing an improvement in all areas of mathematics.

Measure 3: Each year, the school aims to have its students with disabilities have a median percent progress to annual typical growth that is equal to or greater than that of the general education student population. Although this measure was not met for the 2024-25 school year, the subgroup did achieve a median growth score of 122%.

Measure 4: Each year, the school aims to have 75% of its students who have attended for at least 2 years be mid-on-grade level or above on the final iReady assessment. Out of 193 students who fell into this subgroup, 28% of them achieved this level. The goal was not met.

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### EVALUATION OF THE MATHEMATICS GOAL

Measure 1: Each year, the school aims to have 75% of its students in grades 3, 4, and 5 who are enrolled in at least their second year perform at proficiency on the New York State Math Test. 69% of the students in this cohort achieved proficiency. Although this goal was not met, this is the highest percentage that the school has ever achieved, with 3<sup>rd</sup> grade students doing particularly well with 89% of them achieving proficiency. The school made a concerted effort to reinforce computer skills for all students, ensuring that the transition from paper-based testing to computer-based testing would be seamless. Computer-based mock exams and computer-based math assessment platforms were all introduced to the curriculum. Additionally, an internal math coach was hired for the 2024-25 school year and external math consultants held professional development sessions to reinforce teaching best practices.

Measure 2: Each year, the school's Performance Index aims to be greater than the Measure of Interim Progress set forth in the state's ESSA accountability system. The school's PI for the 2024-25 school year was 170, beating the MIP (119.4) by 50.6 points. The school attributes this high performance to not only the increase in proficiency seen in Measure 1, but also a substantial decrease in Level 1 scores across the school in mathematics.

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 3: Each year, the school aims to have its students enrolled in at least their second year perform better than the district of comparison. District 10 results have not yet been released. As such, we are unable to determine the standing of this goal.

Measure 4: Each year, the school aims to have an Effect Size of 0.3 or greater. The effect size for 2024-25 has yet to be released. As such, we used our numbers from 2023-24 for this goal. The school achieved a -0.03 overall, which did not meet the goal. A concerted effort was made this year to emphasize 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade math testing to close this gap, implementing computer-based tools to the math curriculum. A more comprehensive exit ticket system was introduced to the school to best understand the learning gaps across the grade levels.

Measure 5: Each year, the school aims to have a mean unadjusted growth percentile of at least 50 for all tested students in grades 4 and 5. The mean unadjusted growth percentiles have yet to be released. As such, the school used the 2023-24 results to measure this goal. The school achieved a 49.9, which did not meet the goal. Grade 4 achieved a 55.9 and grade 5 achieved a 43.3. The growth in math was much better than the growth in ELA.

### ADDITIONAL CONTEXT AND EVIDENCE

CMCCS saw a dramatic increase in performance in mathematics from 2024 to 2025. The proficiency levels for 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades went from 41% to 86%, from 49% to 61%, and from 25% to 59% respectively. We attribute this improvement to curriculum changes, professional developments, a more granular system in data collection/analysis, and immersing the students in computer-based testing.

### MATHEMATICS ACTION PLAN

Cardinal McCloskey Community Charter School follows a rigorous curriculum aligned to NYS Next Generation Learning Standards through the Eureka Squared program. Cardinal McCloskey adopted the i-Ready Diagnostic as a means of measuring student success since September 2021, and it is administered three times annually. In addition to i-Ready, the school has integrated IXL which will be analyzed along with iReady as a predictor for the Math exams. IXL, student online skill builder and i-Ready assessment platforms will build test prep into daily instruction providing reports indicating needs based on standards. Students are expected to perform at grade level based on the assessment scale level and both diagnostics will be administered by classroom teachers and as an on-line resource, both programs generate score reports upon completion. Currently, teachers and the school data analyst, along with the curriculum team, hold data meetings to discuss interventions. Both diagnostic assessments, along with the IXL intervention program, build reports by NYS Next Generation Standards. The school has on-going data meetings in which discussions include a well-conceived outcome measure for all students. For students that are not showing growth, intervention programs are in place utilizing out of class support staff. Additionally, the school hired an internal math coach to offer extra support and planning for grades 3 through 5, as well as external consultants to give math-focused professional development to all teachers. CMCCS will continue to monitor the students through small group instruction, tutoring, and

after school and mid-winter break academic programs. CMCCS is now developing high level cognitive work in the classrooms. Using professional development for teachers to develop and implement high level work, group/peer work to encourage collaboration in math solutions, technology for additional practice and preparation for NYS exams and use of manipulatives to help make abstract concepts concrete.

### GOAL 3: SCIENCE

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.

#### BACKGROUND

CMCCS is currently in its second year of implementing Amplify Science, a program that integrates hands-on investigations, literacy-rich activities, and interactive digital tools to help students think, read, write, and argue like scientists. The curriculum includes built-in assessments that are monitored across all grades to track growth, with mock exams developed for fifth grade to continually measure progress. In preparation for the 2025–2026 school year, Amplify consultants provided professional development, and pacing calendars were created to guide instruction across grade levels. Science is intentionally embedded into class schedules to ensure mastery of both content and academic vocabulary. Each unit of Amplify engages students in solving real-world problems by investigating scientific phenomena, collaborating with peers, and developing models or explanations to propose solutions.

To enrich learning, CMCCS partners with the New York Botanical Gardens, where students participate in hands-on horticulture experiences, collect data, and apply their findings in the classroom. Beginning in 2025, fifth-grade science will be taught by department to allow a dedicated science educator to deliver deeper instruction, differentiation, and targeted support based on student needs. The 2025 state science test will be analyzed and aligned with Amplify pacing to provide structured preparation. In addition, cross-curricular connections are emphasized, with science illustrations incorporated into the art curriculum, where students explore drawing, map keys, and the Earth's spheres through artistic expression.

### 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.

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

The school administered the New York State Testing Program science assessment to students in 5<sup>th</sup> 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 <sup>nd</sup> Year		
	Number Tested	Number Proficient	Percent Proficient
5	66	20	30%
8			
All	66	20	30%

### 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

Grade	Charter School Students in at Least 2 <sup>nd</sup> Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	66	20	30%			
8						
All	66	20	30%			

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Each year, the school aims to have 75% of its students enrolled in at least their second year perform at a proficient level in the science state test, the same measure the school seeks to attain in ELA and mathematics. The school used Amplify Science as a main curriculum as well as Varsity Tutors and Concorde Ed to compliment and reinforce classroom learning. Pre- and post-module assessments to measure growth throughout the year. The school uses released state test science questions to expose students to the style and methodology of the New York State Science Test.

Type	Measure	Outcome
------	---------	---------

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	No
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A
	[Write in optional measure here]	

### EVALUATION OF THE SCIENCE GOAL

Measure 1: The school did not meet its goal of 75% proficiency on the 5<sup>th</sup> grade science state test. Although the school did improve from 17% in 2024 to 30% in 2025, we strive to attain this goal in time. Like ELA and mathematics, the school immersed the students in technology throughout the school year to ensure familiarity with the computer-based tests.

Measure 2: The district data has yet to be report. As such, the school is unable to provide a result for the comparative measure for the science state tests.

### ADDITIONAL CONTEXT AND EVIDENCE

The results of the science goal indicate that progress has been made from 2024 to 2025. The goal, however, is not yet met. The school plans to departmentalize 5<sup>th</sup> grade in 2025-26 to emphasize a single subject for each teacher. Additionally, the school will introduce the NWEA science assessment to expose students to more varieties of science questions and better track the progress of students throughout the schoolyear. The school will also build a mock state exam using released questions from previous years to help students become more familiar with the style of the state exam.

Performance on a Regents Science Exam  
Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2022-23				
8	2023-24				
8	2024-25				

### ACTION PLAN

We have planned for fourth grade classes to join our partnership with NYBG which will expose them to enriching vocabulary. Fifth grade will be taught departmentalized, specifically taught by Science teachers, and focused on reviewing all standards and assessed three times annually. The 2025 Science test will be analyzed and paced with the new curriculum as a test prep exercise. In addition, the

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

illustrations will be built into the art schedule exposing students to drawing, and looking at map keys, and the earth's spheres through art. To enrich learning, CMCCS partners with the New York Botanical Gardens, where students participate in hands-on horticulture experiences, collect data, and apply their findings in the classroom. Beginning in 2025, fifth-grade science will be taught by department to allow a dedicated science educator to deliver deeper instruction, differentiation, and targeted support based on student needs. The 2025 state science test will be analyzed and aligned with Amplify pacing to provide structured preparation. In addition, cross-curricular connections are emphasized, with science illustrations incorporated into the art curriculum, where students explore drawing, map keys, and the Earth's spheres through artistic expression.

### GOAL 4: ESSA

#### ESSA Measure 1

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

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

#### Accountability Status by Year

Year	Status
2022-23	LSI
2023-24	LSI
2024-25	N/A

### ADDITIONAL CONTEXT AND EVIDENCE

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.

## APPENDIX A: DATA REPORTING TABLES

The following section contains sample tables for the optional reporting of grade-level and school-level results under the ELA and mathematics goal areas. The tables align to the measures and targets for the NWEA MAP and i-Ready assessments. Schools that administer other nationally normed assessments or internally developed assessment should modify these tables as necessary.

Paste the completed tables in the “Internal Exam Results” sections under the respective goal area. Table titles need to be adapted to reflect the appropriate subject area, i.e., English language arts, mathematics, etc.



# FDNY

Jul 08, 2025

CARDINAL MCCLOSKEY COMMUNITY CHARTER SCHOOL

685 East 182 Street  
Bronx, NY 10457--1801

Re: Fire Safety Inspection Report

**BIN:** 2012410

**FDNY Account:** 41022781

**DCID:**

**Facility Type:** Charter School

**DBA:** CARDINAL MCCLOSKEY COMMUNITY CHARTER SCHOOL

**Premises:** 685 EAST 182 STREET BRONX NY 10457

To Whom It May Concern:

The New York City Fire Department ("FDNY"), Bureau of Fire Prevention, Public Building Inspection Unit conducted an inspection of the above-referenced premises on 03/19/2025 at 02:54 PM

The inspection of the above-referenced premises and review of records maintained for such premises **DISCLOSED** the existence of unsafe and non-compliant fire and life safety conditions contrary to the requirements of the New York City Fire Code and/or other law, rule or regulation enforced by the Fire Department and within the scope of the inspection conducted by the above-referenced inspectional unit. Please use the FDNY Business portal to review non-compliant conditions, the link to which is as follows: <https://fires.fdnyccloud.org>  
Such conditions must be promptly corrected to maintain the premises safe for use and occupancy.

- The inspection of the above-referenced premises and review of records maintained for such premises **DID NOT DISCLOSE** the existence of unsafe or non-compliant fire or life safety conditions contrary to requirements of the New York City Fire Code or other law, rule or regulation enforced by the Fire Department and within the scope of the inspection conducted by the above-referenced inspectional unit.

This report does not constitute a permit or other FDNY approval for any material, operation of facility at the premises. FDNY does not certify that the premises are free from any unsafe or non-compliant condition for which the premises has not been inspected by the above-referenced inspectional unit or that would not be disclosed by inspection in accordance with standard FDNY inspection protocols.

By Order of the Chief of Fire  
Prevention

**Fire Department, City of New York**  
9 MetroTech Center, Brooklyn New York 11201-3857

DEPARTMENT OF HOUSING AND BUILDINGS

BOROUGH OF BRONX, CITY OF NEW YORK MG

No. 114

Date MAR 26 1952

485 E 182nd

CERTIFICATE OF OCCUPANCY

(Standard form adopted by the Board of Standards and Appeals and issued pursuant to Section 646 of the New York Charter, and Sections C.26-181.0 to C.26-187.0 inclusive Administrative Code 2.1.3.1. to 2.1.3.7. Building Code.)

This certificate supersedes C. O. No.

To the owner or owners of the building or premises:

THIS CERTIFIES that the ~~new~~ ~~altered~~ ~~existing~~ building—premises located at  
685 E. 182nd St., NS, Grote St. & E. 182nd St., between Belmont Ave.  
& Cambreling Ave. Block 3085 Lot 30

, conforms substantially to the approved plans and specifications, and to the requirements of the building code and all other laws and ordinances, and of the rules and regulations of the Board of Standards and Appeals, applicable to a building of its class and kind at the time the permit was issued; and

CERTIFIES FURTHER that, any provisions of Section 646F of the New York Charter have been complied with as certified by a report of the Fire Commissioner to the Borough Superintendent.

~~Alt.~~ Alt. No.— 276-50 Construction classification— fireproof  
Occupancy classification— PUBLIC . Height 3 stys. & ~~Basement~~ 51'4" ~~Basement~~  
Date of completion— 1-16-52 . Located in Business & Residence Use District

B Area, Class 1 $\frac{1}{4}$ . Height Zone at time of issuance of permit

This certificate is issued subject to the limitations hereinafter specified and to the following resolutions of the Board of Standards and Appeals: (Calendar numbers to be inserted here)

PERMISSIBLE USE AND OCCUPANCY

STORY	LIVE LOADS Lbs. per Sq. Ft.	PERSONS ACCOMMODATED			USE
		MALE	FEMALE	TOTAL	
Basement	On ground	1	360	361	Kitchen, Cafeteria, Boiler Room, Pump room, Janitor's rooms, Store rooms, Lockers, Showers
First	60, 75 & 100		670	670	Gymnasium, Offices, 12 Classroom
Second	60 & 100		398	398	Library, Work Room, Teachers' Rooms, 6 Classrooms, 2 Science Rooms, Clinic
Third	60 & 100		263	263	7 Classrooms

NOTE: Fire Dept. approval of fuel oil installation, Interior Fire Alarm System and fire-extinguishing equipment received.

Borough Superintendent.