

Accountability Plan Progress Reports for the 2008-09 School Year

Reader's Guide

SUNY Authorized Charter Schools

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the State University Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. In order to determine whether a school has met that high standard, **each charter school that the State University Board of Trustees authorizes is required to enter into an accountability agreement, known as an Accountability Plan**, which ultimately becomes part of its charter.

The Charter Schools Institute closely monitors each school's progress toward achieving the goals outlined in its Accountability Plan.

In addition, as part of its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.** The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular state exam. Each year, the state administers English language arts and mathematics tests to 3rd through 8th grade, science tests to the 4th and 8th grades, and, up through 2009-10, social studies tests to the 5th and 8th grades.

Important Note: **The Accountability Plan Progress Report is authored by the charter school.** In reporting school progress toward meeting the outcome measures set forth in the Accountability Plan, schools are encouraged to build a case for the effectiveness of their program, and to lay the groundwork for writing a Renewal Application and ultimately for charter renewal. **The school's evaluation of its own progress does not necessarily reflect the conclusions of the Institute.** Further, the Institute does not affirm the completeness or accuracy of the report's data and may not endorse the school's characterization of the progress it has made toward achieving its Accountability Plan goals. Throughout the life of the school's charter, the Institute will visit each school, generating Institute School Visit Reports, and at the end of each charter period, a Renewal Report (select the <back> button in your browser to return to the school profile to see any/all available reports). These reports include detailed summaries of the Institute's observations of the school, as well as its evaluation of student performance and progress toward meeting the academic subject goals in its Accountability Plan.

**ACHIEVEMENT ACADEMY
CHARTER SCHOOL**

**2008-09
ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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O’Rita M. Swan, Douglas Greer and Aleks Stojanovic prepared this 2008-09 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position
M. Christian Bender	Office, Chair
Andrea Rogers	Office, Secretary
Robert Richard	Office, Treasurer
Lisa Kennedy	Office, Trustee
Saleem Cheeks	Office, Trustee
Victor Collier	Office, Trustee

MISSION STATEMENT

The mission of the Achievement Academy Charter School is to produce in young people the academic excellence and responsible public citizenship that will propel them to success in high school, college and their chosen careers. A rigorous, standards-based, college-preparatory curriculum and design will be implemented to accelerate student learning and achievement. Student academic performance, especially in reading, writing, math and public citizenship, will be tracked using measurable outcomes and skills assessments. Public citizenship will be a cornerstone of learning by instilling in students the values of Respect, Enthusiasm, Achievement, Citizenship, and Hard Work from the character program, “REACH,” so that students take responsibility for themselves, their school and their community.

Achievement Academy is a college preparatory public middle school that opened in Albany, New York in the fall of 2005. Modeled on the highly successful Amistad Academy in New Haven, Connecticut, essential features of Achievement Academy include:

Small School: We enroll a maximum of 75 scholars per grade so that every scholar is known well. After 4 years, our maximum enrollment will be 300 scholars in grades 5-8. In the beginning of the 2007-2008 we received permission to reduce our enrollment goal to 50 scholars per grade.

More Time: Our school day begins at 7:30am and ends at 5:00pm. The school year is 200 days with up to 15 additional days in summer academy.

Character Education: All scholars and faculty must live by our REACH values - Respect, Enthusiasm, Achievement, Citizenship, and Hard Work.

Rigorous Curriculum: All scholars master core skills and knowledge with a particular focus in math, reading, and writing.

Uniforms: Uniforms are required for all scholars.

Frequent Assessments: Teachers assess scholar performance every six weeks for mastery of ambitious state and national standards.

Academic Excellence

As part of our commitment to academic excellence, we have 3 sources of data to track and accelerate our scholars' progress. We administer nationally-normed assessments in the core academic areas of reading and math twice each year – once at the start of the year and once near the end – to monitor the progress of scholars throughout the school year and to provide a nationwide context by which to judge the performance of Achievement Academy.

As a public school, we administer all New York State exams required of other public schools. We believe that the justification for our existence is not simply to provide an alternative education to Albany students, but to provide a *better* choice. Achievement Academy must compare itself to Albany's district schools using the state exams, and must be able to document scholar academic performance that is better than the district schools.

Finally, in addition to these more annually based exams, Achievement Academy works closely with *School Performance, Inc.*, (SPNY), an Albany-based team of academic-quality experts, to provide a system of ongoing diagnostic assessments targeted specifically at improving classroom instruction. This year SPNY adopted the used of Achievement and Performance Series; products of Scantron™. These products were adopted for the purpose of benchmark testing, as well as interval exam development. Every six weeks, scholars are assessed on the academic instruction provided during that period. The results of these standards-based assessments are provided immediately to the school leader, and instructional staff. School leadership and teachers to review the results data to analyze what worked and why, develop plans to re-teach standards not mastered, and identify and provide tutoring for scholars who need extra support.

Character Education

At the core of our school culture are our REACH values: Respect, Enthusiasm, Achievement, Citizenship, and Hard Work. Weekly reflection on their demonstration of the REACH values as well as incentives for demonstrating the values help scholars internalize respect, enthusiasm, achievement, citizenship, and hard work. Over time, scholars learn to take responsibility for themselves, their school and their community.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2005-06						60								60
2006-07						62	84							146
2007-08						26	42	49						117
2008-09						24	49	53	47					173

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students at Achievement Academy Charter School will become proficient readers and writers of the English language.

Background

In 2008-2009, English and literature were taught as separate subjects. All Achievement Academy Charter School students have at least two hours of instruction daily. English focuses on the correct use of grammar and punctuation in writing and speech. .

In the diversity-based literature program, students use a variety of media to explore multiple genres. Units are designed to focus on enhancing vocabulary and exploring multiple themes and genres.

Goal 1: Absolute Measure

Measure 1: During the 5-year period of the charter, students who have been enrolled at the school for more than two years will score at levels 3 & 4 on the New York State English Language Arts assessment (ELA) at the following percentages:

Method

The school administered the New York State Testing Program English language arts assessment to students in 5th through 7th grade in January 2009. Each student's raw score has been converted to a grade-specific scaled score and a performance level and. The criterion for success on this measure requires students who have been enrolled more than two years (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

2008-09 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
5	24	0	0	0	24
6	49	0	0	0	49
7	53	0	0	0	53
8	47	0	0	1	48
All	173	0	0	0	174

Results

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

The number of students tested represents 99% of the total student population. The students who were not tested during the testing sessions were absent and their results were not included in the student performance chart in this report.

**Charter School Performance on 2008-09 State English Language Arts Exam
By All Students, Students Enrolled in At Least Their Second Year and More than Two Years**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
5	All Students	0	21	79	0	79	24
	Students in At Least 2 nd Year						
6	All Students	0	51	49	0	49	49
	Students in At Least 2 nd Year	0	63	38	0	38	16
	<i>Students in More than 2 years</i>	<i>0</i>	<i>100</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>2</i>
7	All Students	0	13	85	2	87	53
	Students in At Least 2 nd Year	0	14	82	4	86	28
	<i>Students in More than 2 years</i>	<i>0</i>	<i>11</i>	<i>83</i>	<i>6</i>	<i>89</i>	<i>18</i>
8	All Students	0	53	47	0	47	47
	Students in At Least 2 nd Year	0	48	52	0	52	31
	<i>Students in More than 2 years</i>	<i>0</i>	<i>50</i>	<i>50</i>	<i>0</i>	<i>50</i>	<i>26</i>
All	All Students	0	36	63	1	64	173
	Students in At Least 2 nd Year	0	39	60	1	61	75
	<i>Students in More than 2 years</i>	<i>0</i>	<i>37</i>	<i>61</i>	<i>2</i>	<i>63</i>	<i>46</i>

Evaluation

The table above shows that 63% of all students enrolled more than two years, as of the 2008-2009 school year, scored at the proficiency (Level 3/4) level. This percentage is below the targeted goal of 75% by 12%, but does show robust growth, up 43% from the previous year.

Additional Evidence

Our present gap represents a 25% gap reduction from the previous year as discerned from the table below.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5					33.3	3		
6			22.7	22	50	26	0	2
7					41.5	41	89	18
8							50	26
All			22.7	22	44.3	70	63	46

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Index (PI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2008-09 is 144. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

This year’s PI of 164 for combined grades represents a 15% increase from the combined PI score (140) achieved last year. Additionally, there has been a migration of students from level 2 to level 3 this year, as compared to last year’s level 2 and level 3 scores. This year’s level 2 score is lower than last year’s score by 37%, while the level 3 score exhibited an increase of 50%.

This migration is also based on the lower percentage of students in level 1 this year as compared to last year’s score. The 2007-2008 school year showed 1.8% of students in the level 1 category, whereas this year’s score shows a considerable decrease, down to 0%; this represents a 100% decrease. We also broke new ground in level 4 percentages that we intend to increase, posting 1% for the 2008-2009 school year.

Calculation of 2008-09 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-8	0	36	63	1	173

$$\begin{array}{rcccccc}
 \text{PI} & = & 36 & + & 63 & + & 1 & = & 100 \\
 & & & & + & 63 & + & 1 & = & 64 \\
 & & & & & & \text{PI} & = & \text{164}
 \end{array}$$

Additional Evidence

The ELA performance chart above shows a PI of 164 for all grades and exceeds this year’s AMO of 144 by 14%. This achievement builds on the growth of the previous school year, which was the initial year that our PI score exceeded our AMO score. We will continue this positive trend going forward.

English Language Arts Performance Index (PI) and Annual Measurable Objective (AMO) by School Year

Year	Grades ²	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	5	61	18	46	34	2	118	122
2006-07	5-6	134	15	60	25	0	110	122
2007-08	5-7	113	2	56	42	0	140	133
2008-09	5-8	173	0	36	63	1	164	144

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled more than two years and performing at or above Level 3 on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled more than two years are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of students enrolled more than two years at the school and the total result for all students at the corresponding grades in the school district.

Results

Achievement’s overall performance shows an improvement of 43% from last year’s overall performance. The chart below shows that 63% of the students who have attended Achievement Academy for more than two years met proficiency standards, while 55% of students enrolled in Albany’s school district met proficiency. This is 14% better than the Albany school district. Grade comparisons in the same chart shows Achievement Academy ahead of Albany in the percentage of students proficient in grades 7 and 8, while Albany had a higher number of students proficient in grade 6.

**2008-09 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In More Than 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5				
6	0	2	62	521
7	89	18	60	535
8	50	26	43	569
All	63	46	55	1625

² Beginning in 2005-06 the state administered tests in grades 3-8 and a single AMO was set for the aggregate PI of all tested students in those grades.

Evaluation

Overall, we met our goal of meeting or surpassing the overall district proficiency rate (55%) for students enrolled in the school for more than two years. The main contributors to our goal attainment was the increase of students scoring at levels 3 and 4 for grade 7 and the introduction of scores from our grade 8 students. Grade 7 percentages were up 112% from the previous school year.

Additional Evidence

We exceeded this year’s expectation by 14% with a positive three year percentage trend in this area that shows a 186% improvement from SY '06-'09. Achievement Academy will focus on maintaining and strengthening this positive trend during the next school year.

**English Language Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5					33	62		
6			22	45	50	46	0	2
7					42	49	89	18
8							50	26
All			22	45	44	53	63	46

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure.

Results

NOTE: Given the timing of the state’s release of poverty data, the 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

2007-08 English Language Arts Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5		23	47.80	66.53	-18.73	-1.38
6		40	40.00	49.36	-9.36	-0.56
7		50	40.00	54.18	-14.18	-0/88
8						
All	72.65	113	41.59	54.99	-13.40	-0.87

School's Overall Comparative Performance:
<i>Lower than expected to a large degree</i>

Evaluation

NOTE: Given the timing of the state's release of poverty data, the 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06	5	73.3	61	36	48.5	-0.65
2006-07	5-6	97.0	134	25	43.5	-1.18
2007-08	5-7	84.6	113	42	54.9	-0.87
2008-09	5-8	86.7	173	64		

Goal 1: Growth Measure

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state English language arts exam and 75 percent at or above Level 3 on the current year's state English language arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

Method

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 towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously

belonged. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

Overall, this goal was met; percentages achieved do provide encouragement and indication of our positive direction with a 36% improvement from last year.

Cohort Growth on State English Language Arts Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
5					
6	2	50	62.5%	0	NO
7	18	48	61.5%	89	YES
8	26	45	60%	50	NO
All	46	45	60%	63	YES

Evaluation

Grade 7 cohort exceeded expectation at 89%, while grades 6 and 8 both missed attaining the specified growth levels with percentages of 0% and 50% respectively.

Additional Evidence

As exhibited in the chart below, the number of cohorts meeting target continues to increase each year for Achievement Academy. Achievement Academy’s number of cohorts meeting target is up 53% from the previous year.

Cohort Performance on State English Language Arts Exam Since the Advent of the Grades 3-8 Testing Program by School Year

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	6	14	63
2007-08	6-7	30	63
2008-09	6-8	46	75

Summary of the English Language Arts Goal

As noted in the chart below Achievement Academy met three of our five main ELA goals: We continue to make notable strides towards our proficiency rates for our two year plus cohorts as well as all students. As discussed in the narratives assigned to previous charts we are trending towards our comparative goals as described in the table below.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in more than their second year will perform at or above Level 3 on the New York State examination.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in more than their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Data Needed
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State exam and 75 percent at or above Level 3 on the current year's State exam.	Achieved

Action Plan

The Action plan for the 2009-2010 English department will include the following:

- Determine a standards-based course of action based on specific and ongoing assessments to raise the Language Arts scores of students
- Determine a course of action to better prepare low achieving students with an intervention services program
- Formative and summative evaluations will be developed and implemented weekly
- The English Department will provide the appropriate standards based across contents areas.
- Informed decisions will be/are based on on-going assessments and adjustments made accordingly.
- Faculty will attend curriculum seminars, workshops, courses and Conferences analyzing student work to focus instruction.

MATHEMATICS

Goal 2: Mathematics

All students at Achievement Academy will demonstrate competency in the understanding and application of mathematical computation and problem solving.

Background

In 2008-2009, AACCS implemented a series of research proven steps to focus the math program to meet the needs of the stakeholders in the school. They were the following:

- developed and implemented a programs that involved all stakeholders in the school
- developed individual and school wide goals for the math program
- focus the indicators to determine the alignment of all the academic resources in the school
- developed and implemented a process for analyzing all available data
- share results with the stakeholders
- continuously monitor the program and make immediate changes when need is determined

Goal 2: Absolute Measure

Each year, 75 percent of all tested students who are enrolled more than two years will perform at or above Level 3 on the New York State mathematics examination.

Method

The school administered the New York State Testing Program mathematics assessment to students in 5th through 8th grade in March 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled more than two years (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

**2008-09 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
5	24	0	0	0	24
6	47	0	0	0	47
7	54	0	0	0	54
8	47	0	0	0	47
All	172	0	0	0	172

³ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam

Results

The number of students tested represents 100% of the total student population.

**Charter School Performance on 2008-09 State Mathematics Exam
By All Students, Students Enrolled in At Least Their Second Year and More than Two Years**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
5	All Students	0	13	71	17	88	24
	Students in At Least 2 nd Year						
6	All Students	0	30	68	2	70	47
	Students in At Least 2 nd Year	0	20	80	0	<u>80</u>	15
	<i>Students in More than 2 years</i>	<i>0</i>	<i>0</i>	<i>100</i>	<i>0</i>	<i><u>100</u></i>	<i>2</i>
7	All Students	4	20	67	9	76	54
	Students in At Least 2 nd Year	4	26	56	15	<u>70</u>	27
	<i>Students in More than 2 years</i>	<i>0</i>	<i>24</i>	<i>53</i>	<i>24</i>	<i><u>76</u></i>	<i>17</i>
8	All Students	9	36	55	0	55	47
	Students in At Least 2 nd Year	6	35	58	0	<u>58</u>	31
	<i>Students in More than 2 years</i>	<i>8</i>	<i>38</i>	<i>54</i>	<i>0</i>	<i><u>54</u></i>	<i>26</i>
All	All Students	3	26	65	6	70	172
	Students in At Least 2 nd Year	4	29	62	5	<u>67</u>	73
	<i>Students in More than 2 years</i>	<i>4</i>	<i>31</i>	<i>56</i>	<i>9</i>	<i><u>64</u></i>	<i>45</i>

Evaluation

The table above shows that 64% of all students enrolled for more than two years, as of the 2008-2009 school year, scored at the proficiency (Level 3/4) level. This percentage is below the targeted goal of 75% by 11%.

Additional Evidence

Our present gap represents a 28% gap reduction from the previous year as discerned from the table below.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5					33.3	3		
6			20.8	24	50	26	100	2
7					38.5	39	76	17
8							54	26
All			20.8	24	42.6	68	64	45

Goal 2: Absolute Measure

Each year, the school’s aggregate Performance Index (PI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s Mathematics AMO, which for 2008-09 is 119. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

This year’s math PI of 168 for combined grades represents a 24% increase from the combined PI score (135) achieved last year.

Calculation of 2008-09 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-8	3	26	65	6	172

$$\begin{array}{rclclclcl}
 \text{PI} & = & 26 & + & 65 & + & 6 & = & 97 \\
 & & & & + & 65 & + & 6 & = & 71 \\
 & & & & & & \text{PI} & = & \mathbf{168}
 \end{array}$$

Evaluation

Achievement Academy exceeded our target goal (attaining a PI at or above an AMO of 119) by 41%.

Additional Evidence

This year we observed a general upward migration of students from each respective level. Levels 1 and 2 percentages decrease by 73% and 41% respectively, whereas percentages in levels 3 and 4 increase by 55% and 50%, respectively.

Mathematics Performance Index (PI) and Annual Measurable Objective (AMO) by School Year

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	5	65	26	46	28	0	102	86
2006-07	5-6	124	34	47	17	2	85	86
2007-08	5-7	112	11	43	42	4	135	102
2008-09	5-8	172	3	26	65	6	168	119

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled for more than two years and performing at or above Level 3 on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled for more than years are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of students in more than their second year at the school and the total result for the corresponding grades in the school district.

Results

Achievement Academy’s overall performance on the state mathematics exam shows an improvement of 12% from the previous year’s overall performance. The chart below indicates that 64% of the students who have attended Achievement Academy for more than two years met proficiency standards, while 57% of students enrolled in all other Albany school districts met proficiency. Achievement Academy students outperformed the Albany school district by 12% in this category. Grade comparisons in the same chart shows Achievement Academy ahead of Albany in the percentage of students at level three and four.

**2008-09 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In More Than 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5				
6	100	2	60	538
7	76	17	57	537
8	54	26	55	568
All	64	45	57	1643

Evaluation

Overall, we met our goal of meeting or surpassing the overall district proficiency rate (57%) for students enrolled in the school for more than two years.

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. If 2008-09 results are not available, add this sentence: Given the timing of the state’s release of poverty data, the 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

Results

NOTE: Given the timing of the state’s release of poverty data, the 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

2007-08 Mathematics Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5		21	52.40	74.43	-22.03	-1.39
6		44	43.10	66.59	-23.49	-1.29
7		47	44.70	64.01	-19.31	-1.07
8						
All	72.65	112	45.52	66.98	-21.46	-1.21

School’s Overall Comparative Performance:
<i>Lower than expected to large degree</i>

*CSI will conduct this analysis and present it to Achievement Academy Charter School for inclusion in the school’s annual Accountability Plan Progress Report.

Evaluation

NOTE: Given the timing of the state’s release of poverty data, the 200-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

Additional Evidence

NA

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06	5	73.3	65	28	50.9	-1.01
2006-07	5-6	82.2	124	19	56.6	-1.83
2007-08	5-7	84.6	112	46	66.98	-1.21
2008-09	5-8	86.7	172	70		

Goal 2: Growth Measure

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state mathematics exam and 75 percent at or above Level 3 on the current year’s state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

Method

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 towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

Overall, Achievement Academy met this goal and improved from the previous year by 31%.

Cohort Growth on State Mathematics Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
4					
5					NA
6	2	56	65.5	100	YES
7	17	39	57	76	YES
8	26	55	65	54	NO
All	46	49	62	64	YES

Evaluation

Grade 6 and 7 cohorts exceeded expectation at 100% and 76% respectively. Grade 8 missed attaining their specified growth level by 11%.

Additional Evidence

As exhibited in the chart below, the number of cohorts meeting target continues to increase each year for Achievement Academy. Achievement Academy’s number of cohorts meeting target is up 88% from the previous year.

**Cohort Performance on Mathematics Exam
Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	6	10	58
2007-08	6-7	26	61
2008-09	6-8	49	73

Summary of the Mathematics Goal

As noted in the chart below we met the PI and AMO goals as set forth by NCLB. We continue to make notable strides towards our proficiency rates for our cohorts as well all students. As discussed in the narratives assigned to previous charts we are driving towards our absolute goal measure by consistently reducing the gap between our performance and our absolute goal measure target percent.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in more than their second year will perform at or above Level 3 on the New York State examination.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in more than their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Data Needed
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state exam and 75 percent at or above Level 3 on the current year’s State exam.	Achieved

Action Plan

The Action plan for the 2009-2010 Math departments will include the following:

- Determine a standards-based course of action based on specific and ongoing assessments to raise the Math scores of students
- Determine a course of action to better prepare low achieving students with an intervention services program
- Formative and summative evaluations will be developed and implemented weekly
- The Math Department will provide the appropriate standards based across contents areas.

- Informed decisions will be/are based on on-going assessments and adjustments made accordingly.
- Faculty will attend curriculum seminars, workshops, courses and Conferences focusing on analyzing student work to focus instruction

SCIENCE

Goal 3: Science

All students at Achievement Academy Charter School will demonstrate competency in the understanding and application of scientific reasoning and problem solving.

Background

(AACCS considers scientific thinking to be just as important as science facts. Students are therefore challenged to ask specific questions and to think of ways to investigate possible answers. This inquiry-based approach to science produces students who view science as a tool for all people and who consider their curiosity to be the path to new discoveries. Student questions remain at the core instruction, guiding the development of concepts

AACCS science program demonstrates how schools can provide the explicit instruction that students with learning differences need, while still fostering independent thinking and creative problem solving. The following are the benchmarks of AACCS science program:

- AACCS students explain how scientific principles of chemical, physical and biological phenomena have developed and relate them to real-world situations.
- AACCS students explain the relationships among science, technology, and society.
- AACCS students develop and apply skills of observation, data collection, analysis, pattern recognition, prediction and scientific reasoning in designing and conducting experiments and solving technological problems.
- AACCS students respond orally and in writing to information and ideas gained by reading narrative and informational texts and use the information and ideas to make decisions and solve problems.
- AACCS students exchange information orally, including understanding and giving spoken instructions, asking and answering questions appropriately, and promoting effective group communications.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students who are enrolled for more than two years will perform at or above Level 3 on the New York State science examination.

Method

The school administered the New York State Testing Program science assessment to students in 8th grade in spring 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled for more than two years (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

Overall, 54% of the students who have been at Achievement Academy for more than two years scored at the Level 3/4.

**Charter School Performance on 2008-09 State Science Exam
By All Students and Students Enrolled in At Least/More Than Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
4	All Students						
	Students in At Least 2 nd Year						
8	All Students	18	34	46	2	48	42*
	Students in At Least 2 nd Year	17	35	48	0	<u>48</u>	29
	<i>Students in More than 2 years</i>	<i>21</i>	<i>25</i>	<i>54</i>	<i>0</i>	<i>54</i>	<i>24</i>

*2 students listed as "absent" for the 2009 Science exam

Evaluation

Our target goal was not met in this category. This year marks the initial reporting of scores for this state exam and has provided Achievement Academy a baseline from which we can improve.

Additional Evidence

This year marks the initial year for reporting exam results in this subject, no trending currently available for this category.

**Science Performance
by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4								
8							48	29
All							48	29

Goal 3: Comparative Measure

Each year, the percent of all tested students who are enrolled for more than two years and performing at or above Level 3 on the State science exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled more than two years are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district.

Results

N/A

**2008-09 State Science Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4				
8	48	29	NA	

Evaluation

N/A

Additional Evidence

N/A

**Science Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4								
8							48	NA
All							48	NA

Summary

Our absolute target goal was not met in this category. This year marks the initial reporting of scores for this state exam and has provided Achievement Academy a baseline from which we can improve.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Data Needed

Action Plan

In planning our 2009-2010 science curriculum we will ensure that all students receive balanced experiences that introduce them to the concepts and methods that underlie scientific thinking and support content areas tested. Hands-on activities will be added to the curriculum that help our students investigate the world and understand fundamental scientific phenomena so their knowledge base increases through problem-solving that is meaningful to them while also providing year long preparation for all content mastery assessments required by the State of New York.

The new curriculum will facilitate an interdisciplinary approach to learning that develops the student's investigative skills as well as introducing them to important and relevant scientific concepts.

This type of learning curriculum will be:

1. Textural: Students will carry out science activities while developing meaning and relevance to them as individuals.
2. Cognitive: All activities will, in essence, focus on core concepts, allowing students to think deeply about processes, generate inquiries and seek answers through investigation that allow them to acquire a more comprehensive insight into the physical and biological world they inhabit.
3. Original: Students will be presented with grade appropriate mini-case studies that foster problem-solving activities and incorporate real-life questions and issues that challenges student to work and learn in a collaborative effort.

SOCIAL STUDIES

Goal 4: Social Studies

All students at Achievement Academy Charter School will demonstrate competency in the understanding and application of social, geographic, civic and world studies.

Background

While teaching the basics such as mapping and geography, our elementary social studies program moves quite beyond these foundational concepts. AACCS students view different regions of the world, sampling the sources of a people's identity, including their history, social rules, faiths, music, food, play, government, and languages. Students see that while these "threads" may differ in color and texture from region to region, it is the same threads that weave the fabric of each society. Within this context, students also study aspects of the government and history of the United States and the State of New York.

Sixth graders study the ancient cultures of the world. Within these studies, students investigate how different civilizations were shaped by their geography, their cultural beliefs, their social pressures, and their method of government. The legacy that each of these civilizations left for the world is explored as both a tribute to human spirit and a lesson for modern times. Seventh and eighth graders study U.S. history and what it means to be an active, engaged citizen of the United States and of the world.

Goal 4: Absolute Measure

Each year, 75 percent of all tested students who are enrolled for more than two years will perform at or above Level 3 on the New York State social studies examination.

Method

The school administered the New York State Testing Program social studies assessment to students in 5th grade in November 2008 and 8th grade in June 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled for more than two years (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

Overall, 36% of the students who have been at Achievement Academy for more than two years scored at the Level 3/4.

**Charter School Performance on 2008-09 State Social Studies Exam
By All Students and Students Enrolled in At Least/More Than Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
5	All Students	9	9	73	9	82	22
	Students in At Least 2 nd Year						
8	All Students	9	61	30	0	30	43
	Students in At Least 2 nd Year	3	62	35	0	<u>35</u>	29
	<i>Students in More than 2 years</i>	<i>4</i>	<i>60</i>	<i>36</i>	<i>0</i>	<i>36</i>	<i>25</i>

Evaluation

Our target goal was not met in this category. This year marks the initial reporting of scores for this state exam and has provided Achievement Academy a baseline from which we can improve.

Additional Evidence

This year marks the initial year for reporting exam results in this subject, no trending currently available for this category.

**Social Studies Performance
by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5								
8							35	29
All							35	29

Goal 4: Comparative Measure

Each year, the percent of all tested students who are enrolled for more than two years and performing at or above Level 3 on the State social studies exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled more than two years are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district.

Results

N/A

**2008-09 State Social Studies Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5				
8	35	29	NA	NA

Evaluation

N/A

Additional Evidence

N/A

**Social Studies Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5								
8							35	NA
All							35	NA

Summary

Our target goal was not met in this category. This year marks the initial reporting of scores for this state exam and has provided Achievement Academy a baseline from which we can improve.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Data Needed

Action Plan

Action Plan for continuous academic achievement

Recognition, Intervention, and Adjustment

1. Recognize, intervene, or adjust based on school performance
2. Recognize, intervene, or adjust based on teacher performance
3. Recognize, intervene, or adjust based on student performance

Monitoring: Compilation, Analysis, and Use of Data

1. Develop student assessment and data monitoring systems to monitor school performance
2. Monitor teacher performance and student learning
3. Monitor student learning

Instructional Programs, Practices, and Arrangements

1. Provide evidence-based instructional programs
2. Ensure the use of evidence-based programs, practices, and arrangements in every classroom

Staff Selection, Leadership, and Capacity Building

1. Provide strong leaders, highly qualified teachers, and aligned professional development
2. Select, develop, and allocate staff based on student learning
3. Collaborate in grade level/subject teams focused on student learning

Student Learning: Expectations and Goals

1. Provide clear, prioritized academic objectives by grade and subject that all students are expected to master
2. Implement the district's written curriculum and ensure that all students achieve specific academic goals

Adapted from 2009 National Center for Educational Achievement

NCLB

Goal 5: NCLB

Achievement Academy Charter School will maintain “good standing” as identified under New York State’s No Child Left Behind Accountability System.

Goal 5: Absolute Measure

Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation 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. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school’s status under the state’s NCLB accountability system. For a school’s status to be “Good Standing” it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

Results

Not Yet Available

Evaluation

Not Yet Available

Additional Evidence

NA

NCLB Status by Year

Year	Status
2005-06	Good Standing
2006-07	Good Standing
2007-08	Good Standing
2008-09	Report Card Not Yet Released

APPENDIX B: OPTIONAL GOALS

The following sections are for optional goals; data tables are provided for commonly used optional measures.

Goal 6: Parent Satisfaction

Parent Satisfaction Results are posted in the table below.

Goal 6: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey.

Method

Achievement Academy Charter School leaders developed the parent satisfaction survey below. The survey was distributed to all parents as take home correspondence by students. Students were offered an incentive of a dress-down day in exchange for returning the survey completed by their parent within one week. Parent Satisfaction Surveys were also offered to parents whose children did not return the survey during a Community Classroom (*Saturday Parent Information Event*).

Results

One hundred and seventy three surveys were distributed to one hundred and sixty five families, (*every child received a survey to ensure that every family had the opportunity for input*) one hundred and twenty four surveys were returned. The response rate was 75% percent; the level of satisfaction of the respondents was above average. The percentages in the table below represent grading of B- or better. The rating scale used was A+-F. (A+ =excellent and F=failing)

2008-09 Parent Satisfaction Survey Responses

Number of Responses	Number of Families	Response Rate
124	165	75%

2008-09 Parent Satisfaction on Key Survey Results

Item	Percent Satisfied
The overall quality of the education your child receives at Achievement Academy.	95%
The effectiveness of your child's teachers at Achievement Academy.	90%
The school's ability to meet your child's individual academic needs.	92%
The amount your child is learning in <u>English language arts</u> at Achievement Academy.	93%
The amount your child is learning in <u>math</u> at Achievement Academy.	95%
The amount your child is learning in <u>science</u> at Achievement Academy.	91%
The amount your child is learning in <u>history</u> at Achievement Academy.	94%
The amount your child is learning in <u>the arts</u> at Achievement Academy.	85%
The school's effectiveness in holding students to high behavior standards.	94%
The school's effectiveness in helping develop your child's character.	90%

Evaluation

We are encouraged that of the 124 parents (75%) who completed the survey, satisfaction with services provided by Achievement Academy were above 90% in nine of the ten areas measured. On the two indicators measuring satisfaction with instruction in English language arts and Math the school received rating of 93% and 95% respectively.

APPENDIX C: ADDITIONAL EVIDENCE

The following optional tables may be used in the Additional Evidence sections. They are organized by subject and measure. Table titles need to be adapted to reflect the appropriate subject area, i.e. English language arts, mathematics, etc.

Additional Data Tables for English Language Arts and Mathematics

Absolute Measure

Each year, 75 percent of all tested students who are enrolled for more than two years will perform at or above Level 3 on the New York State examination.

This table examines whether performance changes the longer students are enrolled in the school. In a successful school, student performance should increase with prolonged participation in the academic program.

**2008-09 English Language Arts Performance
by Grade Level and Years Attending the School**

Grade	Percent of Students at Levels 3 and 4 According to Number of Years Enrolled							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	79	24						
6	55	33	43	14	0	2		
7	88	25	80	10	88	17		
8	38	16	60	5	63	8	44	18
All	66	98	59	29	74	27	44	18

Growth Measure

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state exam and 75 percent at or above Level 3 on the current year’s state exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

This table provides the opportunity to examine year-to-year changes in the same students’ performance levels. It shows how many students in a particular performance level in 2007-08 remained at the same level, moved to a higher level, or moved to a lower level in 2008-09. It shows the number of students, not percentages. Students in the upper right quadrant are those who moved from below proficiency in 2007-08 to proficiency in 2008-09. Do not include students who were tested in one year but not in the other. Multiple tables could be used for individual grades.

**Change in English Language Arts Performance Levels
from 2007-08 to 2008-09
Grade 6**

		Number of Students at Each Performance Level				
		2008-09				
		Level 1	Level 2	Level 3	Level 4	Total Number
2007-08	Level 1					
	Level 2		4	2		6
	Level 3		3	4		7
	Level 4					
	Total Number		7	6		13

**Change in English Language Arts Performance Levels
from 2007-08 to 2008-09
Grade 7**

		Number of Students at Each Performance Level				
		2008-09				
		Level 1	Level 2	Level 3	Level 4	Total Number
2007-08	Level 1					
	Level 2		2	4		6
	Level 3			10	1	11
	Level 4					
	Total Number		2	14	1	17

**Change in English Language Arts Performance Levels
from 2007-08 to 2008-09
Grade 8**

		Number of Students at Each Performance Level				
		2008-09				
		Level 1	Level 2	Level 3	Level 4	Total Number
2007-08	Level 1					
	Level 2		8	1		9
	Level 3		2	7		9
	Level 4					
	Total Number		9	9		18

Absolute Measure

Each year, 75 percent of all tested students who are enrolled for more than two years will perform at or above Level 3 on the New York State examination.

This table examines whether performance changes the longer students are enrolled in the school. In a successful school, student performance should increase with prolonged participation in the academic program.

**2008-09 Mathematics Performance
by Grade Level and Years Attending the School**

Grade	Percent of Students at Levels 3 and 4 According to Number of Years Enrolled							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	88	24						
6	66	32	77	13	100	2		
7	81	27	60	10	81	16	0	1
8	50	16	80	5	50	8	56	18
All	73	99	71	28	73	26	53	19

Growth Measure

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state exam and 75 percent at or above Level 3 on the current year's state exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

This table provides the opportunity to examine year-to-year changes in the same students' performance levels. It shows how many students in a particular performance level in 2007-08 remained at the same level, moved to a higher level, or moved to a lower level in 2008-09. It shows the number of students, not percentages. Students in the upper right quadrant are those who moved from below proficiency in 2007-08 to proficiency in 2008-09. Do not include students who were tested in one year but not in the other. Multiple tables could be used for individual grades.

**Change in Mathematics Performance Levels
from 2007-08 to 2008-09
Grade 6**

		Number of Students at Each Performance Level				
		2008-09				
		Level 1	Level 2	Level 3	Level 4	Total Number
2007-08	Level 1		1	1		2
	Level 2		2	1		3
	Level 3			7		7
	Level 4					
	Total Number		3	9		12

**Change in Mathematics Performance Levels
from 2007-08 to 2008-09
Grade 7**

		Number of Students at Each Performance Level				
		2008-09				
		Level 1	Level 2	Level 3	Level 4	Total Number
2007-08	Level 1		2			2
	Level 2			5		5
	Level 3		1	4	2	7
	Level 4				2	2
	Total Number		3	9	4	16

**Change in Mathematics Performance Levels
from 2007-08 to 2008-09
Grade 8**

		Number of Students at Each Performance Level				
		2008-09				
		Level 1	Level 2	Level 3	Level 4	Total Number
2007-08	Level 1					
	Level 2	2	3	4		9
	Level 3		2	7		9
	Level 4					
	Total Number	2	5	11		18

If the school has administered a norm referenced test, e.g. Terra Nova, ITBS, Stanford 10, it should report cohort growth results in a similar fashion to the growth measure based on state tests. Make sure to include a methods narrative that describes the type of test administered, to which grades, date of administrations, etc. Also include the dates of the pre- and post-tests.

Cohort Growth on Terra Nova-Reading Test from Spring 2008 to Spring 2009

Grade	Cohort Size	Average NCE-Reading		
		2007-08	2008-09	Growth
5				
6	14	50	35	-15
7	22	46	45	-1
8	24	52	47	-5
All	60	49	42	-7

Cohort Growth on Terra Nova-Language Test from Spring 2008 to Spring 2009

Grade	Cohort Size	Average NCE-Language		
		2007-08	2008-09	Growth
5				
6	14	48	37	-11
7	22	50	49	-1
8	24	55	47	-8
All	60	51	44	-7

Cohort Growth on Terra Nova-Math Test from Spring 2008 to Spring 2009

Grade	Cohort Size	Average NCE-Math		
		2007-08	2008-09	Growth
5				
6	14	45	35	-10
7	22	45	48	3
8	24	46	47	1
All	60	45	43	-2

Absolute Measure

Each year, 75 percent of all tested students who are enrolled for more than two years will perform at or above Level 3 on the New York State examination.

**2008-09 Science Performance
by Grade Level and Years Attending the School**

	Percent of Students at Levels 3 and 4 According to Number of Years in School							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8	46	13	20	5	33	6	61	18

Absolute Measure

Each year, 75 percent of all tested students who are enrolled for more than two years will perform at or above Level 3 on the New York State examination.

**2008-09 Social Studies Performance
by Grade Level and Years Attending the School**

	Percent of Students at Levels 3 and 4 According to Number of Years in School							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	82	22						
8	21	14	25	4	14	7	44	18