

## Accountability Plan Progress Reports for the 2009-10 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 SUNY 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 SUNY 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 3<sup>rd</sup> through 8<sup>th</sup> grade, science tests to the 4<sup>th</sup> and 8<sup>th</sup> grades, and, up through 2009-10, social studies tests to the 5<sup>th</sup> and 8<sup>th</sup> 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**

**2009-10  
ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By O'Rita M. Swan

42 South Dove Street  
Albany, NY 12202  
Telephone (518) 533-1601  
Fax (518) 694-3666

O'Rita M. Swan prepared this 2009-10 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
M. Christian Bender	Chair
Andrea Rogers	Secretary
Lisa Kennedy	Treasurer
Robert Richard	Trustee
Saleem Cheeks	Trustee
Victor Collier	Trustee
Kenneth March	Parent Representative

## INTRODUCTION

### 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. In October of 2009 our enrollment was changed to 260 during our charter renewal.
- **More Time:** Our school day begins at 7:30am and ends at 5:00pm. The school year is 180.5 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 weekly for mastery of ambitious state and national standards.

### Academic Excellence

As part of our commitment to academic excellence, we have 4 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.

In addition to these more annually based exams, Achievement Academy has implemented a standards-based, school centralized assessment system with weekly and periodic assessments,

student and school performance analysis, and data conferencing to guide instruction, student outcomes, and teacher development.

Finally, we adopted Achievement and Performance Series; products of Scantron™. These products were adopted for the purpose of benchmark testing, as well as exam development.

The results of these standards-based assessments provide a snapshot of student progress and student content mastery immediately to the school leader, and instructional staff. School leadership and teachers review the results data, 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
2009-10						23	48	80	66					217

## 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**

At Achievement Academy, English and literature are 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**

Each year through 2008-09, 75 percent of all tested students who have been enrolled for more than two years will perform at or above Level 3 on the New York State English language arts examination.

In 2009-10, 75 percent of all tested students who have been enrolled for more than two years will perform at or above a Scale Score of 650 on the New York State English language arts examination.

### **Method**

The school administered the New York State Testing Program English language arts assessment to students in 5th through 8th grade in April 2010. Each student's raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required 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. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

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.

**2009-10 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>1</sup>			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	23	0	0	0	23
6	48	0	0	0	48
7	73	0	0	7	80
8	63	0	0	3	66
All	207	0	0	10	217

**Results**

Achievement Academy missed this target goal by 2 percentage points with a score of 73% overall of student enrolled for more than two years scoring at or above 650.

**Charter School Performance on 2009-10 State English Language Arts Exam  
By All Students, Students Enrolled in At Least Their Second Year and More than Two Years**

Grade	Population	Percent Scoring at or above 650	Number Tested
5	All Students	83	23
6	All Students	69	48
	Students in At Least 2 <sup>nd</sup> Year	<b>83</b>	18
7	All Students	69	73
	Students in At Least 2 <sup>nd</sup> Year	<b>72</b>	32
	<i>Students in More than 2 years</i>	<b>75</b>	<i>12</i>
8	All Students	73	63
	Students in At Least 2 <sup>nd</sup> Year	<b>75</b>	36
	<i>Students in More than 2 years</i>	<b>72</b>	<i>18</i>
All	All Students	72	207
	Students in At Least 2 <sup>nd</sup> Year	<b>84</b>	86
	<i>Students in More than 2 years</i>	<b>73</b>	<i>30</i>

**Evaluation**

From the chart above, we noted that our grade 7 students did meet the target goals whereas our grade 8 students missed the target by 3 percentage points. This is a gap we intend to close during the upcoming school year.

<sup>1</sup> 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.

**Additional Evidence**

As can be discerned from the chart below, Achievement has shown an overall 3-year (from '07-'08 SY –'09-'10 SY) improvement of 73%. Overall trending will continue to improve in this area as we improve our performance in subsequent years.

**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 through 2008-09 and a Scale Score of 650 in 2009-10							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5			33.3	3				
6	22.7	22	50	26	38	16	83	18
7			41.5	41	86	28	72	32
8					52	31	75	36
All	22.7	22	44.3	70	61	75	84	86

**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 2009-10 is 155.<sup>2</sup> 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**

Achievement Academy’s PI score of 131 fell considerably from the previous year. We attribute this decrease to changes in cut score standards and intend to evaluate performances in each level to support improvement in student migration from levels 1, 2 and 3 towards level 4.

<sup>2</sup> With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

**Calculation of 2009-10 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	9	53	37	2	207

$$\begin{array}{rclclclclcl}
 \mathbf{PI} & = & 53 & + & 37 & + & 2 & = & 92 \\
 & & & & + & 37 & + & 2 & = & 39 \\
 & & & & & & \mathbf{PI} & = & \mathbf{131}
 \end{array}$$

**Evaluation**

Achievement Academy's PI score of 131 does not meet the prescribed AMO score for this year.

**Additional Evidence**

Although Achievement Academy did not meet prescribed target levels in this area, we did note some positive migration of student performance from level 1 to level 2 and a percentage point increase in level 4 performances. We will continue to improve in this area.

**English Language Arts 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		
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
2009-10	5-8	207	9	53	37	2	131	155

**Goal 1: Comparative Measure**

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 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 in at least their second year 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 at least their second year at the school and the total result for all students at the corresponding grades in the school district.

**Results**

The chart below shows that 45% of the students who have attended Achievement Academy for more than two years met proficiency standards, while 28% of students enrolled in Albany’s school district met proficiency. This is 61% better than the Albany school district. Grade comparison in the performance chart below shows Achievement Academy scoring ahead of Albany district in the percentage of students proficient in grades 6-8.

**2009-10 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 At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
6	39	18	30	576
7	34	32	28	534
8	58	36	27	531
All	<b>45</b>	86	<b>28</b>	1644

**Evaluation**

Overall, we met our goal of meeting or surpassing the overall district proficiency rate (28%) for students enrolled in the school for more than two years. The main contributors to our goal attainment was the introductory scores posted by grade 6 and the excellent marks from our grade 8. Grades 6 and 8 scores were up by 30% and 115% respectively.

**Additional Evidence**

Over the past three school years '07-'08 through '09-'10, Achievement Academy has been consistent in its overall outperformance of local school districts in the percentages of two year cohorts that are at levels 3 and 4. This year's performance by Achievement Academy in this area was 61% better than the performance of the local school district.

**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							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5			33	62				
6	22	45	50	46	38	62	39	30
7			42	49	86	60	34	28
8					52	43	58	27
All	22	45	44	53	61	55	45	28

**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. Given the timing of the state's release of poverty data, the 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent ones available.

**Results**

Given the timing of the state’s release of poverty data, the 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent ones available.

**2008-09 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		
5	<b>77.5</b>	<b>24</b>	<b>79.2</b>	<b>71.4</b>	<b>7.8</b>	<b>0.62</b>
6		<b>49</b>	<b>49.0</b>	<b>68.4</b>	<b>-19.4</b>	<b>-1.36</b>
7		<b>53</b>	<b>86.8</b>	<b>65.1</b>	<b>21.7</b>	<b>1.41</b>
8		<b>47</b>	<b>46.8</b>	<b>50.2</b>	<b>-3.4</b>	<b>-0.21</b>
All		<b>173</b>	<b>64.2</b>	<b>62.9</b>	<b>1.3</b>	<b>0.08</b>

<b>School’s Overall Comparative Performance:</b>
<i>About the same as expected.</i>

**Evaluation**

NA

**Additional Evidence**

NA

**English Language Arts Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2006-07	5-6	82.2	134	25	43.5	-1.18
2007-08	5-7	72.6	113	42	54.9	-0.87
2008-09	5-8	77.5	173	64	62.9	0.08
2009-10	5-8	79.7	207	38		

**Goal 1: Growth Measure**

Each year through 2008-09, 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.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10.

**Method**

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. 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. 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 provide indication of our continued positive direction in this area with a 21% improvement from last year.

**Cohort Growth on State English Language Arts Exam from 2008-09 to 2009-10**

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
6	16	81	gain	88	YES
7	30	53	64	73	YES
8	35	91	gain	77	NO
All	81	69	72	84	YES

**Evaluation**

Both grades 6 and 7 showed further gains in cohort growth, while grade 8 did not meet target level.

**Additional Evidence**

Although we have observed some positive migration trending of cohorts overall from '06 SY through '10 SY, we will continue our efforts to increase the number of cohorts meeting target.

**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	0	1
2007-08	6-7	0	3
2008-09	6-8	2	3
2009-10	6-8	2	3

**Summary of the English Language Arts Goal**

As noted in the chart below Achievement Academy met one of our five main ELA goals. We will continue notable efforts to ensure a stronger PI score and positive cohort growth performance.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State examination.	Close
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.	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.	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 grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	Close

**Action Plan**

- Determine a standards-based course of action based on specific and on going assessments to raise the English Language Arts scores of students
- Determine a course of action to better prepare low achieving students with Academic 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**

AACS has implemented a series of research proven steps to focus the math program to meet the needs of the stakeholders in the school. They are 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 monitoring of the program and make immediate changes when need is determined

### **Goal 2: Absolute Measure**

Each year through 2008-09, 75 percent of all tested students who have been enrolled for more than two years will perform at or above Level 3 on the New York State mathematics examination.

In 2009-10, 75 percent of all tested students who have been enrolled for more than two years will perform at or above a Scale Score of 650 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 May 2010. Each student's raw score has been converted to a performance level and a grade-specific scaled score. Through 2008-09 the criterion for success on this measure required 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. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

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.

**2009-10 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>3</sup>			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	23	0	0	0	23
6	48	0	0	0	48
7	77	0	0	3	80
8	63	0	0	3	66
All	211	0	0	6	217

**Results**

Achievement Academy met this target goal with 81% of students enrolled for more than two years scoring at or above 650 on the state mathematics exam.

**Charter School Performance on 2009-10 State Mathematics Exam  
By All Students, Students Enrolled in At Least Their Second Year and More than Two Years**

Grade	Population	Percent Scoring at or above 650	Number Tested
5	All Students	70	23
6	All Students	83	48
	Students in At Least 2 <sup>nd</sup> Year	<b>83</b>	18
7	All Students	83	77
	Students in At Least 2 <sup>nd</sup> Year	<b>85</b>	34
	<i>Students in More than 2 years</i>	<b>83</b>	<i>12</i>
8	All Students	88	63
	Students in At Least 2 <sup>nd</sup> Year	<b>84</b>	37
	<i>Students in More than 2 years</i>	<b>79</b>	<i>19</i>
All	All Students	83	211
	Students in At Least 2 <sup>nd</sup> Year	<b>84</b>	89
	<i>Students in More than 2 years</i>	<b>81</b>	<i>31</i>

**Evaluation**

The table above shows that for the '09-'10 school year 84% of all students enrolled for at least two years scored at or above 650 on the state mathematics exam. Additionally, grades 6-8 had over 75% of the students scoring at or above the 650 level for all populations observed.

<sup>3</sup> 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

**Additional Evidence**

As observed in the chart below, Achievement percentages in this area have consistently increased over the past three years. This year’s overall percentage represents a 25% increase from the previous year.

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

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and a Scale Score of 650 in 2009-10							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5			33.3	3				
6	20.8	24	50	26	80	15	83	18
7			38.5	39	70	27	85	34
8					58	31	84	37
All	20.8	24	42.6	68	67	73	84	89

**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 2009-10 is 135<sup>4</sup>. 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 score of 135 represents a 20% decrease from the previous year.

**Calculation of 2009-10 Mathematics Performance Index (PI)**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-8	7	53	34	7	211

$$\begin{aligned}
 \text{PI} &= 53 + 34 + 7 = 94 \\
 &+ 34 + 7 = 41 \\
 \text{PI} &= 135
 \end{aligned}$$

<sup>4</sup> With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

**Evaluation**

Achievement Academy met the calculated AMO target goal for this year.

**Additional Evidence**

This year we observed some percentage point increases in Levels 1, 2 and 4 with a 4, 27 and 1-point increase, respectively, while noting a 31-point decrease in Levels 3. We view these changes as a reflection of the overall increase student population entering with varying academic abilities and the addition of grade 8 during the '08-'09 SY. We will continue to support our scholars to ensure upward migration through performance levels.

**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		
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
2009-10	5-8	211	7	53	34	7	135	135

**Goal 2: Comparative Measure**

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 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 in at least their second year 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 at least their second year at the school and the total result for the corresponding grades in the school district.

**Results**

Achievement Academy outperformed all other grade-level districts overall by 18%. The chart below indicates that 46% of the students (grades 6-8) who have attended Achievement Academy for more than two years met proficiency standards, while 39% of students (grades 6-8) enrolled in all other Albany school district met proficiency. Grade comparisons in the same chart shows Achievement Academy cohorts ahead of Albany district schools in the percentages of students (grades 6-8) at levels three and four.

**2009-10 State Mathematics 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 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
6	56	18	37	588
7	47	34	38	547
8	40	37	24	537
<b>All</b>	<b>46</b>	89	<b>39</b>	1672

**Evaluation**

Overall, we met our goal of meeting or surpassing the overall district proficiency rate (39%) for students enrolled in the school for more than two years.

**Additional Evidence**

Over the past three school years '07-'08 through '09-'10, Achievement Academy has been consistent in its overall outperformance of local school districts in the percentages of two year cohorts that are at levels 3 and 4.

**Mathematics 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							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5			33	59				
6	17	57	50	61	80	60	56	37
7			39	57	70	57	47	38
8					58	55	40	24
<b>All</b>	17	57	57	43	67	57	46	39

**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. The 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent ones available.

**Results**

The 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent ones available.

**2008-09 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		
5	77.5	24	87.5	81.0	6.5	0.51
6		47	70.2	71.9	-1.7	-0.10
7		54	76.0	76.2	-0.2	-0.01
8		47	55.3	65.4	-10.1	-0.54
All		172	70.3	72.7	-2.4	-0.11

<b>School’s Overall Comparative Performance:</b>
<i>About the same as expected.</i>

**Evaluation**

The 2009-10 analysis is not yet available. This report contains 2008-09 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
2006-07	5-6	82.2	124	19	56.6	-1.83
2007-08	5-7	72.6	112	46	66.98	-1.21
2008-09	5-8	77.5	172	70	72.7	-0.11
2009-10	5-8	79.7	211	83		

**Goal 2: Growth Measure**

Each year through 2008-09, 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.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10

**Method**

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. 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. 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 met this goal with modest improvement overall.

**Cohort Growth on State Mathematics Exam from 2008-09 to 2009-10**

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
6	16	88	gain	88	YES
7	32	84	gain	84	YES
8	37	87	gain	84	NO
All	85	85	gain	86	YES

**Evaluation**

Grades 6 and 7 met expectations with percentage performances of 88 and 84, respectively. Grade 8 missed attaining specified growth by 3 percentage points.

**Additional Evidence**

Although we have observed some positive migration trending of cohorts overall from '06 SY through '10 SY, we will continue our efforts to increase the number of cohorts meeting target.

**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	0	1
2007-08	6-7	0	2
2008-09	6-8	2	3
2009-10	6-8	2	3

**Summary of the Mathematics Goal**

As noted in the chart below, Achievement Academy met the PI and AMO goals as set forth by NCLB. Achievement exhibited some notable consistencies in district level comparisons and modest improvements in cohort performances. We will continue to drive towards exceeding all goal measure while reducing the gap between grade level cohorts scaled score achievement on state exams.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State examination.	Achieved
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 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.	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 grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	Close

### **Action Plan**

- Determine a standards-based course of action based on specific and on-going 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 services program.
- The math department will provide the appropriate standards based across content areas.

### **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**

AACS 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.

AACS 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 AACS science program:

- AACS students explain how scientific principles of chemical, physical and biological phenomena have developed and relate them to real-world situations.
- AACS students explain the relationships among science, technology, and society.
- AACS 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.
- AACS 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.
- AACS 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 have been 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 8<sup>th</sup> grade in spring 2010. 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.

**Results**

Overall, 35% of the students who have been at Achievement Academy for more than two years scored at Level 3/4.

**Charter School Performance on 2009-10 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
8	All Students	7	47	42	5	47	62
	Students in At Least 2 <sup>nd</sup> Year	6	49	40	6	<u>46</u>	35
	<i>Students in More than 2 years</i>	<i>6</i>	<i>59</i>	<i>29</i>	<i>6</i>	<u><i>35</i></u>	<i>17</i>

**Evaluation**

Although our target goal was not met for this area, Achievement Academy observed a positive migration of students from Level 1 to Level 2 from the previous year and a first time entrance of students into the Level 4 category this year. We will continue to improve in this area.

**Additional Evidence**

The chart below indicates a moderate (4%) dip from the previous year of students at Level 3/4.

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

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8					48	29	46	35
All					48	29	46	35

**Goal 3: Comparative Measure**

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 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 in at least their second year 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**

NA

**2009-10 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 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
8	46	35	NA	

**Evaluation**

NA

**Additional Evidence**

NA

**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							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
8					48	48	46	NA
All					48	48	46	NA

**Summary**

Our absolute target goal was not met this year. We did note some encouraging migration from Level 1 to Level 2 in addition to observing students reaching Level 4 category. This is an area of needed improvement that we intend to focus on during the upcoming year.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
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

## 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 5<sup>th</sup> grade in November 2009 and 8<sup>th</sup> grade in June 2010. 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, 33% of the students who have been at Achievement Academy for more than two years scored at the Level 3/4.

#### Charter School Performance on 2009-10 State Social Studies Exam By All Students and Students Enrolled in At Least 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	22	22	57	0	57	23
8	All Students	8	58	32	2	34	62
	Students in At Least 2 <sup>nd</sup> Year	6	61	30	3	<u>33</u>	36
	<i>Students in More than 2 Years</i>	<i>6</i>	<i>61</i>	<i>33</i>	<i>0</i>	<u><i>33</i></u>	<i>18</i>

**Evaluation**

Our target goal was not met in this category. Achievement Academy will continue to focus on this area to improve.

**Additional Evidence**

As indicated in the chart below, Achievement performance in this are fell by 2 percentage points since initial reporting commenced last year.

**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							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5								
8					35	29	33	36
All					35	29	33	36

**Goal 4: Comparative Measure**

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 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 in at least their second year 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**

NA

**2009-10 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 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5				
8	33	36	NA	

**Evaluation**

NA

**Additional Evidence**

NA

**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							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5								
8					35	37	33	NA
All					35	37	33	NA

**Summary**

Our target goal was not met in this category. Achievement will continue to make positive headway in this area in our pursuit of further improvement.

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.

**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	Good Standing
2009-10	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**

AACS developed a Parent Evaluation Survey Form to be carried home by students and given to parents to complete. Scholars were encouraged to give the form to their parents to review and complete. An additional incentive was offered to student by receiving a dress down day if forms were completed and received by the school in one week from the take home date.

**Results**

Surveys were distributed to every child in the building. One hundred and nineteen surveys were returned. The response rate was 55% 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)

**Narrative parents responses**

The responses below have been taken from the narrative portions of the school surveys.

“My daughter loves this school, she does really well here. I highly recommend this school because they really care about my child’s education.”

“The Principal, teachers and staff really care about each child”.

“Many parents plan to refer children for the 2010-2011 school year.”

“We appreciate the choices that the school offers.”

“The school offers a calm, self-disciplined approach to discipline through the 3R’s.”

**2009-10 Parent Satisfaction Survey Responses**

Number of Responses	Number of Families	Response Rate
119	189	63%

**2009-10 Parent Satisfaction on Key Survey Results**

Item	Percent of Respondents Satisfied
The overall quality of the education your child receives at Achievement Academy.	91%
The effectiveness of your child's teachers at Achievement Academy.	94%
The school's ability to meet your child's individual academic needs.	85%
The amount your child is learning in <u>English language arts</u> at Achievement Academy.	94%
The amount your child is learning in <u>math</u> at Achievement Academy.	87%
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.	89%
The amount your child is learning in <u>the arts</u> at Achievement Academy.	78%
The school's effectiveness in holding students to high behavior standards.	95%
The school's effectiveness in helping develop your child's character.	84%

**Evaluation**

Two hundred and seventeen surveys were distributed to one hundred and eighty-nine families, (*every child received a survey to ensure that every family had the opportunity for input*) one hundred and nineteen surveys were returned. The response rate was 63 % 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)

parents who completed the survey, satisfaction with services provided by Achievement Academy were above 90% in five of the ten areas measured and above 80% in four additional areas with the lowest rating of 78% satisfaction. On the two indicators measuring satisfaction with instruction in English language arts and Math the school received rating of 94% and 87% 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

#### Absolute Measure

In 2009-10, 75 percent of all tested students who are enrolled for more than two years will perform at or above a Scale Score of 650 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.

#### 2009-10 English Language Arts Performance by Grade Level and Years Attending the School

Grade	Percent of Students at or above a Scale Score of 650 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	83	23						
6	60	30	83	18				
7	67	36	70	20	70	10	100	2
8	70	27	78	18	100	2	81	16
All	69	116	77	56	75	12	83	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 2008-09 to proficiency in 2009-10. 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 2008-09 to 2009-10  
Grade 6**

		Number of Students at Each Performance Level				
		2009-10				
		Level 1	Level 2	Level 3	Level 4	Total Number
2008-09	Level 1					
	Level 2	1	2			3
	Level 3		6	6	1	13
	Level 4					
	Total Number	1	8	6	1	16

**Change in English Language Arts Performance Levels  
from 2008-09 to 2009-10  
Grade 7**

		Number of Students at Each Performance Level				
		2009-10				
		Level 1	Level 2	Level 3	Level 4	Total Number
2008-09	Level 1					
	Level 2	1	11	2		14
	Level 3	1	6	9		16
	Level 4					
	Total Number	2	17	11		30

**Change in English Language Arts Performance Levels  
from 2008-09 to 2009-10  
Grade 8**

		Number of Students at Each Performance Level				
		2009-10				
		Level 1	Level 2	Level 3	Level 4	Total Number
2008-09	Level 1					
	Level 2	1	2			3
	Level 3		11	19	1	31
	Level 4			1		1
	Total Number	1	13	20	1	35

**Additional Data Tables for Mathematics**

**Absolute Measure**

In 2009-10, 75 percent of all tested students who are enrolled for more than two years will perform at or above a Scale Score of 650 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.

**2009-10 Mathematics Performance  
by Grade Level and Years Attending the School**

Grade	Percent of Students at or above a Scale Score of 650 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	70	23						
6	87	30	93	18				
7	82	38	86	22	80	10	100	2
8	85	26	89	18	50	2	82	17
All	81	117	86	58	75	12	84	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 2008-09 to proficiency in 2009-10. 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 2008-09 to 2009-10  
Grade 6**

		Number of Students at Each Performance Level				
		2009-10				
		Level 1	Level 2	Level 3	Level 4	Total Number
2008-09	Level 1					
	Level 2		2			2
	Level 3		4	6	1	11
	Level 4			2	1	3
	Total Number		6	8	2	16

**Change in Mathematics Performance Levels  
from 2008-09 to 2009-10  
Grade 7**

		Number of Students at Each Performance Level				
		2009-10				
		Level 1	Level 2	Level 3	Level 4	Total Number
2008-09	Level 1					
	Level 2		5			5
	Level 3		12	12	2	26
	Level 4				1	1
	Total Number		17	12	3	32

**Change in Mathematics Performance Levels  
from 2008-09 to 2009-10  
Grade 8**

		Number of Students at Each Performance Level				
		2009-10				
		Level 1	Level 2	Level 3	Level 4	Total Number
2008-09	Level 1					
	Level 2	3	2			5
	Level 3		17	9	1	27
	Level 4			3	2	5
	Total Number	3	19	12	3	37

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 2009 to Spring 2010**

Grade	Cohort Size	Average NCE-Reading		
		2008-09	2009-10	Growth
6	16	36	45	+9
7	31	41	48	+7
8	33	49	47	-2
All	80	42	47	+5

**Cohort Growth on Terra Nova-Language Test from Spring 2009 to Spring 2010**

Grade	Cohort Size	Average NCE-Language		
		2008-09	2009-10	Growth
6	16	38	40	+2
7	31	38	49	+11
8	33	52	46	-6
All	80	43	45	+2

**Cohort Growth on Terra Nova-Math Test from Spring 2009 to Spring 2010**

Grade	Cohort Size	Average NCE-Math		
		2008-09	2009-10	Growth
6	16	40	42	+2
7	31	40	49	+9
8	33	55	46	-9
All	80	45	46	+1

**Additional Data Tables for Science**

**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.

**2009-10 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	48	27	28	36	0	1	38	16

**Additional Data Tables for Social Studies**

**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.

**2009-10 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	57	23						
8	35	26	33	18	0	2	38	16