

# Accountability Plan Progress Reports for the 2005-06 School Year

## Reader's Guide

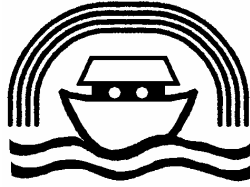
### *SUNY Authorized Charter Schools and Accountability*

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 the 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 their annual reporting requirements **all SUNY authorized charter schools must submit an Accountability Plan Progress Report which, from their vantage point, addresses each of the goals and outcome measures contained in their Accountability Plans.** 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 exam. Each year the state administers ELA and math tests to grades 3-8, science tests to grades 4 and 8, and social studies tests to grades 5 and 8.

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.



**Ark Community Charter School**  
**Accountability Progress Report**  
**2005-2006**

DUE 5PM AUGUST 1, 2006  
REVISED OCTOBER 2006  
REVISED DUE DATE NOVEMBER 10, 2006

## EXECUTIVE SUMMARY

For more than five school years, The Ark Community Charter School (ACCS) has been serving the needs of underserved elementary students in the city of Troy. From its inception, the school has maintained an enrollment based on a weighted lottery that gives first preference to children from low income families in Troy. Throughout our history, 92-95% of our students have qualified for free and reduced lunch and come with a variety of learning levels, disabilities, ethnicities, and language backgrounds.

While some schools would find it difficult to strive for strong test results with such a challenging population, we embrace it. We embrace the simple truth that many of our students will not be reading anywhere near grade level when they enter our school, and the associated challenge of moving them forward. We embrace our cultural diversity in that 28% of our families speak a language other than English in their homes. We embrace the fact that virtually all of our families continue to view us as a solution to the academic frustration they have experienced in other settings, where classes are too large and attention to their frustration too inconsistent. Finally, we recognize that our enrollment has a larger percentage of students below the poverty level than other public schools in our region, both in Albany and Troy.

We continuously remind ourselves that in order to call ourselves a public charter school, we must stay true to our mission, particularly the part that says, “Everyone is celebrated, respected, and heard.” In the following pages, the reader will learn about goals that are met, and others we are still moving towards. One thing is always clear to us: we move students forward from where they begin with us.

Our Math and English Language Arts scores are not as high as we had hoped. However, a more in-depth analysis shows that, as a school, we are on the edge of proficiency. Our scores reveal a general trend that leads us to believe that, with the intense intervention and supports now in place, our students will show significant growth and we will reach our target academic goals. During the past year we have carefully evaluated all of our programs and have made major changes to the core curriculum across all subjects. The most important changes were made to our English Language Arts and Math programs.

### **English Language Arts**

Based on recommendations set forth by the Charter School Institute, a number of ELA curriculum initiatives were begun in the spring of 2006 and culminated this fall. The following changes were adopted to affect the curriculum and staffing to provide optimum instruction in literacy development for ACCS students from grades K-6.

The ACCS faculty and administration adopted Reading Street ©2008, a reading series by Scott Foresman, which is aligned with the New York State ELA Standards and performance indicators and which is also on an approved list of textbooks that support Reading First initiatives and federal NCLB guidelines.

The ACCS administration reconfigured the faculty to allow for optimum learning experiences for students by reducing the ratio of students to teachers during the literacy block period. In grades K-6, each 90 minute literacy block has a primary teacher, teaching assistant, reading specialist or academic intervention specialist, and a pre-service teacher/intern from Sage or HVCC. A 30 minute writing workshop block occurs at different times in the daily schedule.

The ACCS administration reorganized the 90 minute literacy block to include 30 minutes of whole group instruction. This instruction is followed by a rotation of 3- 4 groups for 60 minutes during which students are using leveled readers, fiction and non-fictional text, word skills, independent literacy activities in listening and speaking and small group instruction in comprehension, fluency, vocabulary and decoding.

The ACCS administration hired a full-time certified Reading First coach/teacher. The coach provides classroom support for the implementation of the new textbook series, literacy center development, one-on-one student instruction, teacher mentoring, and assessment with particular attention to the implementation of DIBELS assessment using internet systems to monitor student reading performance in fluency and comprehension on a weekly and monthly cycle.

The ACCS administration provided workshops and in-service training during August 2006 on the K-6 implementation of the Scott Foresman textbook series, DIBELS training, and working with children who are reading below, at or above their specific grade levels. This training was provided by curriculum coordinators, the Reading First coach, and specialists. Time was provided to allow grade level teachers to work together to develop lesson plans and units of study. Workshops and professional development programs for the teachers are ongoing to support the new core programs.

The Principal and the curriculum coordinators have developed a schedule to observe classrooms each week and provide support and mentoring needs for teachers. Coordinators continue to review lesson plans each week and respond to individual teachers through the use of the Better Classroom website. An initial 4 week period of implementation of these ELA initiatives began in September 2006 with the understanding that grade level meetings and review of the program's effectiveness will be revised on an ongoing basis to provide high student expectations and instruction.

### **Mathematics**

The ACCS faculty and administration adopted of a new core math program by Scott Foresman which is aligned with the New York State Math Standards and performance indicators. Grades K-6 are following curriculum guidance materials (NYS) pre/post March. These lists indicate the Performance Indicators (content) that students need to learn prior to taking the NYS test in March. They also highlight those concepts that must be taught to prepare students for the next grade level. These lists coincide with the text pacing materials. Text pacing has been structured so that appropriate topics will be covered prior to the NYS testing in March. NYS recommended Mathematics vocabulary has been given to all teachers.

### **Academic Intervention Services**

The ACCS Testing Coordinator and the teachers are using the Spring 2006 Terra Novas and classroom assessments to determine which returning students will need academic intervention services (AIS). The Terra Novas are also administered to new students to determine their academic strengths and needs. Students scoring below a level 3 will be targeted for AIS. There are five people on the AIS support team: the ELL teacher, the special education teacher, and three remedial reading/math teachers. They are assigned to classrooms to provide further academic support and to model particular skills.

ACCS continues to partner with area colleges for tutors and interns to work with the students during the school day and after school. There are a total of 15 Russell Sage and Hudson Valley students providing support in the classrooms. These students have been primarily assigned to literacy periods, although there is support in many of the math classes as well. These students also work with small groups of students to provide further repetition and practice of skills taught.

### **English Language Learners(ELL), English as a Second Language(ESL)**

Based on recommendations set forth by the Charter School Institute, ACCS hired a full-time ESL teacher to provide optimum instruction for our second language learners. Currently there are 30 ESL students at the Ark.

## Academic Goals

### English Language Arts

**Goal:** Students will read, write, listen, and speak for information and understanding, for literary response and expression, for critical analysis and evaluation, and for social interaction.

**I. Absolute Measure:** *Each year, 75 percent of 3-6 graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State ELA examination.*

#### A. Method

Third-, fourth-, and fifth-grade ACCS students took the ELA exam in January 2006. This administration was the first one to include third and fifth grade. The exam is a cumulative assessment, measuring student mastery of skills and knowledge during the course of their schooling. The cohort group includes all students who were enrolled on the first day of school of the school year prior to the test year. As a result, any student in the cohort group will have attended ACCS for at least 14 months prior to the test.

#### B. Results

Table 1 presents the test results for all students and for those students who were enrolled in at least their second year.

**Table 1. 2006 Summary ELA Results with Cohort Group Comparison by Grade Level**

|   | Third through Fifth Grade Students at Each Performance Level (n) |           |           |          |            |                 | Mean Scale Score | Number of Students Tested |
|---|--|-----------|-----------|----------|------------|-----------------|------------------|---------------------------|
|   | Level 1  | Level 2   | Level 3   | Level 4  | % 3+4      | Level 2+        |                  |                           |
| Grade 5 Cohort                                      | 0  | 8         | 3         | 0        | 27%        | 7               | 646              | 11                        |
| Grade 4 Cohort                                      | 3  | 3         | 3         | 0        | 33%        | 0               | 631              | 9                         |
| Grade 3 Cohort                                      | 3  | 3         | 1         | 0        | 14%        | 3               | 631              | 7                         |
| <b>All Students in at least 2<sup>nd</sup> Year</b> | <b>6</b>   | <b>14</b> | <b>7</b>  | <b>0</b> | <b>26%</b> | <b>10 (37%)</b> | <b>632</b>       | <b>27</b>                 |
| Grade 5   | 0  | 12        | 7         | 0        | 37%        | 10              | 650              | 19                        |
| Grade 4   | 6  | 7         | 7         | 0        | 35%        | 2               | 630              | 20                        |
| Grade 3   | 6  | 8         | 3         | 0        | 18%        | 4               | 626              | 17                        |
| <b>Total Students</b>                               | <b>12</b>  | <b>27</b> | <b>17</b> | <b>0</b> | <b>30%</b> | <b>16 (29%)</b> | <b>636</b>       | <b>56</b>                 |

Schoolwide, 30% of all students tested achieved absolute proficiency of a performance level of 3 or higher. A slightly lower proficiency rate of 26% was achieved by the cohort group. While these overall results are disheartening, a more careful examination of the cohort groups and their scale scores provides some encouraging information. The New York State Testing Program (NYSTP) identifies the following as cut points for scale score ranges:

|                |                |               |
|----------------|----------------|---------------|
|                | <b>Level 2</b> | <b>High 2</b> |
|                | <b>Range</b>   |               |
| <b>Grade 3</b> | <b>616-649</b> | <b>633+</b>   |
| <b>Grade 4</b> | <b>612-649</b> | <b>636+</b>   |
| <b>Grade 5</b> | <b>608-649</b> | <b>630+</b>   |

Using this scale, schoolwide, an additional 16 children (or 29%) were in the High 2 category and very close to proficiency. **A minimum of 63% of our cohort students and 59% of our students, schoolwide, are at or near absolute proficiency.** With the additional resources that have been placed in the school through the creation of an accredited ESL program, a longer and more intensive literacy block and additional reading professionals assigned to those students identified as requiring academic intervention, we are confident that our ELA scores will dramatically improve in the coming year.

Table 2 below delineates the outcomes for the 5<sup>th</sup> grade.

**Table 2. 2006 ELA Results: Grade 5 Student Outcomes**

| Grade 5 Students Tested | Cohort Group | Primary Family Language not English | ELL      | IEP      | Scale Score | Performance Level |
|-------------------------|--------------|-------------------------------------|----------|----------|-------------|-------------------|
| Student 1               | x            |                                     |          |          | 712         | 3                 |
| Student 2               | x            |                                     |          |          | 661         | 3                 |
| Student 3               | x            |                                     |          |          | 650         | 3                 |
| Student 4               | x            |                                     |          |          | 645         | 2+                |
| Student 5               | x            | x                                   |          | x        | 645         | 2+                |
| Student 6               | x            | x                                   |          |          | 640         | 2+                |
| Student 7               | x            | x                                   |          |          | 640         | 2+                |
| Student 8               | x            | x                                   |          | x        | 635         | 2+                |
| Student 9               | x            | x                                   | x        |          | 630         | 2+                |
| Student 10              | x            |                                     |          |          | 630         | 2+                |
| Student 11              | x            |                                     |          | x        | 614         | 2                 |
| Student 12              |              |                                     |          |          | 699         | 3                 |
| Student 13              |              |                                     |          |          | 690         | 3                 |
| Student 14              |              |                                     |          |          | 674         | 3                 |
| Student 15              |              |                                     |          | 504      | 650         | 3                 |
| Student 16              |              |                                     |          |          | 645         | 2+                |
| Student 17              |              |                                     |          |          | 645         | 2+                |
| Student 18              |              |                                     |          |          | 640         | 2+                |
| Student 19              |              |                                     |          |          | 614         | 2                 |
| <b>Total Cohort</b>     | <b>11</b>    | <b>5</b>                            | <b>1</b> | <b>3</b> | <b>646</b>  |                   |
| <b>Total Students</b>   | <b>19</b>    | <b>0</b>                            | <b>0</b> | <b>1</b> | <b>650</b>  |                   |

The 5<sup>th</sup> grade cohort was 27% proficient and the class overall was 37% proficient. However, the class mean scale score is 650, which is considered the cut point for proficiency for 5<sup>th</sup> graders. The slightly lower rate of proficiency of the cohort students (a 4 point difference in mean scale score, and just under the proficiency cut point) can easily be explained by the significant group of students (26% of the entire class) in the cohort group coming from families where the home language is not English. We are very encouraged that all 5 of these students scored at a High 2

level and expect that, with the extra interventions this year, they will score in the proficiency range on the next assessment. We are also encouraged that two of our IEP students in this class are among those considered emerging.

**Table 3. 2006 ELA Results: Grade 4 Student Outcomes**

| Grade 4 Students Tested | Cohort Group | Primary Family Language not English | ELL      | IEP      | Scale Score | Performance Level |
|-------------------------|--------------|-------------------------------------|----------|----------|-------------|-------------------|
| Student 1               | x            | x                                   |          |          | 711         | 3                 |
| Student 2               | x            |                                     |          |          | 695         | 3                 |
| Student 3               | x            |                                     |          |          | 668         | 3                 |
| Student 4               | x            | x                                   | x        |          | 624         | 2                 |
| Student 5               | x            |                                     |          | x        | 620         | 2                 |
| Student 6               | x            | x                                   |          |          | 616         | 2                 |
| Student 7               | x            |                                     |          | x        | 596         | 1                 |
| Student 8               | x            |                                     |          | x        | 577         | 1                 |
| Student 9               | x            |                                     |          | x        | 569         | 1                 |
| Student 10              |              |                                     |          |          | 664         | 3                 |
| Student 11              |              |                                     |          |          | 660         | 3                 |
| Student 12              |              |                                     |          |          | 660         | 3                 |
| Student 13              |              |                                     |          |          | 656         | 3                 |
| Student 14              |              | x                                   |          |          | 644         | 2+                |
| Student 15              |              |                                     |          |          | 636         | 2+                |
| Student 16              |              |                                     |          |          | 628         | 2                 |
| Student 17              |              |                                     |          |          | 616         | 2                 |
| Student 18              |              |                                     |          |          | 606         | 1                 |
| Student 19              |              |                                     |          | x        | 577         | 1                 |
| Student 20              |              |                                     |          |          | 569         | 1                 |
| <b>Total Cohort</b>     | <b>9</b>     | <b>3</b>                            | <b>1</b> | <b>4</b> | <b>631</b>  |                   |
| <b>Total Students</b>   | <b>20</b>    | <b>4</b>                            | <b>1</b> | <b>5</b> | <b>629</b>  |                   |

The 4th grade cohort was 33% proficient, compared to an overall class-wide proficiency rate of 35%. Once again, special needs are over-represented in the cohort group (3 of the 4 students are from a family whose first language is other than English; the only ELL student in the class is in the cohort; and four of the five IEP students are in the cohort). Of the nine students in this cohort, three are general education students and tested proficient. It is important to consider that of the six remaining students in this cohort who are not yet proficient, four have an IEP and one is ELL. This leaves only one non-proficient student in the cohort who does not have a disability or language barrier to overcome, unless you consider a primary family language other than English as a barrier. Finally, a look at the scale scores shows the groups to be close to the High 2 level cut point of 633. With the overhaul of our school literacy program this year, we find it reasonable to predict an outcome this year that will boost the literacy levels of this group even closer to proficiency.

Table 4. 2006 ELA Results: Grade 3 Student Outcomes

| Grade 3 Students Tested    | Cohort Group | Primary Family Language not English | ELL      | IEP      | Scale Score | Performance Level |
|----------------------------|--------------|-------------------------------------|----------|----------|-------------|-------------------|
| Student 1                  | x            |                                     |          |          | 659         | 3                 |
| Student 2                  | x            | x                                   | x        |          | 647         | 2+                |
| Student 3                  | x            |                                     |          |          | 642         | 2+                |
| Student 4                  | x            |                                     |          |          | 638         | 2+                |
| Student 5                  | x            |                                     |          |          | 605         | 1                 |
| Student 6                  | x            |                                     |          | x        | 601         | 1                 |
| Student 7                  | x            |                                     |          | *        | 592         | 1                 |
| Student 8                  |              |                                     |          |          | 665         | 3                 |
| Student 9                  |              |                                     |          |          | 659         | 3                 |
| Student 10                 |              |                                     |          | 504      | 647         | 2+                |
| Student 11                 |              |                                     |          |          | 629         | 2                 |
| Student 12                 |              |                                     |          |          | 621         | 2                 |
| Student 13                 |              |                                     |          |          | 621         | 2                 |
| Student 14                 |              | x                                   | x        |          | 621         | 2                 |
| Student 15                 |              |                                     |          | x        | 605         | 1                 |
| Student 16                 |              |                                     |          |          | 601         | 1                 |
| Student 17                 |              |                                     |          |          | 597         | 1                 |
| <b>All Cohort Students</b> | <b>7</b>     | <b>1</b>                            | <b>1</b> | <b>1</b> | <b>626</b>  |                   |
| <b>Total Students</b>      | <b>17</b>    | <b>2</b>                            | <b>2</b> | <b>3</b> | <b>627</b>  |                   |

The 3rd grade cohort was 14% proficient, compared to a classroom proficiency rate of 18%. Once again, this poor absolute rate is mitigated by the knowledge that, of the cohort of seven students, three were High 2s. With the intensive interventions implemented this year, that proficiency rate should rise to a minimum of 57% for our cohort group. We must continue to aggressively work with this group to ensure a better performance on their 4th grade ELA assessment in January 2007. This is clearly our most challenging academic group. Of the six students not yet proficient, three are emerging with very High 2s, and we expect proficiency in 2007. Of the three remaining students in this cohort, one has an IEP, and another was denied special education services because this student is labeled a 'slow learner' with an IQ too low to receive services under a traditional IEP. We have intense remediation scheduled every day in this cohort and entire class. Although the students are making gains in reading levels throughout the year, as is clear from our internal reading assessments, gains alone do not always translate into a student being at exactly the grade level NYS assessment calls for on the date of the exam. However, as is the intent of federal Title I funding/AIS, these funds are intended to close gaps over time by directly impacting struggling students first and foremost, which is where all of our Title I funds are specifically directed.

**II. Absolute Measure: Each year, the school's aggregate Performance Index on the NYSTP ELA assessment will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.**

**A. Method**

Under the current federal elementary and secondary education law, the No Child Left Behind Act (NCLB), public schools are expected to enable all students to meet state

performance standards. In New York State, the standard is met by showing that an absolute proportion of students who have taken the state’s ELA exam has scored at the partially proficient, proficient, or advanced performance levels (Levels 2, 3, and 4). The specified proportion is called the Performance Index (PI). The Annual Measurable Objective (AMO)<sup>1</sup> is the PI value that signifies that tested students in the aggregate are making satisfactory progress toward the goal that all students will be proficient in the State’s ELA performance standard by 2013–14.

The Performance Index is based on the following calculation:

$$PI = (\text{percent of students at Levels 2+3+4}) + (\text{percent of students at Levels 3+4})$$

It is based on all students taking the January 2006 ELA examination, not only continuously enrolled students.

## B. Results

**Table 5 – AYP from ELA performance for 2005-06 for 56 total tested students in grades 3-5**

|                    | Level 1 | Level 2 | Level 3 | Level 4 | PI (2+3+4)<br>+ (3+4) | Effective<br>AMO | ELA<br><sup>2</sup> Safe<br>Harbor | AYP<br>Met | Safe<br>Harbor<br>Met |
|--------------------|---------|---------|---------|---------|-----------------------|------------------|------------------------------------|------------|-----------------------|
| <b>School wide</b> | 21.43%  | 48.21%  | 28.57%  | 1.79%   | 109                   | 122              | 102                                | NO         | YES                   |
| <b>Grade 3</b>     | 35.30%  | 47.10%  | 17.60%  | 0.00%   | 82                    | 122              | 102                                | NO         | NO                    |
| <b>Grade 4</b>     | 30.00%  | 35.00%  | 35.00%  | 0.00%   | 105                   | 122              | 102                                | NO         | YES                   |
| <b>Grade 5</b>     | 0.00%   | 63.20%  | 31.60%  | 5.30%   | 137                   | 122              | 102                                | YES        | YES                   |

As shown in table 5, the entire school made Adequate Yearly Progress in 2005-06 versus NYSED ELA Safe Harbor, but not versus Effective AMO. Considering that 29% of our tested population is emerging to level 3, we are very encouraged about the progress our students are making. A case in point is our current 6<sup>th</sup> grade, the only group that has taken two NYS ELA assessments. If we disaggregate our school’s PI of 109, we determined that this class received a PI of 137 in 2005-06 versus 91 in 2004-05. This significant improvement speaks directly to the fact that not one of the students in that class received a 1 during 2005-06, drastically and positively impacting that group’s PI. We expect the same improvements for our current 3<sup>rd</sup> and 4<sup>th</sup> grade classes over time.

<sup>1</sup> Under the state’s NCLB accountability system, schools are evaluated to determine if they have made Annual Yearly Progress (AYP) based on additional factors besides if they have exceeded the AMO. To facilitate school reporting, the Institute considers the aggregate AMO alone as an absolute measure of performance in ELA and math, aside from the state’s system which incorporates the other factors. The state’s analysis is presented in its annual accountability report in which it indicates if the school is in *good-standing* by virtue of having made AYP. See the NCLB Accountability measure below.

<sup>2</sup> ELA Safe Harbor target are provided by NYSED in order for schools to remain in ‘good standing’ in regard to Accountability Status.

**III. Comparative Measure:** *Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of the local school district.*

**A. Method**

The Ark Community Charter School’s proficiency rate is compared to the proficiency rates of two schools in Troy that are in Group #8 as determined by SED.

**B. Results**

Table 6 shows that ACCS is competitive with School 2 and 12 in Troy. School 2 and 12 represent the only two schools in Troy that are also in Group #8 as determined by SED. **We are aware that the CSI regression analysis will be the most scientific representation of performance of similar schools.** However, we clearly acknowledge that large gains must be made in the coming assessments. To this point, ACCS has taken profound steps to address weaknesses as cited in our ELA action plan at the end of this section.

**Table 6. District Comparison**

| School               | Exam          | Grade | Students Tested | Proficient % |
|----------------------|---------------|-------|-----------------|--------------|
| Ark 5th grade cohort | 5th Grade ELA | 5th   | 11              | 27.2         |
| Ark total 5th grade  | 5th Grade ELA | 5th   | 19              | 31.6         |
| PS 12--Troy          | 5th Grade ELA | 5th   | 60              | 36.7         |
| PS 2-Troy            | 5th Grade ELA | 5th   | 38              | 42.1         |
|                      |               |       |                 |              |
| PS 2-Troy            | 4th Grade ELA | 4th   | 32              | 31.3         |
| Ark 4th grade cohort | 4th Grade ELA | 4th   | 9               | 33           |
| Ark total 4th grade  | 4th Grade ELA | 4th   | 20              | 35           |
| PS 12--Troy          | 4th Grade ELA | 4th   | 72              | 44.4         |
|                      |               |       |                 |              |
| Ark 3rd grade cohort | 3rd Grade ELA | 3rd   | 7               | 14           |
| Ark total 3rd grade  | 3rd Grade ELA | 3rd   | 17              | 17.6         |
| PS 2-Troy            | 3rd Grade ELA | 3rd   | 51              | 35.3         |
| PS 12--Troy          | 3rd Grade ELA | 3rd   | 62              | 40.3         |

**IV. Comparative Proficiency:** *Each year, the school will exceed its expected level of performance on the State ELA exam by at least a small Effect Size (performing higher than expected to small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.<sup>3</sup>*

**A. Method**

Predicted Percent of Students at Levels 3&4 will be calculated by CSI after performing a regression to measure the effect on outcomes of a school’s free lunch population, based on all public schools, including charter schools, in New York State in which students were tested in 2005 and applying that effect to each school.

<sup>3</sup> This complex and fair statistical analysis utilizes demographic and state assessment data, which gives schools an opportunity to see where they stand compared to demographically similar schools across the state. The analysis is conducted by CSI staff and presented to the school for incorporation into the annual Accountability Plan Progress Report.

## B. Results

This is an analysis performed by The Charter Schools Institute for schools with accountability plans from 2005 and later.

**V. Value Added Measure:** *For the 2005-06 school year, grade-level cohorts of students will reduce by one half the gap between their average NCE in the previous fall on the Terra Nova, a nationally-normed ELA test, and an NCE of 50 (grade-level) in the current spring. If a grade level exceeds an NCE of 50 in the fall, the cohort will show an increase in the current year.*

### A. Method

ACCS administered norm-referenced tests to measure NCE gains across school years. The Stanford was administered in the spring of 2005 and the Terra Nova was administered in the spring of 2006.

### B. Results

Our current cohorts are limited to our upper grade level students in grades 3, 4, and 5 who have been enrolled for two years, and who have baseline and subsequent spring standardized scores to report. When comparing spring 2005 Stanford (Reading and Language) with spring 2006 Terra Nova (Reading and Language), our fourth and fifth grades achieved the desired outcome in reading and language.

Our third grade performance did not meet the same level of accomplishment as our fourth and fifth grades in reading and language, and was consistent with this group's NYS ELA results. Although we are always accountable for all of our results without excuses, there are reasons we believe this cohort did not perform as well as our others, and feel they are important to point out. The small cohort (eight students<sup>4</sup>) included two students whose first language was not English and one student with a learning disability. Another three students have significant language and learning obstacles to overcome. This is the nature of our student demographic. Nevertheless, with such a small sample size, even one student can significantly skew the results. The table below contains all results.

**Table 6A: Value Added NCE Gains – Reading and Language**

|         | Cohort Size | Class Cohort Average NCE Spring 2005 | Goal of at least 1/2 difference between Average and (50) | Class Cohort Average NCE Spring 2006 | Difference Between Years | Goal Met "Yes" if Column 4 > 2 |
|---------|-------------|--------------------------------------|--|--------------------------------------|--------------------------|--------------------------------|
| Grade 3 | 8           | 26                                   | 12   | 33                                   | 7                        | No                             |
|         |             |                                      |  |                                      |                          |                                |
| Grade 4 | 9           | 28                                   | 11   | 40                                   | 12                       | Yes                            |
|         |             |                                      |  |                                      |                          |                                |
| Grade 5 | 9           | 45                                   | 2.5  | 48                                   | 3                        | Yes                            |

<sup>4</sup> Value Added cohort differed from ELA 3<sup>rd</sup> grade cohort by one student.

**VI. Value Added Measure:** *Each year, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam.*<sup>5</sup>

**A. Method**

Cohort ELA scores from 2004-05 were compared to cohort ELA scores from 2005-06.

**B. Results**

Our cohorts did not reach this goal in 2005-06. Our 2006 ELA results did not show the increase we desired, instead they were flat against 2004-05. As mentioned, we have made profound changes in our curriculum by implementing the systematic Scott Foresman program that identifies weaknesses and provides targeted remediation. In concert with DIBELS in all grades, and some targeted staffing changes, we are confident going into the next round of assessments.

**VII. Action Plan for English Language Arts**

Based on recommendations set forth by the Charter School Institute, a number of ELA curriculum initiatives were begun in the spring of 2006 and culminated this fall. The following changes were adopted to affect the curriculum and staffing to provide optimum instruction in literacy development for ACCS students from grades K-6.

The ACCS faculty and administration adopted Reading Street ©2008, a reading series by Scott Foresman, which is aligned with the New York State ELA Standards and performance indicators and which is also on an approved list of textbooks that support Reading First initiatives and federal NCLB guidelines.

The ACCS administration reconfigured the faculty to allow for optimum learning experiences for students by reducing the ratio of students to teachers during the literacy block period. In grades K-6, each 90 minute literacy block has a primary teacher, teaching assistant, reading specialist or academic intervention specialist, and a pre-service teacher/intern from Sage or HVCC. A 30 minute writing workshop block occurs at different times in the daily schedule.

The ACCS administration reorganized the 90 minute literacy block to include 30 minutes of whole group instruction. This instruction is followed by a rotation of 3- 4 groups for 60 minutes during which students are using leveled readers, fiction and non-fictional text, word skills, independent literacy activities in listening and speaking and small group instruction in comprehension, fluency, vocabulary and decoding.

The ACCS administration hired a full-time certified Reading First coach/teacher. The coach provides classroom support for the implementation of the new textbook series, literacy center development, one-on-one student instruction, teacher mentoring, and assessment with particular attention to the implementation of DIBELS assessment using internet systems to monitor student reading performance in fluency and comprehension on a weekly and monthly cycle.

The ACCS administration provided workshops and in-service training during August 2006 on the K-6 implementation of the Scott Foresman textbook series, DIBELS training, and working with children who are reading below, at or above their specific grade levels, This training was provided by curriculum coordinators, the Reading First coach, and specialists. Time was provided to allow grade level teachers to

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<sup>5</sup> If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

work together to develop lesson plans and units of study. Workshops and professional development programs for the teachers are ongoing to support the new core programs.

The Principal and the curriculum coordinators have developed a schedule to observe classrooms each week and provide support and mentoring needs for teachers. Coordinators continue to review lesson plans each week and respond to individual teachers through the use of the Better Classroom website. An initial 4 week period of implementation of these ELA initiatives began in September 2006 with the understanding that grade level meetings and review of the program's effectiveness will be revised on an ongoing basis to provide high student expectations and instruction.

In order to reach our target goal in ELA, ACCS has implemented the following action plan:

**A. Test preparation using Scott Foresman Reading Street Program**

1. Teachers will administer Scott Foresman comprehension and vocabulary test preparation every day.
2. Every five to six weeks teachers administer a unit benchmark test to assess skills and strategies taught in unit. The benchmark test questions mirror the NYS ELA test.
3. Teachers correct the weekly practice tests and meet with Reading Coach to discuss the results.
4. Students who did not understand the skills taught are regrouped and re-taught the skill by teacher, TA or AIS support teacher. Scott Foresman provides an immediate intervention plan.
5. Baseline tests are given to each new student to place them in appropriate reading levels to meet instructional needs.

**B. DIBELS (K-3)**

1. All teachers were trained in DIBELS testing using Palm pilots.
2. All students scoring below benchmark level are regrouped and re-taught skill by the teacher, TA and AIS teachers.
3. All students scoring below benchmark are retested every 10 days. The results of the progress monitoring inform the teacher of needed interventions. The teachers meet with the Reading Coach to identify strategies.
4. Teachers administer benchmark tests to all students three times a year.

**C. Test Preparation**

1. Teachers will review last year's ELA test and discuss results with students.
2. All of the students (K-6) have been receiving AIS intervention since September based on their Terra Nova scores. These are aligned with the current state test results.
3. AIS students who scored a level 1 or 2 are receiving in-class support and extra resource time outside classroom as required by the state.
4. Students who scored a level 2 or 3 are provided extra test prep in and out of the classroom.

## Mathematics

**Goal:** Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

**I. Absolute Measure:** *Each year, 75 percent of 3-6 graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Mathematics examination.*

### A. Method

Third-, fourth-, and fifth-grade ACCS students took the Math exam in March 2006. This administration was the first one to include third and fifth grade. The exam is a cumulative assessment, measuring student mastery of skills and knowledge during the course of their schooling. The cohort group includes all students who were enrolled on the first day of school of the school year prior to the test year. As a result, any student in the cohort group will have attended ACCS for at least 1.5 school years.

### B. Results

**Table 7. 2006 Summary Math Results with Cohort Group Comparison by Grade Level**

|   | Third through Fifth Grade Students at Each Performance Level<br>(n) |           |           |          |            |                | Mean<br>Scale<br>Score | Number<br>of<br>Students<br>Tested |
|---|---|-----------|-----------|----------|------------|----------------|------------------------|------------------------------------|
|   | Level 1   | Level 2   | Level 3   | Level 4  | % 3+4      | Level 2+       |                        |                                    |
| Grade 5 Cohort  | 1   | 3         | 5         | 0        | 56%        | 3              | 644                    | 9                                  |
| Grade 4 Cohort  | 2   | 4         | 1         | 1        | 25%        | 3              | 644                    | 8                                  |
| Grade 3 Cohort  | 1   | 3         | 2         | 1        | 43%        | 3              | 654                    | 7                                  |
| <b>All Students in<br/>at least 2<sup>nd</sup><br/>Year</b> | <b>4</b>  | <b>10</b> | <b>8</b>  | <b>2</b> | <b>42%</b> | <b>9(38%)</b>  | <b>647</b>             | <b>24</b>                          |
| Grade 5   | 2   | 7         | 10        | 0        | 53%        | 5              | 646                    | 19                                 |
| Grade 4   | 5   | 9         | 4         | 1        | 26%        | 3              | 634                    | 19                                 |
| Grade 3   | 2   | 9         | 6         | 1        | 39%        | 5              | 648                    | 18                                 |
| <b>Total Students</b>                                       | <b>9</b>  | <b>25</b> | <b>20</b> | <b>2</b> | <b>39%</b> | <b>13(23%)</b> | <b>643</b>             | <b>56</b>                          |

Schoolwide, 39% of all students tested achieved absolute proficiency of a performance level of 3 or higher. The cohort group of students in at least their second year at ACCS reached a somewhat higher rate of 42%. However, as with the ELA scores, a more careful examination of the data offers a more encouraging picture.

The NYSTP identifies the following as cut points for scale score ranges for Math:

|         | Level 2<br>Range | High 2 |
|---------|------------------|--------|
| Grade 3 | 624-649          | 637+   |
| Grade 4 | 622-649          | 636+   |
| Grade 5 | 620-649          | 636+   |

The mean scale score for the cohort group was 647 which approaches the 650 cut score of proficiency for all grades. In fact, the 3<sup>rd</sup> grade's mean score actually places that cohort group in the proficient range. Using the above scale, schoolwide, an additional 13 children (or 23%) were in the "High 2" category and almost proficient. **This means 80% of our cohort students and 62% of our students school wide are at or near absolute proficiency.** Given the intensive intervention with our new Math program, we expect a majority of these emerging students to become proficient on the March 2007 math assessment and anticipate reaching our goal of 75% proficiency.

Table 8 below delineates the outcomes for the 5<sup>th</sup> grade.

**Table 8. 2006 Math Results: Grade 5 Student Outcomes**

| Grade 5<br>Students Tested | Cohort<br>Group | Primary<br>Family<br>Languag<br>e not<br>English | ELL      | IEP      | Scale<br>Score | Performance Level |
|----------------------------|-----------------|--|----------|----------|----------------|-------------------|
| Student 1                  | x               |  |          |          | 681            | 3+                |
| Student 2                  | x               |  |          |          | 681            | 3                 |
| Student 3                  | x               | x  |          |          | 667            | 3                 |
| Student 4                  | x               |  |          |          | 661            | 3                 |
| Student 5                  | x               | x  |          |          | 650            | 3                 |
| Student 6                  | x               | x  |          | x        | 639            | 2+                |
| Student 7                  | x               | x  | x        |          | 639            | 2+                |
| Student 8                  | x               |  |          | x        | 636            | 2+                |
| Student 9                  | x               | x  |          | x        | 546            | 1                 |
| Student 10                 |                 |  |          |          | 681            | 3                 |
| Student 11                 |                 |  |          | 504      | 674            | 3+                |
| Student 12                 |                 |  |          |          | 667            | 3                 |
| Student 13                 |                 |  |          |          | 661            | 3                 |
| Student 14                 |                 |  |          |          | 659            | 3                 |
| Student 15                 |                 |  |          |          | 644            | 2+                |
| Student 16                 |                 |  |          |          | 642            | 2+                |
| Student 17                 |                 |  |          |          | 626            | 2                 |
| Student 18                 |                 |  |          |          | 626            | 2                 |
| Student 19                 |                 |  |          |          | 597            | 1                 |
| <b>Cohort</b>              | <b>9</b>        | <b>5</b>   | <b>1</b> | <b>3</b> | <b>644</b>     | <b>2+</b>         |
| <b>All Students</b>        | <b>19</b>       | <b>5</b>   | <b>1</b> | <b>4</b> | <b>646</b>     | <b>2+</b>         |

The fifth grade group as a whole was 53% proficient compared with a proficiency rate of 56% in our cohort group of 9 students. Another three students (33%) in the cohort scored in the "High 2"

range despite language or disability challenges. It seems reasonable that, with all the additional interventions in place this year, these students are within reach of proficiency, giving our cohort group a reasonable potential for 89% proficiency in the coming year.

**Table 9. 2006 Math Results: Grade 4 Student Outcomes**

| Grade 4 Students Tested | Cohort Group | Primary Family Language not English | ELL      | IEP      | Scale Score | Performance Level |
|-------------------------|--------------|-------------------------------------|----------|----------|-------------|-------------------|
| Student 1               | x            | x                                   |          |          | 707         | 4                 |
| Student 2               | x            |                                     |          |          | 671         | 3                 |
| Student 3               | x            |                                     |          |          | 645         | 2+                |
| Student 4               | x            | x                                   |          |          | 645         | 2+                |
| Student 5               | x            |                                     |          | x        | 640         | 2+                |
| Student 6               | x            |                                     |          | x        | 622         | 2                 |
| Student 7               | x            | x                                   | x        |          | 615         | 1                 |
| Student 8               | x            |                                     |          | x        | 604         | 1                 |
| Student 9               |              |                                     |          | x        | 658         | 3                 |
| Student 10              |              |                                     |          |          | 656         | 3                 |
| Student 11              |              |                                     |          |          | 652         | 3                 |
| Student 12              |              |                                     |          |          | 647         | 2+                |
| Student 13              |              | x                                   |          |          | 643         | 2+                |
| Student 14              |              |                                     |          |          | 640         | 2+                |
| Student 15              |              |                                     |          |          | 632         | 2                 |
| Student 16              |              |                                     |          |          | 626         | 2                 |
| Student 17              |              |                                     |          |          | 613         | 1                 |
| Student 18              |              |                                     |          |          | 598         | 1                 |
| Student 19              |              |                                     |          |          | 528         | 1                 |
| <b>Cohort</b>           | <b>8</b>     | <b>3</b>                            | <b>1</b> | <b>3</b> | <b>644</b>  | <b>2+</b>         |
| <b>All Students</b>     | <b>19</b>    | <b>4</b>                            | <b>1</b> | <b>4</b> | <b>634</b>  | <b>2</b>          |

4th grade cohort students were 25% proficient. However, another three students (38%) in the cohort are on the brink of proficiency, giving an at-or-near-proficiency rate of 56%. Four out of the remaining six non-proficient students in this cohort had IEP or ELL status, a very high percentage, and often a difficult barrier to overcome.

**Table 10. 2006 Math Results: Grade 3 Student Outcomes**

| Grade 3 Students Tested | Cohort Group | Primary Family Language not English | ELL      | IEP      | Scale Score | Performance Level |
|-------------------------|--------------|-------------------------------------|----------|----------|-------------|-------------------|
| Student 1               | x            |                                     |          |          | 704         | 4                 |
| Student 2               | x            |                                     |          |          | 660         | 3                 |
| Student 3               | x            | x                                   | x        |          | 660         | 3                 |
| Student 4               | x            |                                     |          |          | 647         | 2+                |
| Student 5               | x            |                                     |          | x        | 647         | 2+                |
| Student 6               | x            |                                     |          |          | 640         | 2+                |
| Student 7               | x            |                                     |          |          | 617         | 1                 |
| Student 8               |              |                                     |          |          | 695         | 3+                |
| Student 9               |              |                                     |          | 504      | 664         | 3                 |
| Student 10              |              |                                     |          |          | 664         | 3                 |
| Student 11              |              |                                     |          |          | 653         | 3                 |
| Student 12              |              |                                     |          |          | 647         | 2+                |
| Student 13              |              |                                     |          |          | 637         | 2+                |
| Student 14              |              |                                     |          | x        | 634         | 2                 |
| Student 15              |              | x                                   | x        |          | 634         | 2                 |
| Student 16              |              |                                     |          |          | 628         | 2                 |
| Student 17              |              |                                     |          |          | 624         | 2                 |
| Student 18              |              |                                     |          |          | 613         | 1                 |
| <b>Cohort</b>           | <b>7</b>     | <b>1</b>                            | <b>1</b> | <b>1</b> | <b>654</b>  | <b>3</b>          |
| <b>All Students</b>     | <b>18</b>    | <b>2</b>                            | <b>2</b> | <b>3</b> | <b>648</b>  | <b>2+</b>         |

3rd grade cohort students were 43% proficient. There are seven students in this math cohort. This group includes 1 ELL student and 1 with an IEP. Once again, three students (43%) in this cohort group are on the verge of proficiency, with High 2 ratings, and we expect them to achieve proficiency on the next assessment. A swing such as that in a group of this size will increase our cohort proficiency rate to 84%.

**II. Absolute Measure.** *Each year, the school’s aggregate Performance Index on the State math exam will meet its Annual Measurable Objective set forth in the State’s No Child Left Behind (NCLB) accountability system.*

**A. Method**

Under the current federal elementary and secondary education law, the No Child Left Behind Act (NCLB), public schools are expected to enable all students to meet state performance standards. In New York State, the standard is met by showing that an absolute proportion of students who have taken the state’s math exam has scored at the partially proficient, proficient, or advanced performance levels (Levels 2, 3, and 4). The specified proportion is called the Performance Index (PI). The Annual Measurable

Objective (AMO)<sup>6</sup> is the PI value that signifies that tested students in the aggregate are making satisfactory progress toward the goal that all students will be proficient in the State’s math performance standard by 2013–14.

The Performance Index is based on the following calculation:

$$\text{PI} = (\text{percent of students at Levels 2+3+4}) + (\text{percent of students at Levels 3+4})$$

It is based on all students taking the March 2006 math examination, not only continuously enrolled students.

**B. Results**

Table 10A shows that all of our grade groups surpassed the effective Annual Measurable Objective (AMO) for 2005-06 and made Adequate Yearly Progress (AYP)

We expect even better performance going forward. In 2006, the NYS Math assessment was moved to two months earlier. This caused us a problem due to the fact that we were using a spiraling math program in all grades, a program that simply had not reached many of the 2006 Exam topics by the time our students were administered the test. We have taken the pre-emptive and aggressive step of replacing our spiraling Math program with one that is compartmentalized where lessons can be re-visited with more ease. In addition, our new curriculum better accommodates our high population of ELL and IEP students.

**Table 10A. Math Annual Measurable Objective**

| Class       | Level 1 | Level 2 | Level 3 | Level 4 | PI (2+3+4)<br>+ (3+4) | Effective<br>AMO | AYP<br>Met |
|-------------|---------|---------|---------|---------|-----------------------|------------------|------------|
| School wide | 16.07%  | 44.64%  | 35.71%  | 3.57%   | 123                   | 86               | YES        |
| Grade 3     | 11.10%  | 50.00%  | 33.30%  | 5.60%   | 128                   | 86               | YES        |
| Grade 4     | 26.30%  | 47.40%  | 21.10%  | 5.30%   | 100                   | 86               | YES        |
| Grade 5     | 10.50%  | 36.80%  | 52.60%  | 0.00%   | 142                   | 86               | YES        |

**III. Comparative Measure: Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Math exam in each tested grade will be greater than that of the local school district.**

**A. Method**

The Ark Community Charter School’s proficiency rate is compared to the proficiency rates of two schools in Troy that are in Group #8 as determined by SED.

**B. Results**

Table 11 shows our 5<sup>th</sup> grade students exceeded the performance of Troy’s most similar non-charter public schools. Results from 2006 in our 3<sup>rd</sup> and 4<sup>th</sup> grades did not exceed the district schools.

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<sup>6</sup> Under the state’s NCLB accountability system, schools are evaluated to determine if they have made Annual Yearly Progress (AYP) based on additional factors besides if they have exceeded the AMO. To facilitate school reporting, the Institute considers the aggregate AMO alone as an absolute measure of performance in ELA and math, aside from the state’s system which incorporates the other factors. The state’s analysis is presented in its annual accountability report in which it indicates if the school is in *good-standing* by virtue of having made AYP. See the NCLB Accountability measure below.

**Table 11. Similar Schools Analysis**

| School               | Exam | Grade | Students Tested | Proficient % |
|----------------------|------|-------|-----------------|--------------|
| PS 12--Troy          | Math | 5th   | 64              | 23.5         |
| PS 2-Troy            | Math | 5th   | 42              | 23.8         |
| Ark total 5th grade  | Math | 5th   | 19              | 52.6         |
| Ark 5th grade cohort | Math | 5th   | 9               | 56           |
|                      |      |       |                 |              |
| Ark 4th grade cohort | Math | 4th   | 8               | 25           |
| Ark total 4th grade  | Math | 4th   | 19              | 26.4         |
| PS 12--Troy          | Math | 4th   | 77              | 55.9         |
| PS 2-Troy            | Math | 4th   | 37              | 59.5         |
|                      |      |       |                 |              |
| Ark total 3rd grade  | Math | 3rd   | 18              | 38.9         |
| Ark 3rd grade cohort | Math | 3rd   | 7               | 43           |
| PS 12--Troy          | Math | 3rd   | 65              | 47.7         |
| PS 2-Troy            | Math | 3rd   | 52              | 61.6         |

**IV. Comparative Measure:** *Each year, the school will exceed its expected level of performance on the State Math exam by at least a small Effect Size (performing higher than expected to small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.*<sup>7</sup>

**A. Method**

Predicted Percent of Students at Levels 3&4 will be calculated by CSI after performing a regression to measure the effect on outcomes of a school's free lunch population, based on all public schools, including charter schools, in New York State in which students were tested in 2005 and applying that effect to each school.

**B. Results**

This is an analysis performed by The Charter Schools Institute for schools with accountability plans from 2005 and later.

**V. Value Added Measure:** *For the 2005-06 school year, grade-level cohorts of students will reduce by one half the gap between their average NCE in the previous fall on the Terra Nova, a nationally-normed mathematics test, and an NCE of 50 (grade-level) in the current spring. If a grade level exceeds an NCE of 50 in the previous year, the cohort will show an increase in the current year.*

**A. Method**

ACCS administered norm-referenced tests to measure NCE gains across school years. The Stanford was administered in the spring of 2005 and the Terra Nova was administered in the spring of 2006.

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<sup>7</sup> This complex and fair statistical analysis utilizes demographic and state assessment data, which gives schools an opportunity to see where they stand compared to demographically similar schools across the state. The analysis is conducted by CSI staff and presented to the school for incorporation into the annual Accountability Plan Progress Report.

**B. Results**

Our current cohorts are limited to grades 3, 4, and 5 who have been enrolled for two years, and who have baseline and subsequent spring standardized scores to report. When comparing spring 2005 Stanford (Math) with spring 2006 Terra Nova (Math), fourth grade achieved the desired outcome and fifth grade did not. (See Table 11B below.)

Again, our third grade performance did not meet the same level of accomplishment as our 4<sup>th</sup> graders in Math. We are confident that this group will benefit from a new instructor in 4<sup>th</sup> grade, as they will in reading and language. In addition, and critical to point out, ACCS will implement a more skill based Math curriculum in September 2006 (Scott Foresman). The Scott Foresman approach far better addresses the core math skills that align directly with NYS Math standards. ACCS hired a Math Curriculum Coordinator to oversee pacing and assessments.

**Table 11B: Value Added NCE Gains - Mathematics**

|         | Cohort Size | Class Cohort Average NCE Spring 2005 | Goal of at least 1/2 difference between Average and (50) | Class Cohort Average NCE Spring 2006 | Difference Between Years | Goal Met "Yes" if Column 4 > 2 |
|---------|-------------|--------------------------------------|--|--------------------------------------|--------------------------|--------------------------------|
| Grade 3 | 8           | 33                                   | 8.5  | 35                                   | 2                        | No                             |
| Grade 4 | 9           | 23                                   | 13.5   | 37                                   | 14                       | Yes                            |
| Grade 5 | 9           | 44                                   | 3  | 41                                   | -3                       | No                             |

**VI. Value Added Measure:** *Each year, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s State Math exam and 75 percent at or above Level 3 on the current year’s State Math exam.*<sup>8</sup>

**A. Method**

Cohort math scores from 2004-05 were compared to cohort math scores from 2005-06.

**B. Results**

Although we were not successful in this measure, Table 12 shows why there is great confidence for a rebound in 2006-07. Seven out of ten of our tested math students are either on the verge of proficiency or already proficient.

**Table 12. Percent of ACCS Math Students Emerging<sup>9</sup> or Already Proficient**

| Grade Level | Total tested | Emerging or Proficient | %      |
|-------------|--------------|------------------------|--------|
| 3           | 18           | 12                     | 66.67% |
| 4           | 19           | 11                     | 57.89% |
| 5           | 19           | 15                     | 78.95% |
| Total       | 56           | 38                     | 68%    |

<sup>8</sup> If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

<sup>9</sup> Emerging is considered to be a scale score of 636 or higher.

## **VII. Action Plan for Mathematics**

The ACCS faculty and administration adopted of a new core math program by Scott Foresman which is aligned with the New York State Math Standards and performance indicators. Grades K-6 are following curriculum guidance materials (NYS) pre/post March. These lists indicate the Performance Indicators (content) that students need to learn prior to taking the NYS test in March. They also highlight those concepts that must be taught to prepare students for the next grade level. These lists coincide with the text pacing materials. Text pacing has been structured so that appropriate topics will be covered prior to the NYS testing in March. NYS recommended Mathematics vocabulary has been given to all teachers.

In order to reach our target goal in math, ACCS has implemented the following action plan:

### **A. Math Grade 3-6: NYS Test Preparation using Scott Foresman Math Program**

1. Teachers administer Scott Foresman short test prep everyday.
2. Every chapter has 2-4 NYS practice tests that assess the standards taught in the chapter. Teachers correct the practice tests and give to Math Curriculum Coordinator.
3. Students who did not grasp the concept are regrouped and re-taught the skill by the teacher, TA or AIS support teacher or in after-school tutoring sessions. Scott Foresman provides an immediate intervention plan.
4. Students are tested again at the end of the chapter.
5. At the conclusion of every two chapters at grades 3-6 there is a benchmark test that mirrors the NYS test.
6. Using the Scott Foresman program and NYS standards, the teachers have assigned only the lessons needed at each level to be taught before March in preparation for the NYS test. Scott Foresman provides this pacing chart in the teacher manuals.

### **B. Math: Test Preparation using results from NYS Math test**

1. Math Curriculum Coordinator will meet with each teacher to review last year's NYS Math test.
2. Teachers will review the math test with the students and then will re-administer the same test in November using it as a teaching tool.

### **C. Math - Grade 4**

There are 20 students enrolled in the current fourth grade classroom, with students working on, below and above level. The following plan was put in place immediately:

1. The four (4) lowest functioning math students will be given daily instruction in a small group setting (AIS teacher). This will allow each of these students to study at his/her own pace and have opportunities to work on areas of need. Instruction will be outside the classroom.
2. The five (5) highest math students will also receive daily instruction in a small group setting (Teaching Assistant). These students already know many of the math concepts and will be able to move along at a faster pace. They too will be able to work on their own needs. Instruction to be outside the classroom setting.
3. The remaining eleven (11) students, the middle group will work in the classroom with the teacher. With fewer students, the teacher will now be able to give more individual help and focus on the many needs of this group.

4. On Fridays, these eleven students will be divided into three smaller groups and will work in the classroom setting with either the Special Ed consultant, ELL Teacher or the classroom teacher.

## Science

**Goal:** Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

**I. Absolute Measure:** *Each year, 75 percent of fourth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science examination.*

### **A. Method**

Fourth grade students took the Science exam in Spring 2006. The exam is a cumulative assessment, measuring student mastery of skills and knowledge during the course of their schooling and includes a hands-on section. The cohort group includes all students who were enrolled on the first day of school of the school year prior to the test year. As a result, any student in the cohort group will have attended ACCS for at least 18 months prior to the test.

### **B. Results**

We obtained our absolute measure in science. 78% of the cohort of nine students was proficient on the 4<sup>th</sup> grade Science assessment. The remaining two students not proficient had an IEP, and face a large obstacle in this reading-based assessment. We are very pleased with our performance in this area.

**II. Comparative Measure:** *Each year, the percent of 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 the local school district.*

### **A. Method**

ACCS compared its 2006 science results to Troy's 2005 science results for School 2 and 12.

### **B. Results**

At the time of this revised report, Individual School Report Cards were not available for other districts for 2005-06. For that reason, we must compare our own school's 2005-06 4<sup>th</sup> Grade Science results with Troy's 2004-05 results, until a same year comparison can be made. The table below shows that our cohort outperformed Troy's similar schools.

**Table 13. Comparative Science Scores**

| School                      | Exam    | Grade | Proficient % |
|-----------------------------|---------|-------|--------------|
| PS 12--Troy (2005)          | Science | 4th   | 65           |
| PS 2-Troy (2005)            | Science | 4th   | 75           |
| Ark 4th grade cohort (2006) | Science | 4th   | 78           |

## **Social Studies**

**Goal:** Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York

**I. Absolute Measure:** *Each year, 75 percent of fifth graders who are enrolled in at least their second year will perform at or above Level 3 on the NYS Social Studies Exam.*

### **A. Method**

Fifth grade students took the Social Studies exam in November 2005. The exam is a cumulative assessment, measuring student mastery of skills and knowledge during the course of their schooling. The cohort group includes all students who were enrolled on the first day of school of the school year prior to the test year. As a result, any student in the cohort group will have attended ACCS for at least 14 months prior to the test.

### **B. Results**

We surpassed our absolute measure in Social Studies. 80% of the cohort of ten students was proficient on this assessment. (The 5th grade cohort size differs slightly from 5th grade cohort size in reading, language, math due to a different enrollment number for November 2005 Social Studies).

The remaining two students scored in the High 2 level. The regional cut score to achieve a level 3 is 65. One scored a 64 and the other a scored a 63. This important extra information is strong evidence that we were very close to being 100% proficient in this content area.

**II. Comparative Measure:** *Each year, the percent of 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 the local school district.*

### **A. Method**

ACCS compared its 2006 social studies results to Troy's 2005 social studies results for School 2 and 12.

### **B. Results**

At the time of this writing, only the 2004-05 Report Card was publicly available for Troy City Schools. The best possible option for comparison was to compare the ACCS 2005 Social Results with Troy's 2004. In that scenario, ACCS had a proficiency of 80% to Troy's 67%. If comparing these dissimilar years, we are again exceeding our outcome measure.