

# Accountability Plan Progress Reports for the 2007-08 School Year

## Reader's Guide

### *SUNY Authorized Charter Schools*

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

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

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

**Achievement Academy**  
**CHARTER SCHOOL**

**2007-08**

**ACCOUNTABILITY PLAN**  
**PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

July 31, 2008

By Achievement Academy Charter School

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# ACHIEVEMENT ACADEMY CHARTER SCHOOL

## Accountability Plan Progress Report

O'Rita M. Swan and Aleks Stojanovic prepared this 2007-08 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
M. Christian Bender	Office, Chair
Andrea Rogers	Office, Secretary
Robert Richard	Office, Treasurer
Lisa McMahon	Office, Trustee
Cheryl Davis	Office, Trustee
Marc Tillman	Office, Trustee
Victor Collier	Office, Trustee

### MISSION STATEMENT

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

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

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

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

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

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

**Uniforms:** Uniforms are required for all scholars.

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

# ACHIEVEMENT ACADEMY CHARTER SCHOOL

## Accountability Plan Progress Report

### Academic Excellence

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

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

Finally, in addition to these more annually based exams, Achievement Academy works closely with *School Performance, Inc.* (SPNY), an Albany-based team of academic-quality experts, to provide a system of ongoing diagnostic assessments targeted specifically at improving classroom instruction. Every six weeks, scholars are assessed on the academic content they were supposed to have learned over that period. Within a week, the results of these standards-based assessments are provided to the school leader, and in turn school leadership meets with each teacher to review the data. Together, school leaders and teachers 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
2003-04														-
2004-05														-
2005-06						60								60
2006-07						62	84							146
2007-08						26	42	49						117

# ACHIEVEMENT ACADEMY CHARTER SCHOOL

## Accountability Plan Progress Report

### 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

Prior to the 2007-2008 school year, AACCS conducted a self-assessment of our writing and textual analysis curriculum materials; based on the analysis, changes were made to improve the quality of the English Language Arts instructional program. Curriculum materials included the addition of new materials for reading and writing instruction as well instructional support materials created specifically for our school by School Performance New York (SPNY).

School wide rubrics for writing instruction and assessment of student work were created during professional development sessions. Additionally the Instructional staff analyzed data generated as a result of classroom and school-wide assessments to determine how to use the information to drive instruction. Targeted instructional planning generally occurred during professional development sessions as well as during instructional team meetings. Information learned about student achievement was shared regularly with students as well as their parents in order to provide all with a clearer understanding student achievement goals to be reached.

\* Achievement Academy's accountability plan defines the accountability cohort as students enrolled in the school for more than two years. In order to provide additional data, in this document we have reported the cohort as student enrolled in at least their second year, as printed in the template.

#### Goal 1: Absolute Measure

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

**Percentage of Students Scoring at Levels 3 & 4 on the ELA Assessment**

	2005-06 SY	2006-07 SY	2007-08 SY	2008-09 SY	2009-10SY
<b>Grade 5</b>					
<b>Grade 6</b>					
<b>Grade 7</b>			75	75	75
<b>Grade 8</b>				75	75

Please note: Chart does not include 5 and 6<sup>th</sup> grades as, other than students retained in grade, students did not post more than 2 years of attendance until this years grade 7.

**ACHIEVEMENT ACADEMY CHARTER SCHOOL**  
**Accountability Plan Progress Report**

**Method**

The school administered the New York State Testing Program English language arts assessment to students in 5<sup>th</sup> through 7<sup>th</sup> grade in January 2008. Each student's raw score has been converted to a grade-specific scaled score and a performance level. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

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

**ENGLISH LANGUAGE ARTS**

**2007-08 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				23
6	40			4	44
7	50				50
8					
All	113			4	117

\*Enrollment based on date of exam

**Results**

The number of students tested represents 96% of the total student population. The students who were not tested during the testing sessions were absent and their results were not included in the student performance chart in this report.

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<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.

**ACHIEVEMENT ACADEMY CHARTER SCHOOL**  
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**Charter School Performance on 2007-08 State English Language Arts 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	
3	All Students						
	Students in At Least 2 <sup>nd</sup> Year						
4	All Students						
	Students in At Least 2 <sup>nd</sup> Year						
5	All Students	4.3% <i>n=1</i>	47.8% <i>n=11</i>	47.8% <i>n=11</i>	0.0%	47.8% <i>n=11</i>	23
	Students in At Least 2 <sup>nd</sup> Year	0.0%	66.7% <i>n=2</i>	33.3% <i>n=1</i>	0.0%	33.3% <i>n=1</i>	3*
6	All Students	0.0%	60.0% <i>n=24</i>	40.0% <i>n=16</i>	0.0%	40.0% <i>n=16</i>	40
	Students in At Least 2 <sup>nd</sup> Year	0.0%	50.0% <i>n=13</i>	50.0% <i>n=13</i>	0.0%	50.0% <i>n=13</i>	26
7	All Students	2.0% <i>n=1</i>	58.0% <i>n=29</i>	40.0% <i>n=20</i>	0.0%	40.0% <i>n=20</i>	50
	Students in At Least 2 <sup>nd</sup> Year	2.4% <i>n=1</i>	56.1% <i>n=23</i>	41.5% <i>n=17</i>	0.0%	41.5% <i>n=17</i>	41
8	All Students						
	Students in At Least 2 <sup>nd</sup> Year						
All	All Students	1.8% <i>n=2</i>	56.6% <i>n=64</i>	41.6% <i>n=47</i>	0.0%	41.6% <i>n=47</i>	113
	Students in At Least 2 <sup>nd</sup> Year	1.4% <i>n=1</i>	54.3% <i>n=38</i>	44.3% <i>n=31</i>	0.0%	44.3% <i>n=31</i>	70

\*3 students repeated 5<sup>th</sup> grade in the 2007-08 academic year.

**Evaluation**

The above table shows that 44.3% of all students enrolled in at least their second year, as of the 2007-2008 school year, scored at the proficiency level. Clearly, this percentage is below the targeted goal of 75% by 30.7%. This is a gap we believe we can quickly close based on a review of the details of the testing results.

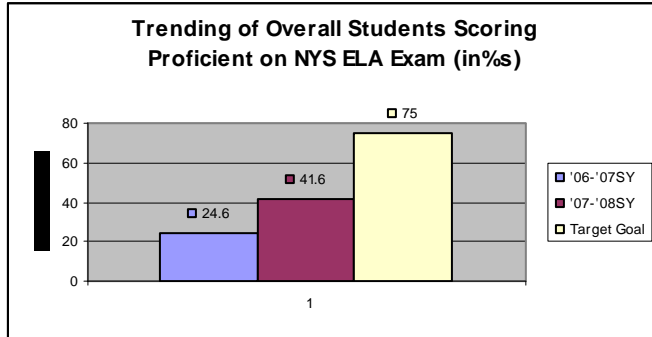
A review of the test results shows that 37.9% of the students scoring below proficiency are designated as being “close” because their scores are within 5 points of achieving proficiency. These scholars deemed as “close” will have support (via tutorial sessions) during and after school to get them over the hurdle. Additionally, we have identified the areas that appear to be causing all non-proficient scholars the most trouble and have designed a remedial program whose material content will be incorporated into the classroom instruction and will help them to relearn and master those areas.

# ACHIEVEMENT ACADEMY CHARTER SCHOOL

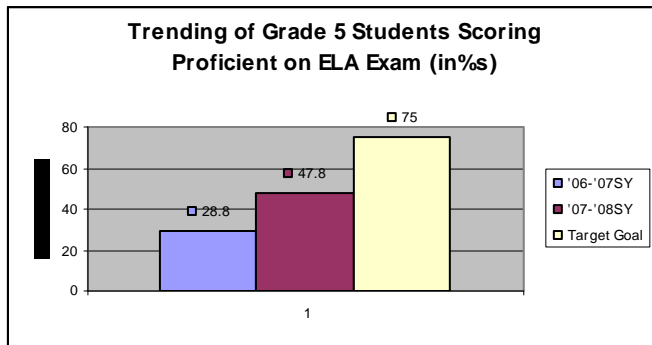
## Accountability Plan Progress Report

### Additional Evidence

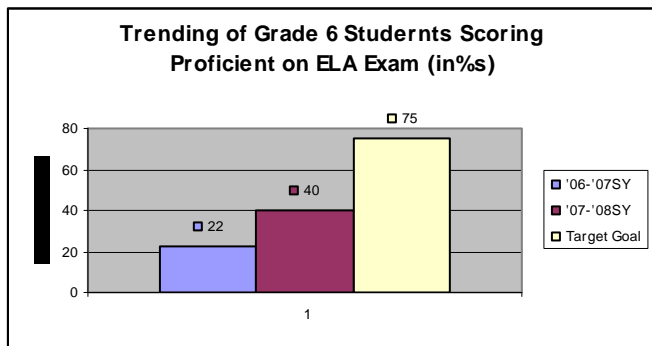
Below are charts that show improvement trends from the previous year:



Trending of overall students scoring proficient in ELA has increased from the previous year by 69.1%,



Grade 5 trending of students scoring proficient shows a 66% increase from the previous year.



Grade 6 trending also indicates marked improvement from the previous year increasing by 81.8%.

**ACHIEVEMENT ACADEMY CHARTER SCHOOL**  
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**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									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3										
4										
5									33.3	3
6							22.7	22	50.0	26
7									41.5	41
8										
All							22.7	22	44.3	70

**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 Act 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 2007-08 is 133. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

**Results**

This year's PI of 140 for combined grades represents a 27.3% increase from the combined PI score (110) achieved last year. Additionally, there has been a migration of students from level 2 to level 3 this year, as compared to last year's level 2 and level 3 scores. This year's level 2 score is lower than last year's score by 7.2%, while the level 3 score exhibited an increase of 69.1%.

This migration is also based on the lower percentage of students in level 1 this year as compared to last year's score. The 2006-2007 school year showed 14.9% of students in the level 1 category, whereas this year's score shows a considerable decrease, down to 1.8%; this represents an 87.9% decrease.

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**Calculation of 2007-08 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 - 7	1.8% <i>n=2</i>	56.6% <i>n=64</i>	41.6% <i>n=47</i>	0.0%	113

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 56.6 & + & 41.6 & + & 0 & = & 98.2 \\
 & & & & + & & 0 & = & 41.6 \\
 & & & & & & \text{PI} & = & \mathbf{140}
 \end{array}$$

**Evaluation**

The ELA performance chart above shows a PI of 140 for all grades and exceeds this year's AMO of 133 by 5.3%. This achievement marks a turnaround from the two previous school years, which posted scores that missed attaining AMO.

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

Year	Grades <sup>2</sup>	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	5	61	18.0% <i>n=11</i>	46.0% <i>n=28</i>	34.0% <i>n=21</i>	2.0% <i>n=1</i>	118	122
2006-07	5-6	134	15.0% <i>n=20</i>	60.4% <i>n=81</i>	24.6% <i>n=33</i>	0.0%	110	122
2007-08	5-7	113	1.8% <i>n=2</i>	56.6% <i>n=64</i>	41.6% <i>n=47</i>	0.0%	140	133

**Goal 1: Comparative Measure**

Each year, the percent of all tested students who are enrolled for more than two years and performing at or above Level 3 on the state 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.

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

# ACHIEVEMENT ACADEMY CHARTER SCHOOL

## Accountability Plan Progress Report

### Results

The chart below shows that 44.3% of the students who have attended Achievement Academy for at least two school years met proficiency standards, while 52.6% of students enrolled in the Albany school district met proficiency. Grade comparisons in the same chart shows the Albany school district ahead in the percentage of students proficient in grades 5 and 7, while Achievement Academy had a higher number of students proficient in grade 6.

### 2007-08 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
3				
4				
5	33.3	3		
6	50.0	26	46.1	515
7	41.5	41	49.1	561
8				
All	44.3	70	52.6	1664

### Evaluation

Overall, we did not achieve our goal of meeting or surpassing the overall district proficiency rate (52.6%) for students enrolled in the school for at least two years. Our expectation was missed by 8.3%. This gap we intend to close as we implement our new instructional approaches for all students designated as non-proficient and “close” to proficiency.

### Additional Evidence

One key observation in this evaluation is the large difference between the grade 5 student proficiency percentage results relative to their population sizes. The three students tested at Achievement Academy each represent a third of the population (3) and thus a third of the total impact on the results posted. Each student of the Albany school district for grade 5 represents less than one percent of the population (588) and impacts the posted results equivalently.

The score from our grade 5 is greatly impacted by the performance of one student. To have the District’s score impacted as Achievement Academy’s score is due to having a population of 3 students, the Albany school district would need 196 students as a requisite equivalent.

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**Accountability Plan Progress Report**

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3										
4										
5										
6							22.0	44.9	50.0	46.1
7									41.5	49.1
8										
All							22.0	44.9	44.3	47.6

**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. If 2007-08 results are not available, add this sentence: Given the timing of the state's release of poverty data, the 2007-08 analysis is not yet available. This report contains 2006-07 results, the most recent ones available.

**Results**

**ACHIEVEMENT ACADEMY CHARTER SCHOOL**  
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**2006-07 English Language Arts Comparative Performance by Grade Level**

Grade	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
5		61	36.1	48.5	-12.5	-0.65
All	73.3	61	36.1	48.5	-12.5	-0.65

School's Overall Comparative Performance:
<i>Lower Than Expected to a Medium Degree</i>

\*CSI will conduct this analysis and present it to Achievement Academy Charter School for inclusion in the school's annual Accountability Plan Progress Report. Scores were not available in time to meet the August 1, 2008 submission date of the 2007-08 academic year report.

**Evaluation**

NOTE: Given the timing of the state's release of poverty data, the 2007-08 analysis is not yet available. This report contains 2006-07 results, the most recent ones available.

**Additional Evidence**

NOTE: Scores were not available in time to meet the August 1, 2008 submission date of the 2007-08 academic year report.

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

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2004-05						
2005-06	5	73.3	61	36.1	48.5	-0.65
2006-07	5-6	82.2	134	24.6	43.5	-1.18
2007-08	5-7	84.6	113	41.6	*	*

\*CSI will conduct this analysis and present it to Achievement Academy Charter School for inclusion in the school's annual Accountability Plan Progress Report. Scores were not available in time to meet the August 1, 2008 submission date of the 2007-08 academic year report.

# ACHIEVEMENT ACADEMY CHARTER SCHOOL

## Accountability Plan Progress Report

### Goal 1: Growth Measure

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

### Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2007-08 and also have a state exam score in 2006-07. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2007-08. If a cohort had already achieved 75 percent proficient in 2006-07, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

### Results

Grade 6 and 7 cohorts scored 59.1% and 41.5% respectively; both missed attaining the specified growth levels as outlined in growth measure goal.

#### Cohort Growth on State English Language Arts Exam from 2006-07 to 2007-08

Grade	Cohort Size*	Percent at Levels 3 and 4			Target Achieved
		2006-07	Target	2007-08	
4					
5					
6	22	38.5 <i>n=11</i>	56.8	50.0% <i>n=13</i>	NO
7	41	26.8% <i>n=11</i>	50.9	41.9% <i>n=17</i>	NO
8					
All	63	29.6 <i>n=22</i>	57.3	43.7% <i>n=30</i>	NO

\*Students included in the cohort size above have both 2006-07 and 2007-08 NYS ELA exam scores

### Evaluation

Although the growth measure goal was missed, Achievement Academy made marked growth in both grade cohorts as well as overall with respect to the previous year's scores. Grade 5 and 6 recognized growth from the previous year of 29.9% and 54.9% respectively and the overall growth of the percentage of all cohort students increased by 38.0% compared to the 2006-2007 school year.

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**Additional Evidence**

There has been a migration of students from level 2 to level 3 this year as compared to last years level 2 and 3 scores. This year's level 2 score is lower than last year's score by 7.2%, while the level 3 score exhibited an increase of 69.1%. This migration is also due to the lower percentage of students in level 1 this year as compared to last year's score. The 2006-2007 school year showed 14.9% of students in the level 1 category, whereas this year's score shows a considerable decrease, down to 1.8%; this represents an 87.9% decrease.

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

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	6	14	63
2007-08	6-7	30	63

**Summary of the English Language Arts Goal**

As noted in the chart below Achievement Academy met the PI and AMO goals as set forth by NCLB. We continue to make notable strides towards our proficiency rates for our two year plus cohorts as well as all students. As discussed in the narratives assigned to previous charts we are trending towards our comparative goals as described in the table below.

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

# **ACHIEVEMENT ACADEMY CHARTER SCHOOL**

## **Accountability Plan Progress Report**

### **Action Plan**

The 2008-2009 instructional schedule was designed with greater focus on addressing individual student learning needs and also incorporates a planned period for re-teaching and differentiation of instruction. Tutorial support will continue to be provided during and after school.

Our relationship with SPNY will continue through the use of assessment products as well instructional consulting services. Data results from SPNY will continue to be used to determine instructional goals.

Our work on curriculum mapping will increase our ability to be very strategic about when and what skills are taught in order to increase student achievement.

Professional development time for teachers will be used to ensure that all instructors are working collaboratively towards group and individual learning goals across all curriculum areas.

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**MATHEMATICS**

**Goal 2: Mathematics**

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

**Background**

A full review of the math curriculum was completed prior to the 2008-2009. The review revealed some problems with Saxon math in terms of when skills were taught in alignment with the state standards and exam date. Achievement Academy will be using McDougal Littell in the upcoming year and will undertake staff training prior to the start of the 2008-09 school year. Curriculum mapping work is also underway. In 2007-08 Saxon math was implemented as the math curriculum and it was supplemented as needed with other materials.

**Goal 2: Absolute Measure**

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

**Method**

The school administered the New York State Testing Program mathematics assessment to students in 5<sup>th</sup> through 8<sup>th</sup> grade in January 2008. 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 in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

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

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**2007-08 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	21			2	23
6	44				44
7	47			3	50
8					
All	112			5	117

**Results**

The number of students tested represents 96% of the total student population. The students who were not tested during the testing sessions were absent and their results were not included in the student performance chart in this report.

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<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

**ACHIEVEMENT ACADEMY CHARTER SCHOOL**  
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**Charter School Performance on 2007-08 State Mathematics 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	
3	All Students						
	Students in At Least 2 <sup>nd</sup> Year						
4	All Students						
	Students in At Least 2 <sup>nd</sup> Year						
5	All Students	14.2% <i>n=3</i>	33.3% <i>n=7</i>	42.8% <i>n=9</i>	9.5% <i>n=2</i>	52.4% <i>n=11</i>	21
	Students in At Least 2 <sup>nd</sup> Year	33.3% <i>n=1</i>	33.3% <i>n=1</i>	33.3% <i>n=1</i>	0.0%	33.3% <i>n=1</i>	3*
6	All Students	13.6% <i>n=6</i>	43.0% <i>n=19</i>	39.0% <i>n=17</i>	4.5% <i>n=2</i>	43.2% <i>n=19</i>	44
	Students in At Least 2 <sup>nd</sup> Year	13.9% <i>n=5</i>	22.2% <i>n=8</i>	30.6% <i>n=11</i>	5.6% <i>n=2</i>	50.0% <i>n=13</i>	26
7	All Students	6.4% <i>n=3</i>	48.9% <i>n=23</i>	44.7% <i>n=21</i>	0.0%	44.7% <i>n=21</i>	47
	Students in At Least 2 <sup>nd</sup> Year	7.7% <i>n=3</i>	53.8% <i>n=21</i>	38.5% <i>n=15</i>	0.0%	38.5% <i>n=15</i>	39
8	All Students						
	Students in At Least 2 <sup>nd</sup> Year						
All	All Students	10.7% <i>n=12</i>	43.8% <i>n=49</i>	42.0% <i>n=47</i>	3.6% <i>n=4</i>	45.5% <i>n=51</i>	112
	Students in At Least 2 <sup>nd</sup> Year	13.2% <i>n=9</i>	44.1% <i>n=30</i>	39.7% <i>n=27</i>	3.0% <i>n=2</i>	42.6% <i>n=29</i>	68

\*3 students repeated 5<sup>th</sup> grade in the 2007-08 academic year.

**Evaluation**

The above table shows that 42.6% of all students enrolled in at least their second year, as of the 2007-2008 school year, scored at the proficiency level. Clearly, this percentage is below the 75% targeted by 32.4%. This is a gap we believe we can close based on a review of the state test results.

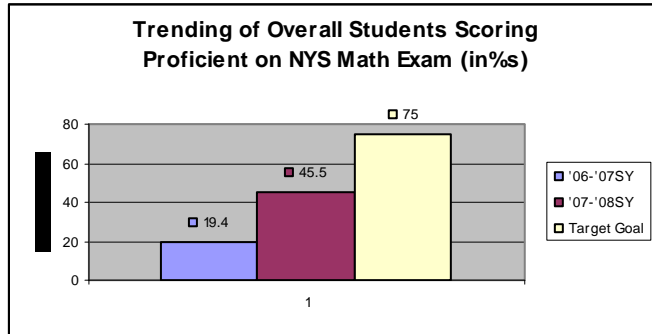
A review shows that 41% of the students scoring below proficiency are designated as being “close” because their scores are within 5 points of achieving proficiency. These scholars deemed as “close” will have support (via tutorial sessions) after school to get them over the hurdle. Additionally, we know the areas that appear to be causing all non-proficient scholars the most trouble and have designed a remedial program whose material content will be incorporated into the classroom instruction to help them relearn and master those areas.

# ACHIEVEMENT ACADEMY CHARTER SCHOOL

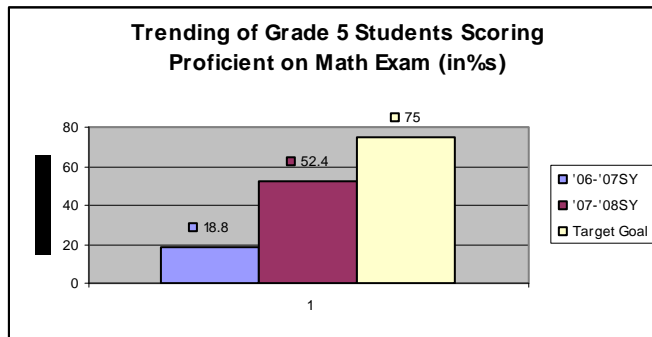
## Accountability Plan Progress Report

### Additional Evidence

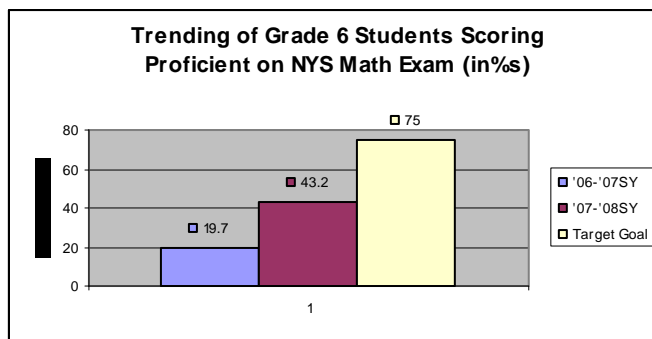
Below are charts that show impressive and significant improvement trends from the previous year:



Trending of overall students scoring proficient in Math has increased noticeably from the previous year by 134.5%.



Grade 5 trending of students scoring proficient shows an obvious and striking improvement increasing 178.7% from the previous year.



Grade 6 trending also indicates distinct improvement in student proficiency from the previous year increasing by 119.3% from the previous year.

**ACHIEVEMENT ACADEMY CHARTER SCHOOL**  
**Accountability Plan Progress Report**

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

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3										
4										
5									33.3	3
6							15.8	38	50.0	26
7									38.5	39
8										
All							20.8	24	42.6	68

**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 Act 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 2007-08 is 102. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

**Results**

This year's PI of 135 for combined grades represents a 58.3% increase from the combined PI score (85.3) achieved last year. Additionally, there has been a migration of students from level 2 to level 3 this year as compared to last year's level 2 and level 3 scores. This year's level 2 score is lower than last year's score by 6.6%, while the level 3 score exhibited an increase of 148.5%.

This migration is also based on the lower percentage of students in level 1 this year as compared to last year's score. The 2006-2007 school year showed 33.9% of students in the level 1 category whereas this year's score shows a considerable decrease, down to 10.7%; this represents a 68.4% decrease.

# ACHIEVEMENT ACADEMY CHARTER SCHOOL

## Accountability Plan Progress Report

### Calculation of 2007-08 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-7	10.7% <i>n=12</i>	43.8% <i>n=49</i>	42.0% <i>n=47</i>	3.6% <i>n=4</i>	112

$$\begin{aligned}
 \text{PI} &= 43.8 + 42.0 + 3.6 = 89.4 \\
 &+ 42.0 + 3.6 = 45.6 \\
 \text{PI} &= 135
 \end{aligned}$$

### Evaluation

The Math performance chart above shows a PI of 135 for all grades and exceeds this year's AMO of 102 by 32.4%. This achievement marks a turnaround from the previous school year, which posted scores that just missed attaining AMO.

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

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	5	65	26.0% <i>n=17</i>	46.0% <i>n=30</i>	28.0% <i>n=18</i>	0.0%	102	86
2006-07	5-6	124	33.9% <i>n=42</i>	46.8% <i>n=58</i>	16.9% <i>n=21</i>	2.4% <i>n=3</i>	85	86
2007-08	5-7	112	10.7% <i>n=12</i>	43.8% <i>n=49</i>	42.0% <i>n=47</i>	3.6% <i>n=4</i>	135	102

### 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 of proficiency by grade level for Achievement Academy scholars for grades 5-7 compared against district performance for each grade show we still have ground to cover. District performances of proficiency in each grade measure outpaced Achievement Academy performances of proficiency with overall proficiency totaling 58.1% compared to Achievement Academy's 45.5%

**ACHIEVEMENT ACADEMY CHARTER SCHOOL**  
**Accountability Plan Progress Report**

**2007-08 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
3				
4				
5	33.3	3	58.5	602
6	50.0	26	60.6	213
7	38.5	39	56.5	474
8				
All	42.6	68	58.1	1289

**Evaluation**

Overall, we did not achieve our goal of meeting or surpassing the overall district proficiency rate (58.1%) of students enrolled in the school for at least two years. Our expectation was missed by 15.3%. This gap we intend to close as we implement our remedial program for all students designated as non-proficient and “close” to proficiency.

**Additional Evidence**

One key observation in this evaluation is the large difference between the grade 5 student proficiency percentage results relative to their population sizes. The three students tested at Achievement Academy each represent a third of the population (3) and thus a third of the total impact on the results posted. Each student of the school district compared against represents less than one percent of the population (602) and impacts the posted results equivalently.

The score from our grade 5 is greatly impacted by the performance of one student. To have their score impacted as Achievement Academy score is by having a population of 3 students, the school district would need 201 students as a requisite equivalent.

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3										
4										
5									33.3	58.5
6							17.2	56.8	50.0	60.6
7									38.5	56.5
8										
All							17.2	56.8	42.6	58.1

# ACHIEVEMENT ACADEMY CHARTER SCHOOL

## Accountability Plan Progress Report

### Goal 2: Comparative Measure

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

### Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. If 2007-08 results are not available, add this sentence: Given the timing of the state's release of poverty data, the 2007-08 analysis is not yet available. This report contains 2006-07 results, the most recent ones available.

### Results

NOTE: Given the timing of the state's release of poverty data, the 2007-08 analysis is not yet available. This report contains 2006-07 results, the most recent ones available.

### 2006-07 Mathematics Comparative Performance by Grade Level

Grade	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
5		65	27.7	50.9	-23.3	-1.01
All	73.3	65	27.7	50.9	-23.3	-1.01

<b>School's Overall Comparative Performance:</b>
<i>Lower Than Expected to a Large Degree</i>

\*CSI will conduct this analysis and present it to Achievement Academy Charter School for inclusion in the school's annual Accountability Plan Progress Report. Scores were not available in time to meet the August 1, 2008 submission date of the 2007-08 academic year report.

# ACHIEVEMENT ACADEMY CHARTER SCHOOL

## Accountability Plan Progress Report

### Evaluation

NOTE: Given the timing of the state's release of poverty data, the 2007-08 analysis is not yet available. This report contains 2006-07 results, the most recent ones available.

### Goal 2: Growth Measure

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

### Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2007-08 and also have a state exam score in 2006-07. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2007-08. If a cohort had already achieved 75 percent proficient in 2006-07, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

### Results

Although the growth measure goal was missed, Achievement Academy posted marked growth in both grade cohorts as well as overall with respect to the previous year's scores. Grade 6 and 7 recognized growth from the previous year of 57.2% and 50.4% respectively and the overall growth of the percentage of all cohort students increased by 52.7% compared to the 2006-2007 school year.

### Cohort Growth on State Mathematics Exam from 2006-07 to 2007-08

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2006-07	Target	2007-08	
4					
5					
6	22	25.9 <i>n=7</i>	50.4	50.0% <i>n=11</i>	NO
7	39	25.6% <i>n=10</i>	51.2.	38.5% <i>n=15</i>	NO
8					
All	61	27.9% <i>n=17</i>	50.0%	42.6% <i>n=26</i>	NO

# ACHIEVEMENT ACADEMY CHARTER SCHOOL

## Accountability Plan Progress Report

### Evaluation

There has been a migration of students from level 2 to level 3 this year as compared to last year's level 2 and level 3 scores. There has also been an increase in the percentage of students achieving level 4 performance. This year's level 2 score is lower than last year's score by 6.8%, while the level 3 score exhibited an increase of 150.3%. Student performances in level 4 also increase this year from last year, up 50%.

This migration can also be stated based on the lower percentage of students in level 1 this year as compared to last year's score. The 2006-2007 school year showed 33.9% of students in the level 1 category, whereas this year's score shows a considerable decrease, down to 10.7%; this represents an 68.4% decrease.

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

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

### Summary of the Mathematics Goal

As noted in the chart below we met the PI and AMO goals as set forth by NCLB. We continue to make notable strides towards our proficiency rates for our two year cohorts as well all students. As discussed in the narratives assigned to previous charts we are trending towards our comparative goals as described in the table below.

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

**ACHIEVEMENT ACADEMY CHARTER SCHOOL**  
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**Action Plan**

Math curriculum published by McDougal Littell will replace Saxon Math for 2008-2009 as instructors spent tremendous amounts of time summarizing and adapting Saxon materials in order to make it more accommodating for our students.

The 2008-2009 instructional schedule was designed with greater focus on Math instruction that not only addresses individual student learning needs but incorporates a planned period for re-teaching and differentiation of instruction. Tutorial support will continue to be provided during and after school.

Our relationship with SPNY will continue through the use of assessment products as well instructional consulting services. Data results from SPNY will continue be used to determine instructional goals.

Our work on curriculum mapping will increase our ability to be very strategic about when and what skills are taught in order to increase student achievement.

Professional development time for teachers will be used to ensure that all instructors are working collaboratively towards group and individual learning goals across all curriculum areas.

# ACHIEVEMENT ACADEMY CHARTER SCHOOL

## Accountability Plan Progress Report

### 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

During the course of our professional development, AACS instructional conducted a self-assessment of our social studies curriculum materials; based on the analysis, changes were made to improve the sequence of the instructional program. Curriculum materials were presented based on the most effective alignment with standards based instruction. Additional materials created specifically for our school by School Performance New York (SPNY) were used to assist prioritizing critical content areas for instruction.

#### Goal 4: Absolute Measure

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 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 2007. 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 in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

#### Results

The percentage of students in at least their second year scoring proficient measured 66.7%.

### SOCIAL STUDIES

#### Charter School Performance on 2007-08 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	20.8% <i>n=5</i>	25.0% <i>n=7</i>	54.2% <i>n=13</i>	0.0%	54.2% <i>n=13</i>	25
	Students in At Least 2 <sup>nd</sup> Year	33.3% <i>n=1</i>	0.0%	66.7% <i>n=2</i>	0.0%	66.7% <i>n=2</i>	3*
8	All Students						
	Students in At Least 2 <sup>nd</sup> Year						

\*3 students repeated 5<sup>th</sup> grade in the 2007-08 academic year. No 8<sup>th</sup> graders were enrolled in 2007-08.

**ACHIEVEMENT ACADEMY CHARTER SCHOOL**  
**Accountability Plan Progress Report**

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

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5									66.7	3
8										

\*This table shows the results of the 3 students who repeated grade 5

**Evaluation**

We are encouraged that over half of our scholars are performing at the proficient level. There were only 3 scholars who took the test that were in at least their second year and we understand that such a small population can be misleading. One student represents over a third of the population, thus impacting the score equivalently. For the upcoming year, our social studies curriculum has been reviewed and designed to ensure that all test strands are reviewed in class to provide students with a comprehensive examination of all concepts assessed on the exam. We expected to see improvement in this area this school year.

**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

**2007-08 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	66.7	3	n/a	n/a
8				

**Evaluation**

**ACHIEVEMENT ACADEMY CHARTER SCHOOL**  
**Accountability Plan Progress Report**

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 Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5									66.7	n/a
8										

**Summary**

We submitted data for 3 students who were enrolled in grade5 for at least 2 years; however this measure will not be applicable to our cohort of student enrolled for more than 2 years until next year.

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.	NA

**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.

**ACHIEVEMENT ACADEMY CHARTER SCHOOL**  
**Accountability Plan Progress Report**

**Results**

**Evaluation**

**Additional Evidence**

**NCLB Status by Year**

Year	Status
2003-04	NA
2004-05	NA
2005-06	Good Standing
2006-07	Good Standing
2007-08	Report Card Not Yet Released

**ACHIEVEMENT ACADEMY CHARTER SCHOOL**  
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**APPENDIX A: ADDITIONAL EVIDENCE**

**Additional Data Tables for English Language Arts and Mathematics**

**Absolute Measure**

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.

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.

**2007-08 English Language Arts Performance  
 by Grade Level and Years Attending the School**

Grade	Percent of Students at Levels 3 and 4 According to Number of Years Enrolled*							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5	43.5% <i>n=10</i>	20	33.3% <i>n=1</i>	3				
6	7.5% <i>n=3</i>	14	32.5% <i>n=13</i>	26				
7	33.3% <i>n=3</i>	9	38.5% <i>n=5</i>	13	42.9% <i>n=12</i>	28		
8								
All	37.2% <i>n=16</i>	43	45.2% <i>n=19</i>	42	42.9% <i>n=12</i>	28		

\*Counting the number of students based on enrollment at the time of the exam

**2007-08 Mathematics Performance  
 by Grade Level and Years Attending the School**

Grade	Percent of Students at Levels 3 and 4 According to Number of Years Enrolled							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5	55.6% <i>n=10</i>	18	33.3% <i>n=1</i>	3				
6	33.3% <i>n=6</i>	18	50.0% <i>n=13</i>	26				
7	75.0% <i>n=6</i>	8	45.5% <i>n=5</i>	11	35.7% <i>n=10</i>	28		
8								
All	50.0% <i>n=22</i>	44	47.5% <i>n=19</i>	40	35.7% <i>n=10</i>	28		

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**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 2006-07 remained at the same level, moved to a higher level, or moved to a lower level in 2007-08. It shows the number of students, not percentages. Students in the upper right quadrant are those who moved from below proficiency in 2006-07 to proficiency in 2007-08. Do not include students who were tested in one year but not in the other. Multiple tables could be used for individual grades.

**Grade 6**

**Change in English Language Arts Performance Levels  
from 2006-07 to 2007-08**

		Number of Students at Each Performance Level				
		2007-08				
		Level 1	Level 2	Level 3	Level 4	Total Number
2006-07	Level 1		3			3
	Level 2		4	5		9
	Level 3		2	8		10
	Level 4					
	Total Number		9	13		22

**Grade 6**

**Change in Mathematics Performance Levels  
from 2006-07 to 2007-08**

		Number of Students at Each Performance Level				
		2007-08				
		Level 1	Level 2	Level 3	Level 4	Total Number
2006-07	Level 1	3		1		4
	Level 2	1	7	3		11
	Level 3			5	1	6
	Level 4				1	1
	Total Number	4	7	9	2	22

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**Grade 7**

**Change in English Language Arts Performance Levels  
from 2006-07 to 2007-08**

		Number of Students at Each Performance Level				
		2007-08				
		Level 1	Level 2	Level 3	Level 4	Total Number
2006-07	Level 1	1	3			4
	Level 2		18	8		26
	Level 3		2	9		11
	Level 4					
	Total Number	1	23	17		41

**Grade 7 continued**

**Change in Mathematics Performance Levels  
from 2006-07 to 2007-08**

		Number of Students at Each Performance Level				
		2007-08				
		Level 1	Level 2	Level 3	Level 4	Total Number
2006-07	Level 1	3	8			11
	Level 2		13	5		18
	Level 3			9		9
	Level 4			1		1
	Total Number	3	21	15		39

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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.

**Cohort Growth on Terra Nova-Reading Test from Spring 2007 to Spring 2008**

Grade	Cohort Size	Average NCE Reading		
		2006-07	2007-08	NCE Increase
K				
1				
2				
3				
4				
5	3*	30	40	10
6	23	45	46	1
7	33	39	47	8
8				
9				
10				
11				
12				
All	59	38	44	6

\*3 students repeated 5<sup>th</sup> grade in the 2007-08 academic year.

**Cohort Growth on Terra Nova-Language Test from Spring 2007 to Spring 2008**

Grade	Cohort Size	Average NCE Language		
		2006-07	2007-08	NCE Increase
K				
1				
2				
3				
4				
5	3*	31	36	5
6	23	48	50	2
7	33	39	51	12
8				
9				
10				
11				
12				
All	59	39	46	7

\*3 students repeated 5<sup>th</sup> grade in the 2007-08 academic year.

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**Cohort Growth on Terra Nova-Math Test from Spring 2007 to Spring 2008**

Grade	Cohort Size	Average NCE Math		
		2006-07	2007-08	NCE Increase
K				
1				
2				
3				
4				
5	3*	20	34	14
6	23	42	46	4
7	33	38	44	6
8				
9				
10				
11				
12				
All	59	33	41	8

\*3 students repeated 5<sup>th</sup> grade in the 2007-08 academic year.

**Additional Data Tables for Social Studies**

**Absolute Measure**

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.

**Percentage of students in each Performance Level on Social Studies exam – Grade 5**  
**2006-07 vs. 2007-08**

	Number Tested	Level 1	Level 2	Level 3	Level 4	Levels 3 + 4
2006-07	54	62.9% <i>n=34</i>	18.5% <i>n=10</i>	16.7% <i>n=9</i>	1.9% <i>n=1</i>	18.5% <i>n=10</i>
2007-08	25	20.8% <i>n=5</i>	25.0% <i>n=7</i>	54.2% <i>n=13</i>	0.0%	54.2% <i>n=13</i>

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**APPENDIX B: OPTIONAL GOALS**

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

**Goal 6: Parent Satisfaction**

Results from our parent satisfaction survey are posted in the chart below.

**Method**

Achievement Academy Charter School leaders developed the parent satisfaction survey below. The survey was distributed to all parents as take home correspondence by students. Students were offered an incentive of a dress-down day in exchange for returning the survey completed by their parent within one week.

**Results**

One hundred and seventeen surveys were distributed, forty-five surveys were returned. The response rate was 38.5 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)

**2007-08 Parent Satisfaction Survey Responses**

Number of Responses	Number of Families	Response Rate
45	117	38.5%

**2007-08 Parent Satisfaction on Key Survey Results**

Item	Percent Satisfied
The overall quality of the education your child receives at Achievement Academy.	88%
The effectiveness of your child's teachers at Achievement Academy.	82%
The school's ability to meet your child's individual academic needs.	86%
The amount your child is learning in <u>English language arts</u> at Achievement Academy.	91%
The amount your child is learning in <u>math</u> at Achievement Academy.	92%
The amount your child is learning in <u>science</u> at Achievement Academy.	80%
The amount your child is learning in <u>history</u> at Achievement Academy.	77%
The amount your child is learning in <u>the arts</u> at Achievement Academy.	68%
The school's effectiveness in holding students to high behavior standards.	86%
The school's effectiveness in helping develop your child's character.	83%

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**Evaluation**

We are encouraged that of the 45 parents who completed the survey, satisfaction with services provided by Achievement Academy were above 82% in eight of the ten areas measured. On the two indicators measuring satisfaction with instruction in English language arts and Math the school received rating of 91% and 92% respectively.