

**THE ACADEMY
CHARTER SCHOOL**

**2014-15 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Clarence Williams, Principal, prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

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Clarence Williams has served as principal since 2012.

INTRODUCTION

The Academy Charter School (“The Academy”) opened in the fall of 2009 with 165 students in grades K-2. Located in Hempstead, NY, a school district with approximately 70% free and reduced price lunch students, The Academy continues to successfully serve a student population with a large percentage of English language learners, special education students, and economically disadvantaged students. To further the mission, The Academy will expand in the 2015- 2016 school year to serve students in grades K-8.

The Academy improves student academic achievement by focusing on the development of three important areas of children’s growth: mastering core academic subjects, promoting character development, and fostering a lifelong behavior of giving back to the community. The Academy strives to have its children learn, lead, and serve.

The Mission of The Academy:

The Academy Charter School (“The Academy”) will offer an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. In addition to core subjects, our students will benefit from high expectations in physical education, health, and the arts. Our focus on character development and community service will cultivate a student body poised to be active, engaged and responsible members of the community. We will employ a committed staff whose teaching and high academic and behavioral expectations will promote the excellence we know our community’s children can achieve. Our students will graduate from The Academy with the content mastery and life skills needed to move into the top five percent of their middle and high school classes.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	Total
2011-12	78	81	77	51	49	N/A	N/A	N/A	241
2012-13	81	82	80	81	50	48	N/A	N/A	422
2013-14	81	82	78	78	71	49	43	N/A	482
2014-15	113	118	78	77	83	77	80	48	674

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students at the school will become proficient in reading and writing of the English language

Background

The Integrated Language Arts Program of The Academy Charter School is based on the premise that students come to school with a wide range of language abilities. To this end, speaking, listening, reading and writing form the basis for the curriculum in the English Language Arts. Through a developmentally appropriate and rigorous approach to Integrated English Language Arts, students develop their ability to communicate ideas, feelings, and facts effectively while honing their skills in reading and writing. The Academy Charter School uses a balanced learning approach whereby we incorporate research-based literacy programs along with the New York State and Common Core State Standards to ensure that our young people are prepared as they progress towards college and career readiness.

Teachers at every grade level plan and implement learning experiences aligned with the Common Core State Standards. Based on their assessment of student readiness and the need to be accountable to benchmark progressions, teachers utilize research-based programs such as Expeditionary Learning based on the EngageNY units, the Scholastic Guided Reading Program®, Balanced Literacy, Fountas and Pinnell® systems, Teachers College Writers Workshop® and Rally Inc., as resources in their balanced learning approach to instruction.

Students complete multiple learning experiences in which they are able to utilize their classroom library, school library, and various media sources connected through our state-of-the-art Apple IMAC® system. Each classroom library is leveled in accordance with best practices and students are able to choose from multiple genres, levels, and content when completing assigned tasks and/or independent reading activities.

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program English language arts assessment to students in 3 through 7 grade in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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 not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2014-15 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	76	0	0	0	76
4	80	0	0	2	82
5	76	0	0	2	78
6	78	0	0	1	79
7	47	0	0	1	48
All	357	0	0	6	363

Results

The following table presents the English language arts test results for all third through seventh grade students and for those third through sixth grade students enrolled in at least their second year at The Academy. Overall, 30.5% of students, and 32% of students enrolled in at least their second year at the school, achieved a level of proficiency on the 2014-15 English language arts assessment exam.

**Performance on 2014-15 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	35.5%	76	37.7%	61
4	36.3%	80	36.8%	68
5	30.3%	76	31.3%	64
6	20.5%	78	15.2%	46
7	29.8%	47	36.1%	36
All	30.5%	357	32.0%	275

Evaluation

In the 2014-15 school year, The Academy did not meet the absolute measure for ELA proficiency. Overall, 30.5% of the school's students tested at a proficient level. 32% of students in at least their second year at the school performed at a proficient level. The school was 43 percentage points shy of reaching its stated goal of 75% proficiency of students enrolled in at least their second year at the school on the English language arts exam.

Additional Evidence

From the 2013-14 to 2014-15 school years, The Academy showed a slight decline in the percentage of students enrolled in at least their second year achieving proficiency on the English language arts exams. The school as a whole declined six percentage points.

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the school's instructional program.

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

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	35%	66	39%	66	37.7%	61
4	30%	37	40%	65	36.8%	68
5	26%	38	34%	38	31.3%	64
6	N/A		35%	37	15.2%	46
7	N/A		N/A		36.1%	36
All	31%	141	38%	206	32.0%	275

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index ("PLI") value that equals or exceeds the 2014-15 English language arts AMO of 97. The PLI 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 PLI is 200.²

Results

The Academy achieved an aggregate PLI score of 108.6 on the English language arts exam in the 2014-15 school year.

English Language Arts 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	22.1	47.4	21.3	9.3

$$\begin{array}{rcl}
 \text{PI} & = & 47.4 + 21.3 + 9.3 = 78.0 \\
 & & 21.3 + 9.3 = 30.6 \\
 & & \text{PLI} = 108.6
 \end{array}$$

Evaluation

² In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

The Academy exceeded the PLI goal by 11.6 percentage points on the 2014-15 English language arts assessment exam.

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

Method

A school compares tested students enrolled in at least their second year 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 in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

Results

The chart below shows the results of this year's assessment of students who were enrolled in at least their second year at The Academy as compared to all tested students in the surrounding public school district, the Hempstead School District on the 2014-15 English language arts exam. The Academy's aggregate percentage of students enrolled in at least their second at the school testing at proficiency was 32%. The local district's average was 7.3%.

**2014-15 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	37.7%	61	10.8%	530
4	36.8%	68	7.4%	512
5	31.3%	64	9.2%	433
6	15.2%	46	4.6%	413
7	36.1%	36	3.6%	413
All	32.0%	275	7.3%	2301

Evaluation

The Academy met this measure. The school's aggregate percentage of students performing at a proficient level on the English language arts exam was 24.7 percentage points above the Hempstead School District.

Additional Evidence

As shown through the chart below, The Academy has had a significantly higher overall percentage of students enrolled in at least their second year at the school performing at a proficient level on the

³ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

state English language arts exam for the past three years when compared to the Hempstead School District. Additionally, the percentage of students performing at a proficient level at each individual grade level has far exceeded the district average at every grade level over the past three years.

Also, additional evidence may include demographic differences between the school and the district as well as compelling reasons for comparing the school to a subset of schools within the district.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	35%	11%	39%	9%	37.7%	10.8%
4	30%	7%	40%	8%	36.8%	7.4%
5	26%	8%	34%	6%	31.3%	9.2%
6	N/A		35%	5%	15.2%	4.6%
7	N/A		N/A		36.1%	3.6%
All	31%	9%	38%	7%	32.0%	7.3%

Goal 1: Comparative Measure

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

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a meaningful degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

Results

The effect size of The Academy's predicted level of performance on the state English language arts exam was 0.84, .54 points above the comparative goal of .3. Further, the school's third and fourth grades performed exceedingly well, scoring an Effect Size over one point higher than the state's goal for the school.

2013-14 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	79.5	78	38	23.5	14.5	1.02
4	84.5	72	36	22.2	13.8	1.01
5	79.6	50	28	20.5	7.5	0.59
6	72.1	44	29	21.0	8.0	0.54
All	79.7	244	33.7	22.1	11.7	0.84

School's Overall Comparative Performance:

Higher than expected to a large degree

Evaluation

The Academy's aggregate Effect Size exceeded the comparative measure. This is largely attributable to the high performance at each grade level. Individually, each tested grade at The Academy performed well, exceeding the state's goal by an impressive margin.

Additional Evidence

The Academy has exceeded the state's Effect Size goal in each of the last three years by an impressive amount. Although the Effect Size was lowest in the 2012-13 school year, it was still .63 above the measurable goal.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	3-4	74%	94	81	44	2.31
2012-13	3-5	88%	169	33.1	20.7	0.93
2013-14	3-6	79.7	244	33.7	22.1	0.84

Goal 1: Growth Measure⁴

⁴ See Guidelines for Creating a SUNY Accountability Plan for an explanation.

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

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 in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score from 2012-13 including students who were retained in the same grade. Students with the same 2012-13 score are ranked by their 2013-14 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.⁵

Results

School wide, The Academy exceeded the statewide mean growth percentile.

2013-14 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	51	50.0
5	54.5	50.0
6	44	50.0
7	52	50.0
All	50.4	50.0

Evaluation

The school exceeded the 50.0 statewide median in the mean growth percentile school wide, as well as at the fourth, fifth, and seventh grade levels.

Additional Evidence

The Academy's mean growth percentile improved at all grades served from the 2012-13 school year to the 2013-14 school year, except at the fifth grade, where the mean growth percentile remained the same. Overall, the school's mean growth percentile improved over 2 points from the 2012-13 school year to the 2013-14 school year.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile
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⁵ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

	2011-12 ⁶	2012-13	2013-14	Statewide Median
4		47	51	50.0
5		54.5	54.5	50.0
6		43	44	50.0
7		N/A	52	50.0
All		48	50.4	50.0

Summary of the English Language Arts Goal

The Academy achieved both comparative goals, one absolute goal, and its growth goal. The only goal the school did not achieve as the absolute goal of 75 percent of all students enrolled at the school in their second year perform at a proficient level on the State English language arts exam.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's 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 proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

Action Plan

The Academy will maintain its academic performance by continuing to plan and implement English language arts curriculum aligned with the Common Core State Standards and responsive to data analysis. Strategic intervention will continue to occur based on regular and comprehensive data analysis. In this way, The Academy will endeavor to provide students with instructions and resources necessary to increase literacy skills to enhance college and career readiness. The school will integrate English language arts across content areas and provide students extended time on tasks to achieve literacy goals. Students in grades 6-8 will be provided an additional forty-five minutes instructional period in English Language Arts daily focused on close reading of rigorous text. The school will also conduct a review of the Item Skills Analysis report of the spring 2015 ELA assessment to identify weak areas in the instructional program. Moreover, the school will administer three interim assessments in ELA and the data will be used to inform teacher instructional planning. For the 2015-2016 school year will provide academic intervention services using the RTI model for all students

⁶ Grade level results not available.

scoring at level 1 and level 2 on the spring 2015 ELA assessment.

MATHEMATICS

Goal 2: Mathematics

All students at the school will demonstrate competency in the understanding and application of mathematics computation and problem solving.

Background

The Mathematics curriculum used by the school during the 2014-2015 school year was My Math by McGraw-Hill in grades K-5, and Glencoe Math in grades 6-7. The schedule included ninety minutes of math instruction daily. At-risk students also received forty-five minutes of pullout instructions in small groups three times per week. The school utilized the assessment data provided by the unit assessment from both curriculums and Rally Inc. practice assessments to inform instructional planning. Students in grades 3-7 were also administered the Rally practice items and two school designed interim assessments to track growth. Teachers utilized the daily common planning and preparation periods to plan lessons. Professional development focused on instructional planning, curriculum implementation, and data driven instruction. A team comprised of the school principal, the school based staff developer, external professional development workshops, and consultants from Victory Education Partners supported teachers.

Goal 2: Absolute Measure

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

Method

The school administered the New York State Testing Program mathematics assessment to students in 3 through 7 grade in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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 not enrolled in at least their second year.

**2014-15 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁷			Total Enrolled
		IEP	ELL	Absent	
3	75	0	0	1	76
4	80	0	0	2	82
5	77	0	0	1	78

⁷ 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.

6	78	0	0	1	79
7	47	0	0	1	48
All	357	0	0	6	363

Results

The following table presents the mathematics assessment results for all third through seventh grade students and for those third through seventh grade students enrolled in at least their second year at The Academy. Overall, 49.1% of the students who took the 2014-15 state mathematics exam performed at a proficient level. 52% of students enrolled in at least their second year performed at the school tested at a proficient level.

Performance on 2014-15 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	41.4%	75	40.0%	60
4	57.5%	80	54.4%	68
5	55.9%	77	58.7%	63
6	41.1%	78	47.7%	44
7	49.0%	47	61.1%	36
All	49.1%	357	52.0%	271

Evaluation

The Academy did not meet the absolute measure for math proficiency. Overall, 49.1% of The Academy's students performed at a proficient level on the 2014-15 mathematics assessment exam. 52% of students in at least their second year scored at or above level three on the state mathematics assessment exam. The school missed its goal of 75% proficiency by 23 percentage points.

Additional Evidence

The Academy showed a overall decline in the percentage of students performing at a proficient level on the state mathematics assessment exam from the previous year.

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the school's instructional program.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	35%	66	56%	66	40.0%	60

4	43%	37	73%	64	54.4%	68
5	37%	38	64%	37	58.7%	63
6	N/A		64%	37	47.7%	44
7	N/A		N/A		61.1%	36
All	36%	141	65%	204	52.0%	271

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 mathematics AMO of 94. The PLI 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 PLI is 200.⁸

Results

The Academy achieved an aggregate PLI score of 138.5 in mathematics in the 2014-15 school year.

Mathematics 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
10.7	40.3	32.8	16.3	

$$\begin{array}{rcl}
 \text{PI} & = & 40.3 \\
 & + & 32.8 \\
 & & + \\
 & & 16.3 \\
 & = & 89.4 \\
 & & \\
 & & 32.8 \\
 & + & 16.3 \\
 & = & 49.1 \\
 & & \\
 & & \text{PLI} \\
 & = & 138.5
 \end{array}$$

Evaluation

The Academy exceeded the state's goal of a PLI of 94 by 71 points on the 2014-15 state mathematics exam.

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

⁸ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Method

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁹

Results

The chart below shows the percentage of students performing at or above level three on the state mathematics assessment exam enrolled in at least their second year at The Academy as compared to the average of all tested students in the surrounding public school district, the Hempstead School District.

**2014-15 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	40.0%	60	17.3%	555
4	54.4%	68	14.6%	535
5	58.7%	63	13.9%	447
6	47.7%	44	5.5%	440
7	61.1%	36	2.1%	431
All	52.0%	271	11.2%	2408

Evaluation

The Academy met this measure. The school's aggregate percentage of students performing at a proficient level on the 2013-14 state mathematics assessment exam exceeded the district average by an impressive 40.8 percentage points. Additionally, each grade level tested at The Academy had a significantly higher percentage of students performing at a proficient level when compared to the Hempstead School District.

Additional Evidence

As shown through the chart below, The Academy has had a significantly higher overall percentage of students performing at a proficient level on the state mathematics exam for the past three years compared to the Hempstead School District. Additionally, the percentage of students performing at a proficient level at each individual grade level has far exceeded the district average at every grade level over the past three years.

Also, additional evidence may include demographic differences between the school and the district as well as compelling reasons for comparing the school to a subset of schools within the district.

⁹ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	35%	12%	56%	16%	40.0%	17.3%
4	43%	9%	73%	15%	54.4%	14.6%
5	37%	8%	64%	10%	58.7%	13.9%
6	N/A		64%	6%	47.7%	5.5%
7	N/A		N/A		61.1%	2.1%
All	36%	10%	65%	12%	52.0%	11.2%

Goal 2: Comparative Measure

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

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a meaningful degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

Results

The Effect Size of The Academy's predicted level of performance on the state mathematics exam was 1.58, 1.28 points above the comparative performance goal.

2013-14 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		

3	79.5	78	55	32.9	22.1	1.20
4	84.5	71	70	29.9	40.1	2.04
5	79.6	49	57	29.3	27.7	1.45
6	72.1	44	64	29.2	34.8	1.69
All	79.6	242	61.4	30.6	30.8	1.58

School's Overall Comparative Performance:

Higher than expected to a large degree

Evaluation

The Academy's aggregate Effect Size exceeded the comparative measure. This is largely attributable to the high performance at each grade level. Individually, each tested grade at The Academy performed well, exceeding the state's goal by an impressive margin.

Additional Evidence

The Academy has exceeded the state's Effect Size goal in each of the last three years by an impressive amount. Although the Effect Size was lowest in the 2012-13 school year, it was still .66 above the measurable goal.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	3-4	74	97	84	54	1.59
2012-13	3-5	169	40.8	24.0	16.8	0.99
2013-14	3-6	79.6	242	61.4	30.6	1.58

Goal 2: Growth Measure¹⁰

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

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 in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

¹⁰ See Guidelines for Creating a SUNY Accountability Plan for an explanation.

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.¹¹

School wide, The Academy exceeded the statewide mean growth percentile.

2013-14 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	61	50.0
5	44.5	50.0
6	59.5	50.0
7	49	50.0
All	<u>53.5</u>	50.0

Evaluation

The Academy's overall mean growth percentile was above the statewide average. Additionally, the fourth and sixth grade's mean growth percentile was also above the statewide median.

Additional Evidence

Although The Academy's overall mean growth percentile was below the 2012-13 school year's mean growth percentile, the school was still above the statewide median. Additionally, two grade level's mean growth percentile were above the statewide median and one grade level was within one point of the statewide median.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12 ¹²	2012-13	2013-14	Statewide Median
4		72.5	61	50.0
5		49	44.5	50.0
6		63	59.5	50.0
7		<u>N/A</u>	49	50.0
All		<u>61.5</u>	<u>53.5</u>	50.0

Summary of the Mathematics Goal

On the 2014-15 accountability plan progress report, The Academy achieved of its both comparative goals, one absolute goal, and its growth goal. The only goal the school did not achieve as the absolute goal of 75 percent of all students enrolled at the school in their second year perform at a proficient level on the State English language arts exam.

¹¹ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

¹² Grade level results not available.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's 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 proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

Action Plan

The school is working towards ensuring alignment of the Common Core State Standards in Math with the Eureka Math aligned and the EngageNY units for the 2015-2016 school year. In addition, ST Math by and Rally Inc. will be used as supplementary materials. Students in grades 6-8 will be provided an additional forty-five minutes instructional period in Mathematics four days per focused on solving multi-steps questions. The school will also conduct a review of the Item Skills Analysis report of the spring 2015 Math assessment to identify weak areas in the instructional program. Moreover, the school will administer three interim assessments in Math and the data will be used to inform teacher instructional planning. For the 2015-2016 school year will provide academic intervention services for all students scoring at level 1 and level 2 on the spring 2015 Math assessment.

Teachers will also be supported in developing problem solving lessons weekly in addition to higher order thinking skills to integrate rigor. The Academy will increase common planning opportunities per grade to ensure that teachers have sufficient time to effectively collaborate. The Academy will also encourage unit pacing through professional development on a weekly basis, with careful precision of the common core standards. Also, modification of the Math teaching framework will be done to include fluency and increase time for Math centers.

SCIENCE

Goal 3: Science

All students at the school will demonstrate competency in the understanding and application of scientific reasoning.

Background

The science curriculum used by the school during the 2014–2015 school year was the Macmillan/McGraw-Hill textbook series. The students participated in weekly experiments exploring the methods of science required under the New York State Standards to solve a problem in science. Literacy was incorporated through trade books and non-fiction text. Teachers utilized internal assessments created by teachers, and partnered with consultants from Victory Education Partners to make sure that were standards aligned. The data would be analyzed for differentiated and targeted instruction.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

Method

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2015. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

Results

92.5% of The Academy's fourth grade students in at least their second year at the school tested at a proficient level on the New York State Science exam.

Charter School Performance on 2014-15 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	92.5%	80	N/A	N/A

Evaluation

The Academy achieved this goal. 92.5% of The Academy's students in at least their second year at the school tested at a proficient level on the State Science exam, 17.5 percentage points above the stated goal.

Additional Evidence

In the years in which the State Science exam scores have been available, the percentage of The Academy's students testing at a proficient level and enrolled in at least their second greatly exceeded the stated goal of 75%.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2012-13		2013-14		2014-15	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	97.3%	37	N/A	N/A	92.5%	80
All	97.3%	37	N/A	N/A	92.5%	80

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district.

Method

The school compares tested students enrolled in at least their second year 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 in at least their second year and the results for the respective grades in the local school district.

Results

At the time of this report's submission, the district state science exam results were not accessible.

2014-15 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	92.5%	80	N/A	N/A

Evaluation

At the time of this report's submission, the district state science exam results were not available.

Additional Evidence

At the time of this report's submission, the district state science exam results were not available.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District

4	97.3%	37	N/A	N/A	92.5%	N/A
All	97.3%	37	N/A	N/A	92.5%	N/A

Summary of the Science Goal

The Academy achieved its absolute goal. The district's Science score was not available at the time this report was written. Thus, the comparative goal cannot be measured.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	TBD

Action Plan

For the 2015-2016 school year, the school will strengthen the focus on hands on lab instruction in all grades. Moreover, teachers in grades 3- 8 will strengthen content instruction by guiding research projects and presentations using various forms of technology.

NCLB

Goal 4: NCLB

The school will make Adequate Yearly Progress

Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

Method

Because *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 state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results

The Academy is in Good Standing under New York State's NCLB accountability system.

Evaluation

The school has met the measure, and has met this measure in every year the school has been in operation.

Additional Evidence

The Academy has been in good academic standing since its first year of operation in the 2009-10 school year.

NCLB Status by Year

Year	Status
2012-13	Good Standing
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing