



**MANHATTAN CHARTER SCHOOL 2**

**2015-16 ACCOUNTABILITY PLAN**

**PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Ola Duru

Manhattan Charter School 2

220 Henry Street

New York, NY 10002

Ola Duru, Director of Operations prepared this 2015-16 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position
Manuel Romero	Executive, Fundraising, Board Nominating
Benjamin Breen	Board Vice Chair Executive, Facilities
Lisa Long	Board Secretary Education
Ira Greenberg	Board Treasurer Executive, Finance, & Facilities
James Ford	Executive, Finance, & Facilities
Jessica Leitner	Fundraising, Board Nominating
Joy Elaine Daley	Board Chair Executive, Education, Finance
Barbara Cuspard	Board Nominating
Valerie Scharf Levenberg	Education
Rishabh Dayal	

**Carissa Page has served as the school leader since July 2014.**  
**Amy Salazar began serving as the school’s leader in August 2016.**

## INTRODUCTION

Manhattan Charter School 2 (MCS2) is a small K-5 charter school in Manhattan's Lower East Side. As a replication of the established Manhattan Charter School, MCS2 has allowed us to provide a trajectory-changing education to twice as many students using the same small-school model that has been the bedrock of MCS's successful program. MCS2 opened in August 2012 and is located a few blocks away from MCS. MCS2 will serve be at full scale and serve 253 students in grades K-5 beginning fall 2016.

The majority of MCS2 students are minority, live in the neighborhood, and qualify for free lunches. Specifically, 81% of students qualify for free and reduced priced lunches and 16% are identified as special education. Student demographics are representative of District 1 and NYS public school students as a whole.

MCS2's unique educational program has a dual focus: a rigorous, standards-based educational program and an arts-rich curriculum with music class for every child, every day. The schools' educational program is unlike any other on the Lower East Side and includes a particular focus on music. Our passion for music education is demonstrated by its commitment to daily music instruction for every student, beginning in Kindergarten. The school's commitment to offering a balanced liberal arts education to every child extends beyond music. All students also take art, French, and movement. All of these programs are offered at no cost to families.

### School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12														
2012-13	48	48												96
2013-14	44	48	45											137
2014-15	43	45	49	36										173
2015-16	43	46	49	39	27									204

## ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

Students' academic performance in ELA meets or exceeds local, state, and national standards.

#### Background

The curricula of all core and enrichment subjects at MCS2 is aligned to the New York State standards and common core standards.

Daily literacy instruction encompasses reading, writing, spelling, grammar, vocabulary, phonics, phonological awareness, and word study. The daily literacy period includes time for shared and performance reading, interactive read alouds and literature discussions, independent reading, and guided reading. In the primary grades, a blend of phonetic, visual, and kinesthetic techniques are used to teach spelling and decoding. Students in K-5 are taught specific reading skills and metacognitive strategies which enable them to construct meaning from both literary and non-fiction texts in all content areas. Students also develop rich language experiences through daily reading, writing, speaking, viewing and listening. Embedded into the reading and writing program are uniquely structured activities that foster the expression of personal ideas and memoirs, creative illustrated works, and expanded research and reflection beyond curriculum expectations. All students build writing portfolios that exemplify all steps of the writing process for review and support. Students participate in writing interviews and conferences weekly, and are encouraged to use rubrics to guide, self-correct and edit their writing daily. Authors who have been lauded with national and global recognition serve as mentors to our writers and readers. Mentor texts are used daily as source of discussion and inspiration, and teachers coach students to emulate the works they love.

### 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<sup>rd</sup> and 4<sup>th</sup> grade in April 2016. 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).

**2015-16 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	37	1	0	1	39
4	26			1	27
5					
6					
7					
8					
All	63				66

**Results**

The chart below highlights the comparison of results on the NYS ELA Exam between students who were enrolled at least two years (n=57) to all students tested (n=63). It should also be noted that one student opted out of ELA testing.

**Performance on 2015-16 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%	37	42%	31
4	54%	26	54%	26
5				
6				
7				
8				
All	43%	63	47%	57

**Evaluation**

The percentage of students who achieved proficiency on the exam was the same between those enrolled over the longer period and those enrolled less than two years, mostly due to the minute difference between the total amounts of students tested across the two spectrums.

Manhattan Charter School 2 did not meet the 75% proficiency goal on the 2015-16 State English Language Arts Exam. However, the school did see significant growth in scores from the previous year.

**Additional Evidence**

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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.

Manhattan Charter School 2 partners with The Achievement Network (ANet) to enhance our ability to use data to drive instruction and grow our culture of continuous assessment and action planning. ANet provides MCS with the ability to assess student mastery of the common core standards through quarterly interim ELA and math assessments in grades 2-4. ANet coaches our teachers and leadership to use the data to identify gaps in learning and build re-teaching plans to address these gaps. During the 2015-16 school year, Manhattan Charter School 2 students outperformed our ANet peer schools throughout the school year on the quarterly assessments.

### English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled Achieving Proficiency							
	2014-15				2015-2016			
	All Students		Enrolled in at least their 2 <sup>nd</sup> Year		All Students		Enrolled in at least their 2 <sup>nd</sup> Year	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested		
3	26%	35	26%	31	35%	37	42%	31
4					54%	26	54%	26
5								
6								
7								
8								
All	26%	35	26%	31	43%	63	47%	57

#### 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 2015-16 English language arts AMO of 124. 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.<sup>2</sup>

#### Results

<sup>2</sup> In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Manhattan Charter School 2 administered its state assessments in English language arts during the 2015-16 school year to 63 students. Of those 63 students, 27 (43%) achieved proficiency at a Level 3 or higher. When including students who demonstrated partial proficiency, 51 of the 63 tested students (81%) were able to score at a Level 2 or higher. The sum of these values (43%+81%=124) represent the school’s Performance Level Index (PLI). This is compared to the Annual Measurable Objective of 104. The 2015-16 statewide PLI value used to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards.

### English Language Arts 2015-16 Performance Level Index (PLI)

Grade	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
3rd	37	19%	46%	32%	3%
4 <sup>th</sup>	26	19%	27%	27%	27%

$$\begin{aligned}
 \text{PI} &= 38\% + 30\% + 13\% = 63\% \\
 & \quad \quad \quad 30\% + 13\% = 43\% \\
 \text{PLI} &= 124
 \end{aligned}$$

### Evaluation

Manhattan Charter School 2’s Performance Level Index met the Annual Measurable Objective set by the state; it surpassed it by 20 points (PLI=124 vs AMO=104). This data includes both 3<sup>rd</sup> and 4<sup>th</sup> grade students.

For the 2015-16 school year, MCS2 has fully adopted Engage NY for ELA across all grades. MCS2’s adherence to Engage NY and the continued focus on student supports and teacher professional development, as described in the Action Plan, will increase overall proficiency levels.

### 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

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 at the school and the total result for all students at the corresponding grades in the school district.<sup>3</sup>

### Results

<sup>3</sup> 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](#).

The chart below compares the results of Manhattan Charter School 2 on the 2015-16 State English Language Arts Exam against the neighboring New York City Community School District 1. Manhattan Charter School 2's testing grades for the 2015-16 school year were 3<sup>rd</sup> and 4<sup>th</sup> grade. MCS2 achieved a 47% proficiency (3 or higher) rate of students enrolled in at least their second year at the school, as compared to the 44% proficiency across NYC District 1.

**2015-16 State English Language Arts Exam  
Charter School and District 1 Performance by Grade Level**

Grade	Percent of Students at Proficiency (3 or higher)			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	42%	31	47%	718
4	54%	26	40%	733
5				
6				
7				
8				
All	47%	57	44%	1451

**Evaluation**

Manhattan Charter School 2 fell short of the New York City District 1 aggregate district performance by 1% (D1=44% vs. MCS2=43%). District 1, however, includes high-achieving, screened gifted and talented schools (one of which draws citywide) and schools with very low populations of black and Hispanic students, neither of which are representative of Manhattan Charter School 2's student population. Manhattan Charter School 2 did outperform the district by 3%( D1=44% vs. MCS2 students 2+years = 47%) when comparing students who have attended Manhattan Charter School for 2 years or more. The school also successfully outperform six neighboring CSD1 schools, many of which have similar student demographics.

**Additional Evidence**

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.

Manhattan Charter School 2 administered its second state assessments in English Language Arts during the 2015-16 school year for 3<sup>rd</sup> grade students, so comparisons to the district are available for 2 school years. As mentioned earlier, the demographics of MCS2 differ greatly from the neighboring district, as represented in the chart below:

<b>3<sup>rd</sup> Grade Students Assessed on the NYS English Language Arts Exam</b>						
	<b>Manhattan Charter School 2 (MCS2)</b>		<b>MCS2 Students Tested</b>		<b>New York City District 1 Aggregate*</b>	
	2004-2015	2015-2016	2014-2015	2015-2016	2014-2015	2015-2016
Asian	3%	5%	1	2	25%	24%

Black	34%	22%	12	8	14%	15%
Hispanic	63%	73%	22	27	44%	41%
White	0%	0	0	0	17%	19%

\*Data as provided by the New York City Department of Education, available at <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>.

2015-2016 was the first year of administration of the New York State English Language Arts assessment for 4<sup>th</sup> grade. As a result the data below is comparative for only one year.

<b>2015-16</b>			
<b>4<sup>th</sup> Grade Students Assessed on the NYS English Language Arts Exam</b>			
	<b>Manhattan Charter School 2 (MCS2)</b>	<b>MCS2 Students Tested</b>	<b>New York City District 1 Aggregate*</b>
Asian	4%	1	24%
Black	19%	5	15%
Hispanic	77%	20	43%
White	0%	0	18%

<b>2015-16</b>			
<b>NYS English Language Arts Exam Assessment Results</b>			
<b>District 1 Schools With Similar Demographics to Manhattan Charter School 2</b>			
	<b>% of 3<sup>rd</sup> Grade students Black &amp; Hispanic*</b>	<b>3<sup>rd</sup> and 4<sup>th</sup> Grade Students Tested</b>	<b>3<sup>rd</sup> and 4<sup>th</sup> Grade ELA Proficiency</b>
School District 1 Aggregate	57%	1451	44%
P.S. 015 Roberto Clemente	94%	35	20%
Manhattan Charter School 2	95%	63	43%
P.S. 188 The Island School	92%	77	17%
P.S. 034 Franklin D. Roosevelt	95%	62	31%
P.S. 140 Nathan Straus	93%	59	10%
P.S. 142 Amalia Castro	92%	98	19%

\*<http://www.fehb.org/Race-EthnicityDataCollection11-10-09.pdf>

**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			
	2014-2015		2015-2016	
	Charter School	Local District	Charter School	Local District
3	26%	38%	35%	47%
4			54%	40%
5				
6				

7				
8				
All	26%	38%	43%	44%

**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 for 2015-2016 is still preliminary. The Comparative Performance Analysis may change based on any changes to the changes in the underlying data.

**Results**

**2015-16 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	<b>78.9</b>	<b>37</b>	<b>35%</b>	<b>23%</b>	<b>12%</b>	<b>0.85</b>
4	<b>75.8</b>	<b>26</b>	<b>54%</b>	<b>24%</b>	<b>30%</b>	<b>2.32</b>
5						
6						
7						
8						
All						

<b>School's Overall Comparative Performance:</b>
<b>1.46</b>

**Evaluation**

**Goal 1: Growth Measure<sup>4</sup>**

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 2014-15 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2013-14 score are ranked by their 2014-15 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.

This report contains 2015-16 results, the most recent Growth Model data available.<sup>5</sup>

**Results**

**2015-16 English Language Arts Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Statewide Median
4	58.0	50.0
5	N/A	50.0
6		50.0
7		50.0
8		50.0
All	58.0	50.0

**Evaluation**

**Summary of the English Language Arts Goal**

<sup>4</sup> See Guidelines for Creating a SUNY Accountability Plan for an explanation.

<sup>5</sup> Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

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**

Specific steps MCS2 has taken to improve the academic performance for the 2015-16 school year include the full adoption of Engage NY for ELA across all grades. This schoolwide initiative, beginning with Kindergarten to fourth grade, will reinforce and more effectively build upon comprehensive student learning from grade to grade. In addition, a literacy coach will support students during the coming school year.

Teachers will continue to receive dedicated PD during scheduled half-days (on average twice a month). For the 2015-16 year, all students who fell below the NYSED cut-point for AIS recommendation will receive small group tutoring. Students in Special Education will also receive additional time in small-group instruction in comparison to what they received in the previous year.

A mandatory extended day for testing grades will also continue to be in effect. Beginning in November and running to April 1<sup>st</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> graders will receive an additional 45 minutes of instruction four days a week (Monday, Tuesday, Thursday and Friday).

**MATHEMATICS**

**Goal 2: Mathematics**  
 Students' academic performance in math meets or exceeds local, state, and national standards.

**Background**

The curricula of all core and enrichment subjects at MCS2 is aligned to the New York State standards and performance indicators.

As part of their daily math instruction, MCS2 students read, write and discuss mathematics. Instruction encompasses both the New York State content and process strands for each grade level. Problem solving is emphasized in mathematics, as MCS2 students explore, guess, evaluate and re-evaluate solutions, gaining confidence in their ability to tackle complex mathematical problems. Working in both heterogeneous and homogeneous groups, students experience rigorous teaching and scaffolding of mathematical thinking processes. MCS2 students learn that they are capable of having mathematical ideas, applying what they know to new situations, and thinking and reasoning about unfamiliar problems. Cooperative learning groups and guided math groups provide differentiated instruction for advanced mathematical conversation and reinforce foundational concepts for students. Students also make conjectures and discuss the validity of those conjectures.

**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<sup>rd</sup> and 4<sup>th</sup> grade in April 2016. 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.

**2015-16 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>6</sup>			Total Enrolled
		IEP	ELL	Absent	
3	37	1	0	1	39
4	26			1	27
5					
6					
7					
8					
All	35	1	0	2	63

<sup>6</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.

## Results

The chart below highlights the comparison of results on the NYS Math Exam between students who were enrolled at least two years (n=57) to all students tested (n=63).

### Performance on 2015-16 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%	37	48%	31
4	65%	26	65%	26
5				
6				
7				
8				
All	51%	63	59%	57

## Evaluation

Manhattan Charter School 2 did not meet the 75% proficiency goal on the 2015-16 State Math Exam. This was the 2<sup>nd</sup> testing year for Manhattan Charter School 2, and the students made progress over the initial year of testing.

## Additional Evidence

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

Based on comparisons of the data between this year and last, we did notice growth, specifically in the cohort of students who had been at Manhattan Charter School 2 for two or more years.

Manhattan Charter School 2 partnered with The Achievement Network (ANet) to enhance our ability to use data to drive instruction and grow our culture of continuous assessment and action planning. ANet provides MCS with the ability to assess student mastery of the common core standards through quarterly interim ELA and math assessments in grades 2-5. ANet coaches our teachers and leadership to use the data to identify gaps in learning and build re-teaching plans to address these gaps. During the 2015-16 school year, Manhattan Charter School 2 students

outperformed our ANet peer schools throughout the majority of the school year on mathematics interim assessments.

### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	N/A	N/A	48%	31	41%	37
4	N/A	N/A	N/A	N/A	65%	27
5						
6						
7						
8						
All	N/A	N/A	48%	31	51%	63

Grade	Percent of Students Enrolled in at least their 2 <sup>nd</sup> year Achieving Proficiency							
	2014-15				2015-2016			
	All Students		Enrolled in at least their 2 <sup>nd</sup> Year		All Students		Enrolled in at least their 2 <sup>nd</sup> Year	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested		
3	49%	35	48%	31	41%	37	48%	31
4					65%	26	65%	26
5								
6								
7								
8								
All	49%	35	48%	31	51%	63	59%	57

#### 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 2015-16 mathematics AMO of 101.

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.<sup>7</sup>

## Results

Manhattan Charter School 2 administered the state assessments in Math during the 2015-16 school year to 63 students. Of those 63 students, 17 (49%) achieved proficiency at a Level 3 or higher. When including students who demonstrated partial proficiency, 55 of the 63 tested students (88%) were able to score at a Level 2 or higher. The sum of these values (88%+51%=139) represent the school’s Performance Level Index (PLI). This is compared to the Annual Measurable Objective of 101, the 2015-16 statewide PLI value used to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards.

**Mathematics 2014-15 Performance Level Index (PLI)**

Grade	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
3rd	37	16%	43%	16%	24%
4 <sup>th</sup>	26	8%	27%	31%	35%

$$\begin{aligned}
 \text{PI} &= 37 + 22 + 29 = 88 \\
 & \quad \quad \quad 22 + 29 = \underline{51} \\
 \text{PLI} &= 139
 \end{aligned}$$

## Evaluation

Manhattan Charter School 2 successfully met and exceeded the 2015-16 Performance Level Index set by the state (PLI=139 vs. AMO=101), demonstrating that MCS2 is making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics.

### 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.

## 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

<sup>7</sup> In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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.<sup>8</sup>

## Results

The chart below compares the results of Manhattan Charter School 2 on the 2015-16 State Math Exam against the neighboring New York City Community School District 1. Manhattan Charter School 2 tested student in the 3<sup>rd</sup> and the 4<sup>th</sup> grade during the 2015-16 school year. MCS2 achieved a 59% proficiency rate of students enrolled in at least their second year at the school, as compared to the 49% proficiency across NYC District 1.

### 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 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	41%	37	51%	740
4	65%	26	46%	750
5				
6				
7				
8				
All	<b>51%</b>	63	<b>49%</b>	1490

## Evaluation

Manhattan Charter School 2 successfully exceeded the district average proficiency on the 2015-16 state mathematics examination.

### 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

<sup>8</sup> 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](#).

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.

## Results

Manhattan Charter School 2 tested both 3<sup>rd</sup> and 4<sup>th</sup> grade students in the 2015-2016 school year. Preliminary Economically Disadvantaged data for 2015-2016 was used for the comparative performance data.

### **2015-16 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	78.9	37	41%	32%	9%	0.46
4	75.8	26	65%	33%	32%	1.76
5						
6						
7						
8						
All						

<b>School’s Overall Comparative Performance:</b>
<b>1.00</b>

## Evaluation

Manhattan Charter School 2 successfully exceeded the comparative performance analysis Effect Size threshold of .3 or higher, demonstrating that MCS2 is making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics.

### **Goal 2: Growth Measure<sup>9</sup>**

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.

<sup>9</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

## 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 2014-15 and also have a state exam score in 2013-14 including students who were retained in the same grade. Students with the same 2013-14 scores are ranked by their 2014-15 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.

This report contains 2015-16 results, the most recent Growth Model data available.<sup>10</sup>

### 2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	56.0	50.0
5	N/A	50.0
6		50.0
7		50.0
8		50.0
All	<b>56.0</b>	50.0

## Evaluation

Manhattan Charter School 2 exceeded the statewide median growth percentile with a mean growth percentile of 56.0.

### Summary of the Mathematics Goal

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	Achieved

<sup>10</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

	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.)	
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**

MCS2 used Jump Math for 1<sup>st</sup> – 5<sup>th</sup> grade in 2015-16 and has expanded its adoption across K – 5<sup>th</sup> grades for the 2016-17 year. A math consultant will continue to work with teachers in implementing Jump Math and developing strategies to work with all students.

A mandatory extended day for testing grades will also continue to be in effect. Beginning in November and running to April 1<sup>st</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> graders will receive an additional 45 minutes of instruction four days a week (Monday, Tuesday, Thursday and Friday).

**SCIENCE**

**Goal 3: Science**  
Students' academic performance in science meets or exceeds local, state, and national standards.

**Background**

Science instruction emphasizes scientific inquiry and student investigation of scientific concepts. Students use the processes of science, such as observing, classifying, describing, experimenting, measuring, inferring and predicting. Through hands-on investigations, collaborative learning, student discourse, inquiry, integration of disciplines and content areas, and multisensory methods, MCS2 students explore key scientific concepts and principles in the physical and life sciences. MCS2 is committed to establishing a foundation of scientific literacy for every student, advancing ideas that prepare them for a life in an increasingly complex scientific and technological world. This scientific literacy is fostered with the introduction and scaffolding of instructional efficiency, and with the creation of a science classroom where students actively construct ideas through inquiries, investigations, and analyses. MCS2 students are given feedback on their performance in science with a series of assessment forms and will participate in individual student interviews, portfolio assessments, summative and embedded formative assessments. MCS2 students, prepared with the knowledge and thinking capacities to excel in science in the 21st century, are motivated to exceed societal expectations for the next generation of citizens.

**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 4<sup>th</sup> grade in spring 2016. 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**

**Charter School Performance on 2015-16 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency			
	All Students		Charter School Students In At Least 2 <sup>nd</sup> Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	92%	24	92%	24

**Evaluation**

**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**

Comparative Data for the district was not available for the 2015-2016 school year.

**2015-16 State Science Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	92%	24	N/A	N/A

**Evaluation**

Comparative Data for the district was not available for the 2015-2016 school year.

**Summary of the Science Goal**

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.	N/A

**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 school was found to be in Good Standing as per the NYSED.

**Evaluation**

The school has met good standing for the 2015-16 school year as determined by the New York State Education Department.

**Additional Evidence**

**NCLB Status by Year**

Year	Status
2012-13	N/A
2013-14	Good Standing

2014-15	Good Standing
2015-16	Good Standing

## APPENDIX B: OPTIONAL GOALS

### Goal S: Other

The school is a well-run, financially viable organization and capable of achieving long-term success.

### Goal S: Absolute Measure

Upon completion of the school's first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.

### Method

The school undergoes an annual financial audit every year.

### Results

The audit status will be available by November 1, 2016.