Success Academy Charter School - Bronx 3

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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By Yvonne Chan

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Yvonne Chan, Assistant General Counsel, prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Bryan Binder	Vice Chair
Derrell Bradford	
Sam Cole	Chair
Scott Friedman	Treasurer
Suleman Lunat	
Edwin Cespedes	Parent Representative
Jarrett Posner	
Robin Pzena	
Greg Sawers	Secretary
Cate Shainker	
Brian Levine	
Lorenzo Smith	
Andy Stone	

Kimberley Vincent served as the school leader in 2017-18.

The mission of Success Academy Charter School – Bronx 3 ("SA") is to provide students in New York City with an exceptionally high-quality education that gives them the knowledge, skills, character, and disposition to meet and exceed New York State Common Core Learning Standards and the resources to lead and succeed in school, college, and a competitive global economy.

In the table below, provide the school's enrollment.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-14	83	106												189
2014-15	56	86	105	2[1]										249
2015-16	92	59	92	85	3[2]									331
2016-17	90	87	65	97	77	4								
2017-18	67	97	96	92	87	69	2							510

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will demonstrate proficiency in reading, writing, and comprehending the English language.

BACKGROUND

Believing that all students can succeed, SA goes above and beyond Common Core standards. SA uses THINK Literacy, a comprehensive balanced literacy program, in all grades. THINK Literacy was developed in-house by the Instructional Management team at Success Academy Charter Schools, the charter management organization. There are many components of THINK, including Shared Text, Guided Reading, Read Aloud with Discussion, Reading Workshop, and Writing Workshop. During Shared Text, the teacher displays a text and the whole class reads and analyzes it together, giving students practice interpreting brief, engaging texts. During Guided Reading, the teacher works with a small group of students to read and comprehend a book that is one level above what they can read and understand independently. During Read Aloud with Discussion, the teacher models the internal thinking that excellent readers exhibit, and students discuss their ideas about the book with their classmates. During Reading Workshop and Writing Workshop, students internalize key aspects of great reading and writing, through direct instruction, independent work,

[1] These represent students who skipped one or more grades.

[2] These represent students who skipped one or more grades.

and partner work. All THINK components press students to read, write, think, and speak with clarity and precision.

In kindergarten and first grade, students also receive extensive phonics instruction. This early literacy curriculum is modeled on an enhanced version of Success For All (SFA), which has a proven track record in urban schools and has been implemented in 1,300 schools around the United States.

Students are assessed in reading regularly. They progress to the next instructional reading level when ready. Thus, children are assigned to appropriate reading levels based on reading performance, not age or grade.

SA enforces specific protocols for how it collects, distributes, and analyzes data. These protocols work to help teachers and school leaders freely access information in real-time. In a fast-paced and constantly changing school environment, having ready access to academic data empowers the staff to better decide how to expend time and resources so as to maximize student achievement.

SA views its teachers as Olympic athletes who must constantly train and improve their skills. Professional development is a regular part of their professional responsibilities as it develops skills, provides content area knowledge, and improves pedagogical techniques so that the teachers are prepared to "win the race" that is educating children. Further information is available in the school's charter.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above 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 ("ELA") assessment to students in April 2018. 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).

2017-18 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[3]				Total Enrolled
		IEP	ELL	Absent	Refused	

[3] 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.

3	92	0	0	0	0	92
4	87	0	0	0	0	87
5	69	0	0	0	0	69
6	2	0	0	0	0	2
7						
8						
All	250	0	0	0	0	250

RESULTS AND EVALUATION

See below. SA met this goal.

Performance on 2017-18 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	91.30%	92	89.71%	68
4	93.10%	87	92.68%	82
5	85.51%	69	85.51%	69
6	100.00%	2	100.00%	2
7				
8				
All	90.40%	250	89.59%	221

ADDITIONAL EVIDENCE

See below historical information.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	85.88%	85	88.37%	86	89.71%	68
4	100.00%	3	80.56%	72	92.68%	82
5			100.00%	4	85.51%	69
6					100.00%	2

7						
8						
All	86.36%	88	85.19%	162	89.59%	221

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

See below. New York State has not yet released its 2017-18 English language arts MIP, but SA likely met this goal.

English Language Arts 2017-18 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
218	0%	8%	39%	53%

PI	=	8	+	79	+	132	=	219	

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 school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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.[4]

RESULTS AND EVALUATION

See below. SA met this goal.

2017-18 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	89.71%	68	39.00%	2110
4	92.68%	82	36.00%	2083
5	85.51%	69	28.00%	2193
6	100.00%	2	37.00%	2085
7				
8				
All[5]	89.59%	221	34.00%	12577

ADDITIONAL EVIDENCE

See below historical information.

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 Scoring at or Above Proficiency Compared to District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	85.88%	27.73%	88.37%	29.74%	89.71%	39.00%

[4] 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.

[5] Note that the District "All" row covers grades 3-8, even if not all grades are reflected in rows above.

4	100.00%	30.68%	80.56%	29.30%	92.68%	36.00%
5			100.00%	24.12%	85.51%	28.00%
6					100.00%	37.00%
7						
8						
All	86.36%	29.20%	85.19%	27.69%	89.59%	34.00%

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 SUNY Charter Schools Institute ("Institute") conducts a comparative performance analysis, which compares the school's performance to that of demographically similar public schools statewide. 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 concentration of economically disadvantaged students. The difference between the school's 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 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

See below. SA met this goal.

2016-17 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	92.8	87	86	27.8	58.2	3.25
4	82.5	81	79	30.0	49.0	2.68
5						
6						
7						
8						
All	87.8	168	82.6	28.9	53.7	2.98

School's Overall Comparative Performance:
Higher than expected to a large degree

ADDITIONAL EVIDENCE

In every academic year for which data has been provided, SA's effect size has been rated as "higher than expected to a large degree." SA believes that it will demonstrate consistently high effect sizes in the years to come.

Goal 1: Growth Measure[6]

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 target of 50.

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 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 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 target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.[7]

RESULTS AND EVALUATION

See below. SA did not meet this goal.

2016-17 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	47.4	50.0
5		50.0
6		50.0
7		50.0
8		50.0

[6] See Guidelines for Creating a SUNY Accountability Plan for an explanation.

[7] Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

All	47.4	50.0

ADDITIONAL EVIDENCE

Not applicable.

SUMMARY OF THE ENGLISH LANGUAGE ARTS 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 English language arts exam for grades 3-8.	Achieved
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Pending State Data
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 school district of comparison.	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 2016-17 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 target of 50. (Using 2016-17 results.)	Did Not Achieve

ACTION PLAN

In order to continue improving in English language arts, SA will make the following improvements to its literacy program:

- More effectively use shared text to enhance student discussions around literature that are truly student-driven and less directed by the teacher.
- Provide students with more opportunities to respond to literature in writing.
- Promote genre variety in the classroom by giving students short excerpts of non-fiction, realistic fiction, folktales, interviews, plays, pamphlets, advertisements, etc.
- Help students identify the main idea of what they read in order to better understand author's purpose and connect details to a cohesive narrative.
- Deepen class discussions around literature to transcend the literal and have students infer character traits, feelings and other aspects of literature not explicitly written.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Students will show competency in their understanding and application of mathematical computation and problem solving.

BACKGROUND

SA uses Cognitively Guided Instruction (CGI) and the Investigations math program. Some of its key elements are described below:

- Problem Solving – CGI offers students a chance to solve real world, contextualized mathematical problems using conceptual understanding. Students learn the basics of problem solving strategies by solving daily word problems that require critical thinking and both written and verbal expression of mathematical reasoning. Students work individually to solve a problem and then share their strategies with their peers. The teacher leads a discussion based on student strategies that leads to understanding of mathematical properties.

- Assessment – SA administers Math Interim Assessments and weekly quizzes to determine the progress of students with respect to the Common Core standards. Teachers use the data to inform future instruction.

- Common Core State Standard Alignment – SA has mapped the scope and sequence of CGI and the Investigations math program to closely align with the Common Core. This scope and sequence closely follows the state and national requirements of what students should know and be able to do at each administration of the state math assessments. By aligning closely with the Common Core and assessments, teachers will have a much better sense of where their students stand in SA's goal of preparing all students for college-track level mathematics in middle and high school.

- Conceptual Understanding – Investigations math places an emphasis on open-ended exploration and interactive learning components to each lesson to let students make sense of mathematics by building on ideas and observations from previous experiences. By learning mathematical ideas and procedures that is grounded in meaning, students are able to apply their thinking to new situations and unfamiliar problems. CGI uses daily world problems to give students meaning, understanding, and application to the math they learn.

- Computational Fluency – SA also provides students with regular math facts practice because it recognizes the importance of computational fluency. Math facts quizzes emphasize both accuracy and speed.

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 April 2018. 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.

2017-18 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[8]				Total Enrolled
		IEP	ELL	Absent	Refused	
3	92	0	0	0	0	92
4	87	0	0	0	0	87
5	69	0	0	0	0	69
6	2	0	0	0	0	2
7						
8						
All	250	0	0	0	0	250

RESULTS AND EVALUATION

See below. SA met this goal.

Performance on 2017-18 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	100.00%	92	100.00%	68
4	96.55%	87	96.34%	82
5	100.00%	69	100.00%	69
6	100.00%	2	100.00%	2
7				

[8] 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.

8				
All [9]	98.80%	250	98.64%	221

ADDITIONAL EVIDENCE

See below historical information.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	96.47%	85	96.51%	86	100.00%	68
4	100.00%	3	97.22%	72	96.34%	82
5			100.00%	4	100.00%	69
6					100.00%	2
7						
8						
All	96.59%	88	96.91%	162	98.64%	221

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

[9] Note that the District "All" row covers grades 3-8, even if not all grades are reflected in rows above.

RESULTS AND EVALUATION

See below. New York State has not yet released its 2017-18 mathematics MIP, but SA likely met this goal.

Mathematics 2017-18 Performance Level Index (PI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
250	0%	1%	12%	86%

PI	=	1	+	25	+	216	=	242	

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 school district of comparison.

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. 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.[10]

RESULTS AND EVALUATION

See below. SA met this goal.

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	100.00%	68	41.00%	2160
4	96.34%	82	32.00%	2121
5	100.00%	69	30.00%	2222
6	100.00%	2	27.00%	2112
7				

[10] 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.

8				
All	98.64%	221	30.00%	12725

ADDITIONAL EVIDENCE

See below historical information.

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					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	96.47%	26.76%	96.51%	30.21%	100.00%	41.00%
4	100.00%	29.93%	97.22%	26.02%	96.34%	32.00%
5			100.00%	29.95%	100.00%	30.00%
6					100.00%	27.00%
7						
8						
All	96.59%	28.35%	96.91%	28.72%	98.64%	30.00%

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 Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. 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 concentration of economically disadvantaged students. The difference between the school's 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 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

See below. SA met this goal.

2016-17 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	92.8	88	95	33.0	62.0	2.97
4	82.5	81	98	30.3	67.7	3.43
5						
6						
7						
8						
All	87.9	169	96.4	31.7	64.8	3.19

School's Overall Comparative Performance:
Higher than expected to a large degree

ADDITIONAL EVIDENCE

In every academic year for which data has been provided, SA's effect size has been rated as "higher than expected to a large degree." SA believes that it will demonstrate consistently high effect sizes in the years to come.

Goal 2: Growth Measure[11]

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 target of 50.

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 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students'

[11] See Guidelines for Creating a SUNY Accountability Plan for an explanation.

growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.[12]

RESULTS AND EVALUATION

See below. SA met this goal.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	50.1	50.0
5		50.0
6		50.0
7		50.0
8		50.0
All	50.1	50.0

ADDITIONAL EVIDENCE

Not applicable.

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.	Achieved
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Pending State Data
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 school district of comparison.	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 2016-17 results.)	Achieved

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

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 target of 50. (Using the 2016-17 results.)	Achieved

ACTION PLAN

Despite impressive state math test results, SA is looking to make the following improvements to the math program:

- More effectively guide students to move away from invented strategies for solving problems, which can sometimes be laborious, towards more efficient strategies that improve accuracy;
- Improve the pacing calendar for math instruction so that teachers have time to teach oft-overlooked skills like fractions.

GOAL 3: SCIENCE

Goal 3: Science

Students will understand and apply scientific principles at a proficient level.

BACKGROUND

The school's curriculum is unique in its attention to science, including unprecedented daily instruction. The school uses a discovery-based, experiential approach to science, guided by the most influential authorities on elementary science education today, the American Association for the Advancement of Science Benchmarks and the National Resource Council National Science Education Standards. Taught by specialized science teachers, students have hands-on experience with objects, materials, and organisms to understand the natural world. The curriculum provides students with a solid foundation in discovery-based science to ensure that they can excel in middle and high school science classes.

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in spring 2018. 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 AND EVALUATION

See below. SA met this goal.

Charter School Performance on 2017-18 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100.00%	80		
8				
All	100.00%	80		

ADDITIONAL EVIDENCE

See below historical information.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4			100.00%	72	100.00%	80
8						
All			100.00%	72	100.00%	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 school district of comparison.

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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 school district of comparison. Given the timing of the state's release of district science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district's **2016-17** data.

RESULTS AND EVALUATION

SA demonstrated an extremely high overall proficiency rate. Proficiency rates for the local district's 2017-18 New York State Testing Program Science Exam will not be available until spring 2019, but SA likely met this goal.

ADDITIONAL EVIDENCE

SA consistently outperforms its local school district.

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 or above 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 school district of comparison.	Pending Comparative Data

ACTION PLAN

SA will continue offering discovery-based science to all students five days a week. Results from state science tests show that SA's focus on science is paying considerable dividends.

GOAL 4: ESSA

Goal 4: ESSA

The school will make Adequate Yearly Progress.

Goal 4: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute 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. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

SA's 2017-18 Accountability Status is "Good Standing." SA met this goal.

ADDITIONAL EVIDENCE

SA has met this goal for every year for which there has been available data.