

**THE ACADEMY  
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY  
PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

By Clarence Williams

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Clarence Williams, Principal, prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

| Trustee's Name            | Board Position   |
|---------------------------|--|
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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 2014-15 school year to serve students in grades K-7.

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   | Total |
|-------------|----|----|----|----|-----|-----|-----|-------|
| 2010-11     | 72 | 74 | 50 | 45 | N/A | N/A | N/A | 165   |
| 2011-12     | 78 | 81 | 77 | 51 | 49  | N/A | N/A | 241   |
| 2012-13     | 81 | 82 | 80 | 81 | 50  | 48  | N/A | 422   |
| 2013-14     | 81 | 82 | 78 | 78 | 71  | 49  | 43  | 482   |

## 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 the 2011 edition of Scott Foresman's Reading Street®, the Scholastic Guided Reading Program®, Balanced Literacy, Fountas and Pinnell® systems, The Write Source®, New York COACH®, The Teachers College Writers Workshop® and The Buckle Down Common Core Clinics® 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 third through sixth grade in April 2014. 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.

**2013-14 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     | 78           | 0                       | 0   | 0      | 78             |
| 4     | 72           | 0                       | 0   | 0      | 71             |
| 5     | 50           | 0                       | 0   | 0      | 59             |
| 6     | 44           | 0                       | 0   | 0      | 43             |
| All   | 244          | 0                       | 0   | 0      | 241            |

**Results**

The following table presents the English language arts test results for all third through sixth grade students and for those third through sixth grade students enrolled in at least their second year at The Academy. Overall, 34% of students, and 38% of students enrolled in at least their second year at the school, achieved a level of proficiency on the 2013-14 English language arts assessment exam.

**Performance on 2013-14 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      | Number Tested | Percent                                | Number Tested |
| 3      | 38%          | 78            | 39%                                    | 66            |
| 4      | 36%          | 72            | 40%                                    | 65            |
| 5      | 28%          | 50            | 34%                                    | 38            |
| 6      | 29%          | 44            | 35%                                    | 37            |
| All    | 34%          | 244           | 38%                                    | 206           |

**Evaluation**

In the 2013-14 school year, The Academy did not meet the absolute measure for ELA proficiency. Overall, 34% of the school’s students tested at a proficient level. 38% of students in at least their second year at the school performed at a proficient level. The school was 37 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 2012-13 to 2013-14 school years, The Academy showed an overall improvement 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 improved seven percentage points and there was growth at each grade level. The most impressive improvement came at the fourth grade level, where the percentage of students enrolled in at least their second year at the school improved by ten percentage points.

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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.

Additionally, each cohort of students who tested at proficient level on the 2012-13 English language arts improved in 2013-14 when they took the exam at the next highest grade level. The most impressive improvement was with the cohort of students who took the exam as fifth graders in 2012-13. When this group took the 2013-14 exam as sixth grade students the percentage of students enrolled in at least their second year who tested at a proficient level increased nine percentage points.

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

| Grade | Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency |               |         |               |         |               |
|-------|--|---------------|---------|---------------|---------|---------------|
|       | 2011-12  |               | 2012-13 |               | 2013-14 |               |
|       | Percent  | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 3     | 78%  | 36            | 35%     | 66            | 39%     | 66            |
| 4     | 87%  | 38            | 30%     | 37            | 40%     | 65            |
| 5     | N/A  |               | 26%     | 38            | 34%     | 38            |
| 6     |  |               | N/A     |               | 35%     | 37            |
| All   | 82%  | 74            | 31%     | 141           | 38%     | 206           |

#### 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 2013-14 English language arts AMO of 89. 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

The Academy achieved an aggregate PLI score of 113 on the English language arts exam in the 2013-14 school year.

#### English Language Arts 2013-14 Performance Level Index (PLI)

| Number in Cohort | Percent of Students at Each Performance Level |         |         |         |
|------------------|---|---------|---------|---------|
|                  | Level 1                                       | Level 2 | Level 3 | Level 4 |
|                  | 19%   | 47%     | 27%     | 6%      |

$$PI = 19 + 47 + 27 + 6 = 80$$

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

$$27 + 6 = \frac{33}{113}$$

PLI =

## Evaluation

The Academy exceeded the PLI goal by 24 percentage points on the 2013-14 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.<sup>3</sup>

## 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 2013-14 English language arts exam. The Academy's aggregate percentage of students enrolled in at least their second at the school testing at proficiency was 38%. The local district's average was 7%.

**2013-14 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

| Grade | Percent of Students at Proficiency                          |                  |                       |                  |
|-------|---|------------------|-----------------------|------------------|
|       | Charter School Students<br>In At Least 2 <sup>nd</sup> Year |                  | All District Students |                  |
|       | Percent   | Number<br>Tested | Percent               | Number<br>Tested |
| 3     | 39%   | 66               | 9%                    | 515              |
| 4     | 40%   | 65               | 8%                    | 467              |
| 5     | 34%   | 38               | 6%                    | 462              |
| 6     | 35%   | 37               | 5%                    | 426              |
| All   | 38%   | 206              | <u>7%</u>             | 1870             |

## 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 31 percentage points above the Hempstead School District.

<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](#).

## 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 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.

### 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 |                |                |                |                |                |
|-------|---|----------------|----------------|----------------|----------------|----------------|
|       | 2011-12   |                | 2012-13        |                | 2013-14        |                |
|       | Charter School  | Local District | Charter School | Local District | Charter School | Local District |
| 3     | 78%   | 33%            | 35%            | 11%            | 39%            | 9%             |
| 4     | 87%   | 39%            | 30%            | 7%             | 40%            | 8%             |
| 5     | N/A   |                | 26%            | 8%             | 34%            | 6%             |
| 6     |   |                | N/A            |                | 35%            | 5%             |
| All   | 82%   | 36%            | 31%            | 9%             | 38%            | 7%             |

#### 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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.<sup>4</sup>

#### 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 small 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

#### Results

<sup>4</sup> The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.



The effect size of The Academy’s predicted level of performance on the state English language arts exam was 0.93, .63 points below the comparative goal. However, the effect size of the school’s third grade performed exceedingly well, scoring an Effect Size over one point higher than the state’s goal for the school.

**2012-13 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     | 88.9                               | 76            | 36.8                              | 18.7      | 18.1                                    | 1.35        |
| 4     | 74.0                               | 48            | 31.3                              | 22.8      | 8.5                                     | 0.66        |
| 5     | 77.1                               | 45            | 28.9                              | 22.0      | 6.9                                     | 0.52        |
| All   | 81.5                               | 169           | 33.1                              | 20.7      | 12.4                                    | 0.93        |

|  |
|--|
| <b>School’s Overall Comparative Performance:</b> |
| <i>Higher than expected to a large degree</i>    |

**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 | Number Tested | Actual | Predicted | Effect Size |
|-------------|--------|---------------------------------|---------------|--------|-----------|-------------|
| 2010-11     | 3      | 65%                             | 45            | 71     | 47        | 1.53        |
| 2011-12     | 3-4    | 74%                             | 94            | 81     | 44        | 2.31        |
| 2012-13     | 3-5    | 88%                             | 169           | 33.1   | 20.7      | 0.93        |

**Goal 1: Growth Measure<sup>5</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

<sup>5</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.<sup>6</sup>

**Results**

School wide, The Academy fell short of the growth measure percentile goal by 2 percentile points on the 2012-13 English language arts exam.

**2012-13 English Language Arts Mean Growth Percentile by Grade Level**

| Grade | Mean Growth Percentile |                  |
|-------|------------------------|------------------|
|       | School                 | Statewide Median |
| 4     | 47                     | 50.0             |
| 5     | 54.5                   | 50.0             |
| 6     | 43                     | 50.0             |
| All   | <b>48</b>              | 50.0             |

**Evaluation**

School wide, The Academy's growth percentile was below the state median of the 50th percentile. However, the school's fifth grade students exceeded the state median of the 50th percentile by 4.5 points.

**Additional Evidence**

Because this is the first year of the mean growth percentile analysis, we do not have the data available to analyze against past performances in comparison to the statewide average.

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

| Grade | Mean Growth Percentile |                      |           | Statewide Average |
|-------|------------------------|----------------------|-----------|-------------------|
|       | 2010-11 <sup>7</sup>   | 2011-12 <sup>7</sup> | 2012-13   |                   |
| 3     |                        |                      | 47        | 50.0              |
| 4     |                        |                      | 54.5      | 50.0              |
| 5     |                        |                      | 43        | 50.0              |
| All   |                        |                      | <b>48</b> | 50.0              |

**Summary of the English Language Arts Goal**

<sup>6</sup> Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

<sup>7</sup> Grade level results not available.

The Academy achieved both of its comparative goals and one absolute goal. The only measurements The Academy failed to achieve was the absolute goal of 75 percent of all tested students enrolled in the second year in the school performing at proficiency and meeting the state’s goal for mean unadjusted growth percentile. However, it should be noted that The Academy missed the unadjusted growth percentile goal by only two percentage points.

| 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 2012-13 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.   | Did Not Achieve |

**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.

**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 2013-2014 school year was Pearson enVisionMATH. 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 Iowa Test of Basic Skills (ITBS), the periodic enVisionMATH comprehensive assessments, Acuity for grades 3 – 4, and internal standards-based

assessments for all grades. Students in the third grade and fourth grades were also tested using the Victory Education Partners interim assessments, which were administered four times during the school year. All teachers used the data to inform instruction and provide intervention services for students. 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 third through sixth grade in April 2014. 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.

**2013-14 State Mathematics Exam  
Number of Students Tested and Not Tested**

| Grade | Total Tested | Not Tested <sup>8</sup> |     |        | Total Enrolled |
|-------|--------------|-------------------------|-----|--------|----------------|
|       |              | IEP                     | ELL | Absent |                |
| 3     | 78           | 0                       | 0   | 0      | 78             |
| 4     | 71           | 0                       | 0   | 0      | 71             |
| 5     | 49           | 0                       | 0   | 0      | 59             |
| 6     | 44           | 0                       | 0   | 0      | 43             |
| All   | 242          | 0                       | 0   | 0      | 241            |

**Results**

The following table presents the mathematics assessment results for all third through fifth grade students and for those third through fifth grade students enrolled in at least their second year at The Academy. Overall, 61% of the students who took the 2013-14 state mathematics exam performed at a proficient level. 65% of students enrolled in at least their second year performed at the school tested at a proficient level.

**Performance on 2013-14 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

<sup>8</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.

| Grades | All Students |               | Enrolled in at least their Second Year |               |
|--------|--------------|---------------|--|---------------|
|        | Percent      | Number Tested | Percent                                | Number Tested |
| 3      | 55%          | 78            | 56%                                    | 66            |
| 4      | 70%          | 71            | 73%                                    | 64            |
| 5      | 57%          | 49            | 64%                                    | 37            |
| 6      | 64%          | 44            | 64%                                    | 37            |
| All    | 61%          | 242           | 65%                                    | 204           |

### Evaluation

The Academy did not meet the absolute measure for math proficiency. Overall, 61% of The Academy’s students performed at a proficient level on the 2013-14 mathematics assessment exam. 65% 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 10 percentage points.

### Additional Evidence

The Academy showed a vast overall improvement in the percentage of students performing at a proficient level on the state mathematics assessment exam from the previous year. The school as a whole improved 29 percentage points and there was significant growth at each grade level. The most impressive improvement came at the fourth grade level, where the percentage of students enrolled in at least their second year at the school improved by 30 percentage points.

Additionally, each cohort of students who tested at proficient level on the 2012-13 mathematics exam improved in 2013-14 when they took the exam at the next grade level. The most impressive improvement was with the cohort of students who took the exam as third graders in 2012-13. When this group took the 2013-14 exam as fourth grade students the percentage of students enrolled in at least their second year who tested at a proficient level increased 38 percentage points.

### Mathematics Performance by Grade Level and School Year

| Grade | Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency |               |         |               |         |               |
|-------|--|---------------|---------|---------------|---------|---------------|
|       | 2011-12  |               | 2012-13 |               | 2013-14 |               |
|       | Percent  | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 3     | 79%  | 38            | 35%     | 66            | 56%     | 66            |
| 4     | 84%  | 38            | 43%     | 37            | 73%     | 64            |
| 5     | N/A  |               | 37%     | 38            | 64%     | 37            |
| 6     |  |               | N/A     |               | 64%     | 37            |
| All   | 82%  | 76            | 36%     | 141           | 65%     | 204           |

### 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 2013-14 mathematics AMO of 86. 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>9</sup>

**Results**

The Academy achieved an aggregate PLI score of 153 in mathematics in the 2013-14 school year.

**Mathematics 2013-14 Performance Level Index (PLI)**

| Number in Cohort | Percent of Students at Each Performance Level |         |         |         |
|------------------|---|---------|---------|---------|
|                  | Level 1                                       | Level 2 | Level 3 | Level 4 |
|                  | 9%  | 29%     | 36%     | 26%     |

$$\begin{array}{rcccccccc}
 \text{PI} & = & 29 & + & 36 & + & 26 & = & 91 \\
 & & & & 36 & + & 26 & = & \underline{62} \\
 & & & & & & \text{PLI} & = & 153
 \end{array}$$

**Evaluation**

The Academy exceeded the state’s goal of a PLI of 86 by 67 points on the 2013-14 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.

**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.<sup>10</sup>

<sup>9</sup> In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

<sup>10</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](#).

## 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.

### 2013-14 State Mathematics Exam Charter School and District Performance by Grade Level

| Grade | Percent of Students at Proficiency                          |                  |                       |                  |
|-------|---|------------------|-----------------------|------------------|
|       | Charter School Students<br>In At Least 2 <sup>nd</sup> Year |                  | All District Students |                  |
|       | Percent   | Number<br>Tested | Percent               | Number<br>Tested |
| 3     | 56%   | 66               | 16%                   | 542              |
| 4     | 73%   | 64               | 15%                   | 481              |
| 5     | 64%   | 37               | 10%                   | 472              |
| 6     | 64%   | 37               | 6%                    | 452              |
| All   | 65%   | 204              | <b>12%</b>            | 1947             |

## 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 53 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.

### 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 |                |                |                |                |                |
|-------|---|----------------|----------------|----------------|----------------|----------------|
|       | 2011-12   |                | 2012-13        |                | 2013-14        |                |
|       | Charter School  | Local District | Charter School | Local District | Charter School | Local District |
| 3     | 79%   | 42%            | 35%            | 12%            | 56%            | 16%            |
| 4     | 84%   | 51%            | 43%            | 9%             | 73%            | 15%            |
| 5     | N/A   |                | 37%            | 8%             | 64%            | 10%            |
| 6     |   |                | N/A            |                | 64%            | 6%             |
| All   | 82%   |                | 36%            | 10%            | 65%            | 12%            |

## 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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.<sup>11</sup>

## 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 small 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 2013-14 analysis is not yet available. This report contains 2012-13 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 0.99, .66 points above the comparative performance goal. Notably, the effect size of the school's fifth grade performed exceedingly well, scoring an Effect Size nearly one point higher than the state's goal for the school.

### 2012-13 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     | 88.9                               | 76            | 38.1                              | 22.3      | 15.8                                    | 0.90        |
| 4     | 74.0                               | 48            | 45.8                              | 28.5      | 17.3                                    | 1.01        |
| 5     | 77.1                               | 45            | 40.0                              | 22.1      | 17.9                                    | 1.12        |
| All   | 81.5                               | 169           | 40.8                              | 24.0      | 16.8                                    | 0.99        |

### 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.

<sup>11</sup> The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.



## 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 | Number Tested | Actual | Predicted | Effect Size |
|-------------|--------|---------------------------------|---------------|--------|-----------|-------------|
| 2010-11     | 3      | 65                              | 45            | 71     | 47        | 1.53        |
| 2011-12     | 3-4    | 74                              | 97            | 84     | 54        | 1.59        |
| 2012-13     | 3-5    | 169                             | 40.8          | 24.0   | 16.8      | 0.99        |

### Goal 2: Growth Measure<sup>12</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.

### 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 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.<sup>13</sup>

## RESULTS

The Academy's mean growth percentile on the 2012-13 mathematics assessment exam was 61.5, exceeding the state's growth measure goal.

### 2012-13 Mathematics Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile |                  |
|-------|------------------------|------------------|
|       | School                 | Statewide Median |
| 4     | 72.5                   | 50.0             |
| 5     | 49                     | 50.0             |
| 6     | 63                     | 50.0             |

<sup>12</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>13</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

|     |             |      |
|-----|-------------|------|
| All | <b>61.5</b> | 50.0 |
|-----|-------------|------|

## Evaluation

The Academy's overall mean growth percentile was greater than the state median of the 50th percentile by 11.5 percentage points. Additionally, the fourth and sixth grade's mean growth percentile exceeded that state's growth measurement goal. The school's fifth grade was only one point shy of matching the state's growth measure goal.

## Additional Evidence

Because this is the first year of the mean growth percentile analysis, we do not have the data available to analyze against past performances in comparison to the statewide average.

### Mathematics Mean Growth Percentile by Grade Level and School Year

| Grade | Mean Growth Percentile |                       |             |                   |
|-------|------------------------|-----------------------|-------------|-------------------|
|       | 2010-11 <sup>14</sup>  | 2011-12 <sup>14</sup> | 2012-13     | Statewide Average |
| 3     |                        |                       | 72.5        | 50.0              |
| 4     |                        |                       | 49          | 50.0              |
| 5     |                        |                       | 63          | 50.0              |
| All   |                        |                       | <b>61.5</b> | 50.0              |

## Summary of the Mathematics Goal

The Academy achieved both comparative measurements, its growth measurement, and one of the absolute measurements. The only measurement The Academy did not achieve was a 75% proficiency performance by students enrolled in at least their second year at the school. However, the school showed an overall growth on this level from the previous year and an improvement in every grade level tested.

| 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 2012-13 school district results.) | Achieved        |

<sup>14</sup> Grade level results not available.

|        |  |          |
|--------|--|----------|
| 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 program enVisionsMATH by Pearson. In addition, the school is working on vertical alignment across the grades to push depth of content. Teachers will continue to integrate data driven instruction by implementing differentiated instruction based on student performance data. 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 2011 – 2012 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 4<sup>th</sup> grade in spring 2014. 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 (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

#### **Results**

At the time of this report's submission, The Academy's 2013-14 state science exam results were not available.

**Charter School Performance on 2013-14 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year**

| Grade | Percent of Students at Proficiency                          |                  |                       |                  |
|-------|---|------------------|-----------------------|------------------|
|       | Charter School Students<br>In At Least 2 <sup>nd</sup> Year |                  | All District Students |                  |
|       | Percent   | Number<br>Tested | Percent               | Number<br>Tested |
| 4     | N/A   | N/A              | N/A                   | N/A              |

**Evaluation**

At the time of this report's submission, The Academy's 2013-14 state science exam results were not available.

**Additional Evidence**

At the time of this report's submission, The Academy's 2013-14 state science exam results were not available.

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

| Grade | Percent of Students Enrolled in At Least Their Second Year at Proficiency |                  |         |                  |         |                  |
|-------|---|------------------|---------|------------------|---------|------------------|
|       | 2011-12   |                  | 2012-13 |                  | 2013-14 |                  |
|       | Percent   | Number<br>Tested | Percent | Number<br>Tested | Percent | Number<br>Tested |
| 4     | 94.7%   | 38               | 97.3%   | 37               | N/A     | N/A              |
| All   | 94.7%   | 38               | 97.3%   | 37               | N/A     | N/A              |

**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 Academy's 2013-14 state science exam results were not available.

**2013-14 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  | Number Tested | Percent               | Number Tested |
| 4     | N/A  | N/A           | N/A                   | N/A           |

#### Evaluation

At the time of this report’s submission, The Academy’s 2013-14 state science exam results were not available.

#### Additional Evidence

At the time of this report’s submission, The Academy’s 2013-14 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 |                |                |                |                |                |
|-------|--|----------------|----------------|----------------|----------------|----------------|
|       | 2011-12  |                | 2012-13        |                | 2013-14        |                |
|       | Charter School   | Local District | Charter School | Local District | Charter School | Local District |
| 4     | 95%  | 87%            | 97%            | 87%            |                |                |
| All   | 95%  | 87%            | 97%            | 87%            |                |                |

#### Summary of the Science Goal

At the time of this report’s submission, The Academy’s 2013-14 state science exam results were not available.

| 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/<br>Did Not Achieve |
| 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. | Achieved/<br>Did Not Achieve |

#### Action Plan

##### 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 a local-assistance-plan school.

**Method**

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet 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        |
|---------|---------------|
| 2011-12 | Good Standing |
| 2012-13 | Good Standing |
| 2013-14 | Good Standing |