



MANHATTAN CHARTER SCHOOL 2

2013-14 ACCOUNTABILITY PLAN

PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

By Chris Doscher

Manhattan Charter School 2
220 Henry Street
New York, NY 10002

Chris Doscher, Operations Manager has prepared this 2013-14 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position
Ben Breen	Board Chair (interim)
Ira Greenberg	Treasurer
Paul O’Neil	
Joy Elaine Daley	
James Ford	
Jessica Leitner	
Valerie Scharf Levenberg	
Manuel Romero	
Lisa Long	

Joanne Meijas served as the school leader from August 2012 to June 2014. Carissa Page is the current school leader.

INTRODUCTION

Manhattan Charter School 2 (MCS2) is a small K-3 charter school in Manhattan's Lower East Side. As a replication of the established Manhattan Charter School, MCS2 has allowed us to provide a trajectory-changing education to twice as many students using the same small-school model that has been the bedrock of MCS's successful program. MCS2 opened in August 2012 and is located a few blocks away from MCS. MCS2 will serve 178 students in grades K-3 fall 2014, and will grow up by one grade each year to become a full K-5 school in 2016.

The majority of MCS2 students are minority, live in the neighborhood, and qualify for free lunches. Specifically, 82% of students qualify for free and reduced priced lunches and 20% are identified as special education. Student demographics are representative of District 1 and NYS public school students as a whole.

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

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2010-11														
2011-12														
2012-13	48	48												96
2013-14	44	48	45											137

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

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

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

Goal 1: Absolute Measure

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

Method

Because Manhattan Charter School 2 did not have any students in Grades 3, 4, or 5 in 2013-14, no students took the NYS ELA examination.

Results

Because Manhattan Charter School 2 did not have any students in Grades 3, 4, or 5 in 2013-14, no students took the NYS ELA examination.

Evaluation

n/a

Additional Evidence

n/a

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 200.¹

Results

Because Manhattan Charter School 2 did not have any students in Grades 3, 4, or 5 in 2013-14, no students took the NYS ELA examination.

Evaluation

n/a

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.²

¹ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

² 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

Because Manhattan Charter School 2 did not have any students in Grades 3, 4, or 5 in 2013-14, no students took the NYS ELA examination.

Evaluation

n/a

Additional Evidence

n/a

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.³

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 2013-14 results, the most recent Comparative Performance Analysis available.

Results

Because Manhattan Charter School 2 did not have any students in Grades 3, 4, or 5 in 2013-14, no students took the NYS ELA examination.

³ 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.

Evaluation

n/a

Additional Evidence

n/a

Goal 1: Growth Measure⁴

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 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.⁵

Results

Because Manhattan Charter School 2 did not have any students in Grades 3, 4, or 5 in 2013-14, no students took the NYS ELA examination.

Evaluation

n/a

Additional Evidence

n/a

⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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

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.	N/A
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.	N/A
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.	N/A
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.)	N/A
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.	N/A

Action Plan

N/A

MATHEMATICS

Goal 2: Mathematics

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

Background

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

As part of their daily math instruction, MCS2 students will read, write and discuss mathematics. Instruction will encompass both the New York State content and process strands for each grade level. Problem solving will be emphasized in mathematics, as MCS2 students explore, guess, evaluate and re-evaluate solutions, gaining confidence in their ability to tackle complex mathematical problems. Working in both heterogeneous and homogeneous groups, students will experience rigorous teaching and scaffolding of mathematical thinking processes. MCSII students will learn that they are capable of having mathematical ideas, applying what they know to new situations, and thinking and reasoning about unfamiliar problems. Cooperative learning groups and

guided math groups will provide differentiated instruction for advanced mathematical conversation, and will reinforce foundational concepts for students. Students will also make conjectures and discuss the validity of those conjectures.

Goal 2: Absolute Measure

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

Method

Because Manhattan Charter School 2 did not have any students in Grades 3, 4, or 5 in 2013-14, no students took the NYS Math examination.

Results

Because Manhattan Charter School 2 did not have any students in Grades 3, 4, or 5 in 2013-14, no students took the NYS Math examination.

Evaluation

N/A

Additional Evidence

N/A

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 200.⁶

⁶ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Results

Because Manhattan Charter School 2 did not have any students in Grades 3, 4, or 5 in 2013-14, no students took the NYS Math examination.

Evaluation

N/A

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.⁷

Results

Because Manhattan Charter School 2 did not have any students in Grades 3, 4, or 5 in 2013-14, no students took the NYS Math examination.

Evaluation

N/A

Additional Evidence

N/A

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.⁸

⁷ 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](#).

⁸ 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.

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

Because Manhattan Charter School 2 did not have any students in Grades 3, 4, or 5 in 2013-14, no students took the NYS Math examination.

Evaluation

N/A

Additional Evidence

N/A

Goal 2: Growth Measure⁹

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.

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

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.¹⁰

Results

Because Manhattan Charter School 2 did not have any students in Grades 3, 4, or 5 in 2013-14, no students took the NYS Math examination.

Evaluation

N/A

Additional Evidence

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.	N/A
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.	N/A
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.	N/A
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.)	N/A
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.	N/A

Action Plan

N/A

SCIENCE

Goal 3: Science

¹⁰ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

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

Background

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

Goal 3: Absolute Measure

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

Method

The school administered the New York State Testing Program science assessment to students in 4th and 8th 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

Because Manhattan Charter School 2 did not have any students in Grades 4 in 2013-14, no students took the NYS Science examination.

Evaluation

N/A

Additional Evidence

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

Because Manhattan Charter School 2 did not have any students in Grades 4 in 2013-14, no students took the NYS Science examination.

Evaluation

Because Manhattan Charter School 2 did not have any students in Grades 4 in 2013-14, no students took the NYS Science examination.

Additional Evidence

N/A

Summary of the Science Goal

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

Action Plan

N/A

NCLB

Goal 4: NCLB

The school will make Adequate Yearly Progress.

Goal 4: Absolute Measure

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

Because Manhattan Charter School 2 did not have any students in Grades 3, 4, or 5 in 2013-14, no students took the ELA or Math examinations. The school completed a self-assessment for the NYSED and was found to be in good standing.

Evaluation

The school has met good standing for the 2013-14 school year as determined by the New York State Education Department. This was the first year that the school was evaluated.

Additional Evidence

NCLB Status by Year

Year	Status
2011-12	N/A
2012-13	N/A
2013-14	Good Standing

APPENDIX B: OPTIONAL GOALS

Goal 5: OTHER

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

Goal 5: Absolute Measure

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

Method

The school undergoes an annual financial audit every year.

Results

The audit status will be available by November 1, 2014.

Evaluation

n/a

Additional Evidence

n/a