



**ACHIEVEMENT FIRST BUSHWICK
CHARTER SCHOOL**

**2014-15 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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Umang Gupta, Data & Policy Analyst prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

| Trustee's Name | Board Position |
|--------------------|-----------------------|
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Stacey Park has served as the school leader since 2006.

INTRODUCTION

The mission of Achievement First Bushwick Charter School is to provide all of our students with the academic and character skills they need to excel in top colleges, succeed in a competitive world, and serve as the next generation of leaders in our communities. We accomplish this by ensuring that every student attending the school receives a college-preparatory education and is frequently assessed to ensure that she or he is making yearly progress towards academic goals.

Achievement First Bushwick Elementary School opened in 2006 and in 2014-15 served 455 students in grades K-4. Achievement First Bushwick Middle School opened in fall 2007 and in 2014-15 served 359 students in grades 5-8. Achievement First Bushwick Middle School students feed into Achievement First University Prep High School.

Core elements of the Achievement First model that support our ambitious goal of closing the achievement gap by preparing our students for success include:

- Unwavering focus on breakthrough student achievement
- Aggressive recruitment and retention of talent and diversity
- Consistent, proven, standards-based curriculum
- Disciplined, high-expectations achievement-oriented school culture
- Interim assessments and strategic use of data to drive instruction
- Principals with the power to lead and high-quality, focused training for leaders
- Parents as Partners

School Enrollment by Grade Level and School Year

| School Year | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-------------|----|----|----|----|----|----|----|----|----|----|----|----|----|-------|
| 2011-12 | 87 | 86 | 84 | 86 | 77 | 92 | 88 | 88 | 71 | 29 | | | | 788 |
| 2012-13 | 93 | 89 | 86 | 86 | 78 | 90 | 96 | 89 | 78 | 43 | 30 | | | 858 |
| 2013-14 | 89 | 89 | 90 | 83 | 84 | 95 | 94 | 90 | 95 | 58 | 45 | 27 | | 939 |
| 2014-15 | 95 | 96 | 87 | 93 | 84 | 94 | 90 | 90 | 86 | 69 | 57 | 40 | 25 | 1,006 |

High School Cohorts

Accountability Cohort

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2011 state Accountability Cohort consists of students who entered the 9th grade in the 2011-12 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2014-15 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's website for its accountability rules and cohort definitions: www.p12.nysed.gov/accountability/)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled on BEDS Day in October and on June 30th.

Fourth-Year High School Accountability Cohorts

| Fourth Year Cohort | Year Entered 9 th Grade Anywhere | Cohort Designation | Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year | Number Leaving During the School Year | Number in Accountability Cohort as of June 30 th |
|--------------------|---|--------------------|--|---------------------------------------|---|
| 2012-13 | 2009-10 | 2009 | N/A | N/A | N/A |
| 2013-14 | 2010-11 | 2010 | N/A | N/A | N/A |
| 2014-15 | 2011-12 | 2011 | 26 | 0 | 1 |

Total Cohort for Graduation

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9th grade. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9th grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

Fourth Year Total Cohort for Graduation

| Fourth Year Cohort | Year Entered 9 th Grade Anywhere | Cohort Designation | Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a) | Additional Students Still in Cohort ¹ (b) | Graduation Cohort (a) + (b) |
|--------------------|---|--------------------|--|--|-----------------------------|
| 2012-13 | 2009-10 | 2009 | N/A | N/A | N/A |
| 2013-14 | 2010-11 | 2010 | N/A | N/A | N/A |
| 2014-15 | 2011-12 | 2011 | 25 | 1 | 26 |

Fifth Year Total Cohort for Graduation

| Fifth Year Cohort | Year Entered 9 th Grade Anywhere | Cohort Designation | Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a) | Additional Students Still in Cohort ² (b) | Graduation Cohort (a) + (b) |
|-------------------|---|--------------------|---|--|-----------------------------|
| 2012-13 | 2008-09 | 2008 | N/A | N/A | N/A |
| 2013-14 | 2009-10 | 2009 | N/A | N/A | N/A |
| 2014-15 | 2010-11 | 2010 | N/A | N/A | N/A |

¹ Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

² Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students at Achievement First Bushwick Charter School (AF Bushwick) will be proficient readers and writers of the English language.

Background

We are deeply rooted in our commitment to ensuring that scholars find true joy in reading and writing, and that they leave our program with a deep appreciation for great books, new information, and diverse perspectives. Reading is both a means to college and career readiness as well as a worthy endeavor in itself. Writing is a means not only to express oneself clearly and concisely, but an opportunity to ignite a passion self-discovery and creative expression.

The achievement gap is both fueled and reinforced by a knowledge and vocabulary gap. We believe that building deep knowledge across a range of essential topics will ensure that students are stronger readers and can access complex, content-rich text. We select texts and writing assignments are selected intentionally to reinforce both *world* and *word* knowledge and to align with our history, science, music and art programs when appropriate.

We do not build knowledge for the sake of building knowledge. Our program aims to ensure that all students are curious citizens, intent on expanding their own knowledge of the world through asking questions, reading, writing and discussion. We aim to spark students' inquisitiveness and develop a sense of joy for building their knowledge. Students will seek new understandings and question their previous assumptions on a variety of topics, including those central to the human experience and current world landscape.

Our students must be voracious and critical readers of varied, complex literature and information text. All students will closely read rich text from diverse genres and perspectives to develop both their analytical skill and critical thinking. Texts are selected for their complexity and for their worthiness, ensuring students engage with revolutionary ideas, well-crafted arguments, and great literature. Our program is designed to help students make coherent, thoughtful arguments using sound and sufficient evidence, so that all students are able to speak and write in a manner that is insightful, persuasive and critical.

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 3rd grade through 8th grade in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

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

| Grade | Total Tested | Not Tested ³ | | | Total Enrolled |
|-------|--------------|-------------------------|-----|--------|----------------|
| | | IEP | ELL | Absent | |
| 3 | 92 | | | 1 | 93 |
| 4 | 84 | | | | 84 |
| 5 | 94 | | | | 94 |
| 6 | 89 | | | 1 | 90 |
| 7 | 89 | | | 1 | 90 |
| 8 | 85 | | | 1 | 86 |
| All | 533 | | | 4 | 537 |

Results

Overall, students that have been at AF Bushwick for more than 1 year performed better than their newer peers. The highest performing grade was 8th grade, the lowest performing was 5th.

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

| Grades | All Students | | Enrolled in at least their Second Year | |
|--------|--------------------|---------------|--|---------------|
| | Percent Proficient | Number Tested | Percent Proficient | Number Tested |
| 3 | 32% | 92 | 32% | 82 |
| 4 | 45% | 84 | 46% | 76 |
| 5 | 30% | 94 | 29% | 84 |
| 6 | 35% | 89 | 37% | 76 |
| 7 | 34% | 89 | 34% | 80 |
| 8 | 48% | 85 | 50% | 82 |
| All | 37% | 533 | 38% | 480 |

Evaluation

AF Bushwick did not achieve this goal. Across the state, scores have been significantly lower in the past three years due to the shift to Common Core Learning Standards. Despite the drop in passing rate, AF Bushwick still outperforms its host districts as well as the city and state overall.

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.

Additional Evidence

In the past three years AF Bushwick has increased the percentage of proficient students by a total of seven 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 | | | | | |
|-------|--|---------------|---------|---------------|---------|---------------|
| | 2012-13 | | 2013-14 | | 2014-15 | |
| | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 3 | 42% | 77 | 46% | 81 | 32% | 82 |
| 4 | 45% | 77 | 34% | 80 | 36% | 76 |
| 5 | 17% | 66 | 29% | 77 | 29% | 84 |
| 6 | 20% | 75 | 28% | 75 | 37% | 76 |
| 7 | 30% | 86 | 31% | 80 | 34% | 80 |
| 8 | 30% | 73 | 42% | 93 | 50% | 82 |
| All | 31% | 454 | 35% | 486 | 38% | 480 |

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index ("PLI") value that equals or exceeds the 2014-15 English language arts AMO of 97. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁴

Results

AF Bushwick's PLI is 109, exceeding the state AMO of 97.

⁴ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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

| Number in Cohort | Percent of Students at Each Performance Level | | | |
|------------------|---|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| | 18% | 45% | 29% | 8% |

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 45 & + & 29 & + & 8 & = & 82 \\
 & & & & 29 & + & 8 & = & \underline{37} \\
 & & & & & & \text{PLI} & = & 109
 \end{array}$$

Evaluation

AF Bushwick achieved this goal.

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.⁵

Results

AF Bushwick students significantly outperformed their host district peers at all grade levels.

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

| Grade | Percent of Students at Proficiency | | | |
|-------|---|------------------|-----------------------|------------------|
| | Charter School Students In At Least 2 nd Year | | All District Students | |
| | Percent | Number Tested | Percent | Number Tested |
| 3 | 32% | 82 | 15% | 1034 |
| 4 | 46% | 76 | 15% | 1031 |
| 5 | 29% | 84 | 17% | 1068 |
| 6 | 37% | 76 | 24% | 1108 |
| 7 | 34% | 80 | 20% | 1170 |
| 8 | 50% | 82 | 25% | 1201 |
| All | 38% | 480 | 19% | 6612 |

⁵ 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](#).

Evaluation

AF Bushwick achieved this goal.

Additional Evidence

AF Bushwick has consistently achieved this goal in each of 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 | | | | | |
|-------|---|----------------|----------------|----------------|----------------|----------------|
| | 2012-13 | | 2013-14 | | 2014-15 | |
| | Charter School | Local District | Charter School | Local District | Charter School | Local District |
| 3 | 42% | 16% | 46% | 15% | 32% | 15% |
| 4 | 45% | 14% | 34% | 17% | 36% | 15% |
| 5 | 17% | 15% | 29% | 19% | 29% | 17% |
| 6 | 20% | 16% | 28% | 17% | 37% | 24% |
| 7 | 30% | 18% | 31% | 19% | 34% | 20% |
| 8 | 30% | 17% | 42% | 21% | 50% | 25% |
| All | 31% | 16% | 35% | 18% | 38% | 19% |

Goal 1: Comparative Measure

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

Method

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

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

Results

The overall effect size of AF Bushwick is 1.16, with 3rd grade performing at the highest effect size.

2013-14 English Language Arts Comparative Performance by Grade Level

| Grade | Percent Economically Disadvantaged | Number Tested | Percent of Students at Levels 3&4 | | Difference between Actual and Predicted | Effect Size |
|-------|------------------------------------|---------------|-----------------------------------|-----------|---|-------------|
| | | | Actual | Predicted | | |
| 3 | 92% | 83 | 47% | 19% | 28% | 2.06 |
| 4 | 81% | 83 | 35% | 23% | 12% | .81 |
| 5 | 88% | 95 | 28% | 18% | 10% | .89 |
| 6 | 91% | 90 | 24% | 14% | 10% | .83 |
| 7 | 82% | 87 | 33% | 18% | 15% | 1.05 |
| 8 | 81% | 92 | 42% | 22% | 20% | 1.29 |
| All | 86% | 530 | 35% | 19% | 16% | 1.16 |

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

Evaluation

AF Bushwick achieved this goal with a performance “higher than expected to a large degree”.

Additional Evidence

AF Bushwick’s effect size in 2013-14 is greater than its effect size in both of the two previous years.

English Language Arts Comparative Performance by School Year

| School Year | Grades | Percent Eligible for Free Lunch/ Economically Disadvantaged | Number Tested | Actual | Predicted | Effect Size |
|-------------|--------|---|---------------|--------|-----------|-------------|
| 2011-12 | 3-8 | 69% | 442 | 59% | 42% | 1.06 |
| 2012-13 | 3-8 | 86% | 507 | 30% | 17% | 1.04 |
| 2013-14 | 3-8 | 86% | 530 | 35% | 19% | 1.16 |

Goal 1: Growth Measure⁶

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.

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

Method

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

This report contains 2014-15 results, the most recent Growth Model data available.⁷

Results

At all grade levels, AF Bushwick had a Mean Growth Percentile over 50.

2014-15 English Language Arts Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile | |
|-------|------------------------|------------------|
| | School | Statewide Median |
| 4 | 51 | 50.0 |
| 5 | 51 | 50.0 |
| 6 | 44 | 50.0 |
| 7 | 57 | 50.0 |
| 8 | 60 | 50.0 |
| All | 53 | 50.0 |

Evaluation

AF Bushwick achieved this goal

Additional Evidence

AF Bushwick has had a mean growth percentile above 50 in each of the past 3 years.

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

| Grade | Mean Growth Percentile | | | |
|-------|------------------------|---------|---------|------------------|
| | 2011-12 ⁸ | 2012-13 | 2013-14 | Statewide Median |
| 4 | | 52 | 51 | 50.0 |
| 5 | | 39 | 51 | 50.0 |

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

⁸ Grade level results not available.

| | | | | |
|-----|----|----|----|------|
| 6 | | 59 | 44 | 50.0 |
| 7 | | 61 | 57 | 50.0 |
| 8 | | 58 | 60 | 50.0 |
| All | 64 | 54 | 53 | 50.0 |

Summary of the English Language Arts Goal

AF Bushwick was able to achieve all goals presented except for the absolute goal of 75% of test takers being proficient.

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

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 75 to meet the college and career readiness standard.⁹ This measure examines the percent of the Accountability Cohort that passed the exam

⁹ The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial

by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

Results

The 2011 cohort had 77% of students score above a 75 on the Regents English exam. This is the first cohort of students, so there are no previous years to compare to.

English Regents Passing Rate with a Score of 75 by Fourth Year Accountability Cohort¹⁰

| Cohort Designation | Number in Cohort | Percent Passing with a score of 75 |
|--------------------|------------------|------------------------------------|
| 2009 | | |
| 2010 | | |
| 2011 | 26 | 77% |

Evaluation

AF Bushwick achieved this goal.

Additional Evidence

The 2012 cohort is on track to achieve this goal, while a majority of students in more recent cohorts have not taken the exam.

English Regents Passing Rate with a score of 75 by Cohort and Year

| Cohort Designation | 2012-13 | | 2013-14 | | 2014-15 | |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
| | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2011 | 29 | 72% | 29 | 72% | 26 | 77% |
| 2012 | 43 | N/A | 43 | 65% | 41 | 80% |
| 2013 | | | 58 | N/A | 56 | 12% |
| 2014 | | | | | 69 | N/A |

Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

¹⁰ Based on the highest score for each student on the English Regents exam

Method

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

Results

Of the 14 students that did not achieve proficiency in 8th grade, 8 passed the English Regents with a score of 75.

English Regents Passing Rate with a Score of 75 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹¹

| Cohort Designation | Number in Cohort | Percent Passing with a score of 75 |
|--------------------|------------------|------------------------------------|
| 2009 | | |
| 2010 | | |
| 2011 | 14 | 57% |

Evaluation

AF Bushwick did not achieve this goal.

Goal 1: Absolute Measure

Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:
www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2014-15 English language arts AMO of **170**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible

¹¹ Based on the highest score for each student on the English Regents exam

APL is 200. The Regents exam in Comprehensive English is scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core Examination in English is scored on a scale from 0 to 100; 0 to 64 is level 1, 65 to 78 is level 2; 79 to 84 is level 3, and 85 to 100 is level 4.

Results

AF Bushwick did not have a 2010 Cohort

**English Language Arts Accountability Performance Level (APL)
For the 2010 High School Accountability Cohort**

| Number in Cohort | Percent of Students at Each Performance Level | | | |
|------------------|---|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| | ? | ? | ? | ? |

$$PI = ? + ? + ? = ?$$

$$APL = ?$$

Evaluation

AF Bushwick did not have a 2010 Cohort

Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.¹²

Results

There is no host district to compare; we are not able to determine whether or not we have achieved this goal.

**English Regents Passing Rate with a Score of 65
of Fourth-Year Accountability Cohorts by Charter School and School District**

| Cohort | Charter School | | School District | |
|--------|-----------------|-------------|-----------------|-------------|
| | Percent Passing | Cohort Size | Percent Passing | Cohort Size |
| 2009 | | | | |

¹² The New York State Report Card provides the district results for students scoring at or above 65.

| | | | | |
|------|-----|----|-----|-----|
| 2010 | | | | |
| 2011 | 97% | 26 | N/A | N/A |

Evaluation

N/A, there is no host district information.

Summary of the High School English Language Arts Goal¹³

Of the three measures that were applicable, AF Bushwick students were able to achieve two of them.

| Type | Measure (Accountability Plan from 2012-13 or later) | Outcome |
|-------------|--|-----------------|
| Absolute | (§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort. | Achieved |
| Absolute | (§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort. | Did Not Achieve |
| Absolute | Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system. | Achieved |
| Comparative | (§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English 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 high schools in New York State. | N/A |
| Comparative | (§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2013-14 school district results.) | N/A |

Action Plan

We strongly support the very rigorous Common Core aligned tests, and we have invested heavily in adapting the academic program to meet these college preparatory standards. In 2015-16 we will continue increasing the complexity of texts our scholars are reading, as well as the quality of instruction to support scholars both in building fundamental skills and developing higher order inquiry and analysis skills. Specifically, we will continue to on the following priorities in the 2015-16 school year:

1. Top quality oral and written responses – ensuring that teachers push and support scholars to produce work that is 100% correct and requires complex thinking.

¹³ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

2. Increased focus on text-dependent questions – supporting scholars to do close reading, annotate text, and use evidence in responses.
3. Additional time for vocabulary instruction – ensuring that instructional time is dedicated daily to building academic vocabulary.

The Achievement First network support team has created extensive guiding materials in each of these areas. In addition to curriculum, these materials include skill specific “Fundamentals of Instruction,” which provide a theoretical and practical background for best instructional practices. The curriculum resources are developed and continually improved by exceptional teachers throughout the network called “curriculum fellows,” and are refined by network-level staff in collaboration with national content area experts. These resources will be used by coaches within the context of the regular coaching process to develop teacher skill in each of these areas. In addition, the network *doubled* the amount of summer training for all teachers and leaders in preparation for the 2014-15 school year.

MATHEMATICS

Goal 2: Mathematics

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

Background

For students to thrive in the world they will face after college, they must be able to make sense of the world through a mathematical lens. Therefore, learning mathematics requires more than learning facts and procedures for solving certain types of problems. A well-prepared student will develop proficiency and expertise in a number of mathematical practices that have longstanding importance in mathematics education.

In the mathematics program at Achievement First Bushwick, mathematical practices come to life through the shifts (focus, coherence, rigor) called for by the Common Core State Standards. We will continue to refine the components of and resources for the program, on our path to seeing these practices and shifts embodied by our students and driving instruction.

Tenets of Achievement First’s Mathematics Program:

1. Conceptual Understanding: comprehension of mathematical concepts, operations, and relations
 - While developing conceptual understanding, students make meaning of mathematics and make connections across mathematical ideas which allows for

rapid acquisition of new knowledge, greater retention, and ability to apply in novel contexts.

2. Procedural Fluency: skill in carrying out procedures flexibly, accurately, efficiently, and appropriately
 - The development of procedural fluency allows students to focus mental energy on flexibly approaching and thinking through problems, rather than the steps to perform an accurate calculation.
3. Strategic Competence & Adaptive Reasoning: ability to formulate, represent, and solve mathematical problems; capacity for logical thought, reflection, explanation, and justification
 - The development of these habits of mind prepares students to solve mathematical problems that they may encounter throughout the rest of their academic and social lives.
4. Productive Disposition: habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.
 - Students approach challenging situations as opportunities to learn and mistakes made along the way as times for feedback and reflection, not representations of personal failure. This productive disposition is the hallmark of having a growth mindset as opposed to one that is fixed.
5. Problem Solving: the umbrella under which all the opportunities to increase proficiency and expertise with the mathematical practices fall
 - While students engage in problem solving they are making sense of problems, thinking strategically about concept and skill applications, planning and executing a viable approach, and reflecting on process and solutions.

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 3rd grade through 8th grade in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

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

| Grade | Total Tested | Not Tested ¹⁴ | | | Total Enrolled |
|-------|--------------|--------------------------|-----|--------|----------------|
| | | IEP | ELL | Absent | |
| 3 | 92 | | | 1 | 93 |
| 4 | 84 | | | | 84 |
| 5 | 94 | | | | 94 |
| 6 | 89 | | | 1 | 90 |
| 7 | 90 | | | | 90 |
| 8 | 86 | | | | 86 |
| All | 535 | | | 2 | 537 |

Results

AF Bushwick performed better in math than they did in ELA, the highest performing grade being 4th grade which achieved 74% proficient.

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

| Grades | All Students | | Enrolled in at least their Second Year | |
|--------|--------------------|---------------|--|---------------|
| | Percent Proficient | Number Tested | Percent Proficient | Number Tested |
| 3 | 61% | 93 | 59% | 82 |
| 4 | 74% | 84 | 76% | 76 |
| 5 | 59% | 84 | 60% | 84 |
| 6 | 69% | 89 | 74% | 76 |
| 7 | 69% | 89 | 68% | 81 |
| 8 | 64% | 86 | 66% | 83 |
| All | 66% | 535 | 67% | 482 |

Evaluation

AF Bushwick did not achieve this goal. Across the state, scores have been significantly lower in the past three years due to the shift to Common Core Learning Standards. Despite the drop in passing rate, AF Bushwick still outperforms its host districts as well as the city and state overall.

Additional Evidence

Since the inclusion of Common Core standards on the New York State Test, AF Bushwick has shown improvement from year to year. In 2014-15, 4th graders at AF Bushwick achieved the goal of 75% proficiency.

Mathematics Performance by Grade Level and School Year

| Grade | Percent of Students Enrolled in At Least Their Second Year |
|-------|--|
|-------|--|

¹⁴ 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.

| | Achieving Proficiency | | | | | |
|-----|-----------------------|---------------|---------|---------------|---------|---------------|
| | 2012-13 | | 2013-14 | | 2014-15 | |
| | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 3 | 60% | 77 | 69% | 81 | 59% | 82 |
| 4 | 58% | 77 | 70% | 80 | 76% | 76 |
| 5 | 53% | 66 | 70% | 77 | 60% | 84 |
| 6 | 56% | 75 | 51% | 74 | 74% | 76 |
| 7 | 49% | 86 | 59% | 80 | 68% | 81 |
| 8 | 80% | 74 | 71% | 93 | 66% | 83 |
| All | 59% | 455 | 65% | 485 | 67% | 482 |

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 mathematics AMO of 94. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.¹⁵

Results

AF Bushwick’s PLI is 161, well above the state AMO of 94.

Mathematics 2014-15 Performance Level Index (PLI)

| Number in Cohort | Percent of Students at Each Performance Level | | | |
|------------------|---|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| | 5% | 29% | 38% | 28% |

$$\begin{array}{rcccccccc}
 \text{PI} & = & 29 & + & 38 & + & 28 & = & 95 \\
 & & & & 38 & + & 28 & = & \underline{66} \\
 & & & & & & \text{PLI} & = & 161
 \end{array}$$

Evaluation

AF Bushwick achieved this goal.

¹⁵ In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Goal 2: Comparative Measure

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

Method

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. Comparisons are between the 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.¹⁶

Results

AF Bushwick significantly outperformed the host district at all grade levels.

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

| Grade | Percent of Students at Proficiency | | | |
|-------|---|------------------|-----------------------|------------------|
| | Charter School Students In At Least 2 nd Year | | All District Students | |
| | Percent | Number Tested | Percent | Number Tested |
| 3 | 59% | 82 | 23% | 1057 |
| 4 | 76% | 76 | 22% | 1052 |
| 5 | 60% | 84 | 25% | 1082 |
| 6 | 74% | 76 | 27% | 1124 |
| 7 | 68% | 81 | 19% | 1190 |
| 8 | 66% | 83 | 7% | 1075 |
| All | 67% | 482 | 21% | 6580 |

Evaluation

AF Bushwick achieved this goal.

Additional Evidence

In each of the past three years, AF Bushwick has outperformed the host district by a significant margin.

**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 |
|-------|---|
|-------|---|

¹⁶ 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](#).

| | 2012-13 | | 2013-14 | | 2014-15 | |
|-----|----------------|----------------|----------------|----------------|----------------|----------------|
| | Charter School | Local District | Charter School | Local District | Charter School | Local District |
| 3 | 60% | 16% | 69% | 25% | 59% | 23% |
| 4 | 58% | 20% | 70% | 21% | 76% | 22% |
| 5 | 53% | 15% | 70% | 26% | 60% | 25% |
| 6 | 56% | 14% | 51% | 23% | 74% | 27% |
| 7 | 49% | 12% | 59% | 15% | 68% | 19% |
| 8 | 80% | 15% | 71% | 10% | 66% | 7% |
| All | 59% | 15% | 65% | 20% | 67% | 21% |

Goal 2: Comparative Measure

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

Method

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

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

Results

The effect size of AF Bushwick was 2.18 for the 2013-14 school year, significantly above the goal of .3.

2013-14 Mathematics Comparative Performance by Grade Level

| Grade | Percent Economically Disadvantaged | Number Tested | Percent of Students at Levels 3&4 | | Difference between Actual and Predicted | Effect Size |
|-------|------------------------------------|---------------|-----------------------------------|------------|---|-------------|
| | | | Actual | Predicted | | |
| 3 | 92% | 82 | 70% | 28% | 42% | 2.34 |
| 4 | 81% | 80 | 70% | 31% | 39% | 1.95 |

| | | | | | | |
|-----|-----|-----|-----|-----|-----|------|
| 5 | 88% | 96 | 69% | 26% | 43% | 2.42 |
| 6 | 91% | 89 | 52% | 21% | 31% | 1.67 |
| 7 | 82% | 87 | 56% | 20% | 36% | 1.93 |
| 8 | 81% | 93 | 71% | 16% | 55% | 2.72 |
| All | 86% | 527 | 65% | 23% | 42% | 2.18 |

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

Evaluation

AF Bushwick achieved this goal with a standing of “Higher than expected to a large degree”.

Additional Evidence

AF Bushwick has achieved this goal in each of the past three years, and has been given the standing “Higher than expected to a large degree” in each.

Mathematics Comparative Performance by School Year

| School Year | Grades | Percent Eligible for Free Lunch/ Economically Disadvantaged | Number Tested | Actual | Predicted | Effect Size |
|-------------|--------|---|---------------|--------|-----------|-------------|
| 2011-12 | 3-8 | 69% | 442 | 93% | 54% | 1.90 |
| 2012-13 | 3-8 | 86% | 508 | 57% | 19% | 2.36 |
| 2013-14 | 3-8 | 86% | 527 | 65% | 23% | 2.18 |

Goal 2: Growth Measure¹⁷

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’

¹⁷ 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 perform above the statewide median, it must have a mean growth percentile greater than 50.

This report contains 2014-15 results, the most recent Growth Model data available.¹⁸

Results

The mean growth percentile of AF Bushwick is greater than 50 at each grade level, leading to an overall growth percentile of 62.

2014-15 Mathematics Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile | |
|-------|------------------------|------------------|
| | School | Statewide Median |
| 4 | 67 | 50.0 |
| 5 | 57 | 50.0 |
| 6 | 55 | 50.0 |
| 7 | 66 | 50.0 |
| 8 | 67 | 50.0 |
| All | 62 | 50.0 |

Evaluation

AF Bushwick achieved this goal.

Additional Evidence

AF Bushwick has achieved this goal in each of the past three years.

Mathematics Mean Growth Percentile by Grade Level and School Year

| Grade | Mean Growth Percentile | | | |
|-------|------------------------|---------|---------|------------------|
| | 2011-12 ¹⁹ | 2012-13 | 2013-14 | Statewide Median |
| 4 | | 56 | 67 | 50.0 |
| 5 | | 70 | 57 | 50.0 |
| 6 | | 58 | 55 | 50.0 |
| 7 | | 63 | 66 | 50.0 |
| 8 | | 71 | 67 | 50.0 |
| All | 64 | 64 | 62 | 50.0 |

Summary of the Mathematics Goal

¹⁸ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

¹⁹ Grade level results not available.

AF Bushwick was able to achieve all goals presented except for the absolute goal of 75% of test takers being proficient.

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

HIGH SCHOOL MATHEMATICS

(S) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common Core expectations on the Regents Algebra I (Common Core) exam) by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Geometry, Integrated Algebra and Algebra 2 exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 80 to meet the college and career readiness standard.²⁰ This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

²⁰ The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

Results

The 2011 cohort had 17 of 26 students score over an 80 on their Mathematics Regents exam. This amounts to 65% of the students.

Mathematics Regents Passing Rate with a Score of 80 by Fourth Year Accountability Cohort²¹

| Cohort Designation | Number in Cohort | Percent Passing with a score of 80 |
|--------------------|------------------|------------------------------------|
| 2009 | N/A | N/A |
| 2010 | N/A | N/A |
| 2011 | 26 | 65% |

Evaluation

AF Bushwick achieved this goal.

Additional Evidence

The class of 2013 currently has the highest percentage of students passing their mathematics Regents exam, followed closely by the class of 2011.

Mathematics Regents Passing Rate with a score of 80 by Cohort and Year

| Cohort Designation | 2012-13 | | 2013-14 | | 2014-15 | |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
| | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2011 | 29 | 66% | 29 | 66% | 26 | 65% |
| 2012 | 43 | 37% | 43 | 37% | 41 | 39% |
| 2013 | | | 58 | 60% | 56 | 71% |
| 2014 | | | | | 69 | 33% |

Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

Method

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for the college and career readiness standard.

Results

²¹ Based on the highest score for each student on the Mathematics Regents exam

There were no students at AF Bushwick that were not proficient on their 8th grade Math NYST.

**Mathematics Regents Passing Rate with a Score of 80 among Students
Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²²**

| Cohort Designation | Number in Cohort | Percent Passing with a score of 80 |
|--------------------|------------------|------------------------------------|
| 2009 | N/A | N/A |
| 2010 | N/A | N/A |
| 2011 | 0 | N/A |

Evaluation

An evaluation cannot be made because the number of students in this cohort who were not proficient in 8th grade is zero.

Goal 2: Absolute Measure

Each year, the Accountability Performance Level (APL) on a Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2014-15 mathematics AMO of **154**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core exams in mathematics are scored on a scale from 0 to 100; 0 to 64 is level 1; 65 to 73 is level 2, 74 to 84 is level 3, and 85 to 100 is level 4.

Results

AF Bushwick did not have a 2010 Cohort

²² Based on the highest score for each student on the Mathematics Regents exam

**Mathematics Accountability Performance Level (APL)
For the 2010 High School Accountability Cohort**

| Number in Cohort | Percent of Students at Each Performance Level | | | |
|------------------|---|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| | ? | ? | ? | ? |

$$\begin{array}{rcccccccc}
 \text{PI} & = & ? & + & ? & + & ? & = & ? \\
 & & & & ? & + & ? & = & ? \\
 & & & & & & \text{APL} & = & ?
 \end{array}$$

Evaluation

AF Bushwick did not have a 2010 Cohort

Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.²³

Results

There is no host district data.

**Mathematics Regents Passing Rate with a Score of 65
of Fourth-Year Accountability Cohorts by Charter School and School District**

| Cohort | Charter School | | School District | |
|--------|-----------------|-------------|-----------------|-------------|
| | Percent Passing | Cohort Size | Percent Passing | Cohort Size |
| 2009 | | | | |
| 2010 | | | | |
| 2011 | 65% | 26 | N/A | N/A |

Evaluation

N/A because there is no host district data.

²³ The New York State Report Card provides the district results for students scoring at or above 65.

Summary of the High School Mathematics Goal ²⁴

More than 65% of students met the college and career ready standard on the mathematics Regents. This is the only measure for which we had the required information.

| Type | Measure (Accountability Plan from 2012-13 or later) | Outcome |
|-------------|---|----------|
| Absolute | (§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort. | Achieved |
| Absolute | (§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort. | N/A |
| Absolute | Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system. | N/A |
| Comparative | (§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on a New York State Regents 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 high schools in New York State. | N/A |
| Comparative | (§) Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2013-14 school district results.) | N/A |

Action Plan

AF Bushwick will continue the core improvement strategies established over the last two years. We will continue upgrading the curricular resources available to teachers via the curriculum fellows model described under the ELA section of this Progress Report. Additionally, AF Bushwick teachers participated in increased math-specific professional development during summer training, and will continue to receive weekly coaching. Additionally, math interventions for struggling students in grades K-4 will be more systematic, and will be triggered by the NWEA Math for Primary Grades assessment to ensure that every struggling student receives tailored extra support, and interventions will be triggered at middle and high school levels by Achievement First interim assessments.

SCIENCE

Goal 3: Science

Students will demonstrate proficiency in the understanding and application of scientific principles.

²⁴ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

Background

Our program is designed to ensure that students develop the skills and understandings necessary to be prepared for introductory college level science courses and ultimately the careers of their choice, including (but not limited to) careers in science, engineering, and technology. Our program goes beyond the floor set by current external assessments to ensure that all performance expectations set forth in the Next Generation Science Standards are met. The rigor of content, concepts, and practices gradually increases in complexity from grade band to grade band, to ensure that our scholars have the knowledge and skills to choose careers in STEM.

The program is driven by the National Research Council's Framework for K-12 Science Education, which states: "To develop a thorough understanding of scientific explanations of the world, students need sustained opportunities to work with and develop the underlying ideas and to appreciate those ideas' interconnections over a period of years rather than weeks or months." To accomplish this goal, students build background knowledge and an understanding of science by deeply engaging with a focused set of core ideas and practices throughout their educational experience. Through this intensive approach, they will build expertise and use their expertise to make sense of new information or tackle problems.

The Next Generation Science Standards call for us to teach the practices or methods of science and engineering within our content and to focus on the many methods and practices of science and engineering rather than a single method. In order to support meaningful learning in science and engineering, our science program integrates core ideas of the discipline, science and engineering practices, crosscutting concepts, and Common Core literacy and mathematics. In grades K-8, the program is based on integrated science scope & sequences produced by Achievement First, which draw on a variety of resources from educational publishers, external content experts, and internally designed materials.

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 2015. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

Results

AF Bushwick students showed proficiency levels of 95% and 76% in grades 4 and 8, respectively.

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

| Grade | Percent of Students at Proficiency | | | |
|-------|------------------------------------|---------------|---|---------------|
| | All Students | | Charter School students in at Least their 2 nd Year | |
| | Percent Proficient | Number Tested | Percent Proficient | Number Tested |
| 4 | 95% | 84 | 96% | 76 |
| 8 | 76% | 86 | 76% | 83 |

Evaluation

AF Bushwick achieved this goal.

Additional Evidence

With their strongest showing of the past three years, AF Bushwick 8th graders scored a proficiency of 76%.

Science Performance by Grade Level and School Year

| Grade | Percent of Students Enrolled in At Least Their Second Year at Proficiency | | | | | |
|-------|---|---------------|---------|---------------|--------------------|---------------|
| | 2012-13 | | 2013-14 | | 2014-15 | |
| | Percent Proficient | Number Tested | Percent | Number Tested | Percent Proficient | Number Tested |
| 4 | 99% | 76 | 98% | 83 | 96% | 76 |
| 8 | 56% | 75 | 62% | 92 | 76% | 83 |
| All | 77% | 151 | 79% | 175 | 86% | 159 |

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

Since there are no results for the 2014-2015 science exams from host districts, we cannot determine whether or not AF Bushwick has met this goal.

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

| Grade | Percent of Students at Proficiency | | | |
|-------|---|------------------|-----------------------|------------------|
| | Charter School Students In At Least 2 nd Year | | All District Students | |
| | Percent Proficient | Number Tested | Percent Proficient | Number Tested |
| 4 | 96% | 76 | N/A | N/A |
| 8 | 76% | 83 | N/A | N/A |

Evaluation

N/A, there is no host district information

Additional Evidence

In each of the past two years, AF Bushwick has outperformed the host district by at least 23%.

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

| Grade | Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students | | | | | |
|-------|---|-------------------|-------------------|-------------------|-------------------|-------------------|
| | 2012-13 | | 2013-14 | | 2014-15 | |
| | Charter School | Local District | Charter School | Local District | Charter School | Local District |
| 4 | 99% | 83% | 98% | 80% | 96% | N/A |
| 8 | 56% | 49% | 62% | 42% | 76% | N/A |
| All | 77% | 56% | 79% | 61% | 86% | N/A |

Summary of the Science Goal

AF Bushwick achieved the goal that 75% of the scholars would be proficient, and based on previous evidence will outperform the local district this year as well.

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

Goal 3: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

Method

New York State administers multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, Chemistry and Physics. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Results

All 26 students were able to pass at least one science Regents Exam. Most passed the Chemistry exam, while a small portion passed the living environment exam.

**Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁵**

| Cohort Designation | Number in Cohort | Percent Passing with a score of 65 |
|--------------------|------------------|------------------------------------|
| 2009 | | |
| 2010 | | |
| 2011 | 26 | 100% |

Evaluation

AF Bushwick achieved this goal.

Additional Evidence

By their second year at AF Bushwick, 55% of students have passed at least one science Regents exam. By their third year, more than 80% of students were able to pass at least one science exam.

Science Regents Passing Rate with a score of 65 by Cohort and Year

| Cohort Designation | 2012-13 | | 2013-14 | | 2014-15 | |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
| | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2011 | 29 | 72% | 29 | 86% | 26 | 100% |
| 2012 | 43 | 44% | 43 | 63% | 41 | 85% |

²⁵ Based on the highest score for each student on any science Regents exam

| | | | | | | |
|------|--|--|----|-----|----|-----|
| 2013 | | | 58 | 55% | 56 | 55% |
| 2014 | | | | | 69 | 3% |

Goal 3: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

Results

There is no host district data for this subject

**Science Regents Passing Rate
of the High School Total Cohort by Charter School and School District**

| Cohort | Charter School | | School District | |
|--------|-----------------|-------------|-----------------|-------------|
| | Percent Passing | Cohort Size | Percent Passing | Cohort Size |
| 2009 | | | | |
| 2010 | | | | |
| 2011 | 100% | 26 | N/A | N/A |

Evaluation

N/A, there is no host district data for this subject

Action Plan

AF Bushwick will continue the development of the science program in partnership with Achievement First, which is working with BSCS, a national leader in the development and evaluation of K-12 science programs.

SOCIAL STUDIES

Goal 4: Social Studies

AF Bushwick students will develop the historical knowledge and skills necessary to be successful in college and to prepare them to be leaders in their communities.

Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

Method

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Results

Twenty-Four of the 26 students in the 2011 cohort passed the U.S History Regents exam with a score of above 65.

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort²⁶

| Cohort Designation | Number in Cohort | Percent Passing with a score of 65 |
|--------------------|------------------|------------------------------------|
| 2009 | | |
| 2010 | | |
| 2011 | 26 | 92% |

Evaluation

AF Bushwick achieved this goal.

Additional Evidence

Students generally take this exam during their junior year, the 2011 cohort has a slightly higher percentage of students passing than the 2012 cohort.

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

| Cohort Designation | 2012-13 | | 2013-14 | | 2014-15 | |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
| | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2011 | 29 | N/A | 29 | 83% | 26 | 92% |
| 2012 | 43 | N/A | 43 | N/A | 41 | 90% |
| 2013 | | | 58 | N/A | 56 | N/A |
| 2014 | | | | | 69 | N/A |

²⁶ Based on the highest score for each student on a science Regents exam

Goal 4: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

Results

There is no host district data for this subject

**U.S. History Passing Rate
of the High School Total Cohort by Charter School and School District**

| Cohort | Charter School | | School District | |
|--------|-----------------|-------------|-----------------|-------------|
| | Percent Passing | Cohort Size | Percent Passing | Cohort Size |
| 2009 | | | | |
| 2010 | | | | |
| 2011 | 92% | 26 | N/A | N/A |

Evaluation

N/A, there is no host district information

Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

Method

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Results

All students in the 2011 cohort were able to pass the Global History Regents exam with at least a score of 65.

**Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁷**

| Cohort Designation | Number in Cohort | Percent Passing with a score of 65 |
|--------------------|------------------|------------------------------------|
| 2009 | | |
| 2010 | | |
| 2011 | 26 | 100% |

Evaluation

AF Bushwick achieved this goal.

Additional Evidence

Ninety percent of the 2013 cohort has passed the Global History Regents exam, well above the 75% goal. The 2012 cohort is very close, while the 2014 cohort has yet to have anyone take the exam.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

| Cohort Designation | 2012-13 | | 2013-14 | | 2014-15 | |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
| | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2011 | 29 | 93% | 29 | 97% | 26 | 100% |
| 2012 | 43 | N/A | 43 | 67% | 41 | 70% |
| 2013 | | | 58 | N/A | 56 | 90% |
| 2014 | | | | | 69 | N/A |

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

Results

There is no host district data for this subject

²⁷ Based on the highest score for each student on a science Regents exam

**Global History Passing Rate
of the High School Total Cohort by Charter School and School District**

| Cohort | Charter School | | School District | |
|--------|-----------------|------------------|-----------------|------------------|
| | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort |
| 2009 | | | | |
| 2010 | | | | |
| 2011 | 100% | 26 | N/A | N/A |

Evaluation

N/A, there is no host district information

Additional Evidence

Provide narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance.

NCLB

Goal 4: NCLB

The school will make Adequate Yearly Progress.

Goal 4: Absolute Measure

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

Method

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school’s status under the state’s No Child Left Behind (NCLB) accountability system.

Results

AF Bushwick is in Good Standing.

Evaluation

AF Bushwick achieved this goal.

Additional Evidence

AF Bushwick has achieved this goal in each of the past 3 years.

NCLB Status by Year

| Year | Status |
|---------|---------------|
| 2012-13 | Good Standing |
| 2013-14 | Good Standing |
| 2014-15 | Good Standing |

HIGH SCHOOL GRADUATION

GOAL 6: HIGH SCHOOL GRADUATION

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school’s promotion requirements, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

| Course | # of Credits - NY |
|--|-------------------|
| Literature (9 – 12) | 4 |
| Writing (9 – 12) | 4 |
| Mathematics (to at least Pre-Calculus) | 4 |
| Science (to include Biology, Chemistry, Physics) | 4 |
| History (to include US and Global; Econ/Gov’t in NY) | 4 |
| College Readiness Seminar | 1 |
| College Readiness - Health | .5 |
| College Readiness - SAT Prep | 1 |
| Foreign Language | 1 |
| Electives (not including Art/PE/Composition/CRS) | 4 |
| Art/Music | 1 |
| P.E. | 2 |
| Non–Course Requirements | NY |
| Completion of approved summer program | 3 credits |

| | |
|----------------------------------|-------------|
| ELA Regents | Score of 75 |
| Algebra Regents | Score of 75 |
| One additional Math Regents | Score of 65 |
| One additional Science Regents | Score of 65 |
| US History Regents | Score of 65 |
| Global History Regents | Score of 65 |
| Required Community Service hours | Yes |

Results

In both the 2013 and 2014 cohort, 91% of students were promoted at AF Bushwick.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2014-15

| Cohort Designation | Number in Cohort | Percent promoted |
|--------------------|------------------|------------------|
| 2013 | 58 | 91% |
| 2014 | 69 | 91% |

Evaluation

AF Bushwick achieved the goal of have 75% of students promoted in 2014-2015.

Additional Evidence

Goal 6: Absolute Measure

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 on at least three different New York State Regents exams required for graduation.

Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2015, the 2013 cohort will have completed its second year.

Results

Both the 2011 and 2012 cohorts achieved this goal, while the 2013 cohort has 57% of students passing three exams.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

| Cohort Designation | Number in Cohort | Percent Passing Three Regents |
|--------------------|------------------|-------------------------------|
| 2011 | 26 | 100% |

| | | |
|------|----|-----|
| 2012 | 41 | 93% |
| 2013 | 56 | 59% |

Evaluation

AF Bushwick did not achieve this goal.

Goal 6: Absolute Measure

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

Method

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2011 cohort and graduated four years later and those who entered as members of the 2010 cohort and graduated five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer at the end of their fourth year to complete graduation requirements.

The school’s graduation requirements appear above under the graduation goal’s first measure pertaining to annual grade-by-grade promotion or credit accumulation.

Results

Ninety-six percent of the 26 students graduated on time in four years.

Percent of Students in the Graduation Cohort who have Graduated After Four Years

| Cohort Designation | Number in Cohort | Percent Graduating |
|--------------------|------------------|--------------------|
| 2009 | N/A | N/A |
| 2010 | N/A | N/A |
| 2011 | 26 | 96% |

Percent of Students in Graduation Cohort Who Have Graduated After Five Years

| Cohort Designation | Number in Cohort | Percent Graduating |
|--------------------|------------------|--------------------|
| 2008 | N/A | N/A |
| 2009 | N/A | N/A |
| 2010 | N/A | N/A |

Evaluation

AF Bushwick achieved this goal.

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.

Method

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the local school district²⁸. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

Results

Ninety-six percent of students at AF Bushwick's 2011 cohort graduated in four years, a significantly higher percentage than the host district cohorts of the past two years.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to Local District

| Cohort Designation | Charter School | | School District | |
|--------------------|------------------|--------------------|------------------|--------------------|
| | Number in Cohort | Percent Graduating | Number in Cohort | Percent Graduating |
| 2009 | N/A | N/A | 735 | 48% |
| 2010 | N/A | N/A | 711 | 48% |
| 2011 | 26 | 96% | N/A | N/A |

Evaluation

N/A, information for the current year is not yet available.

Additional Evidence

Based on previous years, the graduation rate of the host district will be lower than the graduation rate of students at AF Bushwick.

Summary of the High School Graduation Goal

AF Bushwick was able to achieve two of the four goals presented. It is likely that the graduation rate of AF Bushwick students is higher than the local host district, but that information has not yet been released.

| Type | Measure | Outcome |
|------|---------|---------|
|------|---------|---------|

²⁸ Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

| | | |
|-------------|--|-----------------|
| Absolute | Each year, 75 percent of students in the high school Total Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade. Required for Accountability Plans developed prior to 2012-13 | Achieved |
| | (§) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year. Required for Accountability Plans developed in 2012-13 or later | |
| Absolute | Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort. | Did Not Achieve |
| Absolute | Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate. | Achieved |
| Comparative | Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district. | Not Applicable |

Action Plan

AF Bushwick high school will continue to provide a rigorous academic program, reinforce its strong school culture, and explicitly support students to build the “habits of success” necessary to succeed in college and beyond. These core components of the high school program are specifically designed to help AF Bushwick students graduate high school ready for success in college and beyond.

COLLEGE PREPARATION

GOAL 7: COLLEGE PREPARATION
AF Bushwick students will be prepared to excel during college and earn graduation

Goal 7: Comparative Measure
Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

Method

This measure tracks student performance one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 20 to 80 on each subsection with 240 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student’s highest score on

each subsection. Compare school averages to the New York State average for all 10th grade (sophomore) test takers in the given year.

Results

The 2014 PSAT was the closest AF Bushwick students have been to the state average.

10th Grade PSAT Performance by School Year

| School Year | Number of Students in the 10 th Grade | Number of Students Tested | Critical Reading | | Mathematics | |
|-------------|--|---------------------------|------------------|----------------|-------------|----------------|
| | | | School | New York State | School | New York State |
| 2012-13 | 26 | 26 | 38.6 | 45.4 | 41.4 | 46.5 |
| 2013-14 | 43 | 42 | 36.9 | 41.1 | 42.5 | 42.8 |
| 2014-15 | 56 | 52 | 42.8 | 44.6 | 46.6 | 46.9 |

Evaluation

AF Bushwick did not achieve this goal.

Additional Evidence

Though AF Bushwick students are not yet at the state’s average, there have been gains in both mathematics and critical reading since the 2012-2013 school year. The gap between the state and AF Bushwick in the PSAT is shrinking rapidly, and Bushwick is only trailing the state by 0.3 percentage points in mathematics.

Goal 7: Comparative Measure

Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

Method

This measure tracks student performance on one of the most commonly used high school college prep assessments.

For the SAT include this description: The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 2400 as the highest possible score. As students may choose to take the test multiple times during the year, the school only reports a student’s highest score. The school compares its averages the New York State average for all 12th grade test takers in the given year.

Results

As a cohort, the AF Bushwick students averaged a score of 439 on Reading and 496 on Math, below the averages of the state.

12th Grade SAT Performance by School Year

| School Year | Number of Students in the 12 th Grade | Number of Students Tested | Reading | | Mathematics | |
|-------------|--|---------------------------|---------|----------------|-------------|----------------|
| | | | School | New York State | School | New York State |
| 2012-13 | | | | | | |
| 2013-14 | | | | | | |
| 2014-15 | 25 | 25 | 439.2 | 495 | 496 | 511 |

Evaluation

AF Bushwick did not achieve this goal.

Goal 7: School Created College Preparation Measure

The percent of graduating students that meets the state’s aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.

Method

Recognizing that remediation rates in New York’s colleges are far too high, the Board of Regents has reviewed data showing the gap between high school expectations and college attainment. They reviewed data comparing the graduation rate for the 2005 cohort with the "college and career ready" graduation rate – defined as the percentage of students in the cohort who graduated with a score 80 or better on a math Regents exam and 75 or better on the English Regents exam. The Regents view these data as an important indicator of future student success. Students who graduate high school – but do so with a score below 80 on a math Regents exam and below 75 on the English exam – are likely to require remediation in college.

Results

Based on the statewide level from previous years, AF Bushwick students would have met this goal.

Percent of Graduates Meeting the Aspirational Performance Measure²⁹

| Cohort | Charter School | Statewide ³⁰ |
|--------|----------------|-------------------------|
| 2009 | | 37.2 |
| 2010 | | 38.1 |
| 2011 | 48.3 | N/A |

Evaluation

N/A because the results of the 2011 cohort for statewide college readiness is not complete.

²⁹ Schools can retrieve state level graduation rates from the SED’s Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

³⁰ Statewide results for the 2011 cohort are not yet available.

(5) The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the local district.

Method

In establishing measures to be used by schools, districts and parents to better inform them of the progress of their students, the Regents have also set as an additional aspirational measure of achievement the percent of graduating students who earned a Regents diploma with Advanced Designation (i.e., earned 22 units of course credit; passed seven-to-nine Regents exams with a score of 65 or above; and took advanced course sequences in Career and Technical Education, the arts, or a language other than English).

Results

No Students at AF Bushwick graduated with a Regents diploma with Advanced Designation.

Percent of Graduates with a Regents Diploma with Advanced Designation³¹

| Cohort | Charter School | School District ³² |
|--------|----------------|-------------------------------|
| 2009 | | |
| 2010 | | |
| 2011 | 0 | N/A |

Evaluation

N/A because the number of students graduation with designation from the host district is not yet available.

Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.

Method

AF Bushwick students will take at least 1 AP exam.

Results

³¹ Schools can retrieve information about diplomas conferred from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

³² District results for the 2011 cohort are not yet available.

Graduating students at AF Bushwick all took at least 1 AP exam. Of those 25 students, 32% of them were able to pass.

Graduates Passing a Course Demonstrating College Preparation

| Cohort | Number of Graduates | Percent Passing the Equivalent OF a College Level Course ³³ |
|--------|---------------------|--|
| 2009 | | |
| 2010 | | |
| 2011 | 25 | 32% |

Evaluation

AF Bushwick did not achieve this goal.

Goal 7: School Created College Attendance or Achievement Measure
 Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation

Method

The AF Bushwick high school college team closely tracks college matriculation rates.

Results

AF Bushwick is currently unable to show college matriculation information. Information for all students will not be available until the National Student Clearinghouse verifies these numbers later this fall.

Evaluation

N/A, the information necessary for this goal is not yet available.

Summary of the College Preparation Goal

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

| Type | Measure (Accountability Plan from 2012-13 or later) | Outcome |
|-------------|--|-----------------|
| Comparative | Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics. | Did Not Achieve |

³³ Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

| | | |
|-------------|--|-----------------|
| Comparative | Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics. | Did Not Achieve |
| | (S) The percent of graduating students that meets the state’s aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average. | N/A |
| | (S) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course. | Did Not Achieve |
| | (S) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation. | N/A |

Action Plan

College preparation is the goal of the entire K-12 program at Achievement First Bushwick, culminating in the high school grades with a four year college readiness curriculum. This curriculum is based on leading research about what it takes to be successful in college, and it is considered a core element of the academic program.