



**HEKETI COMMUNITY
CHARTER SCHOOL**

**2014-15 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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By Cynthia Rosario

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Cynthia Rosario, School Director prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Jamie Knox	Chairperson, Executive Committee
Niki Simoneaux	Member, Executive & Finance Committees
Rohita Land	Treasurer, Finance Committee
Tina Perez	Secretary, Executive Committee
Samantha Valerio	Member, Education Committee
Edwin Cespedes	Member, Executive Committee

Cynthia Rosario, **founder**, has served as the school leader since 2011.

INTRODUCTION

Our mission is to provide an exceptional educational solution, focused on preparing every student for NYC’s most competitive high schools and leadership in their chosen careers through an integrated educational design with high expectations, extensive academic and social-emotional support, and a high level of family and community engagement.

Heketi's name embraces two main elements of our mission focus. ‘Heketi’ is the Taíno word for **ONE**. Taínos are the indigenous people of the Caribbean, representing the heritage of a large portion of the Spanish-speaking population in the South Bronx. Heketi was born out of a desire to honor this heritage and embrace the power of multilingual literacy and reading skills for success and leadership. The meaning of Heketi, **ONE**, is also a recognition of what it takes to create an educational environment that ensures **each** child’s success. Heketi’s educational design integrates **families**, school **staff**, and **community** members — all invested and united in building a community focused on achievement.

After taking a planning year, Heketi opened its doors in the Mott Haven section of the Bronx to 90 kindergarten and first graders. As a school that seeks to improve educational outcomes for traditionally underserved English Language Learners, the school moved to a Dual Language Immersion program in the second year of operations. During the 2014-15 school year, 23% of students enrolled were English Language Learners. Students in the Dual Language program receive 50% of their instruction in Spanish and 50% in English. This year’s first-grade data reveals that our ELLs in the Dual Language class are outpacing their English-only counterparts in reading levels.

This year our student population reflected the demographics we anticipated during the charter application phase. We served 198 students—23% ELLs, 18% students with disabilities, and 94% free & reduced lunch. Given our high-needs population, we kept a laser-focus on creating conditions for learning that maximize students’ sense of belonging, fun, and high academic engagement. Our unique design elements include:

- Dual Language Immersion Program—supporting native Spanish-speakers in acquiring English language by strengthening their native language.
- Clear and Transparent Accountability—frequent use of formative data and summative data to drive instructional decisions and professional development. We moved to trimester interim assessments this year due to two years of data indicating that our struggling students needed more time.
- High Expectations for All—engage all stakeholders in discussion and analysis of quarterly assessments. Post-assessment conversations centered on small group, targeted interventions.
- Investment in Social-Emotional Support—embed the school’s guiding principles and Second Step Character Education curriculum in the instructional day. We also added an anti-bullying component, as we found our transition to school busing this year created opportunities for student taunting.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	Total
2011-12	Planning year				0
2012-13	50	49	-	-	89
2013-14	50	43	40	-	133
2014-15	51	45	52	50	198

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will be confident, independent, and proficient readers, writers, and speakers of the English language.

Background

The 2014-15 school year was the first complete year for the implementation of Houghton Mifflin's Journeys, a comprehensive, balanced approach to literacy with supplemental materials for ELLs and students below and above grade-level. During crew meetings, teachers discussed the benefits of the program and augmented it to meet the needs of our student population. While the program has a strong RTI component and is closely aligned to the NYSCC standards, it doesn't offer students the breadth of knowledge they need to acquire information. It moves too quickly and doesn't provide the depth of content knowledge our ELLs and SWDs need in order to access content vocabulary and make meaning of texts.

The Journeys program also has a weak writing component. We moved away from the program mid-year in order to provide students with writing opportunities that aligned with the rigors of the core curriculum. Teachers, alongside the instructional specialist, began integrating writing into the social studies and science units of study. The transition was well received by students whose writing improved in key areas—structure, grammar, and ideas.

The instructional leadership team will continue to work with teachers during the upcoming school year to tweak the Journeys program to ensure student depth of knowledge and continued growth in ELA.

Goal 1: Absolute Measure

Each year, 75 percent of all students in grades 2-5 who are enrolled in at least their second year will perform at or above grade level on the Fountas & Pinnell Reading Assessment.

Results

The chart below indicates second grade student performance on the Fountas & Pinnell Benchmark Assessment, using the Teachers College scoring rubric:

**Performance on 2014-15 Fountas & Pinnell Benchmark Reading Assessment
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
2	58%	52	69%	39
3	76%	50	84%	31

Evaluation

For the 2014-15 school year, the school failed to meet the 75% goal in 2nd grade and exceeded the goal in 3rd grade. While the 2nd grade cohort did not meet the targeted goal, it is encouraging to see that last year's 2nd graders (who also missed the 75% goal) exceeded the goal in their 3rd year at Heketi. The data also show an upward trend for students who remain with Heketi.

During our year-end data analysis meetings, we reflected on the amount of support 3rd grade received in preparation for our inaugural NYS testing year. The gains we've seen in 3rd grade are indicative of the "all hands on deck" approach to supporting the grade that needed the most support, not only because it was their first year sitting for the NYS exams but also because we had 22 new students on the grade. Transitioning to our permanent facility this year caused some student attrition and the additional rent necessitated an increase in class size.

Goal 2: Absolute Measure

Each year, 75 percent of all tested students in grades 3-5 who are enrolled in at least their second year will perform at proficiency on the New York State Language Arts examination.

Method

The school administered the New York State English language arts exam for the first time to 3rd grade students in April 2015. Of the 50 students enrolled, 1 student opted-out of the ELA exam.

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, even if they have not been enrolled with the school for two years.

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

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	49	0	0	1	50

Results

The following table compares students who were new to Heketi this year with those who were with us for at least two years. Only 16.3% of all third graders scored proficient in the English Language Arts Exam. The overall average in the NYC ELA exam was 30.4% proficient.

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

Grade	All students		Enrolled in at least their second year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	16.3	49	14.3	28

Evaluation

Although, the school did not meet the proficiency goal of 75%, we analyzed patterns in student performance that likely led to low student outcomes. One possible reason for low performance is the school’s reliance on F&P and Lexile scores to determine which students required additional reading interventions. After analyzing the data, we were not able to find any discernable trends that correlate student performance on the State exam with our interim assessment data. For example, many students who scored at Level 2 received above grade level scores on both F&P and Lexile assessments. Those students who were above grade level were also not invited to our Saturday Academy for test preparation.

Another possible reason for the low performance was the school’s insufficient test preparation, which resulted in low stamina for many students. Students were given practice exams for HW and some students were invited to a 7-week testing academy using i-Ready. The school did not provide a 3-day mock exam to adequately prepare students for the time intensity of the exam. Since it was our inaugural testing year, we underestimated the amount of test preparation required for the new Common Core aligned NYS exams.

Action Plan

This past year, teachers implemented the new literacy program beginning in September. Teachers quickly appreciated the strengths of the program—the built-in RTI and ELL materials, a fair balance of non-fiction and fiction texts, guided reading books with a range of complexity levels, and text alignment with the social studies and science curricula. By December, however, teachers began to notice the flaws in the program.

¹ 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.

The material moves quickly from one genre study to the next, which doesn't allow for depth of knowledge. Our English Language Learners and students with disabilities require repetition in order to meaningfully grasp concepts. During crew meetings, teachers worked with the instructional specialist to augment the Journeys program to meet the needs of students who were continually failing the weekly quizzes. Teachers began to select additional texts to teach the same strategy of the week and focused more on comprehension strategies.

This was also the first year teachers worked with a full-time ESL and reading specialist. Classroom teachers had monthly instructional planning time with the support teachers in order to address individual students needs in and outside the classroom. Using a team approach, the specialists were able to extend the lessons from the weekly texts to support struggling students. The data show students in Level 2 made gains, but students in Level 1 remained in the bottom quartile even after receiving Tier 3 supports. The instructional support team referred some of the cases to the CSE and will continue to monitor the others in the fall.

Goal 3: 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 200.²

Results

The school’s PLI for 2014-15 is 73.4 (57.1% in Levels 2-4 plus 16.3% in Levels 3-4). The State requirement for this school year is 97.

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
49	42.9	40.8	14.3	2.0

$$\begin{array}{rcccccccc} \text{PI} & = & 40.8 & + & 14.3 & + & 2.0 & = & 57.1 \\ & & & & 14.3 & + & 2.0 & = & \underline{16.3} \\ & & & & & & \text{PLI} & = & 73.4 \end{array}$$

Evaluation

The school did not meet the State’s Performance Index of 97. Heketi fell short of the measure by 23.6 points. The results are due in large part to our misjudgment of the amount of test preparation students needed for their first exposure to the NYS exams. Our staff did not want to compromise the inquiry-based, hands-on approach to teaching. Therefore, students above grade level received take-home test preparation, and students on or below grade level received a Saturday Academy i-Ready test program. We are confident our students will improve on future exams, as we learn to provide more preparation for the rigors of the exams.

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

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.³

Results

Heketi did not meet the comparative measure in ELA for 3rd graders enrolled in at least their second year. We are not satisfied with the results of our first year of NYS exams.

**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	14.3	28	15.0	1,251

Evaluation

Heketi did not outperform 3rd grade students in CSD 7. The school fell short of the comparative measure by merely 0.7 percentage points. We know that our underperformance is a direct result of the amount of preparation students received to be successful on their first exam. As a first year testing school, we underestimated the amount of preparation required for the rigors of the NYS exams.

³ 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](#).

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 statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar 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. Heketi does not have previous years' data, as this is the first year we participated in the NYS exams.

Goal 1: Growth Measure⁴

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

Method

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

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available.

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

Summary of the English Language Arts Goal

Heketi did not meet its ELA accountability plan goals for the 2014-15.

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.	Did Not Achieve
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.	Did Not Achieve
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.	Not Applicable
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.	Not Applicable

Action Plan

In 2015-16, the newly hired SETTS teacher will help us refine our RTI practices. Students often received Tier 3 services for over two months without reevaluating the intervention. The academic intervention services will follow a 6-8 week cycle ending with data analysis meetings with classroom and support teachers. The goal is to move quicker to try a different intervention approach if students do not show immediate signs of growth. We've been guilty of giving students too much time using the same academic intervention.

In addition to refining the RTI process in the upcoming school year, we will:

- utilize the expertise of the new instructional specialist in grades 3-5.
- implement three new literacy intervention programs—Tiger Tuesday, Earobics, and F & P Leveled Literacy Intervention.
- employ a school-wide 30-minute independent reading block.
- roll-out a new Thinking Maps program, with a two-fold purpose—strengthening teacher learning objectives and improving student writing across all genres.
- utilize a three-prong writing approach that includes writing through the literacy curriculum, Journeys; on-demand writing; and writing through the content areas.
- revise the ELA units to reflect rigor and purpose of the Common Core Standards.
- Matching our curriculum design to the tests' design.
- provide students in testing grades additional opportunities for 3-day mock exams. The social work department will also provide test anxiety strategies for students who exhibited anxiety last year, and who exhibit anxiety during mock exams. We will also continue using the i-Ready program to prepare students for the rigor of the exams.
- collaborate with a neighboring school, FLACS II, to compare their interim assessment tools and test-prep model.

MATHEMATICS

Goal 1: Mathematics

Students will master increasingly sophisticated mathematical concepts and be able to apply those concepts in a variety of settings.

Background

In our charter, we identified Year 3 as the year where we would transition our PD focus from ELA to math. During the 2014-15 school year, we brought on a math consultant who worked primarily with 2nd and 3rd grade teachers. The consultant also provided school wide PD in two key areas—in-depth analysis of the common core standards and improving teacher practice. As a result, grade level crews developed a deeper understanding of the standards and mathematical practices. During our work with the math consultant, we realized one math program wasn't effective for all grades. Each grade level used a combination of a scripted program (TERC Investigations, Go Math!, Envisions) and the EngageNY Modules.

Benchmark and unit assessments were used to collect data on student proficiency against the standards. The data was used to drive instructional decisions and provide small group math intervention. Math instruction improved across all grades evidenced by student engagement, accountable math talk, and student outcomes. The level of math discourse in all classrooms demonstrated students' ability to apply the strategies they used in math across other content areas. Teachers became more competent and, therefore, more enthusiastic about teaching math.

Goal 2: Absolute Measure

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 3-5.

Method

The school administered the New York State Mathematics exam for the first time to 3rd grade students in April 2015. Of the 50 students enrolled, 2 students opted-out of the Mathematics exam.

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, even if they have not been enrolled with the school for two years.

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

Grade	Total Tested	Not Tested ⁵			Total Enrolled
		IEP	ELL	Absent	
3	48	0	1	1	50

Evaluation

Teachers administered unit and year-end assessments designed by the respective math programs or the EngageNY Modules. Overall, students improved in math proficiency but without the support of a full-time math specialist, we weren’t able to provide benchmark assessments or critical data analysis to determine next steps for our math instruction. In order to prevent this type of lapse in data analysis, we’ve hired a math instructional specialist for the 2015-16 school year. He will develop an interim assessment calendar for math and embed data days into our Wednesday PD sessions. By the end of next year, we’ll have data similar to our ELA data to track trends across grades and year-to-year progress.

Results

The following table compares students who were new to Heketi this year with those who were with us for at least two years. In 3rd grade, 47.9% of students tested scored proficient in the Mathematics Exam. The overall average in the NYC Mathematics exam was 35.3% proficient.

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

Grade	All students		Enrolled in at least their second year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	47.9	48	46.4	28

⁵ 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.

Evaluation

Although, the school did not meet the proficiency goal of 75%, we outperformed both NYC and NYS. The proficiency of new students versus students enrolled in at least their second year was insignificant.

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 200.⁶

Results

The school's PLI for 2014-15 is 127.1 (79.2% in Levels 2-4 plus 47.9% in Levels 3-4). The State requirement for this school year is 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
48	20.8	31.3	27.1	20.8

$$\begin{array}{rcccccccc} \text{PI} & = & 31.3 & + & 27.1 & + & 20.8 & = & 79.2 \\ & & & & 27.1 & + & 20.8 & = & \underline{47.9} \\ & & & & & & \text{PLI} & = & 127.1 \end{array}$$

Evaluation

Heketi's PLI is 127.1 which exceeds the mathematics AMO of 94. We attribute the success to the alignment of the Go Math! Program with the NYS exam content.

⁶ 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.⁷

Results

Heketi 3rd grade students outperformed students in CSD 7 by 26.5%.

**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	46.4	28	19.9	1,276
All				

Evaluation

All Heketi students outperformed the students in CSD 7 by 28%, and Heketi students in at least their second year outperformed students in CSD 7 by 26.5%.

⁷ 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](#).

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. The school does not have data prior to 2014-15.

Summary of the Mathematics Goal

Heketi met the absolute AMO goal and the comparative local school district goal for the NYS Math exam. The school met the AMO goal by 33 points, and the comparative goal by exceeding the percent of students who performed at or above proficiency compared to CSD 7. Amber did not meet its absolute goal of 75% of all students performing at or above the proficiency level on the New York State Math examination. Overall, Heketi meet the majority of the accountability goals in mathematics.

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.)	Not Applicable
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.	Not Applicable

Action Plan

During the 2014-15 school year, the school implemented a new math curriculum, Go Math! for third grade because of its alignment with the Common Core Standards. Teachers were able to differentiate lessons and provide intervention supports for a broad range of learners. The program was supplemented with the EngageNY modules, which supported student understanding of NYS exam questions.

For the 2015-16 school year, the school will continue to use Go Math! in grade 3 and adopt it in grade 4 due to the programs' success. The school has also hired a math instructional specialist to deepen teachers' understanding of the Common Core Mathematics Standards and practices. School wide professional development will support early math concepts, which should reduce the number of students requiring intervention in the upper elementary grades. Additionally, the SETTS teacher will provide academic intervention for students who require Tier 3 math support.

APPENDIX B: OPTIONAL GOALS

Goal: Parent Satisfaction

Families will be satisfied with Heketi's academic and social-emotional program.

Goal: Absolute Measure

- Each year, 80% of total families will indicate "satisfied" or "extremely satisfied" as an overall rating on the Family Satisfaction Survey (total families includes those who do not respond to the survey).

Method

The school used the NYCDOE parent survey to analyze parent satisfaction.

Results

The 2014-15 parent satisfaction survey results indicate a high level of parent satisfaction with the school's instructional program, responsiveness to parents' needs, school culture, and the school's resources.

2014-15 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
152	198	89%

2014-15 Parent & Teacher Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Supportive Environment	100%
Collaborative Teachers	95%
Effective School Leadership	93%
Strong Family-Community Ties	91%
Trust	99%

Evaluation

This year's DoE survey didn't distinguish between parent and teacher responses in the overall data analysis. The data show high rates of satisfaction for both teachers and parents in the five domains (rigorous instruction was the sixth domain, but parents weren't surveyed in this area). The school exceeded its annual goal. We attribute the high rate of satisfaction to our laser focus on meeting parents' needs through our social curriculum, family engagement committee, and social work department. At every level of the organization, we have frequent conversations about meeting families needs and finding creative ways to make meaningful contact with them. This year proved more challenging than in years past because we added school busing, which reduced the amount of face-to-face contact we had with families. We're happy to see the lack of daily interaction didn't compromise overall family satisfaction.