

**ACHIEVEMENT FIRST BUSHWICK  
CHARTER SCHOOL**

**2015-16 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Umang Gupta

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## INTRODUCTION

Umang Gupta, Data and Policy Analyst prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Adrienne Loiseau	Parent Representative
Ambrose Wooden, Jr.	Member
Amy Arthur Samuels	Member
Andy Hubbard	Member
Angela Tucker	Parent Representative
Daniel Russell	Member
Deborah Shanley	Chair / Board President
Jon Atkeson	Treasurer
Judith Jenkins	Member
Justin Cohen	Member
L. Priscilla Hall	Member
Lee Gause	Member
Lee Gelernt	Member
Natasha Lewis	Parent Representative
Ted Coons	Member

**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 2015-16 served 460 students in grades K-4. Achievement First Bushwick Middle School opened in fall 2007 and in 2015-16 served 374 students in grades 5-8.

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
2015-16	88	90	96	91	95	96	97	90	91	61	63	52	38	1,048

## 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 9<sup>th</sup> grade. For example, the 2012 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade in the 2012-13 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2015-16 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/](http://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 30<sup>th</sup>.

## INTRODUCTION

### Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> 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 <sup>th</sup>
2013-14	2010-11	2010	N/A	N/A	N/A
2014-15	2011-12	2011	26	0	26
2015-16	2012-13	2012	40	0	40

### TOTAL COHORT FOR GRADUATION

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9<sup>th</sup> grade. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9<sup>th</sup> 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 9<sup>th</sup> 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 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Additional Students Still in Cohort <sup>1</sup> (b)	Graduation Cohort (a) + (b)
2013-14	2010-11	2010	N/A	N/A	N/A
2014-15	2011-12	2011	26	0	26
2015-16	2013-14	2012	40	0	40

### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Additional Students Still in Cohort <sup>2</sup> (b)	Graduation Cohort (a) + (b)
2013-14	2009-10	2009	N/A	N/A	N/A
2014-15	2010-11	2010	N/A	N/A	N/A
2015-16	2011-12	2011	1	0	1

<sup>1</sup> 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.

<sup>2</sup> 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 for 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 or above proficiency on the New York State English language arts examination for grades 3-8.

### METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3<sup>rd</sup> through 8<sup>th</sup> grade in April 2016. 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

## ENGLISH LANGUAGE ARTS

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).

2015-16 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>3</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	91			1		92
4	95					95
5	96					96
6	96			1		97
7	90					90
8	90			1		91
All	558			3		561

## RESULTS

Overall, students enrolled in at least their second year at AF Bushwick perform better on the English Language Arts Exam than their peers.

Performance on 2015-16 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	67%	91	69%	80
4	56%	95	61%	83
5	58%	96	58%	80
6	56%	96	56%	91
7	52%	90	52%	83
8	78%	90	76%	85
All	61%	558	62%	502

## EVALUATION

AF Bushwick did not achieve this goal. Across the state, scores have been significantly lower due to the shift to the Common Core Learning Standards. AF Bushwick has made significant progress in the last year, increasing scores dramatically across all grade levels.

## ADDITIONAL EVIDENCE

In the past three years, students at AF Bushwick in at least their second year have improved proficiency by a total of 27 percentage points.

<sup>3</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

# ENGLISH LANGUAGE ARTS

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

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	46%	81	32%	82	69%	80
4	34%	80	36%	76	61%	83
5	29%	77	29%	84	58%	80
6	28%	75	37%	76	56%	91
7	31%	80	34%	80	52%	83
8	42%	93	50%	82	76%	85
All	35%	486	38%	480	62%	502

### 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 PLI value that equals or exceeds the 2015-16 English language arts AMO of **104**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>4</sup>

### RESULTS

AF Bushwick's PLI is 156, outperforming the English language arts AMO of 104.

#### English Language Arts 2015-16 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
558	5%	34%	45%	16%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 34 & + & 45 & + & 16 & = & 95 \\
 & & & & 45 & + & 16 & = & \underline{61} \\
 & & & & & & \text{PLI} & = & 156
 \end{array}$$

### EVALUATION

AF Bushwick achieved this goal

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

## ENGLISH LANGUAGE ARTS

### Goal 1: Comparative Measure

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

### METHOD

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>5</sup>

### RESULTS

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

2015-16 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 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	69%	80	27%	976
4	61%	83	24%	986
5	58%	80	18%	992
6	56%	91	28%	1,103
7	52%	83	30%	1,061
8	76%	85	35%	1,146
All	62%	502	27%	6,264

### EVALUATION

AF Bushwick achieved this goal.

### ADDITIONAL EVIDENCE

AF Bushwick has consistently outperformed its district peers over the past three years.

English Language Arts Performance of Charter School and Local District  
by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District

<sup>5</sup> 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](#).



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3	46%	15%	32%	15%	69%	27%
4	34%	17%	36%	15%	61%	24%
5	29%	19%	29%	17%	58%	18%
6	28%	17%	37%	24%	56%	28%
7	31%	19%	34%	20%	52%	30%
8	42%	21%	50%	25%	76%	35%
All	35%	18%	38%	19%	62%	27%

### Goal 1: Comparative Measure

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

### METHOD

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

### RESULTS

AF Bushwick’s overall effect size is 1.31. The highest performing grade was 4<sup>th</sup>, with an effect size of 1.91.

#### *2014-15 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	<b>91%</b>	<b>92</b>	<b>32%</b>	<b>18%</b>	<b>14%</b>	<b>1.00</b>
4	<b>85%</b>	<b>85</b>	<b>46%</b>	<b>20%</b>	<b>26%</b>	<b>1.91</b>
5	<b>83%</b>	<b>94</b>	<b>30%</b>	<b>18%</b>	<b>12%</b>	<b>0.93</b>
6	<b>92%</b>	<b>88</b>	<b>34%</b>	<b>15%</b>	<b>19%</b>	<b>1.60</b>
7	<b>80%</b>	<b>89</b>	<b>34%</b>	<b>18%</b>	<b>16%</b>	<b>1.06</b>
8	<b>78%</b>	<b>85</b>	<b>48%</b>	<b>24%</b>	<b>24%</b>	<b>1.42</b>
All	<b>85%</b>	<b>533</b>	<b>37%</b>	<b>19%</b>	<b>18%</b>	<b>1.31</b>

## ENGLISH LANGUAGE ARTS

### School's Overall Comparative Performance:

*Higher than expected to a large degree*

## EVALUATION

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

## ADDITIONAL EVIDENCE

AF Bushwick's effect size in the 2014-15 school year was greater than its effect size in the previous two 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
2012-13	3-8	86%	507	30%	17%	1.04
2013-14	3-8	86%	530	35%	19%	1.16
2014-15	3-8	85%	533	37%	19%	1.31

### Goal 1: Growth Measure<sup>6</sup>

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

## METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2014-15 and also have a state exam score from 2013-14 including students who were retained in the same grade. Students with the same 2013-14 score are ranked by their 2014-15 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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.<sup>7</sup>

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

<sup>7</sup> Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

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### RESULTS

AF Bushwick's overall Mean Growth Percentile is 53, above the statewide median of 50. The highest growth was seen in the eighth grade.

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 three years.

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

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	Statewide Median
4	52	51	51	50.0
5	39	51	51	50.0
6	59	44	44	50.0
7	61	57	57	50.0
8	58	60	61	50.0
All	54	53	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

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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

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: Absolute Measure

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 Regents Comprehensive Exam in English 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.<sup>8</sup> This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

### RESULTS

For both the 2011 and 2012 cohort, AF Bushwick students had a percent passing rate above 65%.

#### English Regents Passing Rate with a Score of 75 by Fourth Year Accountability Cohort<sup>9</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
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<sup>8</sup> 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 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.

<sup>9</sup> Based on the highest score for each student on the English Regents exam

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2010	N/A	N/A
2011	26	88%
2012	40	85%

### EVALUATION

AF Bushwick achieved this goal.

### ADDITIONAL EVIDENCE

With the shift to the Common Core Regents Exams, AF Bushwick students are now taking the English exam later in their high school careers.

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

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	40	0%	40	85%	40	85%
2013	58	0%	56	12%	56	15%
2014			68	N/A	64	N/A
2015					58	N/A

#### Goal 1: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> 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.

### 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

AF Bushwick students in the 2012 cohort who were not proficient on the eighth grade NY State Test, were 77% proficient by the time they were in their fourth year of high school.

English Regents Passing Rate with a Score of 75 among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>10</sup>

<sup>10</sup> Based on the highest score for each student on the English Regents exam

## ENGLISH LANGUAGE ARTS

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2010		
2011	14	57%
2012	22	77%

### EVALUATION

AF Bushwick achieved 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](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 the 2015-16 English language arts AMO of **174**.

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 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	=	?

# ENGLISH LANGUAGE ARTS

## EVALUATION

AF Bushwick did not have a 2010 Cohort

### Goal 1: Comparative Measure

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.<sup>11</sup>

## RESULTS

AF Bushwick’s 2011 cohort outperformed their district peers.

English Regents Accountability Performance Level (APL)<sup>12</sup>  
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2010				
2011	188	26	113	543
2012	165	40	N/A	N/A

## EVALUATION

AF Bushwick achieved this goal.

## SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL<sup>13</sup>

AF Bushwick was able to achieve all goals for which data is currently available.

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	Achieved

<sup>11</sup> The New York State Report Card provides the district results for students scoring at or above 65.

<sup>12</sup> For an explanation of the procedure to calculate the school’s APL, see page 31.

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

## ENGLISH LANGUAGE ARTS

	on the New York State Regents English exam) by the completion of their fourth year in the cohort.	
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.	Achieved
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, 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.)	Achieved

### ACTION PLAN

We strongly support the rigorous Common Core aligned tests, and we have invested heavily in adapting the academic program to meet these college preparatory standards. In 2016-17 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 2016-17 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.
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, and intellectual preparation protocol. These resources will be used by coaches within the context of the regular coaching process to develop teacher skill in each of these areas.



## 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.

## MATHEMATICS

- 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 3<sup>rd</sup> through 8<sup>th</sup> grade in April 2016. 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.

2015-16 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>14</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	92					92
4	95					95
5	96					96
6	96			1		97
7	90					90
8	91					91
All	560			1		561

## RESULTS

Overall, AF Bushwick students were 81% proficient. There was only one grade, 4<sup>th</sup>, in which the goal was not met missing it by only three percentage points.

Performance on 2015-16 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year

<sup>14</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## MATHEMATICS

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	89%	92	89%	81
4	68%	95	72%	83
5	81%	96	80%	80
6	76%	96	76%	91
7	87%	90	86%	83
8	86%	91	85%	86
All	81%	560	81%	504

### EVALUATION

AF Bushwick achieved this goal.

### ADDITIONAL EVIDENCE

After two relatively flat years below the goal, AF Bushwick was able to increase its overall proficiency by fourteen percentage points to 81% proficient.

#### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	69%	81	59%	82	89%	81
4	70%	80	76%	76	72%	83
5	70%	77	60%	84	80%	80
6	51%	74	74%	76	76%	91
7	59%	80	68%	81	86%	83
8	71%	93	66%	83	85%	86
All	65%	485	67%	482	81%	504

#### 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

## MATHEMATICS

learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 mathematics AMO of 101. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>15</sup>

### RESULTS

AF Bushwick's PLI is 177, well above the AMO of 101.

Mathematics 2015-16 Performance Level Index (PLI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
560	4	15	36	45

  

PI	=	15	+	36	+	45	=	96
				36	+	45	=	<u>81</u>
						PLI	=	177

### EVALUATION

AF Bushwick achieved this goal.

#### 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.<sup>16</sup>

### RESULTS

AF Bushwick students outperform their district peers at all grade levels.

2015-16 State Mathematics Exam Charter School and District Performance by Grade Level				
Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested

<sup>15</sup> In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

<sup>16</sup> 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](#).

## MATHEMATICS

3	89%	81	23%	993
4	72%	83	25%	994
5	80%	80	19%	1,007
6	76%	91	22%	1,126
7	86%	83	21%	1,090
8	85%	86	11%	1,013
All	81%	504	20%	6,223

### EVALUATION

AF Bushwick achieved this goal.

### ADDITIONAL EVIDENCE

AF Bushwick has consistently outperformed their district peers over the past three years.

#### Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	69%	25%	59%	23%	89%	23%
4	70%	21%	76%	22%	72%	25%
5	70%	26%	60%	25%	80%	19%
6	51%	23%	74%	27%	76%	22%
7	59%	15%	68%	19%	86%	21%
8	71%	10%	66%	7%	85%	11%
All	65%	20%	67%	21%	81%	20%

#### Goal 2: Comparative Measure

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

#### METHOD

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

## MATHEMATICS

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

### RESULTS

AF Bushwick’s overall effect size was 2.3, with the highest effect size in the 8<sup>th</sup> grade.

#### 2014-15 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	91%	92	61%	27%	34%	1.91
4	85%	85	74%	28%	46%	2.40
5	83%	94	59%	28%	31%	1.66
6	92%	88	68%	19%	49%	2.88
7	79%	90	69%	21%	48%	2.38
8	78%	86	64%	15%	49%	2.62
All	85%	535	66%	23%	43%	2.30

#### School’s Overall Comparative Performance:

*Higher than expected to a large degree*

### EVALUATION

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

### ADDITIONAL EVIDENCE

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

#### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	3-8	86%	508	57%	19%	2.36
2013-14	3-8	86%	527	65%	23%	2.18
2014-15	3-8	85%	535	66%	23%	2.30

#### Goal 2: Growth Measure<sup>17</sup>

<sup>17</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

## MATHEMATICS

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 2014-15 and also have a state exam score in 2013-14 including students who were retained in the same grade. Students with the same 2013-14 scores are ranked by their 2014-15 scores 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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.<sup>18</sup>

AF Bushwick's overall Mean Growth Percentile is 62, above the statewide median.

#### 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 had a mean growth percentile above the state median in each of the past three years.

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

Grade	Mean Growth Percentile			Statewide Median
	2012-13	2013-14	2014-15	
4	56	67	67	50.0

<sup>18</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

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5	70	57	57	50.0
6	58	55	55	50.0
7	63	66	66	50.0
8	71	67	67	50.0
All	64	62	62	50.0

### SUMMARY OF THE MATHEMATICS GOAL

AF Bushwick achieved all of the goals below.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Achieved
Absolute	Each year, the school's aggregate 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

## GOAL 2: MATHEMATICS

### Goal 2: Absolute Measure

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 Algebra I (Common Core), Geometry, Geometry (Common Core), Algebra 2/Trigonometry, and/or Algebra II (Common Core) exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 80 or fully meeting Common Core expectations to meet the college



## MATHEMATICS

and career readiness standard.<sup>19</sup> 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.

### RESULTS

88% of the 2012 Cohort has scored above an 80 on at least one of the Regents Mathematics exams.

Mathematics Regents Passing Rate with a Score of 80  
by Fourth Year Accountability Cohort<sup>20</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2010		
2011	26	73%
2012	40	88%

### EVALUATION

AF Bushwick achieved this goal.

### ADDITIONAL EVIDENCE

Cohorts are showing steady growth in the percentage of students passing Mathematics Regents exam with scores above 80.

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

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	43	37%	41	39%	40	88%
2013	58	60%	56	71%	56	76%
2014			68	20%	64	28%
2015					58	45%

### Goal 2: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade math exam will meet the college and career ready

<sup>19</sup> 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.

<sup>20</sup> Based on the highest score for each student on the Mathematics Regents exam

## MATHEMATICS

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

N/A because there were no members of the 2012 cohort that scored below proficient on the 8<sup>th</sup> grade New York State Test.

Mathematics Regents Passing Rate with a Score of 80 among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>21</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2010		
2011	0	N/A
2012	0	N/A

### EVALUATION

N/A

#### 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](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 2015-16 mathematics AMO of 159.

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

<sup>21</sup> Based on the highest score for each student on the Mathematics Regents exam

# MATHEMATICS

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.

### 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
	?	?	?	?

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

$$APL = ?$$

## EVALUATION

N/A

### Goal 2: Comparative Measure

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.<sup>22</sup>

## RESULTS

AF Bushwick had a higher APL than their district peers.

### Mathematics Accountability Performance Level (APL) of Fourth-Year Accountability Cohorts by Charter School and School District<sup>23</sup>

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size

<sup>22</sup> The New York State Report Card provides the district results for students scoring at or above 65.

<sup>23</sup> See page 39 above for an explanation of the APL.

## MATHEMATICS

2010				
2011	181	26	91	543
2012	195	40	N/A	N/A

### EVALUATION

AF Bushwick achieved this goal.

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL <sup>24</sup>

AF Bushwick was able to achieve two of the four goals. The two that the school did not achieve are not applicable due to the fact that AF Bushwick does not have a 2010 cohort.

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.	Choose an item.
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.	Choose an item.
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.)	Achieved

### 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 as 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.

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

## SCIENCE

### Goal 3: Science

AF Bushwick students will demonstrate proficiency in the understanding and application of scientific principles.

### 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.

## SCIENCE

### METHOD

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> 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's overall proficiency was 91%, greater than the goal of 75%.

Charter School Performance on 2015-16 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	All Charter Students		Charter School Students In At Least 2 <sup>nd</sup> Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	96%	94	95%	82
8	88%	83	87%	79
All	92%	177	91%	161

### EVALUATION

AF Bushwick achieved this goal.

### ADDITIONAL EVIDENCE

AF Bushwick has increased overall proficiency in each of the past three years.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2013-14		2014-15		2015-16	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	98%	83	96%	76	95%	82
8	62%	92	76%	83	87%	79
All	79%	175	86%	159	91%	161

#### 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

## SCIENCE

which the school had tested students in at least their second year and the results for the respective grades in the local school district.

### RESULTS

Because district results are not public, we are unable to say whether or not AF Bushwick achieved this goal.

#### 2015-16 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	95%	82	N/A	N/A
8	87%	79	N/A	N/A
All	91%	161	N/A	N/A

### EVALUATION

N/A

### ADDITIONAL EVIDENCE

AF Bushwick has outperformed their district peers in the previous two years, but we currently do not have comparison data for the 2015-16 school year.

#### 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					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	98%	80%	96%	75%	95%	N/A
8	62%	42%	76%	41%	87%	N/A
All	79%	61%	86%	58%	91%	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	N/A

## SCIENCE

	state exam will be greater than that of all students in the same tested grades in the local school district.	
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### GOAL 3: SCIENCE

#### 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 schools administer 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

100% of AF Bushwick High School students have passed at least one Science Regents Exam.

#### Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort<sup>25</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010		
2011	26	100%
2012	40	100%

#### EVALUATION

AF Bushwick achieved this goal

#### ADDITIONAL EVIDENCE

AF Bushwick has begun administering Regents exams later in students' high school careers. This shift is the reason passing rates seem lower than in previous years. By their senior year, students will have passed all required Regents exams.

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<sup>25</sup> Based on the highest score for each student on any science Regents exam



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

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	43	73%	41	90%	40	100%
2013	58	55%	56	57%	56	93%
2014			68	3%	64	3%
2015					58	N/A

**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**

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
2010				
2011	100%	26		
2012	100%	40	N/A	N/A

**EVALUATION**

N/A

**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.

## GOAL 4: SOCIAL STUDIES

### Goal 4: Social Studies

AF Bushwick student 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

AF Bushwick’s 2012 cohort has a 95% passing rate of the US History Regents exam, above the goal of 75%.

U.S. History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>26</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010		
2011	26	100%
2012	40	95%

## EVALUATION

AF Bushwick achieved this goal.

## ADDITIONAL EVIDENCE

AF Bushwick students have historically done well on their US History Regents exams.

<sup>26</sup> Based on the highest score for each student on a science Regents exam

## SOCIAL STUDIES

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

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	43	N/A	41	93%	40	100%
2013	58	N/A	56	N/A	56	93%
2014			68	N/A	64	16%
2015					58	N/A

#### 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

### 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
2010				
2011	100%	26		
2012	95%	40	N/A	N/A

#### EVALUATION

N/A, district results not available.

#### 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

AF Bushwick's 2012 cohort has an 85% passing rate of the US History Regents exam, above the goal of 75%.

Global History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>27</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010		
2011	26	100%
2012	40	85%

## EVALUATION

AF Bushwick achieved this goal

## ADDITIONAL EVIDENCE

AF Bushwick students take the Global History Regents exam in their sophomore year, and have performed well in all cohorts.

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

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	43	73%	41	85%	40	85%
2013	58	N/A	56	81%	56	81%
2014			68	N/A	64	61%
2015					58	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.

<sup>27</sup> Based on the highest score for each student on a science Regents exam

## RESULTS

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
2010				
2011	100%	26		
2012	85%	40	N/A	N/A

## EVALUATION

N/A District data not available.

## 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 been in Good Standing in each of the past 3 years.

NCLB Status by Year

Year	Status
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing

## GOAL 5: HIGH SCHOOL GRADUATION

**Goal 5: Absolute Measure**

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
<b>Non–Course Requirements</b>	<b>NY</b>
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

## HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

### RESULTS

91% of AF Bushwick sophomores and freshman were promoted to the next grade.

Percent of Students in First and Second Year Cohorts  
Earning the Required Number of Credits in 2015-16

Cohort Designation	Number in Cohort	Percent promoted
2014	64	91%
2015	58	91%

### EVALUATION

AF Bushwick achieved this goal.

#### Goal 5: 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

76% of the sophomore cohort at AF Bushwick have passed at least 3 Regents examinations.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2012	40	100%
2013	58	100%
2014	68	76%

### EVALUATION

AF Bushwick achieved this goal.

#### Goal 5: 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 9<sup>th</sup> 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



## HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

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

88% of AF Bushwick seniors graduated in 4 years.

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

Cohort Designation	Number in Cohort	Percent Graduating
2010	N/A	
2011	26	92%
2012	40	88%

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

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

### EVALUATION

AF Bushwick achieved this goal

#### Goal 5: 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 district<sup>28</sup>. 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

Cohort data for the 2011 and 2012 is not available.

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<sup>28</sup> 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](#).

## HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

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
2010			729	51%
2011	26	92%		
2012	40	88%		N/A

### EVALUATION

N/A

### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

AF Bushwick achieved all goals for which it was eligible.

Type	Measure	Outcome
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.	Achieved
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.	Choose an item.

### 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.

## GOAL 6: COLLEGE PREPARATION

### GOAL 6: COLLEGE PREPARATION

AF Bushwick students will be prepared to excel during college and graduate.

### Goal 6: Comparative Measure

Each year, the average performance of students in the 10<sup>th</sup> 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 200 to 800 on each subsection with 1600 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 10<sup>th</sup> grade (sophomore) test takers in the given year.

### RESULTS

With the changes to the PSAT in the 2015-16 school year scores dipped year-over-year.

10<sup>th</sup> Grade PSAT Performance by School Year

School Year	Number of Students in the 10 <sup>th</sup> Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2013-14	45	44	36.5		42.2	
2014-15	58	58	42.2		45.9	
2015-16	66	64	22.6		24.2	

### EVALUATION

N/A

### ADDITIONAL EVIDENCE

### Goal 7: Comparative Measure

Each year, the average performance of students in the 12<sup>th</sup> 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.

## COLLEGE PREPARATION

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 12<sup>th</sup> grade test takers in the given year.

### RESULTS

AF Bushwick students increased their overall scores from the previous year.

12<sup>th</sup> Grade SAT Performance by School Year

School Year	Number of Students in the 12 <sup>th</sup> Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2013-14	N/A					
2014-15	25	25	439.2		496	
2015-16	48	48	452.9		506.3	

### EVALUATION

N/A

### ADDITIONAL EVIDENCE

**(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.

### 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

71.4% of the 2016 graduating class was able to score at or above 80 on a math Regents exam and at or above 75 on an English Regents Exam.

Percent of Graduates Meeting the Aspirational Performance Measure<sup>29</sup>

<sup>29</sup> 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](#).

## COLLEGE PREPARATION

Cohort	Charter School	Statewide <sup>30</sup>
2010	N/A	38.1
2011	65.3%	40.0
2012	71.4%	N/A

### EVALUATION

AF Bushwick met this goal.

**(S)** 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

AF Bushwick does not present any graduates with a Regents Diploma with Advanced Designation

#### Percent of Graduates with a Regents Diploma with Advanced Designation<sup>31</sup>

Cohort	Charter School	School District <sup>32</sup>
2010	0%	
2011	0%	
2012	0%	N/A

### EVALUATION

AF Bushwick did not achieve this goal.

**(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.

### METHOD

AF Bushwick students will pass an AP exam.

<sup>30</sup> Statewide results for the 2011 cohort are not yet available.

<sup>31</sup> 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](#).

<sup>32</sup> District results for the 2011 cohort are not yet available.

## COLLEGE PREPARATION

### RESULTS

About a third of AF Bushwick graduates pass at least one AP exam before graduating high school.

#### Graduates Passing a Course Demonstrating College Preparation

Cohort	Number of Graduates	% Passing 1 AP Exam
2010	N/A	N/A
2011	26	30.7%
2012	35	31.4%

### EVALUATION

AF Bushwick did not achieve this goal.

(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.

### METHOD

75% of graduating students will matriculate in a college or university in the year after graduation.

### RESULTS

This data is not currently available.

### EVALUATION

N/A

### SUMMARY OF THE COLLEGE PREPARATION GOAL

AF Bushwick high schoolers achieved one of the two goals for which they were eligible.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Comparative	Each year, the average performance of students in the 10 <sup>th</sup> grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	N/A
Comparative	Each year, the average performance of students in the 12 <sup>th</sup> grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	N/A
	(§) 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.	Achieved
	(§) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an	Did Not Achieve

## COLLEGE PREPARATION

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