

**Elmwood Village Charter School
Hertel**

**2017-18 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By: Kathy Jamil

665 Hertel Ave
Buffalo, NY 14207

716-424-0555



2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Kathy Jamil, Director prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Liz Santacrose	Chair
Jen Bernacki Smith	Vice Chair
Pamela Pollock	Secretary
Matthew Moscati	Treasurer
Mimi Barnes-Coppola	Trustee
Marguerite Battaglia	Trustee
Lacole Brumfield	Parent Representative Trustee, Hertel
Kathy Franklin Adams	Trustee
Evelyn Kerney	Trustee
Matthew Ryan	Trustee
Jamie Smith	Parent Representative Trustee, Days Park

Kathy Jamil has served as the Director since 2016.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

EVCS Hertel opened as a replication of EVCS Days Park in September of 2017 with 150 students in grades K-2. EVCS Hertel is a diverse school with 63% of its students being economically disadvantaged, 26% of students with IEP's or academic 504 plans, and 5% ENL students.

The mission of the School is as follows: "The Elmwood Village Charter Schools will provide a stimulating and engaging learning environment that recognizes student capability, fosters their connectedness to their immediate and broader communities, and offers them ways to contribute to school life. EVCS believes that all students can and will learn at high levels when provided with the right learning conditions."

Key Design Elements:

- **Small, K-8 community:** EVCS has 2 classrooms per grade level, with all of its students located in the same facility, building a sense of closeness and community.
- **Small Class Size:** EVCS has an average of 25 students per class compared to 28 students per class (grades 3-6) in the Buffalo Public Schools.
- **Student-Teacher Ratio:** each classroom has a small student-teacher ratio (with one certified teacher and a teaching assistant in each classroom, and a special education teacher at each grade level), which allows for more individualized attention and higher quality education.
- **Community alliances:** students interact with community leaders, institutions, and artists; EVCS students participate in community projects, which build relationships and give students a sense of agency.
- **Longer daily schedule and school year:** The school day runs from 8:00 am to 3:15 p.m., with optional before-care and after-care. This provides students with approximately one extra day of instruction per week compared to the district of location. The school has a minimum of 185 instructional days per year.
- **More time on task:** extended periods are provided for the core subjects (English Language Arts and Math) along with tutoring and enrichment opportunities.
- **Interdisciplinary curriculum:** EVCS emphasizes cross-curricular educational development where the connection between different fields of knowledge is shown through theme-based and project-focused instruction.
- **Arts integration:** arts are used as a catalyst for teaching across the curriculum to broaden and deepen the assimilation of the material presented in core subjects. This program of integration has been shown to improve students' test scores.
- **Parental involvement:** Students do better in school when parents communicate with teachers and become involved in the school. EVCS has added opportunities for parent-teacher communication and for parental participation in school activities and events.
- **Technology integration:** EVCS is committed to using educational technologies in support of student success. Technology is used in targeted ways to address learning difficulties and move more students toward proficiency. Media and information literacy are developed through the classroom and librarian.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-14	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2014-15	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2015-16	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2016-17	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	50	50	50	-	-	-	-	-	-	-	-	-	-	150

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Elmwood Village Charter School Days Park students will be proficient readers, writers, and speakers of the English language as demonstrated by academic attainment and growth on the state's common core English language arts exams.

BACKGROUND

ELA is taught in alignment with the NYS Common Core Learning Standards. EVCS's elementary literacy instruction is centered around, but not limited to the Wonders reading program. EVCS changed its core reading program from Open Court to Wonders in the 2016-2017 academic year because the publisher of Open Court was only aligning grades K-3 to the CCSS, and doing away with development of materials in the upper grades. After doing research, reviewing samples, and speaking to representatives from other local districts, EVCS's DCI ultimately decided to implement McGraw-Hill *Wonders* program for grades K-6.

Wonders K-6 program consists of six units per grade level. Within each unit, five weekly lessons guided by an essential question tie the multiple readings and activities of the weeks together. Week six of every unit is designated for assessment and extended project work. At the center of each week's core instruction are the Literature Anthology weekly selections (for grades 2-6, second half of grade 1) and the Literature Big Book (for kindergarten, first half of grade 1), which contain consistently high-quality authentic text selections. *Wonders* also provides ample vocabulary practice with carefully selected words. Vocabulary protocols are organized to introduce, enrich, and extend academic language. Phonics, grammar, and spelling lessons are all research-based, sensibly paced, and sequenced.

Guided Reading/Literature Circles

In addition to core reading instruction, students in all grades participate in guided reading and/or literature circles. For students who are not yet fluent readers (typically grades K-2), the focus is on

guided reading. However, due to the CCSS's focus on close reading (reading that focuses student attention on the text to a greater extent than in the past, with less attention on the students' background knowledge or on practicing strategies), the implementation of guided reading will focus on discussion of how texts work (considering the impacts of the author's word choices and structure), and rereading text.

Students who are more fluent readers (typically grades 3-6) will participate in literature circles using complex texts to promote deep reading for understanding, critical analysis, and finding evidence on which to draw conclusions. Literature circles provide excellent opportunities for students to develop proficiency with these specific anchor standards for reading such as:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Read and comprehend complex literary and informational texts independently and proficiently.

Writing Workshop – K-6

EVCS uses the Writing Workshop model of writing instruction. Writing workshop is a process-based writing curriculum that allows us to have coherency across all grades (K-6). Students work on specific units of study tailored to meet developmental and curricular needs. Students have a large amount of choice in their topic and style of writing (within genres). Direct writing instruction takes place in the form of a mini-lesson at the beginning of each workshop and is followed by active writing time, at which time the teacher moves around the room conferring with student about their work. Students are encouraged to write for an audience and each workshop ends with a sharing of student work. Each unit of study ends with a publishing party where students share their completed work. With the adoption of the Common Core State Standards, EVCS made the decision to purchase the Units of Study in Opinion, Information, and Narrative Writing published by Heinemann. This curriculum reflects the genres for writing that are spelled out by the Common Core Standards and gives children several opportunities to write in those genres: narrative, persuasive, informational, and poetry. It places a heavy emphasis on revision. Written by grade level, this resource takes the school year month by month and guides teachers towards instructing with a balance of narrative and nonfiction writing.

Assessment

In addition to the NYS Assessment, students at all grade levels take the STAR Assessments (STAR Early Literacy in grades K-1, and STAR Reading in grades 1-8) three times per year. In addition, students in grades K-3 are given the Fountas & Pinnell Benchmark Assessments 3 times per year to determine

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

reading levels. Students at all grade levels also take 4 ELA interim assessments per year, the results of which are used to drive instruction.

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 only enrolled students in grades K-2 and therefore did not administer the New York State Testing Program English language arts (“ELA”) assessment to students

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

2017-18 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	n/a					0
4	n/a					0
5	n/a					0
6	n/a					0
7	n/a					0
8	n/a					0
All						0

RESULTS AND EVALUATION

N/A

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.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Performance on 2017-18 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	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All				

ADDITIONAL EVIDENCE

EVCS Hertel's students were in grades K-2 in the 2017-2018 school year and were therefore not eligible to take the NYS ELA tests. EVCS Hertel did measure academic growth by administering the STAR tests three times: once at the beginning of the year, once mid-year, and once at the end of the year.

STAR Early Literacy

Grade

K 53%

1st Grade 62%

STAR Reading

Grade

2nd Grade 47%

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All						

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Index (“PI”) on the State English language arts exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school’s students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

The state has not yet completed the Measure of Interim Progress (MIP) and therefore it wasn’t available at the time the report was completed.

English Language Arts 2017-18 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	[?]	[?]	[?]	[?]

$$\begin{array}{cccccccccccc}
 \text{PI} & = & [?] & + & [?] & + & [?] & = & [?] \\
 & & & & & + & [?] & = & [?] \\
 & & & & & + & (.5)*[?] & = & [?] \\
 & & & & & & \text{PI} & = & [?]
 \end{array}$$

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 school district of comparison.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.²

RESULTS AND EVALUATION

Not applicable, as there were no students in testing grades.

2017-18 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All				

ADDITIONAL EVIDENCE

Not applicable.

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 District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	-		-		-	
4	-		-		-	
5	-		-		-	
6	-		-		-	
7	-		-		-	

² 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](#).

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

8	-		-		-	
All						

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 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

Not applicable, School was not in operation.

2016-17 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		-				
4		-				
5		-				
6		-				
7		-				
8		-				
All						

School’s Overall Comparative Performance:

This measure is not applicable for the 2016-2017 school year because the school was not in operation.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	n/a					
2015-16	n/a					
2016-17	n/a					

Goal 1: Growth Measure³

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 target of 50.

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 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 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 target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁴

RESULTS AND EVALUATION

Not applicable, as the School was not in operation.

2016-17 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	n/a	50.0
5	n/a	50.0
6	n/a	50.0
7	n/a	50.0
8	n/a	50.0
All		50.0

³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁴ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

Not applicable, as School was not in operation.

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	-	-	-	50.0
5	-	-	-	50.0
6	-	-	-	50.0
7	-	-	-	50.0
8	-	-	-	50.0
All				50.0

Goal 3: Optional Measure
N/A
METHOD:
RESULTS AND EVALUATION:
ADDITIONAL EVIDENCE:

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

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

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	N/A
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a small degree) according to a	N/A

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

	regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	
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 target of 50. (Using 2016-17 results.)	N/A

ACTION PLAN

EVCS will continue to implement its reading and writing programs with integrity.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Elmwood Village Charter School Hertel students will be competent operators of mathematics, able to understand and apply mathematical theories, computation, and problem solving, as demonstrated by academic attainment and growth on the state's common core math exams.

BACKGROUND

EVCS utilizes Everyday Mathematics as its core curricular math program. There were no important changes to the mathematics program or staff during the 2017-2018 school year.

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

EVCS Hertel was not eligible to administer the New York State Testing Program mathematics assessment to students, as its students were in grades K-2 in the 2017-2018 school year.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

2017-18 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
3	n/a					
4	n/a					
5	n/a					
6	n/a					
7	n/a					
8	n/a					
All	n/a					

RESULTS AND EVALUATION

Not applicable, as there were no students in testing grades in the 2017-2018 school year.

Performance on 2017-18 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3		n/a		
4		n/a		
5		n/a		
6		n/a		
7		n/a		
8		n/a		
All				

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.

ADDITIONAL EVIDENCE

EVCS Hertel did not have any students eligible to take the NYS mathematics test during the 2017-2018 school year. EVCS did administer STAR tests to measure growth in mathematics throughout the year for 1st and 2nd graders.

STAR Math

Grade

1st Grade 53%

2nd Grade 49%

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						-
4						-
5						-
6						-
7						-
8						-
All						

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

No data for this measure as there were no students in testing grades in 2017-2018.

Mathematics 2017-18 Performance Level Index (PI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	[?]	[?]	[?]	[?]

$$\begin{array}{cccccccccccc}
 \text{PI} & = & [?] & + & [?] & + & [?] & + & [?] & = & [?] \\
 & & & & [?] & & & & [?] & & [?] \\
 & & & & & & & & (.5)*[?] & = & [?] \\
 & & & & & & & & \text{PI} & = & [?]
 \end{array}$$

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 school district of comparison.

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. 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.⁶

RESULTS AND EVALUATION

Not applicable, as there were no students in testing grades during the 2017-2018 school year.

⁶ 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](#).

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

2017-18 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3		-		
4		-		
5		-		
6		-		
7		-		
8		-		
All				

ADDITIONAL EVIDENCE

No comparison data available, as there were no students in testing grades during the 2017-2018 school year.

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					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3					-	
4					-	
5					-	
6					-	
7					-	
8					-	
All						

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.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

Not applicable, as the School was not in operation.

2016-17 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						
4						
5						
6						
7						
8						
All						

School's Overall Comparative Performance:

There is no comparative data for this measure for the 2017-2018 school year.

ADDITIONAL EVIDENCE

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

2014-15	-					
2015-16	-					
2016-17	-					

Goal 2: Growth Measure⁷

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 target of 50.

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 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 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 meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁸

RESULTS AND EVALUATION

No applicable data, as the school was not in operation.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	-	50.0
5	-	50.0
6	-	50.0
7	-	50.0
8	-	50.0
All		50.0

ADDITIONAL EVIDENCE

No data available, school not in operation.

Mathematics Mean Growth Percentile by Grade Level and School Year

⁷ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁸ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4				50.0
5				50.0
6				50.0
7				50.0
8				50.0
All				50.0

Goal 4: Optional Measure
N/A
METHOD:
RESULTS AND EVALUATION:
ADDITIONAL EVIDENCE:

SUMMARY OF THE MATHEMATICS GOAL

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

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	N/A
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2016-17 results.)	N/A

ACTION PLAN

EVCS Hertel will continue to implement our mathematics programs with integrity. EVCS Hertel will utilize STAR testing and referrals to identify students who require interventions.

GOAL 3: SCIENCE

Goal 3: Science

Elmwood Village Charter School Hertel students will be proficient in scientific process and inquiry skills able to apply scientific knowledge and methods to explore and explain the world around them as demonstrated by academic attainment and growth on the state’s common core science exams.

BACKGROUND

EVCS is working towards building a science program that is fully aligned with the new P-12 Science Learning Standards. Science instruction at the Elmwood Village Charter School is designed to nurture the excitement which comes with a growing understanding of the world around us. Instruction will be primarily inquiry-based, with emphasis placed on hands-on experiences, experimentation, and field trips. This will help students develop critical thinking, problem solving, and teamwork skills. We are currently using the National Geographic Science program. National Geographic Science builds science skills and habits of mind with a balance between inquiry and text-based models for science instruction. Hands-on activities addressing four levels of inquiry (explore, directed, guided, and open) provide students a solid introduction to science concepts and skills while preparing them for life-long inquiry. Students at each grade level are taught units in Life Sciences, Physical Sciences, and Earth and Space Science. Lessons are supported by extensive photographs and introductory videos from National Geographic explorers and scientists.

Goal 3: 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 science examination.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

EVCS only enrolled students in grades K-2 and therefore were not eligible for the New York State Testing Program science assessment.

RESULTS AND EVALUATION

Not applicable, students in 2017-2018 in grades K-2 only.

Charter School Performance on 2017-18 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8				
All				

ADDITIONAL EVIDENCE

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4						
8						
All						

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 school district of comparison.

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district's **2016-17** data.

RESULTS AND EVALUATION

Not applicable as there were no students enrolled in testing grades during the 2017-2018 school year.

2017-18 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students ⁹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8				
All				

ADDITIONAL EVIDENCE

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					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
4	n/a		n/a		n/a	
8	n/a		n/a		n/a	
All						

⁹ This table uses the prior year's results as 2017-18 district science scores are not yet available.

Goal 5: Optional Measure
N/A
 METHOD: RESULTS AND EVALUATION: ADDITIONAL EVIDENCE:

SUMMARY OF THE SCIENCE GOAL

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

ACTION PLAN

EVCS will continue implementing its science curriculum with integrity.

GOAL 4: ESSA

Goal 4: ESSA
The school will remain in good standing according to the state’s ESSA accountability system.

Goal 4: Absolute Measure
Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

No pertinent data to measure achievement of goal. 3rd grade will participate in NY State tests in the 2018-2019 school year.

ADDITIONAL EVIDENCE

No pertinent data to measure achievement of goal. 3rd grade will participate in NY State tests in the 2018-2019 school year.

Accountability Status by Year

Year	Status
2015-16	N/A
2016-17	N/A
2017-18	N/A

APPENDIX A: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal S: Parent Satisfaction

- 80% of responding parents will report they are satisfied with EVCS, as measured by an annual survey.

Goal S: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey.

METHOD

EVCS has been collecting family responses since its inception and this year sent the Survey Monkey link to all families in both schools. The survey includes: academic excellence; subject areas; school resources; life skills and preparation; behavior; school community; and additional comments. Each section allows for comments. The survey is open for about three weeks, with periodic reminders to families to complete the survey sent out via email and text message. Computers were available in the offices for families who didn't have access to computers at home. The survey results are examined by the Schools' administrative team and the overall results are presented to the Board of Trustees.

EVCS assumes that each respondent is a family, since parents are allowed to identify multiple grade levels for their children enrolled in the schools, rather than requiring parents to fill out a separate survey for each child.

RESULTS

Parents were generally very satisfied with EVCS Hertel. Some typical comments were:

- For it's first year in operation at this location, as a parent, I am very pleased with what I see and what my child experiences at the EVCS-Hertel. Although, it would be great to get more books in the library! Keep up the great work!
- I'm so pleased my children are at EVCS. I highly recommend the school.
- Our child is thriving at EVCS and we feel thankful to be a part of the community.

Other comments were about programming or hopes for the future. The administration carefully considers all parent comments and takes them into consideration when planning.

Elmwood Village Charter School Hertel 2017-18 Accountability Plan Progress Report

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

2017-18 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
69	147	47%

2017-18 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Overall I am satisfied with Elmwood Village Charter School	98.46%
Our school's academic program is of high quality.	93.65%
My child has access to a variety of resources to help him/her learn.	90.77%
Our school provides students and teachers with a safe and orderly environment.	96.77%
There are sufficient opportunities to participate in family events.	94.91%

EVALUATION

EVCS exceeded the goal of 80%, and received a satisfaction level of almost 99% among respondents, which was gratifying in the School's first year of operations.

Goal S: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September.

METHOD

Our admissions coordinators track students who leave during the year, as well as ones who do not return the following school year.

RESULTS

EVCS Hertel had 11 students who did not return for the 2018-2019 school year, which equals a 92.6% retention rate overall.

2017-18 Student Retention Rate

2015-16 Enrollment	Number of Students Who Graduated in 2015-16	Number of Students Who Returned in 2016-17	Retention Rate 2016-17 Re-enrollment ÷ (2015-16 Enrollment – Graduates)
0	0	n/a	n/a

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

EVALUATION

EVCS Hertel met the retention rate goal. EVCS expects that as the program and community grows and develops that the retention rate will increase to more closely match EVCS Days Park. EVCS Days Park has a lower retention rate from 5th grade up due to students gaining admission to criterion schools in Buffalo that offer high school programs.

ADDITIONAL EVIDENCE

Year	Retention Rate
2015-16	N/A
2016-17	N/A
2017-18	N/A

Goal S: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

METHOD

EVCS tracks student attendance through its student management system, PowerSchool. Classroom teachers take attendance each morning, and the front desk staff makes changes as students come in late, or call in for excused absences.

RESULTS

EVCS Hertel's attendance rate for 2017-2018 was 94.44%. Both EVCS campuses implemented robocalls when students were absent or tardy. In the 2018-2019 school year, EVCS is implementing more attendance reporting which will help the front office staff be more responsive to student absenteeism.

2017-18 Attendance

Grade	Average Daily Attendance Rate
1	94.82%
2	93.93%
3	n/a
4	n/a
5	n/a
6	n/a
7	n/a
8	n/a
Overall	94.44%

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

EVALUATION

EVCS Hertel came close to the goal of 95% attendance. Measures, like robocalls and automated letters to families, were implemented during the school year, and EVCS is committed to stepping up efforts to reach out to families regarding attendance issues.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2015-16	n/a
2016-17	n/a
2017-18	94.44%

APPENDIX B: SUPPLEMENTARY TABLES

The school may wish to use the following supplemental tables in the **Additional Evidence** sections. They are organized by subject and measure. Table titles need to be adapted to reflect the appropriate subject area, i.e. English language arts, mathematics, etc.

ELEMENTARY AND MIDDLE SCHOOLS: ENGLISH LANGUAGE ARTS AND MATHEMATICS

Absolute Measure

In 2017-18, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State examination.

This table examines whether performance changes the longer students are enrolled in the school. In a successful school, student performance should increase with prolonged participation in the academic program.

2017-18 English Language Arts Performance
by Grade Level and Years Attending the School

Grade	Percent of Students at Proficiency According to Number of Years Enrolled							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3		n/a						

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

4		n/a						
5		n/a						
6		n/a						
7		n/a						
8		n/a						
All								

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 exam will be greater than that of all students in the same tested grades in the local school district.

While schools are required to compare themselves to the local school district, there may be individual schools that also provide a compelling comparison. These comparisons might be schools in the same neighborhood, with the same demographics, or have similar programs. The first table features a grade level breakdown for 2017-18; the other presents annual aggregate results over time.

2017-18 English Language Arts Performance of Charter School and Comparison Schools by Grade Level

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	Charter School		School 1		School 2		School 3	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5								
6								
7								
8								
All								

English Language Arts Performance of School and Comparison Schools by School Year

School Year	Grades	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on State Exam by Year					
		Charter School	School 1	School 2	School 3		

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

		Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
2015-16									
2016-17									
2017-18									

Growth Measure (national norm-referenced assessment)

Each year, on a national norm-referenced assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

If the school has administered a norm referenced test, e.g. Terra Nova, ITBS, Stanford 10, it should report cohort growth results in a similar fashion to the growth measure based on state tests.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they made towards the desirable outcome of grade level or an NCE of 50. Each grade level cohort consists of those students who took the same norm-referenced exam in 2016-17 and 2017-18. It includes students who repeated the grade. In addition, the school examines the aggregate of all cohorts to determine the growth of all students who took the exam in both years.

No data is available for cohort, since School was not in operation in spring 2017.

RESULTS

Cohort Growth on [XXX] Test from Spring 2017 to Spring 2018

Grade	Cohort Size	Percent Performing At or Above NCE of 50			Target Achieved
		2016-17	Target	2017-18	
A					YES/NO
B					YES/NO
C					YES/NO
All					YES/NO

EVALUATION

ADDITIONAL EVIDENCE

Cohort Performance on the Norm Referenced Reading Test by School Year

School Year	Cohort met target?
2015-16	
2016-17	
2017-18	

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Performance on XXX Test by School Year

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2014-15	[?/?]		
2015-16	[?/?]		
2016-17	[?/?]		
2017-18	[?/?]		

ELEMENTARY AND MIDDLE SCHOOLS: SCIENCE

2017-18 Science Performance by Grade Level and Years Attending the School

	Percent of Students at Levels 3 and 4 According to Number of Years in School							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4								
8								