



**New York City Charter School
of the Arts**

**2017-18 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

October 23, 2018

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2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Jamie Davidson, Principal, prepared this 2017-18 Accountability Plan Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Danal Abrams	Chair, Finance Committee
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Jamie Davidson has served as the Principal since January 4, 2016.

New York City Charter School of the Arts (City School of the Arts; CSA) opened in August 2016, serving 6th Grade students from CSD 2 and surrounding neighborhoods and expanded to serving 7th Grade students in the 2017-18 school year. The mission of City School of the Arts is to inspire a community of young people to engage with the arts as a pathway to rich and rigorous academic scholarship and a creative, purposeful life. As the only non-selective arts-based charter middle school in Manhattan, City School of the Arts aims to make rigorous, creative learning experiences available to a wide array of learners. In addition, we aim to serve a deliberately diverse student body. Of the 164 students enrolled at the end of our second year of operation, 20.1% were students with an identified disability, and 50% were students from economically disadvantaged families. The racial demographics of our student body broke down to 36.6% African American, 44.5% Hispanic, 10.4% White, 3% Asian, 0.6% Native Hawaiian/Pacific Islander, 1.2% Native American, and 3.7% mixed race/other.

Curriculum, Teaching, and Learning at CSA

To fulfill City School of the Arts' mission, students are empowered by talented faculty members to use the arts as a gateway to academic achievement and meaningful engagement. In addition to lending context and pedagogical diversity for all CSA students, the arts are a powerful lever for students who struggle to master standards in Math and ELA in traditional settings. Arts-based interventions have long been a meaningful teaching tool for SpEd and ELL students, and arts-based remediation instruction has closed gaps in student learning efficiently and effectively. In addition to alignment with Common Core State Standards (CCSS), all academic classes at City School of the Arts are designed to meet the National Core Arts Standards (NCAS), which overlap with CCSS at over 400 points of convergence.

CSA's Academic Program

There are four primary academic departments at City School of the Arts: Humanities, Math, Science, and Special Education. All students have Math, Science, and extended periods of Humanities every day. Achievement and student growth in core academics is supported by "Flex," a study hall at which time teachers pull out students in need of extra support, and small group tutoring after school ("Flex" also falls under CSA's Thrive Program). Between the two, students have access to at least two small group tutoring sessions per week. The vast majority of CSA students enter 6th Grade below grade level, and seek schools like ours out to right the wrongs of their previous educational settings. We do not compromise on rigor, so our program is often challenging for students when they enter.

Humanities/English/History

In 6th and 7th Grade, students have a double-block Humanities course which blends the social sciences, history, and literature. In 8th Grade, students have separate English and History courses to prepare them for the demands of High School. In addition to literature and history, all students have two blocks of Guided Reading per week (small groups of peer reading with one teacher on their instructional level).

In 6th Grade Humanities, students are introduced to the rise and fall of civilizations, empire development, political systems, and world religions. In 7th Grade Humanities, students learn

about Indigenous American and African tribal histories, European exploration and colonization, the American Revolution, and the development of the U.S. Constitution and government. In 8th Grade History, students deepen their understanding and analysis of citizenship, nationalism, progress, global responsibility, and the American Dream, and in 8th Grade English students read seven American fiction novels and focus primarily on critical analysis essay writing. Students complete comprehensive, arts-integrated projects at the end of each novel, allowing them to choose from a wide range of projects to demonstrate their learning. Every project requires students to submit an additional written reflection.

Math

In 6th Grade Math, students learn ratios and proportions, arithmetic operations, rational numbers, expressions and equations, area and volume, and basic statistics. Using Engage NY resources and supplementing with CMP3 for application based questions, our Math program covers all standards assessed on the NY State Math exam. By the end of 6th Grade Math, students are prepared for pre-algebra in 7th Grade. In 7th Grade Math, students learn about proportional relationships, operations with rational numbers, expressions and linear equations, problem-solving with scale drawings, geometric constructions, and two/three-dimensional shapes, and concepts of pre-algebra. We aim to prepare all students for regents level geometry and integrated algebra in the 8th Grade. In 8th Grade Math, students deepen their logical thinking and problem solving skills, expand their understanding of algebra, and move into functions and geometric applications. This year, around 50% of 8th Grade students will sit for the Integrated Algebra Regents exam; we anticipate growing that number each year.

In addition to mastering Math skills and content, all students focus on strengthening their note-taking skills, focused, repeated practice, studying and review practices, and Math organizational skills necessary for High School.

Science

In 6th Grade Science, students are introduced to the scientific method, learn how to design controlled experiments, and collect and analyze meaningful data. Throughout the year, students are provided an overview of Physical and Earth Sciences including energy, weather patterns, and climate change. In 7th Grade Science, students discover scientific concepts through exploring phenomenon, develop their understanding of the scientific method through designing engineered prototypes, and master new scientific vocabulary. Students study waves and energy, electricity and electromagnetism, the growth and development of life on earth, and earth Sciences. The 8th Grade Science curriculum prepares students for the Living Environments Regents exam, covering the content assessed comprehensively and requiring all graduating 8th Graders to sit for the test in June. Students in this course learn about research and discovery for all forms of life functions, and how they interact with each other and the environment. The scope of the course covers: cells, reproduction, population dynamics, evolution, human anatomy, climate change, and human impacts on the environment.

Special Education

We are dedicated to supporting all types of learners to meet the demands of our rigorous

curriculum. Our primary model for serving students with unique learning needs is Integrated Co-Teaching (ICT), which means there are two teachers in one classroom: a general education teacher and special education teacher. The best ICT classrooms make it hard to tell who the general education teacher or special education teacher is because they work in concert to meet the needs of all students in the room. In addition to ICT, we offer Special Education Teacher Support Services (SETTS) with a variety of specialized supports in small settings depending on the needs of our learners. With intervention methods grounded in the arts, we leverage student engagement to provide targeted academic supports to kids who are struggling, and creative extensions to those who are ready for more challenging work. Our full-time Special Education teachers work closely with our Dean of Students and School Social Workers to ensure that all academic and artistic staff members are trained and prepared to use a wide range of strategies to close gaps in learning.

CSA's Thrive Program

CSA relies on additional classes such as Fitness and Semi Circle, which meet three and two times a week respectively, to ensure the physical and emotional well-being of our student body.

Fitness

Fitness takes place outdoors at Battery Park, if weather permits, or in our Dance Studio. Outdoors, students run drills, play field games, and practice a daily warm-up and cool-down designed to support comprehensive fitness and conditioning. Indoors, students practice yoga, stretching, and strengthening on individual mats.

Many CSA students join athletic teams via partner program Manhattan Youth After School, which operates a large inter-school sports league. Under the Manhattan Youth umbrella, girls and boys participate on basketball, volleyball, track, and football teams, and practice and participate in games weekly.

Flex Time

All students have Flex two to three times per week, wherein teachers pull small groups of students requiring additional support and remaining students participate in a quiet study hall. Flex groups change each trimester, and students and families are also able to make requests regarding Flex periods.

Semi Circle

At the beginning of each year, all students are assigned to a Semi Circle, which is led by one teacher who becomes those students' advisor for the year. Semi Circle teachers meet with their 12 students twice a week, and share grade-level-wide lessons as well as tailored sessions responsive to the needs of that specific group of students. Semi Circle teachers are also students' point-person for Student-Led Conferences, progress report analysis, and report card distribution. In addition, they are a liaison for the school, and are required to check in with all of their families by phone at least once per month.

CSA's Artistic Program

CSA's academic program is supported by our comprehensive artistic program; all students take a Core Arts in addition to their elective Ensemble. In the 6th Grade, students take Piano, in the 7th Grade, Visual Art, and in the 8th Grade, Creative Connections, an integrated arts course that focuses on the connections between artistic disciplines and their academic studies. All 6th and 7th Grade students take an Ensemble on top of their Core Art (course descriptions below), and 8th Grade students declare an Artistic Major and complete a capstone project as a requirement for that major.

6th Grade Core Art: Piano

6th Grade Piano is designed to expose students to the fundamentals of rhythm and note values, along with more expressive concepts such as dynamic range, timing, form and structure. All students learn to read music in treble and bass staff, and practice the fundamentals of sight-reading. 6th Grade students will also receive an individual Noteflight account, where they will start composing their own music. Students who have the skill and desire to continuing to build their repertoire are selected for 7th Grade Ensemble and/or 8th Grade Major, where they use these foundational skills to learn more advanced piano. While the Piano Core Arts class is designed as an entry-level class, accommodations are made for those with previous piano study experience.

7th Grade Core Art: Visual Art

The goal of Visual Art is to support students' development of increasingly sophisticated creative practices, skills, strategies, and habits of mind through engagement with a wide variety of artistic media. Our approach to Visual Art strikes a balance between hands-on art making, building aesthetic awareness through reflection and discussion, and analyzing the contribution of visual artists within specific social and historical contexts. 7th Graders focus on a spectrum of two-dimensional projects including drawing, painting, collage and printmaking, and three-dimensional work including sculpture and set/costume design, with a focus on creating a strong portfolio of visual art pieces with which to apply to high schools.

8th Grade Core Art: Creative Connections

Creative Connections offers students the opportunity to integrate their artistic and academic learning in powerful cross-curricular projects. They begin the year by grounding their work in texts about the creative process by various artists and creative practitioners including Mary Oliver, James Baldwin, Rainer Maria Rilke, Swoon, Elizabeth Gilbert and Seth Godin. Then, they spend the first trimester focusing on the intersection of Visual Art, History, Personal Narrative Writing and Performance in the work of Black Gotham, an arts collective based in Lower Manhattan that combines history and visual storytelling to celebrate the impact of the African Diaspora on New York City. In the second trimester, they turn to interdisciplinary connections in Music, Art, Math and the Sciences, exploring how a seemingly simple sequence of numbers called the Fibonacci Series links natural forms such as pine cones, ocean waves, and the shape of our very own ears with fundamental principles of Music Theory, Visual Art, and Architecture. They also explore the mathematically brilliant artwork of MC Escher, experimenting with the geometry of tessellated forms and translate our findings into beautiful hand block-printed

fabric designs. Finally, in the last trimester, they'll dive deep into the work of visual artists, poet-activists and spoken word artists who use their creativity to spark action addressing the global crisis of climate destruction. Creative Connections students will also serve in leadership and production team capacities for our school-wide spring musical. The rigorous, interdisciplinary nature of this class is designed to support students' development as powerful creative practitioners, thinkers, writers, speakers, and community leaders, and to prepare them for success in high school and beyond.

Ensembles/8th Grade Majors

Studio Art: Ensemble students explore a range of media in art, building skill in drawing, painting, graphic design and sculpture. Grounded in foundational understandings of principles of art including line, shape, form, value, color, etc., students are encouraged to hone their procedural knowledge, craft, and artistic vocabulary. Throughout their years of visual art study at CSA, students will engage with art history and the study of contemporary artists, supplementing their studio work with visits to galleries, museums and artists' studios. Students will complete three major performance benchmark projects per year along with ongoing formative assessments throughout their course of study. Studio projects will culminate whenever possible in public sharing of work within and outside of the school community. Students will be expected to integrate their growing creative and technical capacities with the development of strong communication, teamwork, and organizational skills.

Digital Art: Digital Art provides students with a strong foundation in using computer technology to produce artistic imagery in a range of creative media. In 6th Grade the focus is photography and graphic design principles. Students will learn the fundamentals of photography by using digital SLR cameras and applying the core elements of visual art to create powerful photographic compositions, then learn the fundamentals of graphic design by manipulating these original images using applications within the Adobe Creative Suite. In 7th Grade, students will build on their photography and design skills to focus on the moving image, studying video production and animation. 8th Grade Digital Arts majors will deepen their study by applying their skills to a wide spectrum of digital media content, including the creation of original short films, websites, persuasive posters, and a literary arts magazine produced in collaboration with the Studio Arts and Creative Writing majors. Throughout their years of study, students will examine contemporary and historical photographers, filmmakers, graphic artists, and experimental video artists and their impact on society and various creative fields. Students will actively engage with all steps of the creative process: brainstorming responses to a creative challenge, collecting research and inspiration, sketching ideas, responding to feedback, refining and iterating, presenting and reflecting on their work with the aim of completing three major performance benchmark projects per year along with ongoing formative assessments throughout their course of study. Projects will focus on real-world applications of concepts learned and will culminate whenever possible in public sharing of work within and outside of the school community. Students will be expected to integrate their growing creative and technical capacities with the development of strong communication, teamwork, organization and project management skills.

Dance: Dance is designed to provide students with a strong dance foundation that builds on the fundamentals of movement, exposing students to a wide range of dance traditions, encouraging creativity in original dance-making and improvisation, and supporting critical study and analysis of a broad spectrum of dance forms within specific social and historical contexts. As 6th Graders, students will establish a strong and healthy dance practice grounded in the fundamentals of movement, including balance, strength, alignment, flexibility, etc. Beginning in 6th Grade and throughout their three years at CSA, students will study ballet, modern and the dances of Africa and the diaspora, as well as other dance forms and traditions at the discretion of the instructor. In 7th Grade students will deepen the nuance and sophistication of their work in these forms, with focus on retaining choreographic combinations, integrating feedback from instructors and peers, and mastering the terminology associated with a range of dance forms and traditions. 8th Grade Dance majors will continue to hone their dance practice with a focus on choreographing and presenting their own original dances and deepening their critical study of dance traditions and styles within social and historical frameworks. In all three years of dance, students will have the opportunity to attend professional level performances, engage with professional dancers, and participate in a dance performance as well as the all-school musical. Throughout their study of dance at CSA, students will be expected to develop strong artistic habits such as focus, discipline, creative risk-taking, and leadership. Each year students will work toward three major performance benchmark projects and various ongoing formative assessments throughout each trimester with a focus wherever possible on authentic public presentations of work both within and outside of the school community.

Theater: Theater equips young theater artists with the performance skills, creative habits of mind and theatrical literacy needed to perform in—and ultimately create—engaging and powerful works of theater. CSA theater students will play central roles—both in performance and behind-the-scenes—in school-wide theatrical productions such as the fall theater showcase and the spring musical. Beginning in 6th Grade, students develop the foundations of a strong acting practice including physical and vocal techniques, improvisational skills, character development and basic script analysis. In 7th Grade theater students gain a more in-depth understanding of theatrical elements and conventions, focusing on interpretation and performance with increasingly complex texts and exploring aspects of technical theater. 7th Graders also work on a series of scenes and monologues in preparation for auditions for high school theater programs and summer opportunities. 8th Grade Theater majors deepen their theatrical skills through sophisticated character analysis, dialogue study, and the exploration of staging, leading to units on playwriting and directing. Throughout their years of study, students engage with texts and study playwrights and theater artists from a wide range of cultural and historical traditions, analyzing the role of theater as both a reflection and a shaper of culture. Each year students will work toward three major performance benchmark projects and various ongoing formative assessments throughout each trimester with a focus wherever possible on authentic public presentations of work both within and outside of the school community. As artists within an inherently multidisciplinary and collaborative field, CSA theater students will

be expected to develop strong artistic habits such as focus, discipline, creative risk-taking, empathy, cooperation and teamwork.

Creative Writing: Creative Writing helps students develop a creative writing practice that is both highly imaginative and disciplined. Students will engage with a wide array of great literature, honing their technical writing skills, and producing and presenting creative writing in a variety of forms and formats. In all three years of Creative Writing students will have opportunities to participate in performances and other unique learning experiences including attending/performing in literary events, visiting college creative writing classes, and submitting work for publication. Beginning in 6th Grade, students develop the foundations of a strong writing practice, using journaling techniques, engaging with sensory and observational exercises, and exploring the creative possibilities of figurative language, dialogue and personal narratives. In 7th Grade students engage with the power of creative writing as a bridge between self and other, analyzing the role of creative writing as a tool for social justice work and exploring the possibilities of poetry on both page and stage. 8th Grader Creative Writing majors deepen their creative writing skills by working on longer and more in-depth writing projects, submitting their writing to contests and publications, performing at poetry slams and literary events throughout the city, and curating and contributing to a literary arts magazine produced in collaboration with the Studio Arts and Digital Arts majors. Throughout their years of study, Creative Writing students engage with poems, short stories, novels, children's books, personal essays and other texts from a wide range of cultural and historical traditions. Each year students will work toward three major performance benchmark projects and various ongoing formative assessments throughout each trimester with a focus wherever possible on authentic public presentations of work both within and outside of the school community. In addition to developing a strong writing practice, CSA Creative Writing students will be expected to develop strong artistic habits such as focus, discipline, creative risk-taking, revision, empathy, cooperation and teamwork.

Piano: The nature of the class is highly differentiated with an emphasis on growth, as opposed to ability or degree of mastery. Piano is designed to be responsive to a student's growth through various levels: Beginner, Early Intermediate, Intermediate, Early Advanced, and Advanced. As students learn more difficult solo compositions, increased skills are introduced, covering technical aspects of piano playing such as scales and sight-reading, music theory, and music history. In 8th grade, students may become Piano Majors, with an eye toward building a varied repertoire and solidifying the skills necessary to pursue piano beyond their tenure with City School of the Arts. Throughout their years of piano study at CSA, students will have the opportunity to perform in showcases, the annual piano recital, and participate in the New York State School Music Association (NYSSMA) evaluation festival at NYU, where they receive a valuable feedback certificate and a medal. Piano students are assessed by their daily effort in class, periodic theory assignments, performance tests, and quizzes. The foundational piano class at CSA is designed to equip them with the knowledge they will use should they choose to pursue other musical instruments or choir at CSA.

Choir: Students in 6th and 7th Grade Ensemble Choir learn to appreciate and participate in the world of vocal music and creative musical expression through singing, analyzing, and listening to a range of musical styles. A varied musical repertoire becomes a vehicle for exploring history and cultures from around the world, as well as global themes that students are addressing in their academic studies. While developing their ear-training and creative muscles for learning repertoire by rote, students are also reinforcing their mathematical skills through the study of rhythm, note-reading and music theory. Students learn the basics of the solfege system, which gives them skills in sight-reading in various keys. Students also learn the anatomy of the vocal system and how to use their voices in a healthy and comfortable way, which is especially important during the middle school years when the voice is changing for both boys and girls. Students will have opportunities to perform and showcase their work, and periodic theory assignments, performance tests, quizzes and homework allow the choir instructor to offer the appropriate supports. 8th Grade Choir Majors will have the opportunity to sing in smaller, more focused groups, where the emphasis will be on singing in various styles, and programming repertoire that exploits the makeup of the specific Ensemble grade.

Music Technology: Music Technology covers the myriad of skills required to be a successful producer of contemporary music. The Digital Audio Workstation (DAW) is considered an instrument in and of itself, and like any other instrument, there is extensive technique involved. Through GarageBand, beginning students will learn the basics of sequencing, how to navigate the piano roll, how to program a drum beat, and how to operate synthesizers. All students will study historical examples of great production spanning the last half century of pop, rock, hip hop, electronic music, and more. Students will learn how to record and produce vocals and instruments effectively. Skills related to composition and songwriting will be covered including basic harmony, form, style, melody and lyric writing. In addition, the Music Tech class will address the physics of sound: students will learn about frequency, amplitude, and waveforms. Students will be able to pursue personal musical interests on research projects and, with the aid of the teacher, deconstruct their favorite recordings to discover how they were created. Students' work will be featured in class mixtapes available on the class blog and during showcases and closing circles. Advanced students will delve into the complex world of sampling, mixing and automation. Collaborations with other ensembles will also be a focus of this class - e.g. writing music for the dance ensemble, recording students playing their instruments or singing etc. Students will be assessed on their daily effort, composition assignments, and theory tests.

Percussion: Percussion Ensemble is an immersive class where students explore the world of rhythm through instruments from the percussion family. Students will explore many different rhythmic cultures from around the globe, such as Latin America, Africa, India and Western Classical Music. As some of these "grooves" can be quite complex, each student will become versatile on a variety of different hand percussion instruments with an emphasis on instrumental fluency. As a repertoire of grooves is built, students will emphasize self-expression

through improvisation, with each class member encouraged to lead the ensemble at various points during the class. Students will investigate the concept of 'call and response', as they become familiar with instruments such as cowbells, shakers, Djembes, Congas, Timbales, Claves, Agogo Bells, Snare Drums, Surdos, Tambourines, Cajons, Doumbeks, Boomwhackers, and body percussion! In addition, students will build their own instruments and sound effects from everyday objects as they are encouraged to stretch their creativity and musical imaginations. Students will study core grooves as they build their rhythmic repertoire, such as Samba, Son and Rhumba Clave (3:2 and 2:3), Charleston, Bossa Nova, Second Line (New Orleans), Swing, Cascara, Shuffle etc. Key musical concepts will be introduced such as articulation, dynamics, musical form, basic notation and sight-reading. Students will observe a wide range of video and audio examples, and develop their discussion and presentation skills. Students will be able to identify different grooves, rhythmic patterns, instrumental textures and time signatures. Independent study projects will allow each student to study their favorite percussionists or ensembles, and share their knowledge with their classmates. There will be several performance opportunities across the school year, including the Winter Showcase and the CSA Musical. Students will be graded on their class participation and assignments over the duration of the year.

Strings: The 6th and 7th Grade classes are designed to apply to a wide range of learners, introducing students to a challenging and set of orchestral instruments: violin, viola and cello. Starting from the basics, students will receive targeted instruction, ultimately gaining the skills to play in four-part harmony as an ensemble. We will cover fundamental techniques and essential musicianship skills— how to practice, how to listen, and how to play alongside peers. Building life skills such as perseverance, problem solving, and teamwork, students will craft a vision of their future selves that includes mastery of a stringed instrument. Students will learn fundamental techniques such as posture, bow hold, scales, and basic repertoire, quickly learning how to produce beautiful and rich tone. Learning to read music in three clefs, students will be introduced to the fundamentals of harmony, music theory, conducting, form, and composition. As they progress, students will learn to play more advanced music. They will have regular performance opportunities in showcases and the annual school musical, as well as chances to participate in recording sessions, score films made by their peers, and give solo or chamber music recitals.

Building Capacity on Teams

In our initial years of operation, we are extremely focused building capacity in our academic and artistic departments, as well as the Special Education and the Leadership Teams. In weekly *Collaboration* (Professional Development sessions), we work with artistic and academic teachers to equip students with cross---disciplinary frameworks, and require teachers to collaborate across disciplines by co---planning units and culminating field trips. We analyze data from Trimester Exams at the end of each Trimester, and use additional data points in proceeding meetings to track students' rate of growth.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade level teams meet weekly to norm behavior expectations and instructional themes, the *School Leadership Team (SLT)* meets weekly to share and workshop ideas and discuss best practice, and the *Student Support Team (SST)* convenes three times weekly, to discuss specific needs of students so that supports are individualized care is consistent.

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							99							99
2018-18							64	100						164

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will demonstrate high levels of achievement in English Language Arts.

BACKGROUND

We developed an arts-infused, thematically based Humanities curriculum to help students develop creative and critical capacity across disciplines. With a strong emphasis on reading, writing, speaking and listening for both historical and fiction texts, Humanities in the 6th and 7th grades combines social studies and ELA to empower students to practice their skills in varied academic settings. Through our balanced literacy program, we seek to maximize students' exposure to a wide array of literature, primary source documents, and non-narrative non-fiction texts. Students read multiple genres to support their mastery of literacy-related efficiently, and with exposure to multiple texts, students are able to practice reading strategies in the context of content-rich Social Studies lessons that incentivize students to develop reading skills such as noticing text structures and developing vocabulary because they act as keys for unlocking high-interest content knowledge.

Using planning resources such as Engage NY and Discovery Education, and carefully curated primary sources, we have developed a suite of resources, projects, and books to aid teachers in their planning. Lessons, materials and units will grow out of Wiggins & McTighe's Understanding by Design (UbD) framework, and teachers are given ample time to complete extensive UbD plans.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Assessments

All incoming 6th graders completed an Achievement Network diagnostic as well as an online Reading Inventory to determine their Lexile score. The results from these initial assessments allow Humanities teachers to target specific skills with individual or groups of students, as well as group them by level for Guided Reading. They are assessed 4 times throughout the year, and Guided Reading groups may change accordingly.

In addition to these standardized means of tracking growth in reading, teachers are provided with a number of diverse methods of assessing progress toward mastery of skills and content such as exit tickets, quizzes, class-work, homework, writing blog posts, oral presentations, public debate, and participation in Socratic seminars.

Last year, students took four ANet interim assessments in ELA before the New York State exam, (including the baseline diagnostic test) to cultivate a sense of comfort in testing environments, and analyze the results for trends.

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 6th and 7th grade in April 2018. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

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						
4						
5						
6	52	0	0	1	11	64
7	93	0	0	1	6	100

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

8						
All	145	0	0	2	17	164

RESULTS AND EVALUATION

Of the 164 students enrolled in the school at the time of ELA testing, 145 took the exam, and 41% received a score of 3 or 4. 7th Grade students performed higher with 45% of students at proficiency as compared to 33% of 6th Graders.

A total of 77 7th Graders have been enrolled in the school for at least two years, and of these students, 45% were proficient on the exam, the same percentage as the grade overall. CSA fell short of the benchmark of 75% for these students by 30 percentage points.

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	33%	52	N/A	N/A
7	45%	93	45%	77
8				
All	41%	145	45%	77

ADDITIONAL EVIDENCE

As 2017-18 was only CSA's second year of operation, we are unable to analyze year-to-year trends or discuss progress over time for students enrolled in at least their second year.

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			N/A	N/A	N/A	N/A
7					45%	77
8						
All			N/A	N/A	45%	77

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

CSA’s PI on the 2017-18 State English language arts exam is 125.5. The state has not yet released the Measure of Interim Progress, so this goal cannot be assessed.

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
145	21%	39%	32%	9%

$$\begin{aligned}
 \text{PI} &= 39 + 32 + 9 = 80 \\
 & \quad \quad \quad 32 + 9 = 41 \\
 & \quad \quad \quad + (.5)*9 = 4.5 \\
 & \quad \quad \quad \text{PI} = 125.5
 \end{aligned}$$

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.

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

On the 2017-18 NYS ELA exam, 73% of the 6th and 7th Grade students in NYC CSD 2 received Level 3 or Level 4 scores. In comparison, 45% of the CSA 7th graders enrolled in at least their second year reached proficiency, falling short of the district by 28 percentage points. Scores for 6th Grade cannot be compared, as 6th Grade students at the school are only enrolled in their first year.

CSA is located in CSD 2 in Lower Manhattan, which has the lowest percentage of economically disadvantaged students in New York City and is one of the highest performing districts in the state. Residing in Lower Manhattan while allowing students from all five boroughs to enroll, we have a wide range of students from diverse backgrounds, and aim to meet the district average with the understanding that our student population is representative of 20 districts in NYC, the vast majority of which score well below our average 45%.

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	N/A	N/A	74%	2,579
7	45%	77	71%	2,434
8				
All	45%	77	73%	5,013

ADDITIONAL EVIDENCE

As 2017-18 was the first year that CSA had enrolled students for a second year, no year-to-year comparisons can be made.

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

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

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			N/A	59%	N/A	74%
7					45%	71%
8						
All			N/A	59%	45%	73%

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

CSA’s Effect Size for the 2016-17 school year was -0.01, significantly below 0.30. This includes only 6th Grade students enrolled in their first year at the school as 2016-17 was CSA’s first year of 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						

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

4						
5						
6	45.5	94	36	36.1	-0.1	-0.01
7						
8						
All	45.5	94	36	36.1	-0.1	-0.01

School's Overall Comparative Performance:
<i>Lower than expected</i>

ADDITIONAL EVIDENCE

As 2016-17 was the school's first year of operation, no year-to-year comparisons can be made.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15						
2015-16						
2016-17	6	45.5	94	36	36.1	-0.01

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

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

RESULTS AND EVALUATION

CSA's mean growth percentile for 2016-17 was 38.5, falling 11.5 points below the target of 50.

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

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6	38.5	50.0
7		50.0
8		50.0
All	38.5	50.0

ADDITIONAL EVIDENCE

As 2016-17 was the school's first year of operation, no year-to-year comparisons can be made.

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			38.5	50.0
7				50.0
8				50.0
All			38.5	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Although CSA has not met any of the absolute, comparative or growth goal measures listed below, we are encouraged by the growth our 7th grades showed from their performance as 6th Graders in 2016-17. One absolute measure cannot be assessed as the MIP is not yet available.

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.	Not Achieved
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.	Cannot be Measured
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at	Not Achieved

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

	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.	
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 2016-17 results.)	Not 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 target of 50. (Using 2016-17 results.)	Not Achieved

ACTION PLAN

To increase the rate at which CSA students pass the New York State ELA exam next year, we will maintain our commitment to using interim assessment data to target micro literacy skills more directly, while also continuing to use a holistic reading approach. We will support teachers in developing action plans for students that have clearer outcomes and goals attached, and set lofty yet realistic goals for proficiency and growth on both ANet assessments and state tests alike.

In addition, we have made a significant shift from integrated ELA and Humanities instruction have now fully separated the teaching of English and History to provide more focus on the development of reading and writing skills. For ELA classes, we will increase rigor through differentiation, deliberate class groupings, and improvements to our home-grown curricula.

In conjunction with and informed by our deliberate use of data, we will continue to implement targeted interventions and small group instruction for our Level 2 scorers throughout the year to address identified gaps and move them to attain Level 3 performance. Level 1 scorers will also receive an increase in remedial, individualized instruction to be delivered on an ongoing basis to address lags in understanding and raise their level of performance to match their peers.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Students will demonstrate high levels of achievement in Mathematics.

BACKGROUND

To support the provision of high quality instruction in Mathematics during the 2017-18 school year, City School of the Arts combined EngageNY resources and Pearson's inquiry-based Connected Math Program (CMP3) to deliver a balanced yet rigorous math program. All

curriculum maps are Common Core-aligned, and provided clear road maps for teachers, students, and families, as well as providing comprehensive checks for understanding so that teachers can monitor mastery and re-teach, remediate, or enrich when appropriate. CMP3 specifically, used more in the 7th grade, utilizes a problem-based learning approach to teach complex standards, and help students develop the dexterity to understand numbers as stories, and process mathematical language to derive a solution.

Each lesson in CMP's scope and sequence is divided into a teacher-directed launching phase, student exploration, and whole-class summarizing. This problem-solving focus naturally allows students to debate the best strategies to solve the problem, rather than assert the right answer and move on—explicitly bringing verbal reasoning into the math classroom and underscoring the interdisciplinary nature of learning. In order to support all learners, CMP3 provides seamless differentiation resources to be used in the lessons themselves and through supplementation to provide scaffolding when needed and create authentic extension activities for students who are excelling.

Aiming for all 8th grade students to be successful on the Algebra Regents Exam in 2018-19 (and we hope to prepare a strand of students for the Geometry Regents Exam in a couple of years), we wanted to make sure kids received rigorous instruction, as well as learning how to think with numbers.

Diagnostic Assessments

All incoming students took an in-house diagnostic to isolate skills and standards, as well as a state-test simulated Achievement Network exam in math. ANet exams are aligned to New York State summative assessments and crafted not only to assess progress toward mastery of standards but also to provide information about why students are struggling in particular areas. Data reports are returned quickly and are easy to interpret.

Formative Assessments

Teachers used CMP3 tools, EngageNY assessments, and homegrown means of assessing progress toward on math standards. Depending on the skill, standard, or point in time, teachers use tools such as exit tickets, quizzes, class-work, and homework to measure student learning on a daily basis.

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 6th through 7th grade in May 2018. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

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						
4						
5						
6	54	0	0	1	9	64
7	92	0	0	1	7	100
8						
All	146	0	0	2	16	164

RESULTS AND EVALUATION

Of the 164 students enrolled in the school at the time of ELA testing, 146 took the exam, and 38% received a score of 3 or 4. 7th Grade students performed higher with 41% of students at proficiency as compared to 31% of 6th Graders.

A total of 76 of the 7th Graders tested have been enrolled in the school for at least two years, and of these students, 45% were proficient on the exam, four percentage points higher than the grade overall. CSA fell short of the benchmark of 75% for these students by 30 percentage points.

CSA is located in CSD 2 in Lower Manhattan, which has the lowest percentage of economically disadvantaged students in New York City and is one of the highest performing districts in the state. Residing in Lower Manhattan while allowing students from all five boroughs to enroll, we have a wide range of students from diverse backgrounds, and aim to meet the district average with the understanding that our student population is representative of 20 districts in NYC, the vast majority of which score well below our average 45%.

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

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.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

3				
4				
5				
6	31%	54	N/A	N/A
7	41%	92	45%	76
8				
All	38%	146	45%	76

ADDITIONAL EVIDENCE

As 2017-18 was only CSA's second year of operation, we are unable to analyze year-to-year trends or discuss progress over time for students enrolled in at least their second year.

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			N/A	N/A	N/A	N/A
7					45%	76
8						
All			N/A	N/A	45%	76

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 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.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

CSA's PI on the 2017-18 Math exam is 111. The state has not yet released the Measure of Interim Progress, so this goal cannot be assessed.

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
146	31	32	32	6

$$\begin{aligned}
 \text{PI} &= 32 + 32 + 6 = 70 \\
 & \quad \quad \quad 32 + 6 = 38 \\
 & \quad \quad \quad + (.5)*6 = 3 \\
 \text{PI} &= 111
 \end{aligned}$$

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

On the 2017-18 NYS Math exam, 71% of the 6th and 7th Grade students in NYC CSD 2 received Level 3 or Level 4 scores. In comparison, 45% of the CSA 7th graders enrolled in at least their second year reached proficiency, falling short of the district by 26 percentage points. Scores for 6th Grade cannot be compared, as 6th Grade students at the school are only enrolled in their first year.

As with the ELA results, CSA students, on average, scored below CSA's district (the highest in the city), but passed at or above the rate students in their home districts resided.

Grade	Percent of Students at or Above Proficiency
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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

	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6	N/A	N/A	69%	2,601
7	45%	76	74%	2,466
8				
All	<u>45%</u>	76	<u>71%</u>	5,067

ADDITIONAL EVIDENCE

As 2017-18 was the first year that CSA had enrolled students for a second year, no year-to-year comparisons can be made.

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			N/A	68%	N/A	69%
7					45%	74%
8						
All			N/A	68%	45%	71%

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

CSA's Effect Size for the 2016-17 school year was -0.76, significantly below 0.30. This includes only 6th Grade students enrolled in their first year at the school, as 2016-17 was CSA's first year of 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	45.5	89	34	46.1	-12.1	-0.76
7						
8						
All	45.5	89	34	46.1	-12.1	-0.76

School's Overall Comparative Performance:

Lower than expected

ADDITIONAL EVIDENCE

As 2016-17 was the school's first year of operation, no year-to-year comparisons can be made.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15						
2015-16						
2016-17	6	45.5	89	34	46.1	-0.76

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

CSA's mean growth percentile for 2016-17 was 30.5, falling 19.5 points below the target of 50.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6	30.5	50.0
7		50.0
8		50.0
All	<u>30.5</u>	50.0

ADDITIONAL EVIDENCE

As 2016-17 was the school's first year of operation, no year-to-year comparisons can be made.

Mathematics 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

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

6			30.5	50.0
7				50.0
8				50.0
All			30.5	50.0

SUMMARY OF THE MATHEMATICS GOAL

Although CSA has not met any of the absolute, comparative or growth goal measures listed below for Math, we are encouraged by the growth our 7th grades showed from their performance as 6th Graders in 2016-17. One absolute measure cannot be assessed as the MIP is not yet available.

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.	Not Achieved
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.	Cannot be Measured
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.	Not 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 2016-17 results.)	Not 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 target of 50. (Using the 2016-17 results.)	Not Achieved

ACTION PLAN

In response to our 2018 Math exam scores, our efforts to improve student achievement in Math in the 2018-19 school year are similar to the strategies we are employing for ELA, including a continued responsiveness to student data. Over the past two years, we have we built consistent systems for assessing students and tracking growth in their classes, and in 2018-

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

19, we will continue to build and improve the strategies we use to respond to data and hold students and teachers accountable to producing strong results.

In conjunction with and informed by our deliberate use of data, we will also continue to implement targeted interventions and small group instruction for our Level 2 scorers throughout the year to address identified gaps. Level 1 scorers will receive more remedial, individualized instruction on an ongoing basis to address basic lags in understanding.

GOAL 3: SCIENCE

Goal 3: Science

Students will demonstrate high levels of achievement in Science.

BACKGROUND

Science instruction at New York City Charter School of the Arts emphasizes applied topics and includes three instructional periods each week, including one lab block. We use the Full Option Science System (FOSS) curriculum, a research-based program developed at the University of California, Berkeley, to provide meaningful science education culminating in the Grade 8 Earth Science Regents. The program is common core aligned, provides clear road maps for teachers, students, and families, and builds in comprehensive checks for understanding. Using the FOSS curriculum as a guide, students explore inquiry standards such as formulating a testable hypothesis, designing and conducting an experiment, analyzing and presenting data and findings in multiple modalities, and making inferences based on patterns or trends in the data when they conduct experiments in and outside of school on their extended lab day, a three-hour block.

Like Math teachers, Science teachers at City School of the Arts follow the sequence of our purchased curriculum while also ensuring that theme-alignment and cross-curricular understandings are woven in whenever appropriate. 6th graders begin with an introduction to Physical Science, moving on to chemistry, diverse ecosystems, the human body, and geology. They explore how scientists before them used systems to organize ideas and push through entrenched systematic thinking to discover new concepts, and preview content and concepts which they will study in greater depth in 7th and 8th grade.

Students have Science three times per week, and one period per week is a 3-hour lab block. Labs allow students to perform hands-on experiments and analyze findings using skills and competencies practiced in Math (creating and analyzing graphs, charts, and statistical information, for example) and Humanities (reading, writing, and speaking to master Science standards). Science accounts for 275 minutes of instructional time weekly.

Beginning with our first class of 8th Graders in 2017-18, we are offering a Living Environment course to prepare students to take the Regents exam in the spring.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

METHOD

New York City Charter School of the Arts has not yet administered the New York State Testing Program science assessment, as only 6th and 7th Grade students were enrolled in 2017-2018.

RESULTS AND EVALUATION

Not Applicable

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

Not Applicable. CSA did not enroll any students in 4th or 8th Grade in 2017-2018.

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.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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 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. CSA did not enroll any students in 4th or 8th Grade in 2017-2018.

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

Not Applicable. CSA did not enroll any students in 4th or 8th Grade in 2016-17 or 2017-2018.

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						
8						
All						

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE SCIENCE GOAL

New York City Charter School of the Arts has not yet administered the New York State Testing Program science assessment, as only 6th and 7th Grade students were enrolled in 2017-2018. Therefore, attainment of this Accountability Plan goal cannot be measured.

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

GOAL 4: ESSA

Goal 4: ESSA

The school will make Adequate Yearly Progress and maintain a Good Standing status.

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

A state issued Report Card has not yet been provided for 2017-18.

ADDITIONAL EVIDENCE

CSA was in Good Standing in 2016-17, the only year for which an ESSA Accountability Status is available at this time.

Accountability Status by Year

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Year	Status
2015-16	
2016-17	Good Standing
2017-18	Not Yet Available