

INSTRUCTIONS / NOTES

FOR 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT (“APPR”)

1. **Text Highlighted in Grey = explanation or guidance for an entry in the Progress Report.** As guidance, schools should remove the existing text entirely and replace it with the appropriate information to complete the report.
2. **Text Highlighted in Green = a sample entry that may be modified.** Schools should leave the text intact or edit appropriately so that the text aligns with the program’s offerings and the measures and goals included in the school’s Accountability Plan.
3. The template for reporting a norm-referenced test growth measure for elementary/middle school grades in the Accountability Plan appears in Appendix B. Present the respective results at the end of the English language arts (“ELA”) and mathematics goals.
4. **Annual adjustments to the Accountability Plan Progress Report**
 - a) During the 2017-18 school year, the state finalized and approved its Every Student Succeeds Act (“ESSA”) plan. As such, the Institute established changes to required goals and measures in order to align with the new accountability system. The Institute now requires schools to report a Performance Index (“PI”) with the target of meeting or exceeding the state’s Measure of Interim Progress (“MIP”). This supplants the previous measure of Annual Measureable Objective (“AMO”) attainment. Additionally, the Institute has replaced the No Child Left Behind (“NCLB”) goal with the functionally equivalent ESSA goal.
 - b) For the elementary grades growth measure and comparative effect size measure in ELA and mathematics, report 2016-17 results. (The 2017-18 results are not yet available.)
5. Please do not include these instructions or the reference guide below in a submitted report.

REFERENCE GUIDE TO TEMPLATE SECTIONS

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***The Accountability Plan Progress Report Template Is Below.
Delete all information above before submitting.***



Academy
of the City
Charter School

Academy of the City Charter School

**2017-18 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

October 12, 2018

By Beverly Greene

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2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Beverly Greene, Director of Operations prepared this 2017-18 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position
Nancy Sills	Trustee, Board Chair, Executive, Finance and Operations, Education, Development, Middle School Task Force
Angela Howard	Trustee, Vice Chair, Executive, Education, Middle School Task Force (chair) and Board Development Task Force
Harold Elish	Trustee, Treasurer, Executive, Board Development and Finance and Operations (chair)
Michela Nonis	Trustee, Education and Finance and Operations
James Traub	Trustee, Executive, Education (co-chair) and Development (chair)
Richard Welles	Trustee, Executive, Education (co-chair), Middle School Task Force
Steven Zimmerman	Trustee, Middle School Task Force, Development and Finance and Operations
Sarah DeBlois	Trustee, Secretary, Executive, Education
Monica Khan Liriano	Trustee, Board Development and Education
Name	Office, Committees
Name	Office, Committees
Name	Office, Committees
Name	Office, Committees
Name	Office, Committees
Name	Office, Committees

Richard Lee has served as the Principal since July 1, 2011.

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Academy of the City Charter School (AoC) is deeply embedded in the Woodside, Astoria and Long Island City communities of District 30Q. Our student body represents the diversity of this culturally rich part of Western Queens. AoC opened in August 2011, serving 100 students in grades K-1 in the 2011-12 school year. During the 2012- 2013 year, we added second grade and our attendance rose to 152 students. The school is chartered to serve grades K-5 and now fully sized since 2015-16. For school year 2017-2018, the student body demographics were 8% African American, 56% Latino, 18% Asian, 16% White. One hundred percent of our students are selected by a blind lottery process.

Our community-based, independent charter school was founded on the principles of:

- Community involvement
- Workplace democracy partnering with the United Federation of Teachers
- Reflective practices in pedagogy, site-based management and governance
- Continuous Professional Development
- Personal Accountability
- Transparency
- Entrepreneurialism

Our students will become independent thinkers, lifelong learners, and responsible members of their communities. We are committed to an educational philosophy rooted in social justice, inquiry, experiential and collaborative learning, and supported by continual professional development and reflective practice. Through a literacy-based, integrated curriculum that encourages community and honors diversity, our students receive the education they will need to meet the academic and social challenges of the best high schools, to be prepared for our best colleges and universities, and to thrive in today's world.

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	110	54	54	54										
2014-15	79	111	54	56	55									
2015-16	53	84	115	54	54									
2016-17	56	56	85	105	54	56								
2017-18	57	55	57	78	106	49								

GOAL 1: ENGLISH LANGUAGE ARTS

ACADEMY OF THE CITY CHARTER SCHOOL'S STUDENTS WILL MEET OR EXCEED COMMON CORE AND NEW YORK STATE LEARNING STANDARDS FOR THEIR GRADE LEVEL IN ALL ASPECTS OF LITERACY, INCLUDING READING, WRITING, SPEAKING AND LISTENING. THE ENGLISH LANGUAGE ARTS CURRICULUM AT ACADEMY OF THE CITY CHARTER SCHOOL IS DESIGNED TO ENSURE THAT STUDENTS LEARN TO READ WITH INTEREST AND UNDERSTANDING, WRITE TO COMMUNICATE CLEARLY, SPEAK CONFIDENTLY AND EXPRESSIVELY, AND LISTEN WITH ATTENTION AND UNDERSTANDING. THE SCHOOL'S ENGLISH LANGUAGE ARTS CURRICULUM IS CLOSELY ALIGNED TO THE COMMON CORE STANDARDS AND NEW YORK STATE ENGLISH LANGUAGE ARTS STANDARDS.

BACKGROUND

For English language arts, the Academy of the City Charter School uses the Teachers College Readers and Writers workshop model for K-1st grades and Journeys from 2nd-5th grades. This is implemented in conjunction with NYS standards based instruction that is supported by curriculum. Reading is approximately 60 minutes and writing workshop is approximately 45 minutes per day. Teachers use a lesson format that follows a predictable structure 1. Warm up 2. Teach 3. Try 4. Clarify Small group, targeted instruction occurs during guided reading.

Our ongoing English language arts program consists of a standards-informed reading workshop which includes shared reading, guided reading, and independent reading; Writer’s workshop including shared writing, guided writing, and independent writing, and phonics instruction. Our teachers use a variety of research-based teaching methods to differentiate instruction for all students; while Special Education and ESL specialists push-in to classrooms to provide guided instruction and support for students identified as needing these instructional support services. In order to measure and record readers’ progress, we use the Fountas & Pinnell Benchmark Assessment System for formal assessment for all grades.

For reporting year 2017-2018 assessments of reading ability were conducted in October 2017, January 2018 and June 2018. Ongoing formative assessments were conducted throughout the year, using the common core standards as a framework to inform our observations about children’s learning and to analyze student work. Also included in our assessment battery is a diagnostic inventory of sight words, an oral language assessment and an assessment of writing skills. Northwest Evaluation Association--MAP-Measures of Academic Progress for Primary Grades testing is also conducted in the Fall and Spring of each year for 2nd-5th grades.

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 3rd through 5th 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	77				2	79
4	104			1	1	106
5	48		1			49
6	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	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.

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8	N/A	N/A	N/A	N/A	N/A	N/A
All	229		1	1	3	234

RESULTS AND EVALUATION

Children in their second year of being enrolled at Academy of the City Charter School were 60.5% proficient on the ELA exam. Academy of the City Charter School continues to improve the proficiency rate every year. AOC is making significant gains towards 75% proficiency.

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	68.8%	77	63.6%	73
4	65.4%	104	59.6%	98
5	58.3%	48	58.3%	48
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	64.1%	229	60.5%	219

ADDITIONAL EVIDENCE

The table below is a clear indication of the gains being made yearly in ELA proficiency. In school year 2015-2016, Academy of the City Charter School was at 48.3% proficiency and has increased to 58.9% in 2016-17 and in 2017-2018 increased to 60.5%. This overall gain of 12.2% is a tremendous increase and demonstrates the changes in program have been very effective.

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	56%	52	61.4%	102	63.6%	73
4	46%	53	67.3%	51	59.6%	98
5	43%	48	48.1%	55	58.3%	48
6	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	48.3%	153	58.9%	208	60.5%	219

Goal 1: Absolute Measure

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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

Academy of the City Charter School PI is 168.5. Academy of the City Charter School PI’s values have continued to increase every year since we began testing students in 2013-14 school year. The MIP was not available at the time of completing the report.

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					
229	7%	29%	46%	19%					
	PI	=	29	+	46	+	19	=	94
					46	+	19	=	65
						+	(.5)*19	=	9.5
							PI	=	168.5

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 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

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](#).

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RESULTS AND EVALUATION

Academy of the City Charter School with children at least their second year showed proficiency at 60.5% while District 30 children had a proficiency rate of 53.1%. Academy of the City Charter School met this criteria with a proficiency of 7.4% above the district.

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	63.6%	73	56.5%	2864
4	59.6%	98	57.5%	2865
5	58.3%	48	45.5%	3032
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	60.5%	219	53.1%	8761

ADDITIONAL EVIDENCE

Academy of the City Charter School has continued to make significant gains in ELA test scores performing above district in 2015-16 and 2016-17. Notably the school in 2017-2018 is above district by 7%.

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	56%	42.8%	61.4%	47.2%	63.6%	73
4	46%	45.4%	67.3%	45.3%	59.6%	98
5	43%	38.6%	48.1%	42.3%	58.3%	48
6	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	48.3%	42.3%	58.9%	44.9%	60.5%	219

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

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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

Academy of the City Charter School performed above the predicted level by a significant amount as well as the school’s effect size is far above the .3 standard set above. Academy of the City Charter School met this measure for school year 2016-2017. The school is far above the predicted level and the effect size in every grade level.

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	70.8%	104	61	37.5	23.5	1.34
4	83%	54	69	29.8	39.2	2.14
5	77.2%	55	45	26.7	18.3	1.24
6	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	75.5	213	58.9	32.7	26.2	1.52

School’s Overall Comparative Performance:

Academy of the City Charter School performed better than predicted by a significant margin in every grade level. The school’s effect size is far above the 0.3 standard in every grade with an overall effect size of 1.52.

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ADDITIONAL EVIDENCE

Academy of the City Charter School continues to improve on the predicted level and effect size. The school has exceeded the predicted % in 2014-15, 2015-16 and 2016-2017. We have exceeded the .3 effect size for 2016-2017 by a significant amount.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-5	82%	110	23.8%	21.3%	.20
2015-16	3-5	78.6%	154	48.4%	29.9%	1.14
2016-17	3-5	77%	213	59%	32.7%	1.52

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

Academy of the City Charter School has exceeded the mean growth percentile of 50 for all grades listed below.

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

Grade	Mean Growth Percentile	
	School	Target
4	67.3	50.0
5	57.0	50.0
6		50.0
7		50.0
8		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.

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All	62.1	50.0
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ADDITIONAL EVIDENCE

Academy of the City Charter School continues to increase its mean growth percentile exceeding the statewide median of 50 for all grades in 2016-2017.

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	48	60.5	67.3	50.0
5		61.1	57.0	50.0
6				50.0
7				50.0
8				50.0
All	48	60.8	62.1	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

<p>Goal 3: Optional Measure [Include additional measures that are part of the Accountability Plan.]</p> <p>METHOD:</p> <p>RESULTS AND EVALUATION:</p> <p>ADDITIONAL EVIDENCE:</p>

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.	Not met
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.	
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.	Met
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.)	Met

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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.)	Met
	[Write in optional measure here]	

ACTION PLAN

Academy of the City Charter School will continue to work toward achieving or exceeding the above mentioned accountability measures. School leaders have taken significant actions to improve outcomes. School leaders and the board have great confidence that additional programmatic support will yield excellent results.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Academy of the City Charter School students will meet or exceed Common Core and New York State Learning Standards for their grade level in mathematics. The mathematics curriculum at Academy of the City Charter School is designed to ensure that students have a sound base in numeration and number sense on which the mathematics skills can be rooted.

BACKGROUND

Since SY’13-14, Academy of the City Charter School began to integrate GoMath into our K-5 curriculum including the beginning, middle and end-of-year assessments from GoMath. We have committed to using GoMath as the primary program and have seen positive gains in our NYS math test scores as a result.

Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

METHOD

The school administered the New York State Testing Program mathematics assessment to students in [3rd] through [5th 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.

2017-18 State Mathematics Exam

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Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
3	76			1	2	79
4	103				3	106
5	49					49
6	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	227			1	5	234

RESULTS AND EVALUATION

Academy of the City Charter School students enrolled in at least their second year in the school performed slightly better than all students at our school. Academy of the City Charter School met this measure. The Math scores for the school are very high and students performed better in their second year slightly better than all students.

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	67.1%	76	66.2%	74
4	73.8%	103	72.4%	98
5	57.1%	49	57.1%	49
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	66%	228	65.2%	221

ADDITIONAL EVIDENCE

Academy of the City Charter School year to year trend is very positive with every grade level increasing in proficiency from 2016-2017 to 2017-18.

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	58%	52	65.3%	102	66.2%	74

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.

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4	55%	53	73.1%	51	72.4%	98
5	51%	48	68.6%	55	57.1%	49
6	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	54%	153	69%	208	65.2%	221

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.

RESULTS AND EVALUATION

Academy of the City Charter School PI is 178. Our PI values have continued to increase every year since we began testing students in 2013-14 school year. The MIP was not available at the time of completing the report.

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
228	7%	25%	34%	34%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 25 & + & [34] & + & [34] & = & [93] \\
 & & & & [34] & + & [34] & = & [68] \\
 & & & & & + & (.5)*[34] & = & [17] \\
 & & & & & & \text{PI} & = & [178]
 \end{array}$$

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.

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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

Academy of the City Charter School is above district average in every grade level by a significant margin. Academy of the City Charter School met this measure. The school is above the district average by 13.9%.

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	66.2%	74	57.4%	2919
4	72.4%	98	51.9%	2933
5	57.1%	49	44.8%	3080
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	65.2%	221	51.3%	8932

ADDITIONAL EVIDENCE

Academy of the City Charter School has been above district average from 2014-15 to present in every grade level as well as overall.

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	58%	43.7%	65.3%	49.4%	66.2%	57.4%
4	55%	47%	73.1%	43.6%	72.4%	51.9%
5	51%	41.1%	68.6%	47.2%	57.1%	44.8%
6	N/A	N/A	N/A	N/A	N/A	N/A

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](#).

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7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	55%	44%	69%	47%	65.2%	51%

Goal 2: Comparative Measure

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

METHOD

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

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

Academy of the City Charter School exceeds the predicted and effect size in every grade level by a significant margin.

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	71%	104	65%	42.9%	22.1	1.13
4	83%	54	74%	30.0%	44.0	2.23
5	77%	54	65%	32.4%	32.6	1.82
6	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	77%	212	68%	36.9%	30.4	1.58

School's Overall Comparative Performance:

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Academy of the City Charter school's overall comparative performance on the 2016 Math examination is higher than expected by a large degree. Academy of the City Charter School effect size is 1.58 which is significantly above the 0.3 standard.

ADDITIONAL EVIDENCE

Academy of the City Charter School met this criteria with an effective size of 1.58. Also, in every grade level tested far exceeded the 0.3 standard.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-5	82%	110	49.1%	30.4%	1.00
2015-16	3-5	78.6%	154	54.5%	33.1%	1.12
2016-17	3-5	79%	212	68%	36.9%	1.58

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

Academy of the City Charter School has exceeded the mean growth percentile as a school. Our 4th grade was very close to statewide median being 1.6 below however our 5th grade exceeded that standard by a significant margin.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target

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.

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4	60.9	50.0
5	65.2	50.0
6		50.0
7		50.0
8		50.0
All	63.1	50.0

ADDITIONAL EVIDENCE

Academy of the City Charter School has exceeded the mean growth statewide median for all students in 2015-2016 and 2016-17.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	55.3%	48.4%	60.9%	50.0
5		65%	65.2%	50.0
6				50.0
7				50.0
8				50.0
All	55.3%	56.8%	63.1	50.0

Goal 4: Optional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

SUMMARY OF THE MATHEMATICS GOAL

Academy of the City Charter School met all measures with the absolute measure being partially met. The absolute measures show that the school is far above the PI standard and approaching the 75% standard for students in at least their second year at the school.

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 met
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.	

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Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Met
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.)	Met
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.)	Met
	[Write in optional measure here]	

ACTION PLAN

Academy of the City Charter School will continue to work toward achieving or exceeding the above mentioned accountability measures.

We have adopted and are fully implementing GoMath for all grade levels. We have invested in classroom and student materials, professional development and on-site coaching to assist our teachers in delivering instruction. Additionally, diagnostic, ongoing and summative assessments will be used to guide instructional practices and to deliver intervention services to students who are not making gains in mathematics. All of our ELL students and those students with disabilities will be supported using the RTI interventions provided by GoMath.

GOAL 3: SCIENCE

Goal 3: Science

Academy of the City Charter School's students will meet or exceed the New York State core curriculum standards and National Education standards for their grade level. The Science curriculum is designed to ensure that students collect and record first-hand data, to represent and analyze it using the scientific method. Children will learn to identify patterns, describe relationships, make connections, develop models, pose questions, make predictions, check hypotheses and puzzle over answers using the scientific method.

BACKGROUND

Academy of the City Charter School uses *Science Fusion* book by Houghton Mifflin Harcourt, which is highly correlated to the New York State and Next Generation Science standards. Delta/FOSS kits are used for experiments and exploration. Science instruction combines mastery of core vocabulary and conceptual knowledge with the application of scientific principles in laboratory settings.

Science instruction at Academy of the City Charter School will combine student mastery of core vocabulary and conceptual knowledge with the application of scientific principals in laboratory settings. Science assessments, for example, will include sections that focus on the key terms and ideas of a unit as well as a performance task component that will require students to synthesize and analyze data from laboratory experiments. Science teachers will also actively work to reinforce key mathematical concepts, especially graphing and measurement skills. This curriculum and teaching methods will serve as tools to meet the targeted proficiencies described below.

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.

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METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2018. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

Academy of the City Charter School met this goal.

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	92%	90		
8				
All				

ADDITIONAL EVIDENCE

District scores are not available at this time.

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	89%	54	94.4%	54	92%	90
8						
All	89%	54	94.4%	54	92%	90

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

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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

District scores are not available at this time.

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	92%	90		
8				
All	92%	90		

ADDITIONAL EVIDENCE

District scores are not available at this time.

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	89%		94.4%		92%	
8						
All						

Goal 5: Optional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

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

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SUMMARY OF THE SCIENCE 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 enrolled in at least their second year will perform at or above proficiency on the New York State examination.	Met
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.	Met
	[Write in optional measure here]	

ACTION PLAN

Academy of the City Charter School will continue to work toward achieving or exceeding the above mentioned accountability measures.

GOAL 4: ESSA

Goal 4: ESSA

Write the school's Accountability Plan ESSA goal here.

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

Academy of the City Charter School met this measure

ADDITIONAL EVIDENCE

Academy of the City Charter School will continue to work toward achieving or exceeding the above mentioned accountability measures.

Accountability Status by Year

Year	Status
2015-16	Met

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2016-17	Met
2017-18	Met

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

Write the school's goal here.

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

Provide a narrative explaining how the school developed, administered, collected and analyzed the survey. The school presents results as a percentage of all families in the school, not as a percentage of respondents only.

RESULTS

Provide a narrative of parents' responses.

2017-18 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
[##]	[##]	[%]

2017-18 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
[List Item Here]	[%]
[List Item Here]	[%]
[List Item Here]	[%]
[List Item Here]	[%]
[List Item Here]	[%]

EVALUATION

Provide a narrative explicitly stating whether or not the school met the measure with a discussion of individual items, changes from previous years, areas of concern, etc.

Goal S: Absolute Measure

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

METHOD

Provide a narrative explaining how students are tracked year to year

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RESULTS

Present a narrative describing number of students in various categories and the retention rate.

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)
[#]	[#]	[#]	[%]

EVALUATION

Provide a narrative explicitly stating whether or not the school met the measure and how close the retention rate was to the target.

ADDITIONAL EVIDENCE

Year	Retention Rate
2015-16	[%]
2016-17	[%]
2017-18	[%]

Goal S: Absolute Measure

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

METHOD

Provide a narrative explaining how the school tracks student attendance and calculates its daily attendance rate.

RESULTS

Provide a narrative describing the year's attendance rate.

2017-18 Attendance

Grade	Average Daily Attendance Rate
1	[%]
2	[%]
3	[%]
4	[%]
5	[%]
6	[%]
7	[%]
8	[%]
Overall	[%]

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EVALUATION

Provide a narrative explicitly stating whether or not the school met the measure and how close the attendance rate was to the target.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2015-16	[%]
2016-17	[%]
2017-18	[%]

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
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								
4								
5								
6								
7								
8								
All								

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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

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	
		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.

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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.

Include a brief narrative that describes the type of test administered, to which grades, the date of administrations, etc.

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

Provide a narrative explicitly stating whether or not the school met the measure; i.e., whether all of the cohorts achieved their targets. In addition, the evaluation may include how close each cohort came to its target, which cohorts' performance increased or decreased, and the overall performance of all cohorts.

ADDITIONAL EVIDENCE

Present a narrative providing an analysis of year-to-year cohort performance in previous years.

Cohort Performance on the Norm Referenced Reading Test by School Year

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

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								