

4877 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.



Middle Village Preparatory Charter School

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

October 11, 2018

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Nancy Velez, Principal and Christian Quezada, Director of Operations prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Mrs. Josephine Lume	Chair, Finance & Executive
Mr. Serphin R. Maltese	Vice Chair, Executive
Mr. Michael Michel	Founder/Advisor, Finance & Executive
Mrs .Margaret Ognibene	Treasurer, Finance
Mrs. Maureen Campbell	Trustee, Education
Mrs Kaiko Hayes	Trustee
Mrs. Debbie Kueber	Trustee
Mrs. Rosemary Degennaro	Trustee, Education
Mrs. Monika J.Konopka	Trustee, Education

Josephine Lume has served as the Board Chair since 2013.

Middle Village Prep is a small, independent, public charter school which serves students in grades 6-8. It is located on the Christ the King Campus. Admission to MVP is conducted via lottery with District 24 as a priority.

The mission of the Middle Village Preparatory Charter School (MVP) is to prepare students for success at a selective college prep high school of their choice. The MVP curriculum is a rigorous curriculum designed to meet and surpass the New York State Education Department requirements. Central to the instructional model is a longer school day and increased classroom instructional time that is devoted to curriculum subjects. Students will master skills and attain subject proficiency by the end of the 8th grade. The curriculum of MVP includes a requirement that all students study Latin for three years, a key language for building a strong vocabulary and understanding of romance languages such as Spanish and Italian.

Mathematics and English Language Arts are prioritized by allocating twice the amount of instructional time that is customarily devoted to these critical instructional areas. Science, Social Studies, the Arts, Physical education and Health, along with time allocated for extracurricular activities round off the typical daily schedule. It requires that all students take available Regent-level courses, such as the Common Core Algebra 1, Earth Science, and United States History and Government Regents in Grade 8.

Middle Village Preparatory Charter School (MVP) strives for academic excellence by creating an environment for students to succeed in both school and beyond. Our curriculum is a rigorous curriculum designed to meet and surpass the New York State Education requirements. Curriculum is built around a strong emphasis of math, reading, science, social studies and the study of the Latin language. A constructivist approach “where students learn by doing” is maximizing student involvement. MVP expects to enroll an academically diverse population. Therefore the curriculum will be challenging for students who enter at or above grade level as well as flexible enough to support students who enter the school below grade level.

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							116							116
2014-15							118	109						227
2015-16							141	107	106					354
2016-17							147	124	102					373
2017-18							148	132	122					402

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

The ELA Goal for our students is to attain Proficiency and beyond for all of our students. MVP believes that with dedicated reading and writing time, combined with rigorous literary skills instruction, every student has the ability to excel in reading and writing. The ELA curriculum exposes students to a variety of historical and contemporary text, including novels (both classical and current), poetry, journalism, non-fiction, memoirs and blogs.

BACKGROUND

The ELA curriculum is aligned to the Common Core Learning Standards. Teachers expose students to a variety of reading texts and genres that fosters critical and extended thinking. Teachers incorporate an array of teaching activities and strategies that enable students to focus on examining how authors use reasons to make their points and support arguments with evidence.

In grade six, the Common Core State Standards call for students to proficiently read grade-appropriate complex literature and informational text while further developing the ability to cite textual evidence. They will be able to look at both, the structure and content of complex, grade-appropriate texts, determining how sentences and paragraphs within texts influence and contribute to the unfolding of a plot and the development of events or ideas. Students will be increasingly challenged to sharpen their ability to write and speak with more clarity and coherence, providing clear reasons and relevant evidence. Students will learn how writers try to influence readers while discovering how they can do the same in their own prose. They discover how to answer questions through writing and can use rewriting opportunities to refine their understanding of a text or topic. Writing is a critical component of ELA/Literacy, they go hand in hand, and as such this area will not be a separate subject as it had been in the past. It will be embedded across content areas and highly emphasized in ELA.

In grade seven, students will be expected to gain the necessary skills to allow them to read challenging complex texts closely so that they can cite multiple instances of specific evidence to support their claims. Students will be able to recognize setting, plot and, characters and provide an objective summary of a text apart from their own reaction to it. They will be able to compare and contrast different interpretations of a topic, identifying how authors shape their information and choose to highlight certain facts over others. Students will work with high-quality, complex nonfiction texts and great works of literature. MVP students will take part in discussions and in writing, students will make their reasoning clear to their listeners and readers, constructively evaluating others' use of evidence while offering several sources to back up their own claims. While growing as writers, students will be able to cite several sources of specific, relevant evidence when supporting their own point of view about texts and topics.

By grade 8, students will be well-informed to question an author’s assumptions and assess the accuracy of his or her claims. Students will develop a rich vocabulary of academic words, which they use to speak and write with more precision. In addition, students will write with increasing sophistication, focusing on organizing ideas, concepts, and information into broader categories; choosing relevant facts well; and using varied transitions to clarify or show the relationships among elements. We will continue to emphasize the use of the journal writing across all classrooms and to make it a part of our instruction. This program encourages and ensures that students read 30 minutes in school and 30 minutes at home. Practice targets will be set, monitored, and rewarded, ensuring every student adopts the independent reading routines of academically successful students. This supplementary program will also strengthen students’ skills in becoming highly effective readers and instill in students love for reading books of all genres.

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 through 8th grade in April 2017. 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	144	0	0	0	1	145
7	128	0	0	0	0	128
8	106	0	0	0	0	106
All	379	0	0	0	1	379

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.

RESULTS AND EVALUATION

The 2017-2018 school year completes Middle Village Prep Charter School fifth year. As the chart indicates, out of the 106 eighth grade students tested, 78% are proficient and in grade 7 out of the 128 students who were tested, 52% were proficient in ELA. For students enrolled at least two years, the 8th grade was able to obtain the 75% ELA Proficiency, as proposed. Proficiency for students in grade 7 fell short by 23%.

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	62%	145	0	3
7	52%	128	52%	128
8	78%	106	78%	106
All	64%	379	65%	237

ADDITIONAL EVIDENCE

Additional evidence that shows that Middle Village Prep is making progress that demonstrates the schools effectiveness of the schools instructional program is by the use of incorporating a program called Castle Learning. Teachers can easily search for content *related questions* within Castle Learning to create their own assignments, or access pre-built *activities* and assessments. Instant grading, detailed assessment reports, and instructional feedback are benefits of incorporating such program.

A second program that we have added to our instruction is Achieve 3000. This programs is used to level the students according to their Lexile level. After this is identified, students then work on different reading passages with multiple choice questions and extended responses that will continue to help strengthen vocabulary, writing, and help in college and career readiness goals.

A third support system that enhances student learning is the addition of content area books to the classroom libraries. Additional class sets of non-fiction/fiction books were provided to Grade 6-8 classrooms.

As it relates to student academic progress, improvement has been demonstrated in the ELA area between 2015 and 2018. As reflected on the chart below, students in grade 8 scored on or above proficiency levels and have demonstrated gradual improvement between SY2015 and SY2017. For instance, an improvement of 22.5% is reflected between SY2015 and SY2018. Some factors can be attributed to this growth, among them: frequent training provided in Literacy to ELA teachers on best practices, by Teachers College Instructional Coaches; the use of Castle Learning that provided teachers with instant feedback of skills that students were having difficulty with individually and as a class. Teachers make great use of a variety of meaningful resources such as engageny.com,

Achieve 3000, and ELA test preparation books to create mock state test exams. This enables students to have ample practice and develop test taking stamina before the actual state test is administered. Middle Village Prep also offered testing preparation classes on Saturday morning for students at all grade levels.

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	0	1	0	3	0	3
7	44.4	108	64	121	52	128
8	56.5	108	61	103	78	106
All	50.2	217	62.5	224	65	237

Goal 1: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

The ELA results below indicate that the Cohort that includes grades six through eight, reflects that the students achieved a total PI of 167

Middle Village Prep’s PI score of 167 is the measure set for ELA achieved in 2017-2018 school year. This accomplishment is attributed to the careful monitoring of each student data, and addressing the ELA core curriculum with our students and staff.

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
379	[9]	[27]	[40]	[24]

$$\begin{array}{rcccccccc}
 \text{PI} & = & [27] & + & [40] & + & [24] & = & [91] \\
 & & & & [40] & + & [24] & = & [64] \\
 & & & & & + & (.5)*[24] & = & [12] \\
 & & & & & & \text{PI} & = & [167]
 \end{array}$$

Goal 1: Comparative Measure

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

METHOD

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

RESULTS AND EVALUATION

In the table below, Middle Village Prep Charter School shows that students in Grade 7 and 8 scored above the district's proficiency average/level. Grade 7 students scored 52% which is higher than the districts score of 41%, an 11% difference. At the 8th grade level, MVP students reached a 78% proficiency rate. In comparison to the local District proficiency levels of 43%, our 8th grade students outperformed the district by 35%.

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 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	0	3	45	3574
7	52	128	41	3777
8	78	106	43	3858
All	65	237	43	11209

ADDITIONAL EVIDENCE

As demonstrated in the data table below, students in Grade 7th and 8th scored above proficiency levels, as compared to the local district each year. Grade 8 proficiency levels increased each year. In SY 2015-2016 the student proficiency level reached a 56.5% rate. In SY 2017-18, student proficiency levels reached 78%. This reflects an increase of 22.5% over three years.

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3						
4						
5						
6	0		0		0	
7	44.4	38.5	64	45.5	52	44.2
8	56.5	44.3	61	51.5	78	30.0
All	50.2	39.8	62.5	48.5	65	37.1

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

The Chart below reflects the actual 2016-2017 school results for calculating the overall Effect Size for each of the grades tested. Students in Grade 6- Grade 8 combined aggregate score of 1.02, which is above the minimum required 0.3.

Based on the 2016-2017 school results the actual number of students who scored proficient at a level 3 & 4 surpassed the predicted amount by a difference of 15.5%

The School met the Comparative Performance Level with a positive Effective Size of 1.02 in Grades 6-Grade 8, as reflected on the chart below.

2016-17 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6	53.8%	145	46	32.7	+13.3	0.92
7	43.8%	121	64	46.3	+17.7	1.14
8	55.2%	103	61	44.9	+5.2	1.00
All	50.9%	369	56.1%	40.6	+15.5	1.02

School's Overall Comparative Performance:

Write in Comparative Performance Analysis from report here (not available as of yet)

ADDITIONAL EVIDENCE

Narrative provides a discussion of current and past performance of this comparative measure, including trends over time.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	6-7	59.9	94	37.4	27.2	0.71
2015-16	6-8	53.9	364	43.9	36.7	0.43
2016-17	6-8	50.09	370	56.1	40.06	1.02

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 6-8 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

The school's mean growth percentile in 2016-2017 in ELA was at 44.0 of the Statewide Median of 50.0

The Aggregate Mean Growth Percentile for the school in ELA is less than the required 50 percentile needed to be at level.

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.

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

Grade	Mean Growth Percentile	
	School	Target
4	N/A	50.0
5	N/A	50.0
6	36.0	50.0
7	53.0	50.0
8	43.0	50.0
All	<u>44.0</u>	50.0

ADDITIONAL EVIDENCE

These charts therefore, indicate a Mean Growth Percentile decrease from 2014-2015 to 2017-2018.

Narrative provides a discussion of current and past performance in comparison to the statewide average.

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	55.8	39.1	36.0	50.0
7	66.5	55.9	53.0	50.0
8	N/A	47.7	43.0	50.0
All	61.2	47.6	44.0	50.0

Goal 3: Optional Measure

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

METHOD: STUDENTS IN GRADE 6-8 FOLLOW A CURRICULUM THAT IS ALIGNED TO THE COMMON CORE LEARNING STANDARDS. TEACHERS USE THE PEARSON READING SERIES TO HELP STUDENTS READ AT A MORE COMPLEX LEVEL, INCLUDING EXPOSING STUDENTS TO A VARIETY OF READING TEXTS AND GENRES THAT FOSTERS CRITICAL AND EXTENDED THINKING. TEACHERS INCORPORATE AN ARRAY OF TEACHING ACTIVITIES AND STRATEGIES THAT ENABLE STUDENTS TO FOCUS ON EXAMINING HOW AUTHORS USE REASONS TO MAKE THEIR POINTS AND SUPPORT STUDENTS WHO HAVE BEEN ENROLLED IN THE SCHOOL FOR TWO YEARS OR MORE HAVE MADE SIGNIFICANT INCREASES IN GRADE 7&8 BECAUSE OF THE RIGOROUS INSTRUCTION AND RESOURCES INCORPORATED INTO THE CLASSROOM.

ARGUMENTS WITH EVIDENCE

RESULTS AND EVALUATION: MIDDLE VILLAGE PREP HAS MET OR EXCEEDED MANY OF THE LEVELS SET FORTH BY THE STATE

ADDITIONAL EVIDENCE: THE EVIDENCE OF THE INCORPORATION OF CASTLE LEARNING INTO THE SCHOOL PROGRAM, MOCK TESTING DATA RECEIVED AND ADDITIONAL READING BOOKS IMPLEMENTED INTO THE CLASSROOM CONTENT AREA ARE ALL AREAS OF ACADEMIC SUPPORT

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Middle Village Preparatory Charter School did not meet its target goal of 75 percent proficiency for all students tested on the New York State English language arts exam. Grade 8 students were able to meet and exceed the target goal as they reached a 78% level of proficiency.

However, Middle Village Preparatory Charter School has outperformed students Grades 6 through 8 in District 24.

As a result of this, the school was able to exceed its predicted level of performance on the state English language arts exam by an effect size greater than 0.3 according to the regression analysis controlling for economically disadvantaged students among all public schools in New York State. Finally, Middle Village Prep was able to demonstrate growth in proficiency of the New York State English language arts exam. However, under the state's Growth Model, MVP's mean unadjusted growth percentile in English language arts was not above New York State's unadjusted median growth percentile.

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.	no
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.	yes
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.	yes
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.)	yes
Growth	Each year, under the state's Growth Model the schools 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.)	yes
	[Write in optional measure here]	

ACTION PLAN

Middle Village Prep will continue to have teachers work with Castle Learning. Teachers can easily search for content related questions to create assignments, and assessments. The program of Achieve 3000 will be used to level students and monitor weekly progress of their reading levels as they complete different articles based on their reading ability. Articles and questions will progressively become more complex as they continue to strengthen their skills in all areas. MVP is also offering teacher support by working with Teachers College to strengthen the Literacy and Writing across all content areas. This include whole group professional development as well as individual coaching of teachers.

Middle Village Prep math program has put together a set of specific goals for students in Grade 6-8. Middle Village Prep feels that it is important to support students in developing a sense of mathematics and learning so that they can be mathematical thinkers. MVP wants the main focus on computational fluency: being flexible, accurate and efficient; with whole numbers with the broader goal of developing strong number sense. Teacher want to emphasize reasoning about mathematical ideas through conversation and writing. We want students to problem solve and use mathematics to understand our world through real-life problem solving opportunities. Finally increase percentage of students successfully being promoted to a minimum of 80% by 2018.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Students will meet 75% at or above proficiency level by the end of the students' second year.

BACKGROUND

The mathematics program at Middle Village Prep Charter School will be based on the New York Common Core standards, as such, it will emphasize the development of mathematical literacy, deep understanding of concepts, an ability to communicate effectively about mathematics, and the skills to solve problems. These areas will be addressed in a variety of ways, including but not limited to: providing balanced instruction in thinking and problem solving, using resources and materials to enhance teaching and learning (ex: Math books Glencoe/McGraw Hill Publishing), effectively utilizing Smart Boards, differentiated instruction, team teaching that supports Students with Disabilities (SWD), use of a variety of assessments from traditional teacher made tests to standards-based, pre-assessments, conferences with students, mock state tests, and mock Regents exams.

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 grade 6 through 7 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 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5						
6	143	0	0	0	1	144
7	126	0	0	0	0	126
8	0	0	0	0	0	108
All	269	0	0	0	1	378

RESULTS AND EVALUATION

The table below illustrates that two grades were tested this year of 2016-2017 but only one grade, grade 7 has been enrolled for at least their second year. Their performance of proficiency level reached a 77% rate.

The school's goal for mathematics proficiency level is 75% at Proficiency level or higher by the end of the students' second year. The chart above indicates that Grade 7 met proficiency level of 77%. Therefore, the students exceeded the target goal by 2%.

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				
4				
5				
6	58%	143	0%	3
7	77%	126	77%	126
8	N/A	N/A	N/A	N/A
All	67.5%	269	77%	129

⁵ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

ADDITIONAL EVIDENCE

The school is maintaining a high level of performance in mathematics. The program has proven to be effective not only for Gen Ed students but also for students with IEPs and ENL (English as a New Language) students who are having success in mathematics.

Also, additional evidence may include assessment results from mock exams and Castle Learning that demonstrate the effectiveness of the school’s instructional program.

Math teachers in grade 6 met and identified the standards in which students demonstrated the greatest challenges. They immediately planned as a grade, to focus on the areas determined to be in need of improvement. Several strategies were practiced in order reinforce concepts and skills to ensure student progress, among them: re-teaching select skills using different teaching approaches, providing extensive one to one support, doing more frequent small group instruction, maximizing the use of “team teachers”, and using the Enrichment time in the morning to revisit the areas identified.

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the school’s instructional program.

MVP staff must make every effort to ensure that improvement is consistent. Reviewing data on a regular basis, by grade levels, content and as a faculty, will enable teachers to plan effectively and accordingly, including modifying instruction and individualizing learning.

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			0	3	66.6	3
7	44.9	107	62.2	119	77.0	126
8	N/A	N/A	N/A	N/A	N/A	N/A
All	44.9	107	62.2	122	71.8	129

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

As reflected on the table below, Middle Village Prep students received an overall PI number of 175. These results can be attributed to purposeful planning, grade level teacher discussions, teachers monitoring students' progress, frequent professional development and the delivery of rigorous instruction provided to students.

Brief narrative highlighting results in the data tables that directly addresses the measure by comparing the PI to this year's MIP. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

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
269	[8]	[24]	[38]	[30]

PI	=	[24]	+	[38]	+	[30]	=	[92]
				[38]	+	[30]	=	[68]
					+	(.5)*[30]	=	[15]
						PI	=	[175]

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

The Chart below shows a comparison of performance of students in attendance for at least their second year. 77% of the students are at Proficiency level, while only 63% of the District students achieved Proficiency. Middle Village Preparatory Charter School outperformed the district by 14%.

Our students scored a total of 71.8% . This rate is higher than the performance of District 24, which reflects 61.5% . A difference of 10.3% above the district.

Data also indicates that Grade 7 students who have been with us after two years, have succeeded in performing at this level.

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6	66.6	3	60	3711
7	77	126	63	3881
8	N/A	N/A	N/A	N/A
All	71.8	129	61.5	7522

ADDITIONAL EVIDENCE

Middle Village Preparatory Charter School has outperformed the District in the area of Mathematics. MVP achieved a 66.6% proficiency level in Mathematics. We demonstrated a 6.6% higher level of proficiency in comparison to District 24's 60% proficiency levels. Similar results occurred when MVP was able to obtain a 77% proficiency percentage, while District 24 had a 63% proficiency percentage. MVP demonstrated growth once again, reflecting a 71.8% proficiency percentage, while District 24's proficiency level was at 61.5% proficiency percentage.

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](#).

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	N/A	0		0	
7	44.9	39.6	62.2	41.5	77.0	44.2
8	N/A		N/A		N/A	
All	44.9	39.6	62.2	41.5	77.0	44.2

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

The number of students in both grade 6 and grade 7 who were proficient at levels 3 & 4 exceed the number of students predicted which is higher than expected

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The school met and exceeded the Effective Size minimum with a score of 1.14, well above the required score of 0.3

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	53.8	146	59	41.4	+17.6	1.03
7	43.8	121	62	43	+19.0	1.26
8	0	0	0	0	0	0
All	49.3	267	60.3	42.1	+18.2	1.14

School's Overall Comparative Performance:

[Write in Comparative Performance Analysis from report here]

ADDITIONAL EVIDENCE

Narrative provides a discussion of current and past performance on this comparative measure, including trends over time.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	6-7	59.9	227	58.1	33.8	1.41
2015-16	6-8	54.8	254	46.9	38.1	0.53
2016-17	6-8	49.3	267	60.4	42.1	1.14

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

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

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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

Student in grade 7 had a score of 58.0. These students have been enrolled in Middle Village Prep for two consecutive years scored above the statewide median of 50.0 with an increase of 8%.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6	41.0	50.0
7	58.0	50.0
8	0	50.0
All	49.5	50.0

ADDITIONAL EVIDENCE

The overall score of Grades 6 and Grade 7 for the 2016-2017 school year totaled 49.5% the statewide median is 50%

Middle Village Prep's test scores have continued to increase throughout its years of operation. As recent as 2016-17, MVP was able to obtain proficiency on the New York State Mathematics exam by outperforming the district. It is evident that Middle Village Prep continues to excel in Mathematics consistently surpassing its neighboring schools in District 24 and New York State.

Narrative provides a discussion of current and past performance in comparison to the statewide average.

Mathematics Mean Growth Percentile by Grade Level and School Year

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

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Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4				50.0
5				50.0
6	59.7	42.8	53.15	50.0
7	59.6	59.6	55.96	50.0
8	N/A	N/A	N/A	50.0
All	59.7	50.4	54.55	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

In Grade 6, teachers will focus on connecting ratio and rate to whole number multiplication and division; understanding division of fractions and the system of rational numbers, which includes negative numbers. Students will begin to develop understanding of statistical thinking. Writing, interpreting, and using expressions and equations with the use of variables in mathematical expressions will be the foundation needed for students to move into grade seven.

In Grade 7, students will be exposed to a mixture of two mathematical curriculums, as we prepare all students to take the Algebra 1 Regents exam. In this grade, instructional time will focus on developing understanding and applying proportional relationships by extending their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students will begin to solve problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume. Teacher's help students make appropriate connections by building on previous work to generate data sets and learn about the importance of representative samples for drawing inferences. They will learn to solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes and prisms.

The 8th grade curriculum will focus on understanding the concepts of and becoming proficient with the skills of mathematics, communicating and reasoning mathematically and becoming efficient

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problem solvers by using appropriate tools and strategies. Students will receive the Algebra I content that will prepare them to take the Algebra I Regents exam at the end of eighth grade.

PRESENT A NARRATIVE PROVIDING AN OVERVIEW OF WHICH MEASURES THE SCHOOL ACHIEVED, AS WELL AS AN OVERALL DISCUSSION OF ITS ATTAINMENT OF THIS ACCOUNTABILITY PLAN GOAL.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	yes
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.	yes
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.	yes
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.)	yes
Growth	Each year, under the state's Growth Model the schools 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.)	yes
	[Write in optional measure here]	

ACTION PLAN

Middle Village Preparatory Charter School's action plan is put into place to demonstrate a strong understanding for the New York State Mathematics curriculum. In order to maintain, or even further improve academic performance, Middle Village Prep will continue to offer extra help, as well as host mock exams.

Additionally, Middle Village Prep offer enhanced support to our students in Grades 6-8 outside of our typical school day. MVP offers New York State test preparation help through a neighboring program. This program provides MVP students with one and a half hours of Mathematics test prep on a Saturday. Students are provided the opportunity to enroll in the program, and attendance is monitored on both MVP's part and the program director in order to make sure students are getting the best possible support.

In addition to the test prep program, MVP has partnered with an afterschool program in an effort to further support our students. This supplemental program offers homework help to students enrolled in the program Monday through Friday for one hour. It also offers a Saturday program in which students are assisted with homework prior to branching off into other extracurricular activities.

GOAL 3: SCIENCE

Goal 3: Science

Write the school's Accountability Plan science goal here.

BACKGROUND

Middle Village Prep's Science program is based on the New York State Learning Standards. Students in grade 6 begin with Life Science, which takes the student through discovery and learning of the living environment. Topics include: cell and human Biology, genetics, biochemistry, ecology, and survey of the five kingdoms of living organisms. In Grade 6, students participate in a science fair at the end of the school year demonstrating an experiment based on a skill/topic that they learned in science during the year and create a visual board of their topic along with a hypothesis including steps and results of their procedure.

Students are introduced to Physical Science in grade 7. Within this area, students examine the areas of energy, motion, forces, heat waves, light, sound, electricity and atomic structures and their applications. In grade 7, students visit Adventure Land for the Day to participate in Technology day.

It serves as an introduction to the Technical World, through the students' investigation of the various rides at the amusement park. A workbook with activity sheets guides students through the learning process as they observe, record time, sketch, and calculate specific aspects of the rides.

The students in Grade 8 prepare for the Earth Science Regents. For the latter, students are exposed to activities and hands on projects that study our planet, its composition, history, geological processes, and the environment in space. Our Regents level program meets New York State Regents standards and our students take the Regents exam in June. All Science programs have 30 hours of lab. Laboratory activities with reports are an essential part of the program

In line with the school's constructivist approach, MVP believes that students learn most effectively when they have a central role in the learning process and that science skills should be based on a series of discoveries. Therefore, MVP will ensure that students master the skills they need to grow towards scientific literacy, including an understanding of scientific explanations, and the ability to generate evidence, understand the scientific method and its applications over time through an exploratory student-centered problem solving approach in MVP's Science Lab.

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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

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

Middle Village Prep Students in Grade 8 do not take the NYS Science 8th grade exam. We offer Earth Science Regent to all Grade 8 Students.

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

Narrative discussing year-to-year trends during the current Accountability Period. This discussion shows how the school is making progress towards, or maintaining, a high level of performance. The school can use a supplemental table for this section on performance disaggregated by number of years in the school. The table shell appears in Appendix B.

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the science program.

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Science Performance by Grade Level and School Year

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

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

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

Brief narrative highlighting results in the data table that directly addresses the measure; e.g. the charter school performance compared to the district performance in the same tested grades. Narrative explicitly stating whether or not the school met the measure; i.e. whether the charter school fell short of, equaled or exceeded the district performance in each grade and by how much.

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				

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

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ADDITIONAL EVIDENCE

Narrative provides a discussion of the charter school's performance in comparison to the local district in previous years.

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						

<p>Goal 5: Optional Measure</p> <p>[Include additional measures that are part of the Accountability Plan.]</p> <p>METHOD:</p> <p>RESULTS AND EVALUATION:</p> <p>ADDITIONAL EVIDENCE:</p>
--

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.	
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.	
	[Write in optional measure here]	

ACTION PLAN

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the specific results and patterns associated with this goal, focusing in

particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

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

The school's instructional approach has focused on specific strategies in order to improve student outcomes in ELA and across other core subject areas. Students are increasingly challenged to sharpen their ability to write and speak with more clarity and coherence, providing clear reasons and relevant evidence. Greater emphasis is being placed in improving writing skills within the ELA curriculum, as well as across content areas like History, Science and Math. In addition, support has been provided to the faculty members through professional development opportunities and by higher education institutions such as Teachers College.

These efforts have helped us for the past three years to meet the State's accountability; we have met our comparative measures goals with the District and the State; in addition, MVP has exceeded the predicted proficiency based on our percentage of economically disadvantaged students as indicated on the chart from the Charter Schools Institute Accountability Dossier.

State the school's ESSA status this year. Provide a narrative explicitly stating whether or not the school met the measure and any changes over time.

ADDITIONAL EVIDENCE

Provide a narrative reviewing the school's ESSA status during each year of the current Accountability Period.

Accountability Status by Year

Year	Status
2015-16	Good Standing
2016-17	Good Standing
2017-18	Good Standing

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.

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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

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)
369	105	255	96.6%

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	96.9%
2016-17	96.6%
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.

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2017-18 Attendance

Grade	Average Daily Attendance Rate
1	[%]
2	[%]
3	[%]
4	[%]
5	[%]
6	[95.3%]
7	[96%]
8	[96.1%]
Overall	[95.8%]

EVALUATION

The school met its goal as evidence by the data provided in the chart below. The school was able to maintain an attendance rate average of 95.8%. Students are encouraged to be consistent with their attendance and are acknowledged at school wide assemblies. Certificates of recognition are issued. Before school programs (Enrichment/ Support) are offered to students so that they can increase their level of performance thus building confidence and motivating them to attend on a daily basis. Students' attendance is recorded daily and maintained on ATS. The school reviews it on a weekly basis to identify trends, communicate with parents/students and to take appropriate measures with students who may be having difficulties attending school regularly. Attendance data is shared with the faculty and especially the Guidance Counselors, in order to identify common strategies to address any lateness or absenteeism issues

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	96%
2016-17	96%
2017-18	[95.8%]

APPENDIX B: SUPPLEMENTARY TABLES

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

ELEMENTARY AND MIDDLE SCHOOLS: ENGLISH LANGUAGE ARTS AND MATHEMATICS

Absolute Measure

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

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

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

Grade	Percent of Students at Proficiency According to Number of Years Enrolled							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5								
6								
7								
8								
All								

Comparative Measure

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

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

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

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

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

School Year	Grades	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on State Exam by Year							
		Charter School		School 1		School 2		School 3	
		Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
2015-16									
2016-17									
2017-18									

Growth Measure (national norm-referenced assessment)

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

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

METHOD

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

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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

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	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								