



**CONEY ISLAND PREP**

The courage to dream. The commitment to succeed.

## **Coney Island Prep**

# **2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT**

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## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Leslie-Bernard Joseph, Chief Executive Officer, Eric Green, Chief Academic Officer, and Amanda Warco, Director of Data, prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Josh Wolfe	Chair
Anu Malipati	Secretary
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Joe Herrera	Board Member
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**Leslie-Bernard Joseph has served as the Chief Executive Officer since July 2019.**

Coney Island Prep opened in the Coney Island neighborhood of Community School District 21 in August 2009 with 90 fifth grade scholars. The initial plan was to grow up from there, adding a grade every year. In this way, we opened our high school in 2013 - 2014. That same year, however, we decided to grow down as well, and in 2014 – 2015, we opened an elementary school, starting with kindergarten and first grade. Our initial cohort of scholars graduated from high school in 2017. The 2017 – 2018 school year marked the first year we were a fully-grown, K – 12 school and the 2018 - 2019 school year is the first year that we have students in our middle school that started at our elementary school. Now residing in three buildings across southern Brooklyn, we serve over 1,000 students in grades K-12. Beginning in 2020, we plan to grow our schools to serve 1,650 scholars across four campuses, including lower and upper elementary schools, a middle school, and a newly renovated high school building near our current facilities.

This mission of Coney Island Prep is to prepare students to succeed in the college and career of their choice, and we can confidently say that, while there is much hard work to be done to ultimately fulfill that lofty mission, we are on track. We drastically outperform comparable schools on both New York State ELA and math assessments. We outperform the city and state on many New York State Regents exams, and our scholars have an average SAT score above that of the city, state and country. Over 95% of our first three classes have graduated from high school, and 100% were accepted into college. In fact, our graduating seniors have, on average, earned almost 7 college acceptances each, and earned over \$5,000,000 in scholarships and grants.

Coney Island Prep is in an incredibly diverse part of the city, and that diversity is reflected in our student body. Approximately 43% of our students identify as Black, 29% identify as Hispanic, 17% identify as white, and 10% identify as Asian. 24% of our students are classified as Special Education students, and over 85% of our students qualify for free- or reduced-price lunch.

Below, we detail 8 key design elements, as well as our general instructional philosophy and approach.

### *High Expectations for Academics and Behavior*

We believe that all students can learn and achieve at high levels and behave well. At Coney Island Prep, student expectations are at the core of our educational philosophy. All graduates will earn the opportunity to attend selective colleges and universities, and go on to be successful in the career of their choice.

### *Gradual Release of Structures*

We believe that in order for Coney Island Prep to be a learning environment where every moment of classroom time is maximized, the school needs to be structured and systematized. We also recognize that as students get older and mature, they need to be afforded increasing independence, and be given more room to make their own decisions. We believe that there is no silver bullet for helping students reach a place where they are able to excel independently as is required in many high schools and all colleges. We do believe, however, in being intentional

about what systems and structures are in place in different grades and scaffolding those appropriately, releasing more structure and building in more responsibility for decisions and independence so that as students graduate from one grade to the next, they will be better equipped to make good choices on their own. How we structure these systems and the gradual release of those systems were an ongoing discussion throughout startup, and have continued to be refined as the school grew and added a grade each year.

### *Great Teachers and Meaningful, Strategic Professional Development*

High quality teachers are the most important determinant of academic achievement. Without strong teachers delivering exceptional lessons, students cannot make significant academic gains, regardless of how disciplined the learning environment is.

We invest significantly in recruiting and hiring exceptional teachers. We also invest heavily in internal professional development so all teachers increase their effectiveness over time. Professional development at Coney Island Prep begins with a three-week summer orientation. In addition, during the year, all teachers have a coach, who observes them teach at least weekly, provides intensive support including Real Time Coaching, and meets with them separately to discuss things that are going well, and identify and agree upon areas for improvement and concrete action steps. In addition, all teachers have three hours of weekly in-house professional development. We also provide dedicated professional development days during the year.

### *K – 12, College Preparatory Curriculum*

A seamless elementary, middle, and high school education affords the opportunity to craft a strategic curriculum, while creating a strong and lasting sense of community. A seamless K-12 education fully supports our college preparatory mission because it provides continuity to curriculum as students move from one grade to the next. The five elementary school years serve as a foundation for the four middle school years at Coney Island Prep, which continue to build a strong sense of college purpose among students, while strengthening foundational skills and developing the work habits and personal characteristics that lead to school success. By continuing seamlessly into high school, students do not need to adjust to a new environment with different expectations. The high school differs in some ways to meet the varied academic and developmental needs of maturing students, but the mission and core beliefs of the school remain constant. This minimizes any adjustment period and allows students to focus on preparation for and acceptance into a competitive college or university.

### *Assessments and Data to Drive Instruction and Inform Professional Development*

We believe in scaffolding instruction to ensure students have the skills and knowledge necessary for school success. To monitor student progress, we use assessments throughout the year to gather frequent data points regarding students' academic levels. Teachers discern which standards need to be re-taught to the entire class, and which students need individual remediation and tutoring on particular skills and concepts. Assessment data guides professional development and the support and growth of individual teachers.

We administer a variety of tests, including the STEP assessment to diagnose students' reading levels and deficiencies as soon as they enter kindergarten. We also administer a nationally-normed assessment, called the Northeast Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment. This tool is used to quantify the progress of each individual student during the school year and assess the effectiveness of the school's educational program overall.

At the end of each unit, students take a teacher or curriculum created assessment. In addition, students take interim assessments, which are designed to mimic the state assessments, approximately four times per year.

All of these various assessments allow teachers, students, administrators and parents to know precisely which standards students have mastered, so that no academic deficiency will ever come as a surprise and so that timely supports can be put in place.

### *More Time to Learn*

We provide an approximately 178-day school year and a longer school day, from approximately 7:30 a.m. to 4:00 p.m. Combined with frequent assessments and the strategic use of results, extended time allows us to ensure that students are achieving at the high levels we expect, and that they are on the path to college success.

### *Character Development and Advisories*

It is every adult's job to enforce the ideals of the community and teach young people how to behave and make good decisions. We recognize that "[c]hildren first develop values, attitudes, and skills as a result of their experience in the families that raised them. But those values, attitudes, and skills continue to be shaped by children's interaction with their peers, teachers, neighbors, and other aspects of their environment."<sup>1</sup> In order to have teachers and other school staff positively affect students' values, attitudes and skills, character development will continue to be an integral part of our academic program. Our core values are represented by the acronym PRIDE - Professionalism, Respect, Integrity, Determination and Excellence. We explicitly teach and reinforce these core values in advisories and whole-school gatherings.

### *Family Involvement*

Parents and schools need to be partners in a child's education. The two need to be aligned philosophically and reinforce each other's messages, so that the child is surrounded by a coherent, consistent and collective voice, which nurtures, encourages and demands academic success. We foster a successful partnership with the parents of our children through a variety of steps listed, which could include the following.

- Information Sessions
- Home Visits
- Commitments to Excellence
- Parent-Teacher Conferences
- Parent Orientations
- Volunteers

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<sup>1</sup> Thernstrom, Abigail, and Stephan Thernstrom. No Excuses: Closing the Racial Gap in Learning. New York: Simon and Schuster, 2003. Page 66.

- Workshops
- Family Newsletters
- Family Surveys

**Instructional Methods:** Whereas some schools identify themselves as primarily a project-based school model, and other schools identify themselves as an experiential learning model, we are firmly committed to implementing varied instructional methods and techniques as appropriate and to best fit the needs of our students.

While we have shied away from purchasing pre-packaged curricula in the past, in the era of the Common Core Standards (CCSS), we have moved to using Open Educational Resource (OER) curriculums that are fully CCSS-aligned. Specifically, we use the EngageNY math curriculum, Wheatley ELA and Amplify Science curriculum in our K-8th grade courses. At the high school level we have introduced Agile Minds math curriculum and Unbound Ed ELA curriculum. We recently made this shift to ensure that the materials we put in front of our students are focused on grade level standards, coherent across grade levels, and emphasize the correct component of rigor for each standard.

The use of these curriculums also changes the way teachers prepare for class. Rather than creating their own scopes and sequences, unit plans, and lessons, teachers are provided with these materials and build their content knowledge by shifting their time to internalizing curriculum through protocols that help them study the standards, assessments, and progression of learning across a unit. We also run Weekly Data Meetings so that teachers have a dedicated time set aside each week to respond to student data. Teachers are then able to use that knowledge to help emphasize and modify the material within a lesson so that it meets the needs of all of their students.

### *Study, Teach, Assess, Analyze, Remediate*

Our instructional model is built on a five-step process: study, teach, assess, analyze, and remediate. Once teachers have studied the material of a unit and lesson, they teach the lesson and assess student understanding with a daily exit ticket, which is based on the lesson's learning objective. The exit tickets are graded quickly and teachers analyze the student work to determine any misconceptions the students may have. Teachers then create the most effective and least invasive remediation plan they can, based on the data. This may range from opening the next day's class by analyzing student work with the whole class, to tutoring a small group of students, to re-teaching the material to the entire class. Teachers continually use daily formative assessments and student work to determine mastery, and work to correct any student misconceptions. Larger summative assessments are administered at the end of each unit to assess standard mastery.

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School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2014-15	64	57	-	-	-	57	89	86	91	81	88	83	-	640
2015-16	62	64	60	-	-	88	84	85	92	88	84	77	-	784
2016-17	64	60	61	59	-	92	87	91	85	90	83	78	71	941
2017-18	62	62	62	63	60	90	87	89	88	90	84	76	73	986
2018-19	64	61	64	61	64	92	91	88	86	89	91	84	74	1009

## HIGH SCHOOL COHORTS

### ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9<sup>th</sup> grade. For example, the 2015 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2015-16 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2018-19 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30<sup>th</sup> of that year.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2016-17	2013-14	2013	79	6	73
2017-18	2014-15	2014	81	1	80
2018-19	2015-16	2015	66	1	66

### TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9<sup>th</sup> grade. Students enrolled for at least one day in the school after entering the 9<sup>th</sup> grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting

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program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

### Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2016-17	2013-14	2013	75	0	76
2017-18	2014-15	2014	80	2	82
2018-19	2015-16	2015	67	2	67

### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2016-17	2012-13	2012	-	-	-
2017-18	2013-14	2013	74	1	75
2018-19	2014-15	2014	77	4	81

## GOAL 1: HIGH SCHOOL GRADUATION

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#### Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

## METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

### Promotion Policies

To deliver on our mission, students must be fully prepared for the rigors of each following grade. Students will not automatically be passed from one grade to the next—we do not believe in social promotion. Only students who have demonstrated mastery of essential knowledge and skills for a given grade will be promoted.

Grade Level	Coursework/Exams	Minimum Credits
9	Successful completion of standards in academic subject areas	8 credits
10	Successful completion of standards in academic subject areas	20 credits (Including 4 in English and/or ESL and 4 in social studies)
11	Successful completion of standards in academic subject areas	30 credits
12	Successful completion of standards in academic subject areas	44 credits in required subject areas

Coney Island Prep High School defines scholars who are at risk for not graduating high school in four years as scholars who enter their 10th grade year with a 4 or more credit deficit, scholars who enter their 11th and 12th grade years with a 2 or more credit deficit, and scholars who have been previously retained at CIPHS or at another school. If a scholar is identified as a “high risk” student, the school's administration will employ any methods possible to ensure a 4-year graduation rate. These possibilities include, but are not limited to:

1. Scholar enrollment in extra core classes in lieu of elective classes.
2. Scholar enrollment in after school classes from 4:00 – 5:00pm to earn credits.
3. Scholar enrollment in courses that will yield the best opportunity for credit recovery or passed Regents exams.
4. Scholar enrollment in after school tutoring for Regents preparation.

Scholars will be closely monitored throughout the academic year. If a scholar fails to fulfill the requirements to get back on the four-year graduation track and is no longer qualified for a College and Career Readiness Diploma Designation, or she will be jeopardy of retention or a change in diploma track. Counselors and school administrators will create the best path forward that could include pursuing another diploma option and/or repeating a full grade. Scholars who are retained at a grade level will still keep the credits they have accumulated. At Coney Island Prep High School, the close of the 4th quarter marks the official end of the school year and Regents examination re-take opportunities are in mid-August. As such, the school makes final promotion decisions each year by August 20th.

## RESULTS AND EVALUATION

Percent of Students in First and Second Year Cohorts  
Earning the Required Number of Credits in 2018-19

Cohort Designation	Number in Cohort during 2018-19	Percent promoted
2017	86	94%
2018	83	90%

## ADDITIONAL EVIDENCE

In the 2016 and 2017 cohorts, 94% of the students earned the required number of credits, exceeding the measure by 24%. In 2018, 90% of students earned the required number of credits. We attribute this success to the strength of our curriculum and close tracking and communication of student progress.

### Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

## METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort. In August of 2019, the 2017 cohort will have completed its second year.

## RESULTS AND EVALUATION

In our 2015, 2016, and 2017 cohort 88%,88%, and 92% of students scored at or above proficient on three or more Regents exams, exceeding the goal by 23 – 28%. We attribute this success to our strong curriculum, measuring of student’s progress, and response to data.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing Three Regents
2015	2016-17	76	88%
2016	2017-18	88	88%
2017	2018-19	86	92%

## ADDITIONAL EVIDENCE

The percentage of our students passing three Regents exams has increased over time.

### Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

## METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2015 cohort and graduated four years later and those who entered as members of the 2014 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.<sup>2</sup>

The school's graduation requirements appear in this document below the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

## RESULTS AND EVALUATION

Each year, the percentage of students graduating after four years has exceeded the goal of 75%. In our 2015 cohort, 94% of our students graduated after four year, exceeding the goal by 19%. The percentage of our students who graduated after five years has exceeded or met the goal.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2013	2016-17	73	97%
2014	2017-18	80	86%
2015	2018-19	67	94%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2012	2016-17	-	-
2013	2017-18	73	100%
2014	2018-19	81	95%

## ADDITIONAL EVIDENCE

<sup>2</sup> The state's guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

## Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

## METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison.<sup>3</sup> Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time. As such, for purposes of this report schools should include the district's 2017-18 results as a temporary placeholder for the district's 2018-19 results.

## RESULTS AND EVALUATION

We have two years of data that is comparable to the district. In our 2013 cohort, 97% of our students graduated within four year, surpassing our goal by 27%. In our 2014 cohort, 86% of our students graduated within four year, exceeding our goal by 12%. We attribute this success to our strong curriculum and communication of progress with students.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2013	2016-17	73	97%	1,897	70%
2014	2017-18	80	86%	2,186	74%
2015	2018-19	67	94%	Not yet released	

## ADDITIONAL EVIDENCE

Our percent of students graduating within four years increased from our 2014 to 2015 cohort, so we expect to exceed our goal once again.

<sup>3</sup> Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

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### Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

### METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

### RESULTS AND EVALUATION

Coney Island Prep has not had any students pursue an alternative graduation pathway.

#### Percentage of the 2015 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=[(b)/(a)]*100$
N/A			

#### Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2013	2016-17	N/A	N/A
2014	2017-18	N/A	N/A
2015	2018-19	N/A	N/A

### ADDITIONAL EVIDENCE

N/A

### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	92%

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Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	92%
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	94%
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	95%
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	94% vs. 74%
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

### ACTION PLAN

In order to sustain and improve our graduation rates we will maintain our current systems and curriculums, while continuing to search for new curriculums in all of our Regents subject areas.

## GOAL 2: COLLEGE PREPARATION

### GOAL 2: COLLEGE PREPARATION

#### Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT; or,
- Earning a Regents diploma with advanced designation; or,

## METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant measures, and the overall percentage achieving the measure.

## RESULTS AND EVALUATION

Overall, 63% of our students met at least one of the criteria listed above, falling short of the goal by 12%. This year we have reframed our goals for students graduating with an Advanced Regents diploma and we're working on a new approach to AP classes, so we expect this percentage to climb in the coming years.

Percentage of the 2015 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing an Advanced Placement ("AP") exam with a score of 3 or higher	33	8	13%
Passing a college level course offered at a college or university or through a school partnership with a college or university	9	9	14%
Achieving the college and career readiness benchmark on the SAT	63	36	57%
Earning a Regents diploma with advanced designation	63	4	6%
Overall	63	40	63%

## ADDITIONAL EVIDENCE

## Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

## METHOD

The state’s finalized ESSA plan includes a College, Career, and Civic Readiness Index that measures the rate of completion among the Total Cohort of a variety of indicators of readiness for the next step after high school. Indicators that are more rigorous and that are therefore more difficult to attain receive greater weight in the new CCCRI (e.g., attaining an Advanced Regents diploma and a score of 4 or higher on an IB exam). Conversely, some less rigorous indicators that were not included in the College and Career Readiness Index under the state’s NCLB accountability system are included in the CCCRI (e.g., completion of a high school equivalency program).<sup>4</sup>

To achieve this measure, the school must have a CCCRI value that equals or exceeds the 2018-19 CCCRI MIP of 130 for all students. The CCCRI is calculated by multiplying the number of students in the cohort demonstrating college, career, and civic readiness by the weighting for the method by which the student demonstrated college, career, and civic readiness, divided by the number of students in the Total Cohort. The highest possible CCCRI is 200.

## RESULTS AND EVALUATION

For our 2018 - 2019 cohort, our CCCRI was 135, surpassing the benchmark by 5 points.

CCCRI Performance by Cohort Year

Graduation Year	Cohort	Number of Students in Cohort	MIP	School CCCRI
2016-17	2013	N/A	N/A	N/A
2017-18	2014	81	128	
2018-19	2015	67	130	140 <sup>5</sup>

## ADDITIONAL EVIDENCE

### Goal 2: Comparative Measure

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

<sup>4</sup> For more detail about the weighting of college readiness methods for calculation of the CCCRI, see pages 64-65 of the state’s finalized ESSA plan [here](#).

<sup>5</sup> Our calculation differs from the state because it includes students passing AP and College Now courses which was not included in data submitted to NYSED.

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### METHOD

The school compares the CCCRI of students from the fourth year in the charter school Total Cohort to that of the respective cohort of students in the school district of comparison.

### RESULTS AND EVALUATION

The district level data has not been released yet, so we're unable to evaluate our goal.

CCRI of Fourth-Year Total Cohort by Charter School and School District

Cohort	Charter School	School District
2013	N/A	N/A
2014		105.7
2015	135	Not yet released

### Goal 2: Absolute Measure

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

### METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation.

### RESULTS AND EVALUATION

In our 2014 cohort, 83% of students matriculated into a college or university in the year after graduation, exceeding the measure by 8%. Coney Island Prep has a College Team that assists students with the college matriculation process and continues to support them throughout their college years. The College Team collects the data and is a driving factor in our results.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2013	2016-17	71	66	93
2014	2017-18	69	57	83

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

2015	2018-19	63	59	94
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### SUMMARY OF THE COLLEGE PREPARATION GOAL

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	63%
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	140 vs. 135
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	140 vs. 105
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	94%

### ACTION PLAN

## GOAL 3: ENGLISH LANGUAGE ARTS

### Goal 3: English Language Arts

#### BACKGROUND

For our K-8 ELA curriculum we use KIPP Wheatley. KIPP Wheatley is a comprehensive reading and writing curriculum that is aligned to the Common Core State Standards for ELA. Each grade level consists of four modules (one per quarter) that each focus on a grade level novel with supporting texts. Each module has two check-point assessment and one end of module assessment. Teachers and coaches receive training on the curriculum prior to the school year and professional development sessions as needed.

Our high school uses EngageNY's 9-12 ELA curriculum, which is aligned to the Common Core State Standards. Each grade level completes three modules per year, which each consist of three units. Within each unit students complete a mid-unit and end of unit assessment.

#### Goal 3: Absolute Measure

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3 through 8 grade in April 2019. 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).

2018-19 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>6</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	59				2	61
4	63					63
5	87					87
6	91					91
7	90					90
8	84			1		85
All	474			1	2	477

### RESULTS AND EVALUATION

Overall, 55% of students in their second year at Coney Island Prep performed at or above proficiency on the NYS ELA exam. While this percent falls below the goal, we have seen this number increase by 27% over the past two years and we expect it to continue to rise. Our results are stronger in our elementary school, where students have been with us from the beginning of their school careers.

Performance on 2018-19 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	76%	61	80%	50
4	65%	63	68%	57
5	41%	87	44%	50

<sup>6</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

6	51%	91	51%	83
7	46%	90	44%	84
8	54%	85	54%	81
All	54%	477	55%	405

### ADDITIONAL EVIDENCE

#### ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	63%	51	70%	57	80%	50
4	N/A	0	57%	47	68%	57
5	0%	1	N/A	0	44%	50
6	30%	73	60%	81	51%	83
7	47%	75	49%	80	44%	84
8	58%	79	63%	83	54%	81
All	48%	279	59%	348	55%	405

#### Goal 3: 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 2018-19 English language arts MIP for all students of 105. 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

This year our PI was 150. The state has not yet released the MIP, so we are unable to evaluate the goal.

#### English Language Arts 2018-19 Performance Index

	Percent of Students at Each Performance Level
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## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Number in Cohort	Level 1	Level 2	Level 3	Level 4
405	16	31	37	17

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 31 & + & 37 & + & 17 & = & 85 \\
 & & & & 37 & + & 17 & = & 57 \\
 & & & & & + & (.5)*1 & = & 8.5 \\
 & & & & & & 7 & & \\
 & & & & & & \text{PI} & = & 150.5
 \end{array}$$

### Goal 3: 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.<sup>7</sup>

### RESULTS AND EVALUATION

This year 55% of students in their second year at CIP were proficient on the ELA exam. This mark is 2% lower than our comparable district, which falls just shy of the goal. It's notable that our 3rd, 4th, and 5th grade cohorts outperformed the district by 24%, 15%, and 1%, and we expect to see this continue in addition to other grades outperforming the district.

2018-19 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 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	80%	50	56%	1,157
4	68%	57	53%	1,159
5	44%	50	43%	926
6	51%	83	63%	1,876
7	44%	84	58%	1,676
8	54%	81	64%	1,835

<sup>7</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

All	55%	405	57%	8,629
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### ADDITIONAL EVIDENCE

#### 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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	63%	45%	70%	52%	80%	56%
4	N/A	N/A	57%	55%	68%	53%
5	0%	38%	N/A	43%	44%	43%
6	30%	51%	60%	63%	51%	63%
7	47%	49%	49%	57%	44%	58%
8	58%	57%	63%	66%	54%	64%
All	48%	48%	59%	57%	55%	57%

#### Goal 3: 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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

#### RESULTS AND EVALUATION

Our average effect size is a 1.28, which exceeds our goal of an effect size of 0.3. Our highest effect sizes are 1.44 in 4th grade, and 1.43 in 8<sup>th</sup> grade, which make sense because most of those students have been with us for at least three years. Our lowest effect size was a 0.7 in 4<sup>th</sup> grade. This is in line with expectations because those students have just entered Coney Island Prep.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2017-18 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	69.8	62	67.7	46.7	21.1	1.2
4	81	59	52.5	39.1	13.4	.7
5	91.1	90	44.4	23.9	20.6	1.44
6	89	88	60.2	35.1	25.1	1.38
7	90.1	89	47.2	26.5	20.6	1.34
8	88.8	87	62.1	36.5	25.5	1.43
All	86.1	475	55.2	33.7	21.5	1.28

#### School's Overall Comparative Performance:

*Higher than expected to large degree*

## ADDITIONAL EVIDENCE

### English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	5-8	86.8	340	29.4	22.9	.40
2016-17	3, 5-8	83.8	41	43.1	27.5	.88
2017-18	K-8	86.1%	475	55.5	33.7	1.28

#### Goal 3: Growth Measure<sup>8</sup>

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the 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 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth

<sup>8</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.<sup>9</sup>

### RESULTS AND EVALUATION

Our overall mean growth percentile for all grades was 59%, exceeding the goal by 9%.

#### 2017-18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	53	50.0
5	68	50.0
6	60	50.0
7	60	50.0
8	55	50.0
All	<u>59</u>	50.0

### ADDITIONAL EVIDENCE

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

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	N/A	N/A	53	50.0
5	41	53	68	50.0
6	63	65	60	50.0
7	55	65	60	50.0
8	62	63	55	50.0
All	55	<u>61</u>	59	50.0

### SUMMARY OF THE ENGLISH LANGUAGE ARTS 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.	55%
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.	150.5 compared to '35

<sup>9</sup> Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	55% compared to 57%
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	1.28
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 2017-18 results.)	59

### ACTION PLAN

## HIGH SCHOOL ENGLISH LANGUAGE ARTS

### Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

### METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

### RESULTS AND EVALUATION

In our 2015 cohort 65% of the students scored at least a Level 4, meeting the goal. While this number has decreased recently, we are encouraged by our new curriculum and coaching systems at the high school.

Percent Scoring at Least Level 4 on Regents English Common Core Exam  
by Fourth Year Accountability Cohort<sup>10</sup>

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

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 4 on Common Core ELA Exam
2013	2016-17	75	77%
2014	2017-18	76	74%
2015	2018-19	6	65%

### ADDITIONAL EVIDENCE

#### Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2015	77	6%	77	68%	66	65%
2016	88	2%	88	41%	84	49%
2017			92	0%	86	62%
2018					83	0%

#### Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

### METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

### RESULTS AND EVALUATION

In our 2015 cohort, 95% of our students scored at least a level 3 on the English Regents exam, exceeding the goal by 15%.

#### Percent Scoring at Least Level 3 on Regents English Common Core Exam

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### by Fourth Year Accountability Cohort<sup>11</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 3 on the Regents English Exam
2013	2016-17	75	99%
2014	2017-18	76	95%
2015	2018-19	66	95%

### ADDITIONAL EVIDENCE

#### Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	77	83%	77	94%	66	95%
2016	88	2%	88	73%	84	87%
2017			92	0%	86	81%
2018					83	0%

#### Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

### METHOD

In the state’s revised calculation of the high school Performance Index, schools now receive additional credit for students scoring at Accountability Level 4.<sup>12</sup> To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2019-19 English language arts MIP for all students of 191.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2\*(percent of students scoring at Accountability Level 3) + 2.5 \* (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Accountability Cohort. The Regents Examination in English Language Arts (Common Core) is scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 78 is Accountability Level 2; 79 to 84 is Accountability Level 3, and 85 to 100 is Accountability Level 4.

<sup>11</sup> Based on the highest score for each student on the English Regents exam

<sup>12</sup> For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

[www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf](http://www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf)

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

Our PI was a 118. We do not yet have the comparison data to be able to evaluate our goal.

#### English Language Arts Performance Index (PI) For the 2015 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
	2%	79%	20%	2%

$$\begin{array}{rclclclcl}
 \text{PI} & = & 79 & + & 18 & + & 1.5 & = & 98.5 \\
 & & & & 18 & + & 1.5 & = & 19.5 \\
 & & & & & + & (.5)*1.5 & = & .75 \\
 & & & & & & \text{PI} & = & 118. \\
 & & & & & & & & 75
 \end{array}$$

### ADDITIONAL EVIDENCE

#### Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

### METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

### RESULTS AND EVALUATION

In our 2015 cohort, 64% of the students scored a level 4 or 5 on the English Regents, but we don't have comparable data for the district. In previous years we outperformed the district by 14% and 16% respectively, so we anticipate outperforming the district this year as well.

#### Percent Achieving Performance Level 4 or Higher on English Regents of Fourth-Year Total Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2013	2016-17	77%	75	63%	2,217
2014	2017-18	74%	76	58%	2,941

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

2015	2018-19	64%	67	Not yet released	
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### ADDITIONAL EVIDENCE

#### Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

#### METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

#### RESULTS AND EVALUATION

In our 2015 cohort, 95% of the students performed at a level 3 or higher on the English Regents exam, but we don't have comparable data to be able to evaluate the goal. If previous years are an indication we should exceed this goal by at least 15%.

Percent Achieving Performance Level 3 or Higher on English Regents of Fourth-Year Total Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2013	2016-17	99%	75	88%	2,217
2014	2017-18	95%	76	81%	2,941
2015	2018-19	95%	67	Not yet released	

### ADDITIONAL EVIDENCE

## Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

## METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

## RESULTS AND EVALUATION

For our 2015 cohort, our PI was 119. We do not have the comparative data yet to be able to evaluate against our goal.

English Regents Performance Index (PI)<sup>13</sup>  
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		PI	Cohort Size	PI	Cohort Size
2013	2016-17	176	75	149	2,217
2014	2017-18	200	76	173	2,941
2015	2018-19	119	67	Not yet released	

## ADDITIONAL EVIDENCE

### Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

## METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

<sup>13</sup> For an explanation of the procedure to calculate the school’s PI, see page 28.

## RESULTS AND EVALUATION

In our 2015 cohort, 61% of the students who did not score Proficient on the 8th grade ELA exam met the college and career readiness standard on the Regents Exam in English Language Arts.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>14</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 4 on Common Core exam
2013	2016-17	37	65%
2014	2017-18	45	67%
2015	2018-19	33	61%

## ADDITIONAL EVIDENCE

### Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

## METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

## RESULTS AND EVALUATION

In our 2015 cohort, 94% of our students who did not score proficient on their 8th grade ELA exam scored a Level 3 or higher on their ELA Regents exam exceeding the goal by 19%. This is an increase over our 2014 cohort.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>15</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 3 on Regents English Exam
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<sup>14</sup> Based on the highest score for each student on the English Regents exam

<sup>15</sup> Based on the highest score for each student on the English Regents exam

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

2013	2016-17	37	97%
2014	2017-18	45	93%
2015	2018-19	33	94%

### ADDITIONAL EVIDENCE

### SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	65%
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	95%
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	119 (state MIP 191)
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	64% vs. 58%
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	95% vs. 81%
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	119 vs. 173
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	61%
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	94%

## ACTION PLAN

## GOAL 4: MATHEMATICS

## Goal 4: Mathematics

## BACKGROUND

Over the past two years we have adopted several new standards aligned math curriculums. For 3rd through 5th grade we use EngageNY and pair it with Zearn, an online companion to EngageNY. For 6th through 8th grade we use Illustrative Math. Teachers receive three days of professional development about these curriculums before the start of the school year. During the school year, teachers receive weekly feedback via lesson internalization meetings, data meetings, and observations.

**Goal 4: 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 8th grade in April 2019. 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.

2018-19 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>16</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	59				2	61
4	63					63
5	86			1		87
6	91					91
7	90					90
8	84			1		85

<sup>16</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

All	473			2	2	481
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### RESULTS AND EVALUATION

Overall, 53% of our students in their second year performed at proficiency on the NYS mathematics exam, falling short of the goal by 22%. Notably, our 4th grade cohort exceeded the goal by 4%, and our 3rd grade cohort missed the goal by just 7%. With our adoption of new curriculums and practices we expect our overall percent to steadily climb over the next two years.

#### Performance on 2018-19 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	68%	59	68%	50
4	75%	63	79%	57
5	47%	86	53%	49
6	42%	91	42%	83
7	49%	90	48%	84
8	44%	84	44%	81
All	52%	473	53%	404

### ADDITIONAL EVIDENCE

#### Performance on a Regents Mathematics Exam Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17	Algebra 1	100%	41
8	2017-18	Algebra 1	100%	21
8	2018-19	N/A		0

This year we decided to de-track our math classes, so all of our 8th grade students were enrolled in 8th grade math. We did not have any students taking the Algebra 1 Regents Exam.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	56%	50	79%	57	68%	50
4	N/A	0	55%	47	79%	57
5	0%	1	N/A	N/A	53%	49
6	44%	71	47%	81	42%	83
7	43%	74	48%	80	48%	84
8	56%	78	57%	83	44%	81
All	49%	274	56%	348	53%	404

#### Goal 4: 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 2018-19 mathematics MIP for all students of 107. 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

Our PI was 146.5, exceeding the MP by 38.5 points.

#### 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
	18%	30%	27%	25%

$$\begin{aligned}
 \text{PI} &= 30 + 27 + 25 = 82 \\
 &\quad \quad \quad + 27 + 25 = 52 \\
 &\quad \quad \quad + (.5) * 25 = 12.5 \\
 &\quad \quad \quad \text{PI} = 146.5
 \end{aligned}$$

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 4: 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.<sup>17</sup>

### RESULTS AND EVALUATION

Overall, 53% of our students in their second year scored proficient, which is 5% less than their counterparts in our district of comparison. Notably, our 3rd through 5th grade students met or exceeded this goal. Given our new 6th-8th grade curriculum and practices, we expect our middle school students to meet or exceed this goal within the next two years.

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	68%	50	61%	1,307
4	79%	57	56%	1,140
5	53%	49	54%	1,063
6	42%	83	59%	1,613
7	48%	84	60%	1,690
8	44%	81	61%	1,417
All	53%	404	<b>58%</b>	9,021

### ADDITIONAL EVIDENCE

#### 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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	56%	51%	79%	58%	68%	61%

<sup>17</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

4	N/A	45%	55%	52%	79%	56%
5	0%	46%	N/A	49%	53%	54%
6	44%	52%	47%	57%	42%	59%
7	43%	56%	48%	59%	48%	60%
8	56%	47%	57%	57%	44%	61%
All	49%	50%	56%	<b>56%</b>	53%	58%

### Goal 4: 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 2017-18 results, the most recent Comparative Performance Analysis available.

### RESULTS AND EVALUATION

Overall, our effect size was 1.07, exceeding the goal by 0.77. Notable, every grade level exceeded the goal with our strongest performance coming in 8th grade and an effect size of 1.87.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2017-18 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	69.8	62	75.8	49.7	26.1	1.34
4	81	59	50.8	38.2	12.6	.6
5	91.1	90	34.4	27.7	6.8	.39
6	89	88	46.6	28.1	18.5	.9
7	90.1	89	47.2	24	23.2	1.25
8	88.8	87	56.3	21.1	35.2	1.85
All	86.1	475	50.5	30.1	20.5	1.07

#### School's Overall Comparative Performance:

*Higher than expected to large degree*

## ADDITIONAL EVIDENCE

### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	5-8	86.8	337	39.2	19.0	1.05
2016-17	3, 5-8	83.8	412	50.0	24.2	1.37
2017-18	3-8	86%	475	50.5	30.1	1.07

### Goal 4: Growth Measure<sup>18</sup>

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 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 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

<sup>18</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.<sup>19</sup>

### RESULTS AND EVALUATION

Overall our Mean Growth Percentile for grades 4 through 8 was 56, exceeding the goal by 6 points. Notable performances include our 5th grade cohort, which exceeded the goal by 15 points, and our 8th grade cohort, which exceeded the goal by 9 points.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	49	50.0
5	65	50.0
6	50	50.0
7	<b>58</b>	50.0
8	59	50.0
All	56	50.0

### ADDITIONAL EVIDENCE

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	N/A	N/A	49	50.0
5	49	64	65	50.0
6	65	78	50	50.0
7	<b>58</b>	80	<b>58</b>	50.0
8	65	74	59	50.0
All	59	<b>74</b>	56	50.0

### SUMMARY OF THE MATHEMATICS GOAL

Type	Measure	Outcome
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<sup>19</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

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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.	53%
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.	147 vs. 107
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.	53% vs. 58%
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	1.07
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 2017-18 results.)	56

### ACTION PLAN

### HIGH SCHOOL MATHEMATICS

#### Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

#### METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

#### RESULTS AND EVALUATION

In our 2015 cohort, 24% of the students in the Accountability Cohort scored at or above a Level 4 on a Regents mathematics exam, missing the goal by 41%. We have put in place several measures to increase this score in the coming school year. We've adopted a new mathematics curriculum, Agile Minds, which will allow us to do targeted professional development (e.g. unit internalization, lesson

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internalization, and data meetings). We've also hired a new math coach to help develop our teachers.

### Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort<sup>20</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 4
2013	2016 - 2017	75	60%
2014	2017 - 2018	82	35%
2015	2018 - 2019	66	24%

## ADDITIONAL EVIDENCE

### Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2015	76	17%	71	18%	66	24%
2016	91	29%	88	26%	83	30%
2017			92	27%	85	32%
2018					83	34%

### Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

## METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

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

## RESULTS AND EVALUATION

In our 2015 cohort, 98% of the students in the Accountability Cohort scored at least a Level 3, exceeding the goal by 18%. This is an increase from our 2014 cohort.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort<sup>21</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 3 on a Regents Mathematics Exam
2013	2016-17	75	100%
2014	2017-18	82	96%
2015	2018-19	66	98%

## ADDITIONAL EVIDENCE

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	71	85%	71	97%	66	98%
2016	88	75%	88	91%	83	95%
2017			92	68%	85	96%
2018					83	82%

### Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

## METHOD

In the state’s revised calculation of the high school Performance Index, schools now receive additional credit for students scoring at Accountability Level 4.<sup>22</sup> To achieve this measure, all tested

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

<sup>22</sup> For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

[www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf](http://www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf)

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students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2018-19 mathematics MIP for all students of 151.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2\*(percent of students scoring at Accountability Level 3) + 2.5 \* (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Accountability Cohort. Regents Common Core mathematics exams are scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 79 is Accountability Level 2 (65 to 77 for Algebra II); 80 to 84 is Accountability Level 3 (78 to 84 for Algebra II), and 85 to 100 is Accountability Level 4.

### RESULTS AND EVALUATION

Our Performance Index for high school mathematics was a 121, falling short of the goal of 151.

Mathematics Performance Index (PI) For the 2015 High School Accountability Cohort				
Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
	1.5%	80%	17%	3%

  

PI	=	80	+	17	+	3	=	100
				17	+	3	=	20
					+	(.5)*1.5	=	<u>1.5</u>
						PI	=	121.

### ADDITIONAL EVIDENCE

To help improve this index, we’ve adopted a new math curriculum, Agile Minds. In addition to the curriculum, teachers will receive weekly professional development and coaching.

#### Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

### METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school’s Total Cohort results and not the Accountability Cohort results. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

## RESULTS AND EVALUATION

In our 2015 cohort, 24% of the students were at a Level 4 or 5. We do not yet have comparable data to be able to evaluate the goal, but if past scores are an indicator we are on track to meet and slightly exceed the goal.

Percent Achieving Performance Level 4 or Higher on a Mathematics Regents of Fourth-Year Total Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2013	2016-17	60%	75	14%	386
2014	2017-18	35%	82	20%	2,941
2015	2018-19	24%	67	N/A	N/A

## ADDITIONAL EVIDENCE

### Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

## METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

## RESULTS AND EVALUATION

This year, 99% of our students at least partially met the Common Core expectations on a Regents mathematics exam. We do not yet have comparable data to be able to evaluate the goal, but if past scores are an indicator we are on pace to exceed our goal.

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### Percent Achieving Performance Level 3 or Higher on a Mathematics Regents of Fourth-Year Total Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2013	2016-17	100%	75	82%	2,698
2014	2017-18	96%	82	80%	2,941
2015	2018-19	99%	67		

## ADDITIONAL EVIDENCE

### Goal 4: Comparative Measure

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

## METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

## RESULTS AND EVALUATION

This year our PI was 121.5. We do not have comparable data from this year to be able to evaluate the goal but this exceeds the PI of our local district in the 2017 – 18 school year.

### Mathematics Regents Performance Index (PI) of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		PI	Cohort Size	PI	Cohort Size
2013	2016-17	139	75	123	2,698
2014	2017-18	138	75	114	2,941
2015	2018-19	121.5	67	Not yet released	

## ADDITIONAL EVIDENCE

### Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

### RESULTS AND EVALUATION

This year 7.4% of our students in the Accountability Cohort who did not score proficient on their NYS 8<sup>th</sup> grade math exam scored a 4 on a Regents math exam, falling short of the goal by 43%. While we did not meet the goal, this represents an increase from last year and we expect this number to continue to rise given the changes to our HS math program.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>23</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 4 on Common Core Exam
2013	2016-17	30	7%
2014	2017-18	35	3%
2015	2018-19	26	7.4%

### ADDITIONAL EVIDENCE

### Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

<sup>23</sup> Based on the highest score for each student on the English Regents exam

## METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

## RESULTS AND EVALUATION

This year 100% of our students in the high school Accountability Cohort who did not score proficient on their NYS 8th grade math exam scored a Level 3 or higher on a Regents math exam, exceeding the goal by 25%.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>24</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 3
2013	2016-17	30	100%
2014	2017-18	35	97%
2015	2018-19	27	96%

## ADDITIONAL EVIDENCE

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL <sup>25</sup>

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	24%
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	98%
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	121 vs. 151
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	24% vs. 20%

<sup>24</sup> Based on the highest score for each student on the mathematics Regents exam

<sup>25</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

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Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	99% vs. 80%
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	139 vs. 123
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	7.4%
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	96%

### ACTION PLAN

## GOAL 5: SCIENCE

### Goal 5: Science

#### BACKGROUND

In the 2017 -2018 school year, we adopted Amplify Science as our K-8 science program. We chose this curriculum because it is fully NGSS aligned, created after the launch of NGSS, and has a great balance of hands-on and investigative science. Teachers receive three days of professional development over the summer as well as weekly development throughout the school year through observations and internalization meetings.

#### Goal 5: 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 4<sup>th</sup> grade in spring 2019. 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.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

In our 4th grade cohort, 95% of our students enrolled in at least their second year performed at proficiency or higher, exceeding the goal by 20%. We de-tracked our science classes their year, so we did not have any 8th grade students take the Living Environment exam.

#### Charter School Performance on 2018-19 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 <sup>nd</sup> Year	
	Percent Proficient	Number Tested
4	95%	56

### ADDITIONAL EVIDENCE

#### Performance on a Regents Science Exam Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17	Living Env	85%	85
8	2017-18	Living Env	72%	88
8	2018-19	N/A		

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

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	N/A	N/A	98%	43	95%	56
8	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

#### Goal 5: 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.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district science data, the 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district's **2017-18** data.

### RESULTS AND EVALUATION

In our 4th grade cohort, 95% of the students scored proficient or higher, which is 6% more than the district, exceeding our goal.

#### 2018-19 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students <sup>26</sup>	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	95%	56	89%	1,859
8	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A

### ADDITIONAL EVIDENCE

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
4	N/A	N/A	98%	88%	95%	56
8	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	98%	88%	N/A	N/A

### SUMMARY OF THE SCIENCE GOAL

Type	Measure	Outcome
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<sup>26</sup> This table uses the prior year's results as 2018-19 district science scores are not yet available.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	95%
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.	95% vs 89%
	[Write in optional measure here]	

### ACTION PLAN

## HIGH SCHOOL SCIENCE

### Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

### METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, Chemistry and Physics. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

### RESULTS AND EVALUATION

In our 2015 cohort, 100% of our students scored a 65 or high on a science Regents exam, exceeding the goal by 25%. We have exceeded this goal every year for the past three years.

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

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17	75	100%
2014	2017-18	82	99%
2015	2018-19	67	100%

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

## ADDITIONAL EVIDENCE

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

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	71	85%	71	93%	67	100%
2016	88	68%	88	98%	86	98%
2017			92	84%	91	92%
2018					85	82%

### Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

### METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

### RESULTS AND EVALUATION

In our 2015 cohort, 100% of our students scored a 65 or higher on a science Regents exam. We do not yet have comparable data to be able to evaluate the goal.

Science Regents Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Passing	Cohort Size	Percent Passing	Cohort Size
2013	2016-17	75	100%	76%	2,698
2014	2017-18	82	99%	81%	2,396
2015	2018-19	67	100%	Not yet released	

## ADDITIONAL EVIDENCE

## GOAL 6: SOCIAL STUDIES

### Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

### METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

### RESULTS

In our 2015 cohort, 93% of our students scored a 75% or higher on a Regents US History exam, exceeding the goal by 18%.

U.S. History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>28</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17	75	96%
2014	2017-18	82	89%
2015	2018-19	67	93%

### EVALUATION

In our 2015 cohort, 96% of our students scored at least a 65% or higher on a US History Regents exam, exceeding the goal by 21%.

### ADDITIONAL EVIDENCE

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

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	71	1%	71	86%	75	96%
2016	88	1%	88	1%	86	76%
2017			92	0%	91	2%
2018					85	1%

<sup>28</sup> Based on the highest score for each student on a science Regents exam

## Goal 6: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

### METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

### RESULTS

We do not have the comparable data to be able to evaluate the goal. Given the passing rate of the district in previous years, we do expect to exceed our goal.

U.S. History Passing Rate  
of the High School Total Cohort by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Passing	Cohort Size	Percent Passing	Cohort Size
2013	2016-17	96%	75	72%	2,698
2014	2017-18	89%	82	73%	2,155
2015	2018-19	96%	75	Not yet released	

### ADDITIONAL EVIDENCE

## Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

### METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS

In our 2015 cohort, 95% of our students scored a 65% or higher on the Global History Regents exam, surpassing our goal by 19%.

Global History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>29</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17	66	92%
2014	2017-18	75	83%
2015	2018-19	82	94%

### EVALUATION

In our 2015 cohort, 95% of our students scored a 65% or higher on the Global History Regents exam, surpassing our goal by 19%.

### ADDITIONAL EVIDENCE

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

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	71	86%	71	90%	82	94%
2016	88	1%	88	82%	83	89%
2017			92	0%	86	80%
2018					83	1%

#### Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

### METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

<sup>29</sup> Based on the highest score for each student on a science Regents exam

## RESULTS

We do not yet have comparable results to be able to evaluate the goal. Given our performance this year and the district's passing rates in previous years, we expect to exceed our goal.

Global History Passing Rate  
of the High School Total Cohort by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2013	2016-17	83%	75	70%	2,698
2014	2017-18	94%	82	71%	2,087
2015	2018-19	94%	82	Not yet released	

## GOAL 7: ESSA

### Goal 7: ESSA

#### Goal 7: 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

For the 2018 - 2019 school year, our ESSA is in good standing, which it has been for the past three years.

#### ADDITIONAL EVIDENCE

Accountability Status by Year

Year	Status
2016-17	Good Standing
2017-18	Good Standing
2018-19	Good Standing

## APPENDIX A: OPTIONAL GOALS

We have not set any optional goals at this time.