



# **New York City Charter School for the Arts**

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

Submitted to the SUNY Charter Schools Institute on:

September 23, 2019

By Elisa Murphy

26 Broadway, 12<sup>th</sup> floor  
New York, NY 10004

646-793-6320

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Elisa Murphy, Interim Principal, prepared this 2018-19 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee's Name	Board Position
Danal Abrams	Chair, Finance Committee
Laura Blankfein	Vice Chair, Nominating Committee
Matthias Ederer	Treasurer, Finance Committee
Benjamin Gliklich	Secretary, Finance Committee
Jose De Jesus	Member, Program Committee
Adam Falkner	Member, Program and Nominating Committees
Laurence Heilbronn	Member, Program Committee
Randall Iserman	Member, Program Committee

**Elisa Murphy served as the Interim Principal since July 1, 2019.**

New York City Charter School of the Arts (City School of the Arts; CSA) opened in August 2016, serving 6th Grade students from CSD 2 and surrounding neighborhoods. It expanded and served 7th Grade students in the 2017-18 school year, and reached full capacity serving 6th through 8th grade for the 2018-2019 year. The mission of City School of the Arts is to inspire a community of young people to engage with the arts as a pathway to rich and rigorous academic scholarship and a creative, purposeful life. We aim to serve a deliberately diverse student body. Of the 255 students enrolled at the end of our third year of operation, 21.1% were students with an identified disability, and 40.0% were students from economically disadvantaged families. The racial demographics of our student body broke down to 37.3% African American, 44.3% Hispanic, 11.8% White, 1.2% Asian, 1.6% Native Hawaiian/Pacific Islander, 0.78% Native American, and 2.7% mixed race/other.

### **Curriculum, Teaching, and Learning at CSA**

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

### **CSA's Academic Program**

There are five primary academic departments at City School of the Arts: Humanities, Literature, Math, Science, and Special Education. All students have Math, Science, and extended periods of Humanities every day. Students are grouped based on Lexile levels into smaller reading groups and receive intensive literacy instruction four times a week. The vast majority of CSA students enter 6th Grade below grade level, and seek schools like ours to right the wrongs of their previous educational settings. We do not compromise on rigor, so our program is often challenging for students when they enter.

### ***Humanities /Literacy / English / History***

In 6th and 7th Grade, students have a ninety-minute Humanities block which blends social sciences, history, and literature. In addition to Humanities, 6th and 7th grade students have four sessions of Guided Reading per week. The main objective of Guided Reading is to build students' standards-based comprehension skills with supported fluency practice and carefully constructed oral questioning. Prior to the lesson, the teacher uses assessment data to determine a focus skill, and chooses a text or section of a text that lends itself naturally to that skill. The teacher introduces the skill and reading activity in a short mini-lesson to start, then students read aloud (practicing fluency and automaticity), gradually enabling students to build their own personal network of strategic actions for processing increasingly challenging texts.

In 8th Grade, students have separate English and History courses to prepare them for the demands of high school.

In the 2018-2019 school year, Humanities was taught with a curriculum written by staff, which is described below. However, in the 2019-2020 school year, the Wit and Wisdom curriculum was adopted in the 6th and 7th grades given that students needed more extensive practice with reading complex texts and practicing skills. This curriculum has clear standards-based knowledge, reading, writing, language, speaking and listening goals.

In the 2018-2019 school year, students in 6th Grade Humanities were introduced to the rise and fall of civilizations, empire development, political systems, and world religions. In 7th Grade Humanities, students learned about Indigenous American and African tribal histories, European exploration and colonization, the American Revolution, and the development of the U.S. Constitution and government. In 8th Grade History, students deepened their understanding and analysis of citizenship, nationalism, progress, global responsibility, and the American Dream. In 8th Grade English students read seven American fiction novels and focus primarily on critical analysis essay writing.

### ***Math***

In 6th Grade Math, students learn ratios and proportions, arithmetic operations, rational numbers, expressions and equations, area and volume, and basic statistics. Using Engage NY resources and supplementing with Illustrative Mathematics for application-based questions, our Math program covers all standards assessed on the NY State Math exam. By the end of 6th Grade Math, students are prepared for pre-algebra. In 7th Grade Math, students learned about proportional relationships, operations with rational numbers, expressions and linear equations, problem-solving with scale drawings, geometric constructions, two/three-dimensional shapes, and concepts of pre-algebra. We aim to prepare all students for Regents-level algebra in the 8th Grade where students deepen their logical thinking and problem-solving skills, expand their understanding of algebra, and move into functions and geometric applications.

### ***Science***

The science program is designed to give students a solid foundation in all of the disciplines and build through numerous hands-on activities and investigations, a sense of discovery, curiosity, and fascination with the world. Students in the 6th and 7th grades are introduced to multiple topics in physics, biology, and geology. In 6th Grade Science students are introduced to the scientific method, design controlled experiments, and collect and analyze data. They learn about measurement, dynamic earth processes, energy types and transfer, simple machines, cells, and ecology. In 7th Grade Science, students discover scientific concepts through exploring phenomena, conduct more sophisticated scientific experiments, and design engineered prototypes. They study astronomy, waves, electricity and electromagnetism, growth and development of life, and genetics. In 8th Grade Science, students prepare for the Living Environment Regents exam -- all 8th Grade students are expected to take this biology exam. Students learn about cells, reproduction, population dynamics, evolution, human anatomy, and human impacts on the environment.

### ***Special Education***

City School of the Arts is dedicated to supporting all types of learners to meet the demands of our rigorous curriculum. Our primary model for serving students with unique learning needs is

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

### **CSA's Thrive Program**

CSA relies on additional classes such as Fitness and Semi Circle to ensure the physical and emotional well-being of our student body.

#### ***Fitness***

Fitness takes place indoors three times a week in our Multipurpose Space and Dance Studio. Students practice a daily warm-up and cool-down designed to support comprehensive fitness and conditioning as well as intense cardiovascular exercise. Students also practice yoga, stretching, and strengthening on individual mats.

Many CSA students join athletic teams via our partner program Manhattan Youth After School, which operates a large interschool sports league. Under the Manhattan Youth umbrella, girls and boys participate in basketball, volleyball, track, and football teams.

#### ***Semi Circle***

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

### **CSA's Artistic Program**

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

### ***6th Grade Core Art: Piano***

6th Grade Piano is designed to expose students to the fundamentals of rhythm and pitch, along with more expressive concepts such as dynamic range, timing, form and structure. All students learn to read music in treble and bass staff, and practice the fundamentals of sight-reading. Students who have the skill and desire to continue to build their repertoire are selected for 7th Grade Ensemble and/or 8th Grade Major, where they use these foundational skills to learn more advanced piano. While the Piano Core Arts class is designed as an entry-level class, accommodations are made for those with previous piano study experience. In addition, many students elect to participate in the NYSSMA (New York State School Music Association) festival at NYU where they are evaluated on their performance of a solo piece (on Levels I-VI), major scales, and sight-reading. Students who elect not to register for the NYSSMA Festival sit for a comparable jury at CSA, adjudicated by visiting artists.

### ***7th Grade Core Art: Visual Art***

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

### ***8th Grade Core Art: Creative Connections***

Creative Connections offers students the opportunity to integrate their artistic and academic learning in powerful cross-curricular projects. They begin the year by grounding their work in texts about the creative process by various artists and creative practitioners including Mary Oliver, James Baldwin, Rainer Maria Rilke, Swoon, Elizabeth Gilbert and Seth Godin. Then, they spend the first trimester focusing on the intersection of Visual Art, History, Personal Narrative Writing and Performance in the work of Black Gotham, an arts collective based in Lower Manhattan that combines history and visual storytelling to celebrate the impact of the African Diaspora on New York City. In the second trimester, they turn to interdisciplinary connections in Music, Art, Math and the Sciences, exploring how a seemingly simple sequence of numbers called the Fibonacci Series links natural forms such as pine cones, ocean waves, and the shape of our very own ears with fundamental principles of Music Theory, Visual Art, and Architecture. They also explore the mathematically brilliant artwork of MC Escher, experimenting with the geometry of tessellated forms and translate our findings into beautiful hand block-printed fabric designs. Finally, in the last trimester, they'll dive deep into the work of visual artists, poet-activists and spoken word artists who use their creativity to spark action addressing the global crisis of climate destruction. Creative Connections students will also serve in leadership and production team capacities for our school-wide spring musical. The rigorous, interdisciplinary nature of this class is designed to support students' development as powerful creative practitioners, thinkers, writers, speakers, and community leaders, and to prepare them for success in high school and beyond.

### ***Ensembles/8th Grade Majors***

**Studio Art:** In 6th Grade, students explore a range of media, grounding themselves in foundational understandings of the principles of art, procedural knowledge, craft, and artistic vocabulary. In 7th Grade, students deepen their skills, widen their artistic understandings, and harness their foundational skills in service of their own creative vision. Students focus on a spectrum of two-dimensional projects as well as three-dimensional projects, and focus on creating a strong portfolio of visual art pieces with which to apply to high schools. In 8th Grade, students continue to hone their skills across various media studied in previous years, with an increased emphasis on technical mastery in service of their individual creative style.

**Digital Art:** Digital Art provides students with a strong foundation in using computer technology to produce artistic imagery in a range of creative media. In 6th Grade, students focus on photography and graphic design, learning the fundamentals and principles using DSLR cameras and Adobe Creative Suite. In 7th Grade, students build on their skills to focus on the moving image, studying video production and animation. In 8th Grade, students deepen their study by applying their skills to a wide spectrum of digital media content, including the creation of original short films, websites, persuasive posters, and literary arts magazines. Projects will focus on real-world applications of concepts learned and will culminate whenever possible in public sharing of work within and outside of the school community. Students will be expected to integrate their growing creative and technical capacities with the development of strong communication, teamwork, organization and project management skills.

**Dance:** In 6th Grade, students establish a strong and healthy dance practice grounded in the fundamentals of movement. In 7th Grade, students deepen the nuance and sophistication of their work in these forms, with a focus on retaining choreographic combinations, integrating feedback from instructors and peers, and mastering the terminology associated with a range of dance forms and traditions. In 8th Grade, students continue to hone their dance practice with a focus on choreographing and presenting their own original dances and deepening their critical study of dance traditions and styles within social and historical frameworks. All students study ballet, modern, and the dances of Africa and the diaspora.

**Theater:** In 6th Grade, students develop the foundations of a strong acting practice including physical and vocal techniques, improvisational skills, character development, and basic script analysis. In 7th Grade, students gain a more in-depth understanding of theatrical elements and conventions, focusing on interpretation and performance with increasingly complex texts and exploring aspects of technical theater. In 8th Grade, students deepen their theatrical skills through sophisticated character analysis, dialogue, and the exploration of staging, leading to units on playwriting and directing. Students also work on a series of scenes and monologues in preparation for high school auditions.

**Creative Writing:** In 6th Grade, students develop the foundations of a strong writing practice using journaling techniques, engaging with sensory and observational exercises and exploring the creative possibilities of figurative language, dialogue, and personal narratives. In 7th Grade, students engage

with the power of creative writing as a bridge between self and other, analyzing the role of creative writing as a tool for social justice work and exploring the possibilities of poetry on both page and stage. In 8th Grade, students deepen their creative writing skills by working on longer and more in-depth writing projects, submitting their writing to contests and publications, performing at poetry slams and literary events, and curating and contributing to a literary arts magazine.

**Piano:** In 7th Grade, students deepen their skills, widen their musical understandings, and further use their foundational skills to learn more advanced piano music. In 8th Grade, students build a varied repertoire and solidify their theory skills necessary to pursue piano in the future. Throughout their years of piano study at CSA, students will have the opportunity to perform in showcases, the annual piano recitals, and participate in the New York State School Music Association (NYSSMA) evaluation festival at NYU, where they receive a valuable feedback certificate and a medal. The foundational piano class at CSA is designed to equip them with the knowledge they will use should they choose to pursue other musical instruments or Vocal Music at CSA.

**Vocal Music:** Students learn to appreciate and participate in the world of vocal music and creative musical expression through singing, analyzing, and listening to a range of musical styles. While developing their ear-training and creative muscles for learning repertoire by rote, students reinforce their music literacy skills through the study of rhythm, note-reading, and music theory. Students learn the basics of the solfege system, giving them sight-reading skills in various keys. Students learn the anatomy of the vocal system and how to use their voices in a healthy and comfortable way. But perhaps most significantly, students explore and reinforce the values of collaboration, leadership, and community as they sing together in a group and gain the confidence to sing solos. Students will also learn how to write their own songs and collaborate with other artistic disciplines.

**Music Technology:** Students use the Digital Audio Workstation (DAW) and GarageBand to learn the basics of sequencing, navigating the piano roll, programming drum beats, and operating synthesizers. Students study historical examples of productions spanning the last half century of pop, rock, hip hop, electronic music, and more. Students learn how to record and produce vocals and instruments effectively. Skills related to composition and songwriting will be covered, including basic harmony, form, style, melody and lyric writing. Students will also address the physics of sound, learning about frequency, amplitude, and waveforms. Students will be able to pursue personal musical interests on research projects and, with the aid of the teacher, deconstruct their favorite recordings to discover how they were created. Advanced students will delve into the complex world of sampling, mixing and automation.

**Strings:** Students are introduced to a challenging and rewarding set of orchestral instruments: violin, viola, and cello. Starting from the basics, students will receive targeted instruction, ultimately gaining the skills to play in four-part harmony as an ensemble. Students cover fundamental techniques and essential musicianship skills— how to practice, how to listen, and how to play alongside peers. Building life skills such as perseverance, problem solving, and teamwork, students will build mastery of a stringed instrument. Students learn fundamental techniques such as posture,

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

bow hold, scales, and basic repertoire. Learning to read music in three clefs, students will be introduced to the fundamentals of harmony, music theory, conducting, form, and composition.

### Building Capacity on Teams

In our initial years of operation, CSA has been extremely focused on building capacity in our academic and artistic departments, as well as the Special Education and Leadership Teams. In weekly Collaboration, leaders work with artistic and academic teachers to equip students with cross-disciplinary frameworks, require teachers to collaborate across disciplines by co-planning units, and provide professional development sessions to improve teaching. We analyze data from Trimester Exams at the end of each Trimester, and use additional data points in proceeding meetings to track students' rate of growth.

Grade level teams meet weekly to norm behavior expectations, discuss specific needs of students so that supports are individualized and consistent, and discuss cross-curricular connections and instructional themes. The School Leadership Team (SLT) meets weekly to discuss staff performance, share and workshop ideas, analyze data trends and implement corrective plans.

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														
2015-16														
2016-17							99							99
2017-18							64	100						164
2018-19							84	91	96					271

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

Students will be proficient readers and writers of the English language.

### BACKGROUND

CSA has an arts-infused, thematically-based Humanities curriculum that develops students' creative and critical capacities across disciplines. With a strong emphasis on reading, writing, speaking and listening for both historical and fictional texts, Humanities in the 6th and 7th grades combines social studies and ELA to empower students to practice their skills in varied academic settings. CSA seeks

to maximize students' exposure to a wide array of literature, primary source documents, and non-narrative non-fiction texts.

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

### Assessments

All students complete an online Reading Inventory to determine their Lexile score. The results from this initial assessment allow Guided Reading teachers to group 6th and 7th grade students by level to target specific skills with books on their instructional level. They are assessed four times throughout the year and Guided Reading groups may change accordingly.

In addition to these standardized means of tracking growth in reading, teachers are provided with a number of diverse methods of assessing progress such as exit tickets, quizzes, classwork, homework, oral presentations, public debate, and participation in Socratic seminars. Last year, students took three interim Trimester assessments in ELA before the New York State exam in order to become more comfortable in testing environments. Teachers analyzed the results for trends and had grade-level teams implement remediation plans.

### Goal 1: Absolute Measure

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

### METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 6<sup>th</sup> through 8<sup>th</sup> 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 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grade	Total Tested	Not Tested <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5						
6	80				3	83
7	75				4	79
8	83				10	93
All	238				17	255

### RESULTS AND EVALUATION

Of the 255 students enrolled in the school at the time of ELA testing, 238 took the exam, and 39.1% received a score of 3 or 4. 8<sup>th</sup> Grade students performed highest with 43.4% of students at proficiency, as compared to 33.3% of 7<sup>th</sup> Graders and 40% of 6<sup>th</sup> Graders.

A total of 125 7<sup>th</sup> and 8<sup>th</sup> Graders have been enrolled in the school for at least two years, and of these students, 37.6% were proficient on the exam. CSA fell short of the benchmark of 75% for these students by 37.4 percentage points.

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				
4				
5				
6	40	80	N/A	N/A
7	33.3	75	29.2	48
8	43.4	83	42.9	77
All	39.1	238	37.6	125

### ADDITIONAL EVIDENCE

As 2018-19 was only CSA's third year of operation, we have very little historical data to use to analyze year-to-year trends or discuss progress over time for students enrolled in at least their second year. The only grade that can be compared at this time is 7<sup>th</sup> Grade. In 2018-19, 29.2%

<sup>1</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

of students in at least their second year at the school received a Level 3 or 4, 15.8 percentage points less than 7<sup>th</sup> Grade in the previous school year.

### 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						
4						
5						
6	N/A	N/A	N/A	N/A	N/A	N/A
7			45	77	29.2	48
8					42.9	77
All	N/A	N/A	45	77	37.6	125

### Goal 1: Absolute Measure

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

### METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 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

CSA's PI on the 2018-19 State English language arts exam is 120, exceeding the state's MIP for all students by 15.

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

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	24	37	29	10

$$\begin{aligned}
 \text{PI} &= 37 + 29 + 10 = 76 \\
 & \quad \quad \quad 29 + 10 = 39
 \end{aligned}$$

$$+ \quad (.5)*10 \quad = \quad 5$$

$$\quad \quad \quad \text{PI} \quad = \quad 120$$

## Goal 1: Comparative Measure

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

## METHOD

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

## RESULTS AND EVALUATION

On the 2018-19 NYS ELA exam, 74% of the 6<sup>th</sup> - 8<sup>th</sup> Grade students in NYC CSD 2 received Level 3 or Level 4 scores. In comparison, 37.6% of the CSA 7<sup>th</sup> and 8<sup>th</sup> graders enrolled in at least their second year reached proficiency, falling short of the district by 36.4 percentage points. Scores for 6<sup>th</sup> Grade cannot be compared, as 6<sup>th</sup> Grade students at the school are only enrolled in their first year.

CSA is located in CSD 2 in Lower Manhattan, which has the lowest percentage of economically disadvantaged students in New York City and is one of the highest performing districts in the state. Residing in Lower Manhattan while allowing students from all five boroughs to enroll, we have a wide range of students from diverse backgrounds, and aim to meet the district average with the understanding that our student population is representative of 20 districts in NYC, the vast majority of which score well below our average 37%.

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				
4				
5				
6	N/A	N/A	77	2,671
7	29.2	48	73	2,531

<sup>2</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

8	42.9	77	72	2,287
All	37.6	125	74	7,489

### ADDITIONAL EVIDENCE

As 2018-19 was only CSA's third year of operation, we can only draw year-to-year comparisons for the 7<sup>th</sup> Grade. In 2017-18, 45% of the CSA 7<sup>th</sup> graders enrolled in at least their second year reached proficiency, falling short of the district by 26 percentage points. This is 10 percentage points less than in 2018-19, in which 37.6% of the CSA 7<sup>th</sup> and 8<sup>th</sup> graders enrolled in at least their second year reached proficiency, falling short of the district by 36.4 percentage points.

As noted above, however, the demographics of CSD 2 are significantly different than CSA.

### 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						
4						
5						
6	N/A	59	N/A	74	N/A	77
7			45	71	29.2	73
8					42.9	72
All	N/A	69	45	73	37.6	74

### Goal 1: Comparative Measure

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

### METHOD

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

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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

CSA’s Effect Size for the 2017-18 school year was -0.36, significantly below 0.30. This includes only 6<sup>th</sup> and 7<sup>th</sup> Grade students, as 2017-18 was CSA’s second year of operation.

#### 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						
4						
5						
6	62.3	52	32.7	47.3	-14.6	-0.90
7	40.6	93	45.2	46.2	-1.0	-0.06
8						
All	48.4	146	40.7	46.6	-5.9	-0.36

#### School’s Overall Comparative Performance:

*Lower than expected*

### ADDITIONAL EVIDENCE

CSA’s Effect Size decreased from -0.01 in 2016-17 to -0.36 in 2017-18. No other year-to-year comparisons can be drawn as 2017-18 was only the school’s second year of operation.

#### English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16						
2016-17	6	45.5	94	36	36.1	-0.01
2017-18	6 and 7	48.4	146	40.7	46.6	-0.36

#### Goal 1: Growth Measure<sup>3</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.

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

## 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 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>4</sup>

## RESULTS AND EVALUATION

CSA's mean growth percentile for 2017-18 was 40.4, falling 9.6 points below the target of 50. The MIP for the 7<sup>th</sup> Grade was below the target by 5.9, while 6<sup>th</sup> Grade was below by 16.3.

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

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6	33.7	50.0
7	44.1	50.0
8		50.0
All	<b>40.4</b>	50.0

## ADDITIONAL EVIDENCE

CSA's overall MIP increased from 38.5 to 40.4 from 2016-17 to 2017-18, an improvement of 1.9 points. However, 6<sup>th</sup> Grade decreased from 38.5 to 33.7, a difference of 4.8.

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

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4				50.0
5				50.0
6		38.5	33.7	50.0
7			44.1	50.0
8				50.0
All		38.5	40.4	50.0

<sup>4</sup> Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

## SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

CSA met one of two absolute goals, but did not meet either comparative goal or the growth goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not Achieved
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Achieved
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.	Not Achieved
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.)	Not Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2017-18 results.)	Not Achieved

## ACTION PLAN

To increase the rate at which CSA students pass the New York State ELA exam next year, we will maintain our commitment to using interim trimester assessment data to target literacy skills more directly, while instituting more deliberate targeted reading instruction during Reading Groups. With the new addition of a Literacy Director, teachers will have more professional development sessions, individualized coaching, and oversight on lesson plans. We will support teachers in developing action plans for students that have clearer outcomes and goals attached, and set lofty yet realistic goals for proficiency and growth on both trimester assessments and state tests alike.

CSA has also adopted the Wit and Wisdom curriculum for the 6th and 7th grades for the 2019-2020 school year. This award-winning curriculum is thematically connected to social studies, has rigorous writing expectations, and is enhanced with visual arts and music components. In 6th Grade Humanities, students are introduced to the themes of courage and resilience, through the study of The Great Depression, The Hero's Journey, Early American Settlements, and Acts of Courage in the Face of Crisis. In 7th Grade Humanities, students engage in an understanding of identity politics and language, closely studying identity in The Middle Ages, World War II, Post-Revolutionary America, and the impact of language, rhetoric and expression in the Information Age.

In 8th Grade, Humanities continues to be separated into History and English classes to best prepare students for the demands of high school. The 8th grade curriculum is created by the Humanities department to focus on critical thinking, writing and to foster a love of reading. Arts integrated lesson planning and activities continue to be an important aspect of 8th grade learning.

In 8th Grade History, students deepen their understanding and analysis of citizenship, nationalism, progress, global responsibility, and the American Dream. In 8th Grade English, students read thematically connected novels and literature with a focus on critical analysis essay writing and create arts-integrated projects to demonstrate their learning.

In conjunction with and informed by our deliberate use of data, we will continue to implement targeted interventions and small group instruction for our Level 2 scorers throughout the year to address gaps and push them to Level 3 performances. Level 1 scorers will also receive an increase in remedial, individualized instruction in order to raise their performance.

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

Students will be proficient in using mathematical concepts.

#### BACKGROUND

To support the provision of high quality instruction in Mathematics during the 2018-19 school year, City School of the Arts utilized EngageNY resources to deliver a balanced yet rigorous math program. All curriculum maps are Common Core-aligned, and provide clear road maps for teachers, students, and families, as well as include frequent comprehensive checks for understanding so that teachers can monitor mastery and reteach, remediate, or enrich when appropriate. Illustrative Mathematics specifically, utilizes a problem-based learning approach to teach complex standards, and help students develop the dexterity to interpret word problems, understand numbers as stories, and process mathematical language to derive a solution.

Each lesson is divided into a teacher-directed launching phase, student exploration, and whole-class summarizing. This problem-solving focus naturally allows students to debate the best strategies to solve the problem, rather than assert the right answer and move on—explicitly bringing verbal reasoning into the math classroom and underscoring the interdisciplinary nature of learning. Given the importance of literacy skills in interpreting word problems on the state exam, teachers will emphasize how to interpret these problems in every lesson.

CSA eventually aims for all 8th grade students to be successful on the Algebra Regents Exam.

#### Diagnostic Assessments

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

After each Trimester, students take an in-house exam that is aligned to New York State summative assessments and crafted to assess progress toward mastery of standards and to provide information as to why students are struggling in particular areas.

### Formative Assessments

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

### Goal 2: Absolute Measure

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

### METHOD

The school administered the New York State Testing Program mathematics assessment to students in 6<sup>th</sup> through 8<sup>th</sup> 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>5</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5						
6	79				4	83
7	72				7	79
8	80			1	12	93
All	231			1	23	255

### RESULTS AND EVALUATION

Of the 255 students enrolled in the school at the time of ELA testing, 231 took the exam, and 31.2% received a score of 3 or 4. 7<sup>th</sup> Grade students performed the lowest with 20.8% of students at proficiency as compared to 36.7% of 6<sup>th</sup> Graders and 35% of 8<sup>th</sup> Graders.

<sup>5</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

A total of 120 of the 7<sup>th</sup> and 8<sup>th</sup> Graders tested have been enrolled in the school for at least two years, and of these students, 27.5% were proficient on the exam, 3.7 percentage points lower than the grade overall. CSA fell short of the benchmark of 75% for these students by 47.5 percentage points.

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

### Performance on 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				
4				
5				
6	36.7	79	N/A	N/A
7	20.8	72	15.2	46
8	35	80	35.1	74
All	31.2	231	27.5	120

### ADDITIONAL EVIDENCE

As 2018-19 was only CSA's third year of operation, we have very little historical data to use to analyze year-to-year trends or discuss progress over time for students enrolled in at least their second year. The only grade that can be compared at this time is 7<sup>th</sup> Grade. In 2018-19, 15.2% of students in at least their second year at the school received a Level 3 or 4, 29.8 percentage points less than 7<sup>th</sup> Grade in the previous school year.

### 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						
4						

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

5						
6	N/A	N/A	N/A	N/A	N/A	N/A
7			45	76	15.2	46
8					35.1	74
All			45	76	27.5	120

### Goal 2: Absolute Measure

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

### METHOD

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

CSA's PI on the 2018-19 Math exam is 103.5, falling short of the state's MIP for all students by 3.5 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
	32	36	20	11

$$\begin{array}{rclclclcl}
 \text{PI} & = & 36 & + & 20 & + & 11 & = & 67 \\
 & & & & 20 & + & 11 & = & 31 \\
 & & & & & + & (.5)*11 & = & 5.5 \\
 & & & & & & \text{PI} & = & 103.5
 \end{array}$$

### Goal 2: Comparative Measure

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

## METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>6</sup>

## RESULTS AND EVALUATION

On the 2018-19 Math exam, 71% of the 6<sup>th</sup> - 8<sup>th</sup> Grade students in NYC CSD 2 received Level 3 or Level 4 scores. In comparison, 27.5% of the CSA 7<sup>th</sup> and 8<sup>th</sup> graders enrolled in at least their second year reached proficiency, falling short of the district by 43.5 percentage points. Scores for 6<sup>th</sup> Grade cannot be compared, as 6<sup>th</sup> Grade students at the school are only enrolled in their first year.

CSA is located in CSD 2 in Lower Manhattan, which has the lowest percentage of economically disadvantaged students in New York City and is one of the highest performing districts in the state. Residing in Lower Manhattan while allowing students from all five boroughs to enroll, we have a wide range of students from diverse backgrounds, and aim to meet the district average with the understanding that our student population is representative of 20 districts in NYC, many of which in line with our average 28%.

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6	N/A	N/A	74	2,657
7	15.2	46	74	2,552
8	35.1	74	56	1,331
All	27.5	120	<b>71</b>	6,540

## ADDITIONAL EVIDENCE

As 2018-19 was only CSA's third year of operation, we can only draw year-to-year comparisons for the 7<sup>th</sup> Grade. In 2017-18, 45% of the CSA 7<sup>th</sup> graders enrolled in at least their second year reached proficiency, falling short of the district by 26 percentage points. This is 17.5 percentage points less than in 2018-19, in which 27.5% of the CSA 7<sup>th</sup> and 8<sup>th</sup> graders enrolled

<sup>6</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

in at least their second year reached proficiency, falling short of the district by 43.5 percentage points.

As noted above, however, the demographics of CSD 2 are significantly different than CSA.

### 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						
4						
5						
6	N/A	68	N/A	69	N/A	74
7			45	74	15.2	74
8					35.1	56
All	N/A	68	45	71	27.5	<b>71</b>

#### Goal 2: Comparative Measure

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

#### METHOD

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

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

#### RESULTS AND EVALUATION

CSA's Effect Size for the 2017-18 school year was -0.59, significantly below 0.30. This includes only 6<sup>th</sup> and 7<sup>th</sup> Grade students, as 2017-18 was CSA's second year of operation.

#### 2017-18 Mathematics Comparative Performance by Grade Level

NYC Charter School of the Arts 2018-19 Accountability Plan Progress Report

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6	62.3	54	31.5	42.9	-11.4	-0.70
7	40.6	92	41.3	50.0	-8.7	-0.51
8						
All	48.6	146	37.7	47.4	-9.7	-0.59

### School's Overall Comparative Performance:

*Lower than expected*

## ADDITIONAL EVIDENCE

CSA's Effect Size improved from -0.76 in 2016-17 to -0.59 in 2017-18. No other year-to-year comparisons can be drawn as 2017-18 was only the school's second year of operation.

### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16						
2016-17	6	45.5	89	34	46.1	-0.76
2017-18	6 and 7	48.6	146	37.7	47.4	-0.59

### Goal 2: Growth Measure<sup>7</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>7</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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>8</sup>

### RESULTS AND EVALUATION

CSA's mean growth percentile for 2017-18 was 43.2, falling 6.8 points below the target of 50. The MIP for the 7<sup>th</sup> Grade was below the target by 4.4, while 6<sup>th</sup> Grade was below by 11.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6	39.0	50.0
7	45.6	50.0
8		50.0
All	<b>43.2</b>	50.0

### ADDITIONAL EVIDENCE

CSA's overall MIP increased from 30.5 to 43.2 from 2016-17 to 2017-18, an improvement of 12.7 points.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4				50.0
5				50.0
6		30.5	39	50.0
7			<b>45.6</b>	50.0
8				50.0
All		30.5	43.2	50.0

### SUMMARY OF THE MATHEMATICS GOAL

CSA has not met the Absolute, Comparative, or Growth goals for Math.

Type	Measure	Outcome
------	---------	---------

<sup>8</sup> Schools can acquire these data from the NYSED's business portal: [43.2portal.nysed.gov](http://43.2portal.nysed.gov).

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Not Achieved
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Not Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Not Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Not Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2017-18 results.)	Not Achieved

### ACTION PLAN

In response to our 2019 Math exam scores, our efforts to improve student achievement in Math include utilizing the HMH Math Inventory to diagnose deficiencies at the beginning of the year in order to target specific remediation. This Math inventory test is used three more times during the year, in conjunction with our Lexile testing, to assess growth and pinpoint standards mastery and deficiencies. We continue to increase our responsiveness to student data and hold students and teachers accountable to producing strong results.

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

In addition, we will incorporate Illustrative Mathematics (Open-Up Resources) along with the Engage NY curriculum to develop students' problem-solving abilities, fluency, and capacity for utilizing several strategies when deciphering and determining solutions for real-world application problems.

### GOAL 3: SCIENCE

#### Goal 3: Science

Students will be proficient in scientific concepts.

### BACKGROUND

Science instruction at New York City Charter School of the Arts is designed to give students a solid foundation in all of the disciplines and build a sense of discovery, curiosity, and fascination with the world through numerous hands-on activities. CSA utilizes a home-grown, NGSS aligned, activity-rich curriculum five times a week so that students are exposed to all of the physical science disciplines in the 6th and 7th grades, with a focus on biology in the 8th grade. In 6th Grade Science students are introduced to the scientific method, design controlled experiments, and collect and analyze data. They learn about measurement, dynamic earth processes, energy types and transfer, simple machines, cells, and ecology. In 7th Grade Science, students discover scientific concepts through exploring phenomena, conduct more sophisticated scientific experiments, and design engineered prototypes. They study astronomy, waves, electricity and electromagnetism, growth and development of life, and genetics. In 8th Grade Science, students prepare for the Living Environment Regents exam -- all 8th Grade students are expected to take this exam. Students understand what constitutes life. In particular, students learn about cells, reproduction, population dynamics, evolution, human anatomy, and human impacts on the environment.

Frequent labs allow students to perform hands-on experiments and analyze findings using skills and competencies practiced in Math (creating and analyzing graphs, charts, and statistical information, for example) and Humanities (reading, writing, and speaking to master Science standards). Science accounts for 300 minutes of instructional time weekly.

#### **Goal 3: Absolute Measure**

Each year, the percentage of the school's 8<sup>th</sup> Grade students enrolled for at least two years scoring at or above Level 3 on the Living Environment Regents science exam will exceed the absolute target of 75%. For those students not taking the Living Environment Regents, 75% of these tested students who are enrolled in at least their second year will perform at or above proficiency on the New York State 8<sup>th</sup> Grade science exam.

### METHOD

The school administered the Living Environment Regents Science exam in June 2019. The school converted each student's raw score to a performance level and scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

### RESULTS AND EVALUATION

A total of 90 students overall in our inaugural class of 8th Graders took the Living Environment Regents exam. Two students were absent, and one student opted out of taking the exam. Of these 90 students, 56 (62.2%) received a score of 65 or higher. Of the students enrolled in the school for two years, 83 students took the exam and 53 (63.9%) received a score of 65 or higher.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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			
8	2017-18			
8	2018-19	Living Environment	63.9	83

2018-19 was the first year that the school enrolled 8<sup>th</sup> Grade students. Therefore, only one year of Science data is available.

#### Goal 3: Comparative Measure

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

### METHOD

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

2018-19 Regents scores for CSD 2 are not yet available. The CSD Score listed below is for 2017-18. CSA fell below the District score from last year by 29.1 percentage points.

#### 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>9</sup>	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested

<sup>9</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

4				
8	63.9	83	93	524
All	63.9	83	93	524

### ADDITIONAL EVIDENCE

2018-19 Regents scores for CSD 2 are not yet available. The CSD Score listed below is for 2017-18. No year-to-year comparisons can be made as 2018-19 was the first year the school enrolled 8<sup>th</sup> Grade students.

#### 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						
8					63.9	93
All					63.9	93

### SUMMARY OF THE SCIENCE GOAL

CSA did not achieve either the Absolute or the Comparative goals listed below.

Type	Measure	Outcome
Absolute	Each year, the percentage of the school's 8th grade students enrolled for at least two years scoring at or above Level 3 on the Living Environment Regents science exam will exceed the absolute target of 75%.	Not Achieved
Comparative	Each year, the percentage of the school's 8th grade students enrolled for at least two years scoring at or above Level 3 on a Regents science exam will exceed the performance of the local district's 8th graders.	Not Available

### ACTION PLAN

While we did not meet the stated goals for Science, we believe that given the increased rigor of our curriculum in the 6<sup>th</sup> and 7<sup>th</sup> grades, students will be more prepared for the Regents exam in the 2019-20 school year. Therefore, we will continue to implement the same programming and curriculum.

## GOAL 4: ESSA

### Goal 4: ESSA

The school will be in good standing according to the state's ESSA accountability system.

#### Goal 4: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

### METHOD

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

### RESULTS AND EVALUATION

The school is in good standing under the State's Accountability system.

### ADDITIONAL EVIDENCE

CSA has been in good standing for the past three years.

Accountability Status by Year

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

