

Storefront Academy Charter Schools

**2018/2019 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to:
S.U.N.Y Charter Schools Institute

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Introduction

The principal of Storefront Academy Charter Schools (S.A.C.S) is Dr. Nicole Garcia, who has served since July, 2016. Matthew Tiwary (Computer Technology Teacher) and David DosReis (Data Manager) prepared this 2018/2019 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
CAMERON, RAY A	Chair - Board of Trustees
STEARNS, JONATHAN C.	Vice Chair - Board of Trustees
BAYLES, RICHARD	Treasurer
BERGESON, ANGELA	Board member
NIDZWIECKI, EILEEN	Board Member
PUSCH, GRETCHEN	Board Member
REID, SUSAN K	Board Member
LOW, AMANDA K.	Board Member
SEALY, CARRIE	Board Member
LOW, Peter D.	Board Member

Introduction

Storefront Academy Charter Schools 2018/2019 Accountability Plan Progress Report

Storefront Academy Charter Schools (SACS) is a public charter school which opened to students and families in Fall 2015. The location of SACS is 609 Jackson Ave, Bronx, N.Y, 10455 in the Mott Haven neighborhood of the South Bronx. SACS educates urban youth of all learning abilities. In the 2018/2019 school year, SACS hosted students from kindergarten to fourth grade; our goal is to educate students from kindergarten to the eighth grade.

Each grade consists of two classes of twenty-five (25) students and two (2) teachers per classroom. SACS boast an optimized student/teacher ratio that enables our faculty to meet the individual needs of each student, supporting all levels of learners with differentiated instruction and supplemental skills-based support. Students are admitted to SACS through the lottery system.

Storefront Academy Charter Schools student demographics are representative of the C.S.D in which it is located. For the 2018/2019 school year, ninety-five percent (95%) of our students qualified for the federal free and reduced price lunch programs, fifteen percent (15%) were identified as English Language Learners (ELL) and eighteen percent (18%) of the students had IEPs. The student population is forty-one percent (41%) African American and fifty-seven (57%) Hispanic.

The Storefront Academy Charter Schools days run from 8:15am-3:45pm, with the extended day and summer programming offered for struggling learners in the first grade and above. Students receive physical education, computer technology, music, art & violin classes, as well as robust social and emotional supports and supports for English Language Learners.

SASB continues to demonstrate that it operates effectively and is well-run. During this charter period, we examined and analyzed our accountability goals – amending them slightly to include more effective measures and metrics to guide staff daily practice. Staff have been and will continue to engage in knowledge-building around data collection, analysis and use. SASB parents continue to indicate confidence in the school’s ability to educate their children. The demand for seats at SASB remains high as evidenced by our current enrollment of 343.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	Total
2015/2016	48	46	N/A	N/A	N/A	94
2016/2017	35	55	44	N/A	N/A	134
2017/2018	13	31	49	31	N/A	124
2018/2019	43	23	48	46	34	224

English Language Arts

Goal 1: English Language Arts

Storefront Academy Charter Schools (SACS) students will be proficient readers, writers and speakers of the English Language.

Background

Core ELA curriculum, resources and assessments used at Storefront Academy Charter Schools include: The Michigan Association of Intermediate Schools Readers and Writers Workshop (MAISA), Leveled Literacy Intervention (L.L.I), Foundations, Fountas & Pinnell Benchmark Assessment System and the NWEA Measures of Academic Progress tests (M.A.P).

Storefront Academy Charter Schools faculty members are specially trained to differentiate instruction to meet the needs of all learners. Teachers effectively scaffold lessons to ensure optimal support for learning with the goal of moving every student toward independence.

Storefront Academy Charter Schools prides itself on being a professional learning community, building a culture of collaboration where educators work closely together to ensure that curriculum and instruction result in student growth. Teachers collaborate at a weekly grade faculty meetings as well as clusters during weekly common planning periods.

Storefront Academy Charter Schools faculty members are passionate educators who are encouraged to continuously develop as professionals. All teaching staff participate in a summer institute each August, focused on strengthening key academic initiatives and school culture. During the school year, peers visit other classrooms to learn from each other, with a goal to build a consistent cycle of feedback leading to best practices in all grades. Teachers also regularly attend and then turnkey information from professional development workshop throughout the year on the new curricula, resources and approaches.

Technology is integrated across all classes and subjects areas in response to the world's changing landscape. This includes the use of Smart Boards in all classrooms, projectors, regular use of chromebooks for writing & research projects and computerized learning programs and computerized assessments.

Goal 1: Absolute Measure

Each year, seventy-five percent (75%) 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 third (3rd) through fourth (4th) grades in April 2018. Each student's raw score has been converted to a grade-specific scaled score and 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. 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 year).

2018/2019 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	55	20	13	1		56
4	37	4	3	1	2	40
Total	92	24	16	2	2	96

Results

In the 2018/2019 school year, Storefront Academy Charter Schools served kindergarten through fourth grade. The State ELA Exam data is located in the table below.

Evaluation

A larger than expected number of parents exercised their right to opt their child out for unstated individual reasons

Performance on 2018/2019 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	36%	55	43%	21
4	24%	37	25%	16
Total	39%	92	35%	37

Evaluation

Additional Evidence

¹ Students exempted from this exam according to their individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

English Language Arts Performance by Grade Level and School Year

Percent of Students Enrolled in at Least Their Second Year Achieving Proficiency

Grade	2017/2018		2018/2019	
	Percent	Number Tested	Percent	Number Tested
3	44%	16	43%	21
4	NA	NA	25%	16
Total	44%	16	35%	37

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Level Index (“PLI”) on the State English Language Arts Exam will meet the Annual Measurable Objective (“AMO”) set forth in the state’s NCLB accountability system.

Method

The federal No Child Left Behind Law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2018/2019 English Language Arts AMO of (###). The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Level 3 and 4. Thus, the highest possible PLI is 200.²

Results

In the 2018/2019 school year, Storefront Academy Charter Schools served kindergarten through fourth grade. The PLI data is located in the table below.

English Language Arts 2018/2019 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	9	54	25	4

PLI = Grades PLI AMO Grades PLI AMO Grades PI MIP
NA NA 3 140 101 YES

Evaluation

Student performance was comparable to the district for competency level, however outperformed them with a HIGH number of level 2s, indicating growth and improvement within the cohort as well as partial proficiency, showing Storefront Academy performed better than the local district overall.

² In contrast the NYSED's Performance Index, the PLI does not account for year to year growth toward proficiency.

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 Arts Exam will be greater than that of all students in the same tested grades in the local school district.

Method

A school compares tested students enrolled in at least their secondary year to all tested students in the surrounding public school district. 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.³

Results

In the 2018/2019 school year, Storefront Academy Charter School served kindergarten through fourth grade. The comparison data is located in the table below.

2018/2019 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Storefront Academy Charter School Students in at Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	43%	21	43%	1181
4	35%	16	36%	1234
Total	35%	37	39%	2415

Evaluation

Additional Evidence

³ 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

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 Local Districts Students			
	2017/2018		2018/2019	
	Charter School	Local District	Charter School	Local District
3	43%	38%	37%	42%
4	NA*	28%	24%	31%
Total	43%	35%	27%	39%

* During the 2017-20018 school year, Storefront Academy did not offer a 4th grade class.

Goal 1: Comparative Measure

Each year, the school will exceed its predictive level of performance on the State English Language Arts Exam by an Effort 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 public schools in New York State.

Method

The S.U.N.Y Charter Schools 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 of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure. Per the institute report.

PLI	AMO	Grades	PLI	AMO	Grades	PI	MIP
	NA	NA	3	140	101	YES	

Results

In the 2018/2019 schools year, Storefront Academy Charter Schools served kindergarten through fourth grade. The comparison data is located in the table below.

2017/2018 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Level 3 & 4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	83%	25	32%	25%	7%	25%
4	NA	NA	NA	NA	NA	NA
Total	83%	25	32%	25%	7%	25%

School's Overall Comparative Performance:

Storefront exceeded expectations for the grade level testing results. Testing is only applicable to the appropriate years to

Evaluation:

During the 2017-20018 school year, Storefront Academy did not offer a 4th grade class.

Additional Evidence

English Language Arts Comparative Performance by School Year

School Year	Grade s	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2017/2018	3	83%	30	25	30	90%

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2018/2019	3/4	95%	37	40	40	92%
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Goal 1: Growth Measure ⁴

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 state’s adjusted median growth percentile.

⁴See [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 2018/2019; also have a state exam score from 2017/2018 including students who were retained in the same grade. Students with the same 2017/2018 score are ranked by their 2018/2019 score and assigned a percentile based on their relative growth in performance (student growth percentile). Student’s growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have mean growth percentile greater than 50.

After careful disaggregation, review, and analysis of student performance data, the Storefront Academy leadership team determined a critical need to strengthen students’ phonemic awareness, comprehension and higher order learning skills.

Results

In the 2018/2019 school year, Storefront Academy Charter Schools served kindergarten through fourth grade. The data is shown in the table below.

2018/2019 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	Charter School	Statewide Median

3	9%	1%
4	NA	1%
Total	9%	1%

Evaluation

During the 2017-2018 school year, Storefront Academy did not offer a 4th grade class.

Additional Evidence

NA

⁵Schools can require these data from the NYSED's Business Portal: <https://portal.nysed.gov/abp>

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

Grade	Mean Growth Percentile		
	2017/2018	2018/2019	Statewide Median
3	50.0	NA	NA
4	NA*	NA	NA
Total	NA	NA	NA

During the 2017-2018 school year, Storefront Academy did not offer a 4th grade class.

Method

Results

Despite District 7 showing an overall drop in test results, Storefront Academy met its target of 50.0 for the year.

Evaluation

Per the institute -
50.0 for growth

Our 4th graders were close. Including those with high two (the Cutoff scores for level 3 proficiency in 4th grade is 602, adding students who scored 597 and above who are above the median of partial competency) raises our proficiency rate to 43.2%, outpacing the 7th district whose 4th graders are at 36%

597	2
599	5
Level 3	6
Level 4	3
Grand Total	37

Additional Evidence

NWEA MAP Data shows even better results. 66% of our students are at or above proficiency against a national sample.

Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
count	%	count	%	count	%
14	37%	10	26%	1	3%

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	Not achieved
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the State English Language Arts Exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NLCB 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 local school district.	flat
Comparative	Each year, the school will exceed its predictive level of performance on the State English Language Arts Exam by an Effort 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 public schools in New York State. (using 2011//2019 school district results)	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 state's adjusted median growth percentile.	Matched

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Mathematics

Goal 2: Mathematics

Storefront Academy Charter Schools students will demonstrate understanding and application of mathematical computation and problem solving.

Background

The primary Mathematics curriculum used is Go Math. Students are assessed three times throughout the year using the NWEA Measures and Academic Progress (MAP) test.

Storefront Academy faculty members are specifically trained to differentiate instruction to meet the needs of all learners. Teachers effectively scaffold lessons to ensure optimal support for optimal learning, always with the goal of moving every student toward independence.

Storefront Academy Charter Schools prides itself on being a Professional Learning Community, building a culture of collaboration where educators work closely together to ensure that curriculum and instruction result in student learning. Teachers collaborate at weekly full faculty meetings as well as in clusters during weekly common planning periods.

Storefront Academy faculty members are passionate educators who are encouraged to continuously develop as professionals. All teaching staff participates in a three-week summer institute each August, focused on strengthening key academic initiatives and school culture. During the school year, peers visit other classrooms to learn from each other, with a goal to build a consistent cycle of feedback leading to best practices in all grades. Teachers also regularly attend and then turnkey information from professional development workshops throughout the year on new curricula, resources and approaches.

Technology is integrated across all classes and subjects areas in response to the world's changing landscape. This includes the use of Smart Boards in all classrooms, projectors, regular use of chromebooks for writing & research projects and computerized learning programs and computerized assessments.

While our students have consistently scored better on the NYS mathematics assessments, they continue to lag behind the state performance average. After careful analysis of our math performance data, we realized that our students need a more robust curriculum and our teachers need additional rigorous instructional strategies to improve our school's mathematics teaching and learning programs. This closer look at

mathematics performance data suggested a need for more time and opportunities for students to strengthen their mathematics foundational and problem solving skills while simultaneously learning new concepts and higher order practices. In addition, since a good number of our students struggle with language usage and reading fundamentals, it is important for any Storefront Academy math curriculum to include maximum opportunities to reinforce reading, writing, speaking, and listening.

Goal 2: Absolute Measure

Each year, seventy-five percent (75%) 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 third (3rd) through fourth (4th) grades in April 2019. Each student’s raw score has been converted to a grade specific scaled score and 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.

**2018/2019 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3	54	7	3	1	0	55
4	36	4	3	0	3	38
Total	90	11	6	1	3	93

Results

In the 2018/2019 school year, Storefront Academy Charter Schools served kindergarten through fourth grade. The State Mathematics Exam data is located in the table below.

Performance on 2018/2019 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	39%	54	38%	21
4	25%	36	38%	16
Total	29%	90	38%	37

Evaluation

For the state test scores, our fourth graders were close. Including those with high two (the Cutoff scores for level 3 proficiency in 4th grade is 602, adding students who scored 597 and above who are above the median of partial competency) raises our proficiency rate to 47.2%, on par with the city @49% and far outpacing the 7th district whose 4th graders are at 29%

597	4
598	2
599	2
Level 3	5
Level 4	4
Grand Total	36

Additional Evidence

NWEA MAP Data shows similar results. 46 % of our students are at or above proficiency against a national sample.

Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
count	%	count	%	count	%
12	31%	7	18%	3	8%

⁶ 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.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least Their Second Year Achieving Proficiency			
	2017/2018		2018/2019	
	Percent	Number Tested	Percent	Number Tested
3	56%	16	38%	21
4	N/A*	N/A	38%	16
Total	56%	16	38%	37

** During the 2017-20018 school year, Storefront Academy did not offer a 4th grade class.

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State English Language Arts Exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind Law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in Mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2018/2019 mathematics AMO of (###). The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Level 3 and 4. Thus, the highest possible PLI is 200.⁷

Results

In the 2018/2019 school year, Storefront Academy Charter Schools served kindergarten through fourth grade. The PLI data is located in the table below.

Mathematics 2018/2019 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
90	24	36	25	5

PLI = Grades PLI AMO Grades PLI AMO Grades PI MIP
NA NA 3 144 103 YES

Evaluation

Student performance was comparable to the district, however Storefront Academy performed better than the local district overall. Again, we had a significant number of High level 2's accounting for growth and improvement within the cohort.

There may be an indicator of the test itself. Scores in the district dropped in general and Storefront Academy student scores dropped as well.

Compared to District 7, students that have been with StoreFront compare favorably, as the District has a proficient rate in 4th grade of 29% (versus SF's 37% rate).

⁷ In contrast the NYSED's Performance Index, the PLI does not account for year to year growth toward proficiency.

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 local school district.

Method

A school compares tested students enrolled in at least their secondary year to all tested students in the surrounding public school district. 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.⁸

Results

In the 2018/2019 school year, Storefront Academy Charter School served kindergarten through fourth grade. The comparison data is located in the table below.

2018/2019 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Storefront Academy Charter School Students in at Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	38%	21	33%	1224
4	38%	16	29%	1266
Total	38%	37	32%	2490

Evaluation

Students enrolled in Storefront academy at least 2 years performed markedly better than equivalent students in the district did. We show a minimum difference of 5-9% higher performance across the board.

Additional Evidence

⁸ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and Math test results for all schools and districts statewide. The NYSED announces the release of the data on its *News Release* webpage
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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 Scoring at or Above Proficiency Compared to Local Districts Students			
	2017/2018		2018/2019	
	Charter School	Local District	Charter School	Local District
3	32%	39%	39%	34%
4	NA	30%	25%	29%
Total	32%	30%	30%	28%

Goal 2: Comparative Measure

Each year, the school will exceed its predictive 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 public schools in New York State.

Method

The S.U.N.Y Charter Schools 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 of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Results

In the 2018/2019 schools year, Storefront Academy Charter Schools served kindergarten through fourth grade. The comparison data is located in the table below.

2017/2018 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Level 3 & 4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	83%	26	70%	55%	15%	80%
4	NA	NA	NA	NA	NA	NA
Total	83%	26	70%	55%	15%	80%

School's Overall Comparative Performance:

Our economically disadvantaged students performed on par with all students, given equivalent testing scenarios.

Evaluation

Maintaining an equivalency among our students has increased performance across the board.

Additional Evidence

Mathematics Comparative Performance by School Year

School Year	Grade s	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2017/2018	3	60%	5	26	50%	10%
2018/2019	¾	34%	29	85	40%	15%

Goal 2: Growth Measure⁹

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 state’s adjusted median growth percentile.

⁹See [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 2018/2019; also have a state exam score from 2017/2018 including students who were retained in the same grade. Students with the same 2017/2018 score are ranked by their 2018/2019 score and assigned a percentile based on their relative growth in performance (student growth percentile). Student’s growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have mean growth percentile greater than 50.

Results

In the 2018/2019 school year, Storefront Academy Charter Schools served kindergarten through first grade. The data is shown in the table below.

2017/2018 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	Charter School	Statewide Median
3	NA	NA
N	NA	NA
Total		

Evaluation

Additional Evidence

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile		
	2017/2018	2018/2019	Statewide Median
3	83.9	NA	NA
4	NA	NA	NA
Total	NA	NA	NA

Method

Results

Despite District 7 showing an overall drop in test results, Storefront Academy beat its target of 50.0 for the year.

Evaluation

Per the institute -
50.0 for growth

¹⁰Schools can require these data from the NYSED's Business Portal: <https://portal.nysed.gov/abp>

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 Mathematics Exam for grades 3-8	Not achieved
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the State Mathematics Exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NLCB 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 Mathematics Exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each guide year, the school will exceed its predictive level of performance on the State Mathematics Exam by an Effort 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 public schools in New York State. (using 2017/2018 school district results)	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 state's adjusted median growth percentile.	Achieved

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Science

Goal 3: Science

Storefront Academy Charter Schools will demonstrate proficiency in the understanding and application of science concepts.

Background

Students receive S.T.E.M enrichment through hands on activities that allow to interact in a meaningful way with their surrounding environment.

Goal 3: Absolute Measure

Each year, seventy-five (75%) of all tested students enrolled in at least their second year will perform at proficiency on the New York State Science Examination.

Method

The school administered the New York State Testing Program Science Assessment to students in June, 2019. The school converted each student's raw score to performance level and grade specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

Results

In the 2018/2019 school year, Storefront Academy Charter Schools served kindergarten through fourth grade. The New York State Science Exam data is located in the table below.

Charter School Performance on the 2018/2019 State Science Exam by All Students and Students Enrolled in at Least Their Second Year

Grades	Percent of Students at Proficiency			
	Charter School Students in at Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100%	16	NA	NA
8	NA	NA	NA	NA
Total	100%	16	NA	NA

Evaluation

Addition Evidence

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency	
	2018/2019	
	Percent Proficient	Number Tested
4	100%	16
8	NA	NA
Total	100%	16

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 local school district.

Method

Storefront Academy Charter School compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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 local school district.

Results

In the 2018/2019 school year, Storefront Academy Charter Schools served kindergarten through fourth grade. The comparison data is located in the table below.

**2018/2019 State Science Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Storefront Academy Charter School Students in at Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	Na	NA	NA	NA
4	100%	16	NA	NA
Total	100%	16	NA	NA

Evaluation

Storefront Academy exceeded the targeted goal of 76% by a significant margin.

Additional Evidence

**Science 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 Local Districts Students	
	2018/2019	
	Charter School	Local District
4	100%	NA
8	N/A	N/A
Total	100%	N/A

Goal 3: Optimal Measure

Method

NYS testing data

Results

Evaluation

Additional Evidence

Summary Of The Science Goal

N/a

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 Science Exam for grades 3-8	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 Science Exam will be greater than that of students in the same tested grades in the local school district.	Achieved

Action Plan

Continue current action plan

No Child Left Behind (NCLB)

Goal 4: N.C.L.B

Storefront Academy Charter Schools will make Adequate Yearly Progress.

Goal 4: Absolute Measure

Under the state's N.C.L.B accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a school requiring a local assistance plan.

Method

The Federal No Child Left Behind Legislation stipulates that various sub-populations and demographics categories of students among all tested students must meet state proficiency standards. New York, like all states, issues School Report Cards; the report cards indicate each school's status under the state's No Child Left Behind (N.C.L.B) accountability system.

ResultsEvaluationAdditional Evidence

Year	Status
2015/2016	NA
2016/2017	NA
2017/2018	In good Standing
2018/2019	In good Standing