

**ACHIEVEMENT FIRST CROWN
HEIGHTS CHARTER SCHOOL**

**2016-17 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Jonathan Pagan

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INTRODUCTION

Jonathan Pagan, Data and Policy Analyst prepared this 2016-17 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Deborah Shanley	Chair
Jon Atkeson	Treasurer
Andy Hubbard	Secretary
Justin Cohen	Trustee
Romy Coquillet	Trustee
Lee Gause	Trustee
Lee Gelernt	Trustee
L. Priscilla Hall	Trustee
Andy Hubbard	Trustee
Judith Jenkins	Trustee
Adrienne Loiseau	Parent Representative
Daniel Russell	Trustee
Amy Arthur Samuels	Trustee
Angela Tucker	Parent Representative
Ambrose Wooden, Jr.	Trustee
Natasha Lewis	Parent Representative

Camila Lopez has served as the elementary school principal since 2010.

Dymir Arthur has served as the middle school principal since 2016.

Cristina López del Castillo- De La Cruz has served as the high school principal since 2016.

INTRODUCTION

The mission of Achievement First Crown Heights Charter School is to provide all of our students with the academic and character skills they need to excel in top colleges, succeed in a competitive world, and serve as the next generation of leaders in our communities. We accomplish this by ensuring that every student attending the school receives a college-preparatory education and is frequently assessed to ensure that she or he is making yearly progress towards academic goals.

Achievement First Crown Heights Elementary School opened in 2005 and in 2016-17 served 458 students in grades K-4. Achievement First Crown Heights Middle School opened in fall 2005 and in 2017-18 served 372 students in grades 5-8. Additionally, 181 high school students from Achievement First Crown Heights attend Achievement First Brooklyn High School.

Core elements of the Achievement First model that support our ambitious goal of closing the achievement gap by preparing our students for success include:

- Unwavering focus on breakthrough student achievement
- Aggressive recruitment and retention of talent and diversity
- Consistent, proven, standards-based curriculum
- Disciplined, high-expectations achievement-oriented school culture
- Interim assessments and strategic use of data to drive instruction
- Principals with the power to lead and high-quality, focused training for leaders
- Parents as Partners

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2012-13	86	87	86	80	66	72	90	68	45	43	36	26	32	817
2013-14	90	90	86	83	80	97	86	84	64	47	40	27	2	876
2014-15	87	91	92	89	86	97	94	81	74	54	43	38	26	952
2015-16	91	90	90	91	89	107	91	86	75	58	50	39	36	993
2016-17	93	91	90	91	93	107	98	85	82	43	56	46	36	1011

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2013 state Accountability Cohort consists of students who entered the 9th grade in the 2013-14 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2016-17 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's website for its accountability rules and cohort definitions: www.p12.nysed.gov/accountability/)

HIGH SCHOOL COHORTS

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled on BEDS Day in October and on June 30th.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2014-15	2011-12	2011			
2015-16	2012-13	2012	35	0	35
2016-17	2013-14	2013	50	6	44

TOTAL COHORT FOR GRADUATION

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Additional Students Still in Cohort ¹ (b)	Graduation Cohort (a) + (b)
2014-15	2011-12	2011			
2015-16	2012-13	2012	35	0	35
2016-17	2013-14	2013	44	0	44

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Additional Students Still in Cohort ² (b)	Graduation Cohort (a) + (b)
2014-15	2010-11	2010			
2015-16	2011-12	2011			
2016-17	2012-13	2012	37	0	37

¹ Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

² Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students at Achievement First Crown Heights Charter School (AF Crown Heights) will be proficient readers and writers of the English language

BACKGROUND

We are deeply rooted in our commitment to ensuring that scholars find true joy in reading and writing, and that they leave our program with a deep appreciation for great books, new information, and diverse perspectives. Reading is both a means to college and career readiness as well as a worthy endeavor in itself. Writing is a means not only to express oneself clearly and concisely, but an opportunity to ignite a passion for self-discovery and creative expression.

The achievement gap is both fueled and reinforced by a knowledge and vocabulary gap. We believe that building deep knowledge across a range of essential topics will ensure that students are stronger readers and can access complex, content-rich text. We select texts and writing assignments are selected intentionally to reinforce both *world* and *word* knowledge and to align with our history, science, music and art programs when appropriate.

We do not build knowledge for the sake of building knowledge. Our program aims to ensure that all students are curious citizens, intent on expanding their own knowledge of the world through asking questions, reading, writing and discussion. We aim to spark students' inquisitiveness and develop a sense of joy for building their knowledge. Students will seek new understandings and question their previous assumptions on a variety of topics, including those central to the human experience and current world landscape.

Our students must be voracious and critical readers of varied, complex literature and information text. All students will closely read rich text from diverse genres and perspectives to develop both their analytical skill and critical thinking. Texts are selected for their complexity and for their worthiness, ensuring students engage with revolutionary ideas, well-crafted arguments, and great literature. Our program is designed to help students make coherent, thoughtful arguments using sound and sufficient evidence, so that all students are able to speak and write in a manner that is insightful, persuasive and critical.

Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3rd through 8th grade in April 2017. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed

ENGLISH LANGUAGE ARTS

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).

2016-17 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ³				Total Enrolled
		IEP	ELL	Absent	Refused	
3	87			4		91
4	93					93
5	107					107
6	98					98
7	85					85
8	82					82
All	552			4		556

RESULTS

Overall, students enrolled in at least their second year at AF Crown Heights perform better on the English Language Arts Exam than their peers.

Performance on 2016-17 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	56%	87	62%	82
4	46%	93	44%	84
5	36%	107	40%	90
6	34%	98	35%	92
7	71%	85	70%	84
8	70%	82	71%	75
All	52%	552	54%	507

EVALUATION

AF Crown Heights did not achieve this goal. Across the state, scores have been significantly lower due to the shift to the Common Core Learning Standards. AF Crown Heights has made significant progress in the last year, increasing scores across all grade levels.

ADDITIONAL EVIDENCE

AF Crown Heights students in at least their second year are 54% Proficient, increasing by 27 percentage points from the 2014-15 school year.

³ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	18%	84	52%	84	62%	82
4	34%	80	38%	76	44%	84
5	23%	80	36%	89	40%	90
6	27%	79	45%	84	35%	92
7	28%	76	52%	86	70%	84
8	36%	73	63%	75	71%	75
All	27%	472	48%	494	54%	507

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 2016-17 English language arts AMO of 111. 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 Levels 3 and 4. Thus, the highest possible PLI is 200.⁴

RESULTS

AF Crown Heights's PLI is 139, outperforming the English language arts AMO of 111.

English Language Arts 2016-17 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
552	13%	35%	35%	17%

$$\begin{array}{rcccccc}
 \text{PI} & = & 35 & + & 35 & + & 17 & = & 87 \\
 & & & & 35 & + & 17 & = & \underline{52} \\
 & & & & & & \text{PLI} & = & 139
 \end{array}$$

⁴ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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EVALUATION

AF Crown Heights achieved this goal

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.⁵

RESULTS

AF Crown Heights students significantly outperformed their district peers at all grade levels.

2016-17 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	62%	82	35%	1374
4	44%	84	36%	1448
5	40%	90	29%	1433
6	35%	92	24%	1506
7	70%	84	35%	1434
8	71%	75	42%	1688
All	54%	507	34%	8883

EVALUATION

AF Crown Heights achieved this goal.

ADDITIONAL EVIDENCE

AF Crown Heights outperformed their host district in each of the last three school years.

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

⁵ 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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Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	18%	23%	52%	32%	62%	35%
4	34%	26%	38%	35%	44%	36%
5	23%	16%	36%	29%	40%	29%
6	27%	22%	45%	30%	35%	24%
7	28%	19%	52%	25%	70%	35%
8	36%	23%	63%	31%	71%	42%
All	27%	22%	48%	30%	54%	34%

Goal 1: Comparative Measure

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

METHOD

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

AF Crown Heights’s overall effect size is 1.07. The highest performing grade was 7th, with an effect size of 2.58

2015-16 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	62%	87	56%	41%	15%	1.06
4	73%	93	46%	34%	12%	0.71
5	70%	107	36%	28%	8%	0.58
6	57%	98	34%	33%	1%	0.07

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7	70%	86	71%	28%	43%	2.58
8	59%	82	70%	39%	31%	1.74
All	67%	553	51%	33%	18%	1.07

School's Overall Comparative Performance:
<i>Higher than expected to a meaningful degree</i>

EVALUATION

AF Crown Heights achieved this goal.

ADDITIONAL EVIDENCE

AF Crown Heights performed better in 2015-16 than in 2014-15.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14						
2014-15	3-8	70%	519	26%	25%	0.11
2015-16	3-8	67%	553	51%	33%	1.07

Goal 1: Growth Measure⁶

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 unadjusted median growth percentile.

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 2015-16 and also have a state exam score from 2014-15 including students who were retained in the same grade. Students with the same 2014-15 score are ranked by their 2015-16 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 statewide median, it must have a mean growth percentile greater than 50.

⁶ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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Given the timing of the state’s release of Growth Model data, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.⁷

RESULTS

AF Crown Heights’s overall Mean Growth Percentile is 55, above the statewide median of 50. The highest growth was seen in the seventh grade

2015-16 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	47	50.0
5	58	50.0
6	49	50.0
7	64	50.0
8	56	50.0
All	55	50.0

EVALUATION

AF Crown Heights achieved this goal.

ADDITIONAL EVIDENCE

AF Crown Heights also had a MGP of over 50 in the 2014-15 school year.

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

Grade	Mean Growth Percentile			Statewide Median
	2013-14	2014-15	2015-16	
4		52	47	50.0
5		46	58	50.0
6		55	49	50.0
7		61	64	50.0
8		60	56	50.0
All		54	55	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

AF Crown Heights achieved three of the four goals in English Language Arts.

Type	Measure	Outcome
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⁷ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

ENGLISH LANGUAGE ARTS

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.	Did Not Achieve
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.	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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 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 unadjusted median growth percentile. (Using 2015-16 results.)	Achieved

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents Exam in English Language Arts (Common Core) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring 75 on the New York State Regents English exam or Level 4 (meeting Common Core expectations) on the Regents in Exam in English Language Arts (Common Core).⁸ This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

RESULTS

For the 2013 cohort, AF Crown Heights students had a percent passing rate above 65%.

English Regents Passing Rate with a Score of 75 or Level 4 on Common Core Exam

⁸ The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

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by Fourth Year Accountability Cohort⁹

Cohort Designation	Number in Cohort	Percent Passing with a score of 75 or Level 4 on Common Core exam
2011		
2012	38	78%
2013	36	79%

EVALUATION

AF Crown Heights achieved this goal.

English Regents Passing Rate with a score of 75 or Level 4 (Common Core) by Cohort and Year

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	47	72%	46	76%	43	N/A
2014	48	0%	45	64%	56	20%
2015			60	0%	46	68%
2016					36	N/A

Goal 1: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

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

RESULTS

AF Crown Heights had 66% of students who weren't proficient in 8th grade reach the college and career readiness standard.

English Regents Passing Rate with a Score of 75 or Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁰

⁹ Based on the highest score for each student on the English Regents exam

¹⁰ Based on the highest score for each student on the English Regents exam

ENGLISH LANGUAGE ARTS

Cohort Designation	Number in Cohort	Percent Passing with a score of 75 or Level 4 on Common Core exam
2011		
2012	32	66%
2013	32	66%

EVALUATION

AF Crown Heights achieved this goal.

Goal 1: Absolute Measure

Each year, the Accountability Performance Level (“APL”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (“AMO”) set forth in the state’s NCLB accountability system.

METHOD

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:

www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2016-17 English language arts AMO of **178**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exam in Comprehensive English is scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core Examination in English is scored on a scale from 0 to 100; 0 to 64 is level 1, 65 to 78 is level 2; 79 to 84 is level 3, and 85 to 100 is level 4.

RESULTS

AF Crown Heights had an APL of 165, below the AMO of 178.

English Language Arts Accountability Performance Level (APL) For the 2013 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	7%	21%	9%	63%

$$\begin{array}{r}
 \text{PI} = 21 + 9 + 63 = 93 \\
 \phantom{\text{PI}} = + 9 + 63 = \underline{72} \\
 \text{APL} = + + 63 = 165
 \end{array}$$

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EVALUATION

AF Crown Heights did not achieve this goal.

Goal 1: Comparative Measure

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

METHOD

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

RESULTS

AF Crown Heights’s 2013 cohort has an APL of 165

English Regents Accountability Performance Level (APL)¹¹
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2011				
2012	152	38	N/A	N/A
2013	165	36	N/A	N/A

EVALUATION

District results are not currently available, N/A.

ADDITIONAL EVIDENCE

AF Crown Heights cohort APL has increased from the 2012 cohort to the 2013 cohort.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL ¹²

AF Crown Heights achieved two out of three goals for which data is currently available.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the	Achieved

¹¹ For an explanation of the procedure to calculate the school’s APL, see page 31.

¹² If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

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	New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
Absolute	Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the school district of comparison. (Using 2015-16 school district results.)	N/A

ACTION PLAN

We strongly support the rigorous Common Core aligned tests, and we have invested heavily in adapting the academic program to meet these college preparatory standards. In 2017-18 we will continue increasing the complexity of texts our scholars are reading, as well as the quality of instruction to support scholars both in building fundamental skills and developing higher order inquiry and analysis skills. Specifically, we will continue to on the following priorities in the 2017-18 school year:

1. Top quality oral and written responses – ensuring that teachers push and support scholars to produce work that is 100% correct and requires complex thinking.
2. Increased focus on text-dependent questions – supporting scholars to do close reading, annotate text, and use evidence in responses.
3. Additional time for vocabulary instruction – ensuring that instructional time is dedicated daily to building academic vocabulary.

The Achievement First network support team has created extensive guiding materials in each of these areas. In addition to curriculum, these materials include skill specific “Fundamentals of Instruction,” which provide a theoretical and practical background for best instructional practices, and intellectual preparation protocol. These resources will be used by coaches within the context of the regular coaching process to develop teacher skill in each of these areas.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

BACKGROUND

For students to thrive in the world they will face after college, they must be able to make sense of the world through a mathematical lens. Therefore, learning mathematics requires more than learning facts and procedures for solving certain types of problems. A well-prepared student will develop proficiency and expertise in a number of mathematical practices that have longstanding importance in mathematics education.

In the mathematics program at Achievement First Crown Heights, mathematical practices come to life through the shifts (focus, coherence, and rigor) called for by the Common Core State Standards. We will continue to refine the components of and resources for the program, on our path to seeing these practices and shifts embodied by our students and driving instruction.

Tenets of Achievement First's Mathematics Program:

1. Conceptual Understanding: comprehension of mathematical concepts, operations, and relations
 - While developing conceptual understanding, students make meaning of mathematics and make connections across mathematical ideas which allows for rapid acquisition of new knowledge, greater retention, and ability to apply in novel contexts.
2. Procedural Fluency: skill in carrying out procedures flexibly, accurately, efficiently, and appropriately
 - The development of procedural fluency allows students to focus mental energy on flexibly approaching and thinking through problems, rather than the steps to perform an accurate calculation.
3. Strategic Competence & Adaptive Reasoning: ability to formulate, represent, and solve mathematical problems; capacity for logical thought, reflection, explanation, and justification
 - The development of these habits of mind prepares students to solve mathematical problems that they may encounter throughout the rest of their academic and social lives.
4. Productive Disposition: habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.
 - Students approach challenging situations as opportunities to learn and mistakes made along the way as times for feedback and reflection, not representations of personal failure. This productive disposition is the hallmark of having a growth mindset as opposed to one that is fixed.

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5. **Problem Solving:** the umbrella under which all the opportunities to increase proficiency and expertise with the mathematical practices fall
 - While students engage in problem solving they are making sense of problems, thinking strategically about concept and skill applications, planning and executing a viable approach, and reflecting on process and solutions.

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in April 2017. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2016-17 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹³				Total Enrolled
		IEP	ELL	Absent	Refused	
3	87			4		91
4	93					93
5	107					107
6	98					98
7	85					85
8	82					82
All	552			4		556

RESULTS

Overall, AF Crown Heights students enrolled in at least their second year were 67% proficient.

Performance on 2016-17 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

¹³ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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3	80%	87	89%	82
4	61%	93	61%	83
5	50%	107	51%	90
6	55%	98	57%	92
7	58%	86	58%	83
8	82%	82	86%	76
All	64%	553	67%	406

EVALUATION

AF Crown Heights did not achieve this goal.

ADDITIONAL EVIDENCE

The overall proficiency for AF Crown Heights students in at least their second year has risen 20 percentage points since 2014-15.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	54%	84	73%	84	89%	82
4	53%	80	53%	79	61%	83
5	39%	80	47%	87	51%	90
6	48%	79	63%	84	57%	92
7	47%	76	66%	86	58%	83
8	43%	74	72%	75	86%	76
All	47%	473	62%	495	67%	406

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State mathematics 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 2016-17 mathematics AMO of 109. The PLI is calculated by adding

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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 Levels 3 and 4. Thus, the highest possible PLI is 200.¹⁴

RESULTS

AF Crown Heights achieved a PLI of 155, well above the AMO of 109.

Mathematics 2016-17 Performance Level Index (PLI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	10%	25%	36%	29%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 25 & + & 36 & + & 29 & = & 90 \\
 & & & & 36 & + & 29 & = & \underline{65} \\
 & & & & & & \text{PLI} & = & 155
 \end{array}$$

EVALUATION

AF Crown Heights met this goal.

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.¹⁵

RESULTS

AF Crown Heights students outperform their district peers at all grade levels.

2016-17 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	89%	82	39%	1410
4	61%	83	28%	1481

¹⁴ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

¹⁵ 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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5	51%	90	29%	1456
6	57%	92	29%	1550
7	58%	83	18%	1372
8	86%	76	17%	1582
All	67%	406	39%	1410

EVALUATION

AF Crown Heights achieved this goal.

ADDITIONAL EVIDENCE

AF Crown Heights students have consistently outperformed their district peers over the past three years.

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					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	54%	31%	73%	35%	89%	39%
4	53%	28%	53%	31%	61%	28%
5	39%	28%	47%	28%	51%	29%
6	48%	25%	63%	29%	57%	29%
7	47%	17%	66%	19%	58%	18%
8	43%	14%	72%	20%	86%	17%
All	47%	24%	62%	27%	67%	39%

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.

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Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

AF Crown Heights’s overall effect size was 1.63, with the highest effect size in the 8th grade.

2015-16 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	62%	87	80%	43%	37%	2.17
4	73%	93	61%	37%	24%	1.24
5	70%	107	50%	33%	17%	1.00
6	57%	98	55%	39%	16%	0.91
7	70%	86	58%	27%	31%	1.64
8	59%	82	82%	21%	61%	3.15
All	67%	553	63%	34%	29%	1.63

School’s Overall Comparative Performance:

Higher than expected to a large degree

EVALUATION

AF Crown Heights achieved this goal with a performance of “Higher than expected to a large degree”.

ADDITIONAL EVIDENCE

AF Crown Heights improved their effect size from 2014-15.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14						
2014-15	3-8	70%	520	46%	31%	.8
2015-16	308	67%	553	63%	34%	1.63

Goal 2: Growth Measure¹⁶

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 unadjusted median growth percentile.

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 2015-16 and also have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2014-15 scores are ranked by their 2015-16 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.¹⁷

AF Crown Heights’s overall Mean Growth Percentile is 60, above the statewide median.

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	42	50.0
5	48	50.0
6	63	50.0
7	66	50.0
8	81	50.0
All	60	50.0

EVALUATION

AF Crown Heights achieved this goal.

ADDITIONAL EVIDENCE

AF Crown Heights has had a mean growth percentile above the state median in each of the past three years.

¹⁶ See Guidelines for Creating a SUNY Accountability Plan for an explanation.

¹⁷ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

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Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2013-14	2014-15	2015-16	Statewide Median
4		60.5	42	50.0
5		38.5	48	50.0
6		57	63	50.0
7		56	66	50.0
8		76.5	81	50.0
All		57	<u>60</u>	50.0

SUMMARY OF THE MATHEMATICS GOAL

AF Crown Heights achieved three out of four goals.

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.	Did Not Achieve
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.	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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 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 unadjusted median growth percentile.	Achieved

HIGH SCHOOL MATHEMATICS

Goal 2: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common Core expectations on a Regents Common Core mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the New York State Regents Algebra I (Common Core), Geometry, Geometry (Common Core), Algebra 2/Trigonometry, and/or Algebra II (Common Core) exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the

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college and career readiness standard as scoring 80 or Level 4 on a Common Core exam (fully meeting Common Core expectations).¹⁸ This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

RESULTS

26% of the 2012 Cohort has scored above an 80 on at least one of the Regents Mathematics exams.

Mathematics Regents Passing Rate with a Score of 80 or Level 4 on Common Core Exam by Fourth Year Accountability Cohort¹⁹

Cohort Designation	Number in Cohort	Percent Passing with a score of 80 or Level 4 on Common Core exam
2011		
2012	38	66%
2013	36	26%

EVALUATION

AF Crown Heights did not achieve this goal.

ADDITIONAL EVIDENCE

A large percentage of AF Crown Heights students narrowly missed the 80+ threshold, scoring 75+.

Mathematics Regents Passing Rate with a score of 80 or Level 4(Common Core) by Cohort and Year

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	47	47%	46	48%	36	N/A
2014	48	15%	45	18%	46	N/A
2015			60	33%	56	0%
2016					43	66%

Goal 2: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common

¹⁸ The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

¹⁹ Based on the highest score for each student on the Mathematics Regents exam

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Core expectations on a Regents Common Core mathematics exam) by the completion of their fourth year in the cohort.

METHOD

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

RESULTS

AF Crown Heights had 0% of students who weren't proficient in 8th grade reach the college and career readiness standard.

Mathematics Regents Passing Rate with a Score of 80 or Level 4 on Common Core exam among Students Who Were Not Proficient in 8th Grade by Fourth Year Accountability Cohort ²⁰

Cohort Designation	Number in Cohort	Percent Passing with a score of 80 or Level 4 on Common Core exam
2011		
2012	0	N/A
2013	21	0%

EVALUATION

AF Crown Heights did not achieve this goal.

Goal 2: Absolute Measure

Each year, the Accountability Performance Level ("APL") on a Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

METHOD

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2016-17 mathematics AMO of 165.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible

²⁰ Based on the highest score for each student on the Mathematics Regents exam

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APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core exams in mathematics are scored on a scale from 0 to 100; 0 to 64 is level 1; 65 to 73 is level 2, 74 to 84 is level 3, and 85 to 100 is level 4.

RESULTS

AF Crown Heights had an APL of 123, below the AMO of 165.

Mathematics Accountability Performance Level (APL) For the 2013 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
36	23%	31%	44%	2%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 31 & + & 44 & + & 2 & = & 77 \\
 & & & & 44 & + & 2 & = & \underline{46} \\
 & & & & & & \text{APL} & = & 123
 \end{array}$$

EVALUATION

AF Crown Heights did not achieve this goal.

Goal 2: Comparative Measure

Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the school district of comparison.

METHOD

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

RESULTS

District data is not currently available.

Mathematics Accountability Performance Level (APL) of Fourth-Year Accountability Cohorts by Charter School and School District²¹

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2011				
2012	192	38	N/A	N/A
2013	136	33	N/A	N/A

²¹ See page 39 above for an explanation of the APL.

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EVALUATION

N/A

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL ²²

AF Crown Heights did not achieve one of the three goals for which it was eligible.

Type	Measures	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam OR fully meeting Common Core expectations on a Regents Common Core mathematics exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam OR fully meeting Common Core expectations on a Regents Common Core mathematics exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the school district of comparison. (Using 2015-16 school district results.)	N/A

ACTION PLAN

AF Crown Heights will continue the core improvement strategies established over the last two years. We will continue upgrading the curricular resources available to teachers as described under the ELA section of this Progress Report. Additionally, AF Crown Heights teachers participated in increased math-specific professional development during summer training, and will continue to receive weekly coaching. Additionally, math interventions for struggling students in grades K-4 will be more systematic, and will be triggered by the NWEA Math for Primary Grades assessment to ensure that every struggling student receives tailored extra support, and interventions will be triggered at middle and high school levels by Achievement First interim assessments.

²² If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

GOAL 3: SCIENCE

Goal 3: Science

AF Crown Heights students will demonstrate proficiency in the understanding and application of scientific principles.

BACKGROUND

Our program is designed to ensure that students develop the skills and understandings necessary to be prepared for introductory college level science courses and ultimately the careers of their choice, including (but not limited to) careers in science, engineering, and technology. Our program goes beyond the floor set by current external assessments to ensure that all performance expectations set forth in the Next Generation Science Standards are met. The rigor of content, concepts, and practices gradually increases in complexity from grade band to grade band, to ensure that our scholars have the knowledge and skills to choose careers in STEM.

The program is driven by the National Research Council's Framework for K-12 Science Education, which states: "To develop a thorough understanding of scientific explanations of the world, students need sustained opportunities to work with and develop the underlying ideas and to appreciate those ideas' interconnections over a period of years rather than weeks or months." To accomplish this goal, students build background knowledge and an understanding of science by deeply engaging with a focused set of core ideas and practices throughout their educational experience. Through this intensive approach, they will build expertise and use their expertise to make sense of new information or tackle problems.

The Next Generation Science Standards call for us to teach the practices or methods of science and engineering within our content and to focus on the many methods and practices of science and engineering rather than a single method. In order to support meaningful learning in science and engineering, our science program integrates core ideas of the discipline, science and engineering practices, crosscutting concepts, and Common Core literacy and mathematics. In grades K-8, the program is based on integrated science scope & sequences produced by Achievement First, which draw on a variety of resources from educational publishers, external content experts, and internally designed materials.

Goal 3: 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 science examination.

SCIENCE

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2017. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS

AF Crown Heights's overall proficiency was 78%, greater than the goal of 75%.

Charter School Performance on 2016-17 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	All Charter Students		Charter School Students In At Least 2 nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	87%	80	91%	69
8	70%	54	72%	53
All	78%	134	82%	122

EVALUATION

AF Crown Heights achieved this goal.

ADDITIONAL EVIDENCE

AF Crown Heights overall proficiency in 2016-17 was higher than its proficiency in each of the past two years.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2014-15		2015-16		2016-17	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	85%	82	96%	74	91%	69
8	64%	72	79%	71	72%	53
All	75%	154	88%	145	82%	122

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.

SCIENCE

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.

RESULTS

Because district results are not public, we are unable to say whether or not AF Crown Heights achieved this goal.

2016-17 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	91%	69		
8	72%	53		
All	82%	122		

EVALUATION

N/A

ADDITIONAL EVIDENCE

AF Crown Heights outperformed their district peers in 2014-15, but we currently do not have comparison data for the last two school years.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
4	85%	81%	96%	N/A	91%	
8	64%	41%	79%	N/A	72%	
All	75%	61%	88%	N/A	82%	

SUMMARY OF THE SCIENCE GOAL

AF Crown Heights achieved one of the two goals.

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

SCIENCE

Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A

HIGH SCHOOL SCIENCE

Goal 3: Absolute Measure

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

METHOD

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

RESULTS

79% of AF Crown Heights High School students in the 2012 cohort have passed at least one Science Regents Exam.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²³

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011		
2012	38	95%
2013	36	79%

EVALUATION

AF Crown Heights achieved this goal.

²³ Based on the highest score for each student on any science Regents exam

SCIENCE

ADDITIONAL EVIDENCE

AF Crown Heights has begun administering Regents exams later in students' high school careers. This shift is the reason passing rates seem lower than in previous years. By their senior year, students will have passed all required Regents exams.

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

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	47	78%	46	80%	36	N/A
2014	48	0%	45	40%	46	91%
2015			60	0%	56	100%
2016					43	N/A

Goal 3: Comparative Measure

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

METHOD

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

RESULTS

AF Crown Heights had an overall proficiency of 79%.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2011				
2012	95%	38	N/A	N/A
2013	79%	36		

SCIENCE

EVALUATION

N/A

ACTION PLAN

AF Crown Heights will continue the development of the science program in partnership with Achievement First, which is working with BSCS, a national leader in the development and evaluation of K-12 science programs

GOAL 4: SOCIAL STUDIES

Goal 4: Social Studies

AF Crown Heights student will develop the historical knowledge and skills necessary to be successful in college and to prepare them to be leaders in their communities.

Goal 4: Absolute Measure

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

METHOD

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

RESULTS

AF Crown Heights's 2013 cohort has an 87% passing rate of the US History Regents exam, above the goal of 75%.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁴

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011		
2012	38	89%
2013	36	87%

EVALUATION

AF Crown Heights achieved this goal.

ADDITIONAL EVIDENCE

AF Crown Heights students have historically done well on their US History Regents exams.

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

	2014-15	2015-16	2016-17

²⁴ Based on the highest score for each student on a science Regents exam

Cohort Designation	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	47	0%	46	72%	43	N/A
2014	48	0%	45	0%	56	40%
2015			60	0%	46	67%
2016					36	N/A

Goal 4: Comparative Measure

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

METHOD

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

RESULTS

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2011				
2012	89%	38	N/A	N/A
2013	87%	36	N/A	N/A

EVALUATION

N/A, district results not available.

Goal 4: Absolute Measure

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

METHOD

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

RESULTS

AF Crown Heights's 2013 cohort has an 85% passing rate of the US History Regents exam, above the goal of 75%.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁵

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011		
2012	38	84%
2013	86	85%

EVALUATION

AF Crown Heights achieved this goal

ADDITIONAL EVIDENCE

AF Crown Heights students take the Global History Regents exam in their sophomore year, and have performed well in all cohorts.

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

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	47	73%	46	74%	43	N/A
2014	48	0%	45	40%	56	57%
2015			60	0%	46	60%
2016					36	N/A

Goal 4: Comparative Measure

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

METHOD

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

²⁵ Based on the highest score for each student on a science Regents exam

RESULTS

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

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2011				
2012	84%	38	N/A	N/A
2013	86%	36	N/A	N/A

EVALUATION

N/A District data not available.

GOAL 5: NCLB

Goal 5: NCLB

The school will make Adequate Yearly Progress

Goal 5: Absolute Measure

Under the state’s NCLB 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 school requiring a local assistance plan.

METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school’s status under the state’s No Child Left Behind (“NCLB”) accountability system.

RESULTS

AF Crown Heights is in Good Standing

EVALUATION

AF Crown Heights achieved this goal

ADDITIONAL EVIDENCE

AF Crown Heights has been in Good Standing in each of the past 3 years.

NCLB Status by Year

Year	Status
2014-15	Good Standing
2015-16	Good Standing
2016-17	Good Standing

GOAL 6: HIGH SCHOOL GRADUATION

GOAL 5: HIGH SCHOOL GRADUATION

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

Goal 6: Absolute Measure

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

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school’s promotion requirements, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

Course	# of Credits - NY
Literature (9 – 12)	4
Writing (9 – 12)	4
Mathematics (to at least Pre-Calculus)	4
Science (to include Biology, Chemistry, Physics)	4
History (to include US and Global; Econ/Gov’t in NY)	4
College Readiness Seminar	1
College Readiness - Health	.5
College Readiness - SAT Prep	1
Foreign Language	1
Electives (not including Art/PE/Composition/CRS)	4
Art/Music	1
P.E.	2
Non–Course Requirements	NY
Completion of approved summer program	3 credits
ELA Regents	Score of 75
Algebra Regents	Score of 75
One additional Math Regents	Score of 65

COLLEGE PREPARATION

One additional Science Regents	Score of 65
US History Regents	Score of 65
Global History Regents	Score of 65
Required Community Service hours	Yes

RESULTS

90% of AF Crown Heights sophomores and 93% of freshmen were promoted to the next grade.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2016-17

Cohort Designation	Number in Cohort	Percent promoted
2015	50	90%
2016	43	93%

EVALUATION

AF Crown Heights achieved this goal.

Goal 6: Absolute Measure

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2017, the 2015 cohort will have completed its second year.

RESULTS

68% of the sophomore cohort at AF Crown Heights have passed at least 3 Regents examinations.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2013	36	83%
2014	46	79%
2015	56	68%

EVALUATION

AF Crown Heights did not achieve this goal.

Goal 6: Absolute Measure

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

COLLEGE PREPARATION

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2013 cohort and graduated four years later and those who entered as members of the 2012 cohort and graduated five years later. At a minimum, these students have passed five Regents exams required for high school graduation in English language arts, mathematics, science, U.S. History and Global History or met the requirements for the 4+1 pathway to graduation.²⁶ Students have through the summer at the end of their fourth year to complete graduation requirements.

The school's graduation requirements appear above under the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

RESULTS

80% of AF Crown Heights seniors graduated in 4 years.

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

Cohort Designation	Number in Cohort	Percent Graduating
2011	n/a	n/a
2012	38	87%
2013	44	80%

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

Cohort Designation	Number in Cohort	Percent Graduating
2010	n/a	n/a
2011	n/a	n/a
2012	37	95%

EVALUATION

AF Crown Heights achieved this goal.

Goal 6: Comparative Measure

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

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district

²⁶ The state's guidance for the 4+1 graduation pathway can be found here:

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

COLLEGE PREPARATION

of comparison²⁷. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

RESULTS

AF Crown Heights exceeded the host CSD (17) four year June graduation rate by over 22 percentage points for the one cohort that comparable data is available.

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

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2011	n/a	n/a	2065	65.6%
2012	38	87%	2083	64.9%
2013	44	80%	n/a	n/a

EVALUATION

AF Crown Heights achieved this goal.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

AF Crown Heights achieved three out of the four goals.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Achieved
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Did Not Achieve
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Achieved
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Achieved

²⁷ Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

ACTION PLAN

AF Crown Heights high school will continue to provide a rigorous academic program, reinforce its strong school culture, and explicitly support students to build the “habits of success” necessary to succeed in college and beyond. These core components of the high school program are specifically designed to help AF Crown Heights students graduate high school ready for success in college and beyond.