



Finn Academy: An Elmira Charter School

2016-17 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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INTRODUCTION

Aimee Ciarlo (Dean of Scholars), Katelin Woods (Dean of Academics) and Martina Baker (COO) prepared this 2016-17 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Jill Koski	Chair, Facilities & Governance Committees
Kevin Murphy	Vice Chair; Governance Committee
A. Renee Sutton	Treasurer; Finance Committee Chair
Maya Patel	Secretary; Academics Committee
Katie Stowell	Trustee; Academics Committee
Lynn Winner	Trustee; Academics Committee
Jenica Drehmer	Parent Representative
Nichole Bocage	Parent Representative

Aimee Ciarlo, Katelin Woods and Martina Baker have served as the school leaders since July 1, 2017.

INTRODUCTION

At Finn Academy: An Elmira Charter School, we will engage students deeply in the arts, music, and in fitness. We will emphasize the importance of college attendance. We will nurture the character traits of leadership, scholarship, reflection, kindness, perseverance, and aspiration. We will strategically partner with community resources to be a model of best practice in education to make a measurable difference in student learning. We seek to increase the number of college and career ready students our community launches into a life and a future – by better preparing them for the demands and rigor of high school.

DESIGN ELEMENTS

- Expeditionary Learning Partner School
- Extended Day and Year
- STREaM – Science, Technology, Reading, Engineering, Arts, and Math
- College Preparation
- Wellness
- Professional Learning and Teacher Support

Finn Academy opened its doors in 2015 to scholars in grades K-3. We have grown each year, and in our third year, the 2017-2018 school year, we now serve scholars in grades K-5.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2015-16	64	54	45	47	N/A	210								
2016-17	34	65	52	48	46	N/A	245							
2017-18	49	36	66	54	53	45	N/A	303						

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

Finn Academy partnered with EL Education during the 2016-17 school year to provide ELA curriculum, instruction, assessments, and professional development.

In grades K-2, teachers worked together to design their own engaging and motivating expeditions that incorporated non-fiction and fiction anchor texts at various Lexile Levels. In grades 3-4, teachers utilized the New York State Common Core ELA Modules to provide scholars with their ELA instruction, enhancing them to foster scholar motivation around the topics. Scholars were learning social studies and science content through the lens of ELA, applying their knowledge to the world around them.

Classroom teachers facilitate opportunities for scholars to explore their thinking through writing tasks and relevant, real-world problems, resulting in a culminating event that meets Common Core standards in writing and ELA. Assessments were administered often, both formal and informal, throughout the course of the expedition to provide snapshots of scholar growth in reading and writing skills. Classroom teachers utilized rubrics to identify areas of strength and areas of growth and discussed these one-on-one with scholars, encouraging them to produce high-quality work.

Professional Development, or as we refer to it—Professional Learning—was provided in-house with the support of EL Education to provide teachers with resources around what high-quality work looks like and how to get scholars to challenge themselves to become better readers and writers. In addition to the expedition curriculum, classroom teachers were expected to organize ELA centers, honing in on the skills and strategies scholars needed to improve academically. These centers were connected to the content that scholars were learning about during expeditions, but emphasized word work, reading for information and writing skills that correlate with their grade level standards.

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 and 4th grades in April 2017. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

2016-17 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	47				1	48
4	46				1	47
All	93				2	95

RESULTS

In their first year of state testing and their second year as scholars at Finn Academy, Third Grade Scholars surpassed the host district in proficiency. Fourth Grade Scholars struggled to improve their percentage of proficient scholars, decreasing to 11% in their second year.

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	26%	47	25%	40
4	11%	46	11%	44
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	16%	93	18%	84

EVALUATION

Finn Academy did not meet the measure for ELA, “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.” Third grade scholars were 26% proficient and fourth grade scholars were 11% proficient. Third graders performed at a higher level of proficiency than the Elmira City School District, but they still have a far way to go in terms of meeting the accountability

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.

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goal. Many elements attributed to these results, including inconsistency in assessment and instruction prior to systematic changes that occurred mid-school year.

The school program itself is successful in incorporating motivating learning elements throughout the school year to keep scholars interested. These motivating elements include presentations by local, relevant experts; field studies that are learning focused; exciting, high-interest texts and assignments; and an emphasis and infusion in the arts.

Problem areas that resulted in Finn Academy's level of proficiency include the untimely receipt of Terra Nova results; an inability to administer the Terra Nova mid-school year, due to financial constraints; and the lack of data utilized throughout the school year as precursors to the state assessments.

These are elements that the school is aware of and has already made great progress to rectify. In the 2017-2018 school year, Finn Academy will administer the NWEA, rather than the Terra Nova, to receive timely and useful data that can support teachers and their classroom instruction (at the time of this report, Finn scholars have already completed their first week of NWEA testing). Assessment data will be available prior to the conclusion of September and will be analyzed and utilized to drive instruction and differentiation throughout the year.

The school is now in good financial standing for the 2017-18 school year, and leaders and classroom teachers will utilize data throughout the school year, from a variety of resources, to ensure that scholar growth is at the forefront of their instruction.

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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	N/A	N/A	N/A	N/A	25%	40
4	N/A	N/A	N/A	N/A	11%	44
5	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	18%	84

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 200.²

RESULTS

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
93	54	28	14	4

$$\begin{array}{r}
 \text{PI} \\
 = \\
 [28] \\
 + \\
 [14] \\
 + \\
 [4] \\
 + \\
 [4] \\
 \text{PLI} \\
 = \\
 [46] \\
 \underline{18} \\
 [64]
 \end{array}$$

EVALUATION

The school fell short of reaching the 2016-17 English language arts AMO of 111.

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

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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.³

RESULTS

In the 2016-17 school year, third grade scholars at Finn Academy who completed their second year enrolled in the Charter School achieved a 25% proficiency rate in ELA. Fourth grade scholars, who completed their second year enrolled in the Charter School, achieved a proficiency rate of 11%. This school year was the first time that scholars were enrolled at Finn Academy for at least two years and it provides a starting point for growth that the school will work to surpass in later school years.

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	25%	40	19%	443
4	11%	44	18%	434
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	18%	84	18%	877

EVALUATION

Finn Academy's third grade scholars met the measure, exceeding the host district, the Elmira City School District, by 6%. Fourth grade scholars at Finn Academy did not meet the measure, falling short by 7% when compared to the host district students at the same grade level.

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](#).

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ADDITIONAL EVIDENCE

In its first year of operation, third grade Finn Academy scholars did not surpass the host district students at the same grade level. This same group of scholars continue to struggle to meet the accountability goals set forth by the school.

In our second year of operation, our grade three scholars—the majority of whom were now in their second year at Finn Academy—did indeed surpass the host district in this measure.

It is the school’s position that the longer our scholars are educated within our walls, where there is a commitment to rigorous and intense ELA instruction, that we will continue to see growth in our scores as compared to our host district.

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	N/A	N/A	N/A	N/A	25%	19%
4	N/A	N/A	N/A	N/A	11%	18%
5	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	18%	18%

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

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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.

This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS

Based on internal data, we were able to determine the percent economically disadvantaged students in each grade level, which is listed below.

2016-17 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	50%	47	26%			
4	57%	46	11%			
5	N/A	N/A	N/A			
6	N/A	N/A	N/A			
7	N/A	N/A	N/A			
8	N/A	N/A	N/A			
All	58%	93	18%			

School's Overall Comparative Performance:

TBD

EVALUATION

It is still to be determined if the school met the measure, based on the predicted scores.

Goal 1: Growth Measure⁴

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

⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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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.⁵

RESULTS

N/A, we do not have data for 2014-2015; next year we will analyze this data.

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

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5		50.0
6		50.0
7		50.0
8		50.0
All		50.0

EVALUATION

N/A, we do not have data for 2014-2015; next year we will analyze this data.

ADDITIONAL EVIDENCE

N/A, we do not have data for 2014-2015; next year we will analyze this data.

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				50.0
5				50.0
6				50.0
7				50.0
8				50.0
All				50.0

⁵ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

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SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Finn Academy continues to work toward 75% proficiency of all tested students who are enrolled in at least their second year. In the 2016-17 school year, third grade scholars met the comparative goal, outperforming students in the same tested grades in the Elmira City School District.

Fourth grade scholars did not meet this same goal at their own grade level, when compared to the students in the same tested grades in the Elmira City School District.

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.	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 in 3 rd Grade Did Not Achieve in 4 th Grade
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.)	TBD
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.)	Measure could not be Calculated

ACTION PLAN

In the 2017-18 school year, Finn Academy leaders and staff have steps in place to improve academic performance based on the specific results associated with this goal. Many structures that are currently in existence and benefitting scholars at Finn will stay in place, including smaller class sizes. As a school building, we will work together to assess scholars, determine their instructional needs, and facilitate learning environments that are conducive to scholar growth. This includes new initiatives including but not limited to: monthly Data Meetings; constant evaluation of benchmark test results; formal and informal assessments; and EL Education Rubrics. Staff will also participate in Professional Learning Opportunities that encourage them to focus on their scholars' needs and ensuring growth for all scholars.

Rather than utilizing the Terra Nova in the 2017-18 school year, the school has moved forward with administering the NWEA in reading and math for K-2 scholars and reading, math, and language for 3-5 scholars. The assessments will be administered 3 times a year, once in September, once in the beginning of February, and finally, in June, to measure scholar growth and to provide teachers and leadership an opportunity to meet the needs of each individual scholar.

Program revisions will take place school-wide in the 2017-18 school year with the implementation of the Second Edition Common Core EL Education Modules K-5. Along with the modules, teachers

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will also utilize the Skills Block instruction for K-2 and the ALL Block instruction for 3-5 to provide scholars with individualized instruction that will complement their work during their daily expedition instruction.

As a whole school, Professional Learning will be geared toward providing rigorous instruction, meeting the needs of all scholars, and utilizing data to promote growth. Finn Academy is hopeful that these changes will be successful in supporting all scholars and predetermining the expected proficiency levels of scholars prior to administering the 2017-18 NYS ELA Assessment for grades 3-5.

MATHEMATICS

Goal 2: Mathematics

Scholars will demonstrate competency in the understanding and application of mathematical computation, modeling, reasoning, and problem solving.

BACKGROUND

Finn Academy utilized Jump Math to provide math instruction for scholars and a teacher created, Kindergarten focused curriculum for the 2017-18 school year, in anticipation of a Kindergarten Jump Math Curriculum to be released the following year.

Assessments for this curriculum are administered throughout each unit in the form of quizzes and culminates with a test and the end of each unit. Finn Academy has a math curriculum for Jump Math that teachers utilize to ensure that their content is completed by the end of the school year.

Professional Learning for Jump Math, math instruction, math centers, and math assessments were not provided in-house prior to the 2016-17 school year.

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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 and 4th grades 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 ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3	46			1	1	48
4	43				1	46
5	N/A					N/A
6	N/A					N/A
7	N/A					N/A
8	N/A					N/A
All	89			1	2	94

RESULTS

Scholars in third grade, enrolled in at least their second year at Finn Academy, performed at a 21% proficiency level.

Scholars in fourth grade, enrolled in at least their second year at Finn Academy, performed at a 7% proficiency level.

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
3	20%	46	21%	38

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.

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4	7%	43	7%	41
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	12%	89	14%	79

EVALUATION

The school did not meet its accountability goals in Mathematics for third or fourth grade in the 2016-17 school year.

This school year was the first time that scholars were enrolled at Finn Academy for at least two years and it provides a starting point for growth that the school will work to surpass in later school years.

Though not a comparison reported officially on this Accountability Report, the school finds it important to note that in their first year tested, the 2016-2017 third grade cohort of students in their second year at Finn achieved a 21% proficiency rate; this is compared to last year's 3rd grade cohort, which was at a 15% proficiency rate. Therefore, with more time at Finn, our scholars are improving their proficiency on this particular assessment in their first year tested, after multiple years of enrollment at Finn.

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	N/A	N/A	N/A	N/A	21%	38
4	N/A	N/A	N/A	N/A	7%	41
5	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	14%	79

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.

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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 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 200.⁷

RESULTS

The school fell short of reaching the 2016-17 mathematics 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
89	[54]	[33]	[11]	[2]

PI	=	[33]	+	[11]	+	[2]	=	[46]
				[11]	+	[2]	=	[13]
						PLI	=	[59]

EVALUATION

The school fell short of reaching the 2016-17 mathematics AMO of **109**.

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.⁸

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

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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RESULTS

In Mathematics, Finn Academy third grade scholars fell behind all school district students in the same grade level by 8%.

Finn Academy fourth grade scholars fell behind all school district students in the same grade level by 14%.

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	21%	38	29%	433
4	7%	41	21%	431
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	14%	79	18%	864

EVALUATION

The school did not meet the measure set forth in the accountability plan. This was the first year of testing for third grade scholars.

Fourth grade scholars proficiency performance decreased from the previous school year.

Again, though not a comparison reported officially on this Accountability Report, the school finds it important to note that in their first year tested, the 2016-2017 third grade cohort of students in their second year at Finn achieved a 21% proficiency rate; this is compared to last year's 3rd grade cohort, which was at a 15% proficiency rate (when tested for the first time). Therefore, with more time at Finn, our scholars are improving their proficiency on this particular assessment in their first year tested, after multiple years of enrollment at Finn.

ADDITIONAL EVIDENCE

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	N/A	N/A	N/A	N/A	21%	29%

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4	N/A	N/A	N/A	N/A	7%	21%
5	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	14%	18%

Goal 2: Comparative Measure

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

METHOD

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

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

RESULTS

2016-17 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	50%	46	20%			
4	57%	43	7%			
5	N/A	N/A	N/A			
6	N/A	N/A	N/A			
7	N/A	N/A	N/A			
8	N/A	N/A	N/A			
All	55%	89	13%			

APPENDIX B: SUMMARY TABLES

School's Overall Comparative Performance:
TBD

EVALUATION

This data has yet to be determined.

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 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.¹⁰

N/A, we do not have data for 2014-2015; next year we will analyze this data.

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5		50.0
6		50.0
7		50.0
8		50.0
All		50.0

⁹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹⁰ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

APPENDIX B: SUMMARY TABLES

EVALUATION

N/A, we do not have data for 2014-2015; next year we will analyze this data.

ADDITIONAL EVIDENCE

N/A, we do not have data for 2014-2015; next year we will analyze this data.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2013-14	2015-16	2015-16	Statewide Median
4				50.0
5				50.0
6				50.0
7				50.0
8				50.0
All				50.0

SUMMARY OF THE MATHEMATICS GOAL

Finn Academy continues to work toward 75% proficiency of all tested students who are enrolled in at least their second year. In the 2016-2017 school year, third grade scholars did not meet the comparative goal of outperforming students in the same tested grades in the Elmira City School District. Fourth grade scholars did not meet this same goal at their own grade level, when compared to the students in the same tested grades in the Elmira City School District.

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.	Did Not Achieve
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	TBD

APPENDIX B: SUMMARY TABLES

	controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 school district results.)	
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.	Could not be Calculated

ACTION PLAN

In the 2017-18 school year, the teachers and leadership team at Finn Academy will take a new approach on Mathematics, ensuring that all scholars are receiving individualized instruction based on their own areas of growth. Many structures that are currently in existence and benefitting scholars at Finn will stay in place, including smaller class sizes.

Rather than utilizing the Terra Nova to gather data, Finn Academy will administer the NWEA to determine the skills and strategies that scholars have mastered and what they can do to improve. Teachers will use this data to ensure scholar growth by providing differentiated instruction during math blocks and utilizing formal assessments regularly to measure effective instruction in the classroom. These steps were not consistently utilized at Finn Academy across all grade levels in the past, which made it difficult to have whole school conversations about math instruction. In the coming school years, teachers will continue to refine their approach to math instruction and math anxiety to support their scholars.

Fifth Grade scholars will experience differentiated math instruction in the 2017-18 school year by participating in a “Walk to Math” program, further individualizing their learning. They will work with teachers at their individualized level to make improvements in their mathematics skills and to help them become more proficient mathematicians. The grade level, and all grade levels, will meet regularly as teams and monthly in data meetings to discuss scholar growth, areas of improvement, as well as reflecting on their own instructional practices.

APPENDIX B: SUMMARY TABLES

SCIENCE

Goal 3: Science

Finn Academy Charter School scholars will use technology, mathematics, design principles, and scientific concepts to generate hypotheses, conduct and analyze investigations, and represent conclusions.

BACKGROUND

Finn Academy is committed to providing our scholars with a commitment to the STEM fields; we have a dedicated STrEaM lab and full time classroom teacher providing challenging, enriching, rigorous instruction and experimentation in the STEM fields. We have unique local partnerships with the Chemung Riverfriends and Elmira College, providing our scholars with regular access to experts in various scientific disciplines.

Through the integrated nature of our curriculum, our scholars are receiving a strong foundation in all scientific disciplines, which is correlating to a deeper understanding of scientific principles.

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.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th 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

64% of Finn fourth grade scholars who were enrolled in at least their second year at Finn Academy were proficient on the 2016-2017 State Science Exam.

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			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	64%	43	76%	438
8	N/A	N/A	N/A	N/A
All	64%	43	76%	438

APPENDIX B: SUMMARY TABLES

EVALUATION

We did not meet the measure of 75% proficiency; Finn scholars fell short by only 11%.

ADDITIONAL EVIDENCE

We only have one year of data to report, as this is the first year our school had 4th grade scholars to participate in the state Science Exam.

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	N/A	N/A	N/A	N/A	64%	43
8	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	64%	43

Goal 3: Comparative Measure

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

METHOD

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

RESULTS

In its first year administering the New York State Science Assessment for Fourth Grade, Finn Academy scholars were 64% proficient. Finn Academy's host district outperformed Finn by 12%, rounding out their proficiency at 76%.

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	64%	43	76%	438
8				
All	64%	43	76%	438

APPENDIX B: SUMMARY TABLES

EVALUATION

In its first year administering the Fourth Grade New York State Science Assessment, Finn Academy did not meet their accountability goal in science for the 2017-2018 school year. The Elmira City School District outperformed Finn academy by 12%.

ADDITIONAL EVIDENCE

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
4					64%	76%
8						
All					64%	76%

SUMMARY OF THE SCIENCE GOAL

Type	Measure	Outcome
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.	Did Not Achieve
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

ACTION PLAN

Finn Academy will continue to build and improve their science instruction by enhancing the STReaM program that is already in existence at Finn, continuing to partner with local organizations, including Friends of the Chemung River and Elmira College, and infusing science content through the lens of ELA and Expedition Instruction. Finn feels strongly that the science awareness, exposure, and learning opportunities that scholars receive will continue to improve as the school continues to solidify its STReaM program.

All scholars, K-5, receive STReaM instruction weekly from the STReaM instructor. This program was in its first year of operation in the 2016-17 school year and continues to be developed and improved with staff and leadership input. In the STReaM space, scholars explore the Engineering Design Process by exploring real-world problems and solutions. They collaborate with peers to generate new ideas about the world around them and make connections between science and engineering, and their expedition content.