



Academy  
of the City  
Charter School

**ACADEMY OF THE CITY  
CHARTER SCHOOL**

**2012-2013 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 2013

By \_\_\_\_\_ Richard Lee \_\_\_\_\_

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\_\_\_\_\_Richard Lee, Principal\_\_\_\_\_ prepared this 2012-2013 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Angela Howard	Vice Chair Education Committee Facilities Search Committee
Harold Elish	Trustee Finance & Audit Committee
James Traub	Trustee Education Committee Development & Advocacy Committee
Nancy Sills	Secretary Finance & Audit Committee Education Committee Development & Advocacy Committee Facilities Search Committee
Richard Welles	Chairman Education Committee Operations & Technology Committee
Silvana Vasconcelos	Trustee Education Committee
Steven Zimmerman	Treasurer Finance & Audit Committee Development & Advocacy Committee Facilities Search Committee Operations & Technology Committee

**Name\_\_\_\_\_Richard Lee\_\_\_\_\_ has served as the school leader since August 1, 2011.**

## INTRODUCTION

Academy of the City Charter School (AoC) is deeply embedded in the Astoria and Long Island City communities. Our student body represents the diversity of this culturally rich part of Western Queens. AoC opened in August 2011, serving 100 students in grades K-1 in the 2011-12 school year. During the 2012-2013 year, we added second grade and our attendance rose to 152 students. The school is continuously growing and is chartered to serve grades K-5. The student body demographics are approximately 40% Black, 40% Latino, and 10% Asian, 10% White; 100% of the students are selected by a blind lottery process.

Our community-based charter school was founded on the principles of:

- Community involvement
- Workplace democracy
- Reflective practices in pedagogy, management and governance
- Continuous Professional development
- Accountability
- Transparency
- Entrepreneurialism

Our students will become independent thinkers, lifelong learners, and responsible members of their communities. We are committed to an educational philosophy rooted in social justice, inquiry, experiential and collaborative learning, and supported by continual professional development and reflective practice. Through a literacy-based, integrated curriculum that encourages community and honors diversity, our students receive the education they will need to meet the academic and social challenges of the best high schools, to be prepared for our best colleges and universities, and to thrive in today's world.

### School Enrollment by Grade Level and School Year

School Year	K	1	2	Total
2011-12	49	51	n/a	100
2012-13	52	48	52	152

## ENGLISH LANGUAGE ARTS

### **GOAL I: ENGLISH LANGUAGE ARTS**

Academy of the City Charter School's students will meet or exceed Common Core and New York State Learning Standards for their grade level in all aspects of literacy, including reading, writing, speaking and listening. The English Language Arts curriculum at Academy of the City Charter School is designed to ensure that students learn to read with interest and understanding, write to communicate clearly, speak confidently and expressively, and listen with attention and understanding. The school's English Language Arts curriculum is closely aligned to the Common Core Standards and New York State English Language Arts Standards.

### **Background**

For English language arts, the Academy of the City charter school used the Fountas & Pinnell Benchmark Assessment System for formal assessment for all grades. Assessments of reading ability were conducted in October 2012, January 2013 and June 2013. Ongoing formative assessments were conducted throughout the year, using the state standards as a framework to inform our observations about children's learning and to analyze student work.

In the future, benchmark assessments will be conducted in October, January and June of each school year. Annually, six curriculum-based assessments are planned, including an diagnostic inventory of dolch words, an oral language assessment and an assessment of writing skills in addition to continued use of the Fountas & Pinnell benchmark assessment system.

Our ongoing English language arts program consists of a standards-informed reading workshop which includes shared reading, guided reading, and independent reading; Writer's workshop including shared writing, guided writing, and independent writing. Phonics instruction is included in our ELA periods. Our teachers use a variety of research-based teaching methods to differentiate instruction for all students; while Special Education and ESL specialists push-in to classrooms to provide guided instruction and support for students identified as needing these instructional support services.

### **Goal 1: Absolute Measure**

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts exam starting in the 2013-2014 school year as the school will have children in third grade.
- Each year, the school's aggregate Performance Index (PI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

**Results**

None to report at this time. During the 2012-2013 school year, Academy of the City Charter School served grades K-2. English language arts exams were not administered to grades K through 2.

## **ENGLISH LANGUAGE ARTS**

### **Comparative Measures**

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English language arts exam will be greater than that of students in the same tested grades in the local school District 30 starting in the 2013-2014 school year as the school will have children in third grade.
- Each year, the school will exceed its predicted level of performance on the state English language arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

### **Results**

Kindergarten through second grade students at Academy of the City Charter School were not eligible for New York State examinations in 2012-2013.

## **ENGLISH LANGUAGE ARTS**

### **Growth Measures**

- Starting in the 2014-2015 school year, as the school will have children in fourth grade, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state English language arts exam and 75 percent at or above Level 3 on the current year's state English language arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.
- Each year, on the Measures of Academic Performance from Northwest Evaluation Association reading assessment, all grade-level cohorts of students (in grades 2 and higher) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

### **Results**

Kindergarten and first grade students at Academy of the City Charter School were not eligible for New York State examinations in 2012-2013. 2013 was the baseline year for NWEA testing for the second grade. At this time, there is no comparable cohort information available for analysis.

## **GOAL II: MATHEMATICS**

Academy of the City Charter School students will meet or exceed Common Core and New York State Learning Standards for their grade level in mathematics. The mathematics curriculum at Academy of the City Charter School is designed to ensure that students have a sound base in numeration and number sense on which the mathematics skills can be rooted.

### **Background**

For Mathematics, the Academy of the City charter school used the teacher-made assessments for Kindergarten and first grade. Assessments of mathematical ability were conducted in January and June of 2013. Ongoing formative assessments were conducted throughout the year, using the state standards as a framework to inform our observations about children's learning and to analyze student work.

In the future, six curriculum-based assessments are planned. In October, January and June of each successive year, baseline assessments which include a Math interview, written assessment and teacher observation rubric will be used.

Academy of the City Charter School uses TERC mathematics, plus the use of games, songs, chants, diverse representations, movement, journaling, word work, literature and daily routines. Instruction is delivered using all modalities and differentiation.

### **Absolute Measures**

- Starting in the 2013-2014 school year, as the school will have children in third grade, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics exam starting in the 2013-2014 school year as the school will have children in third grade.
- Each year, the school's aggregate Performance Index (PI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

### **Results**

None to report at this time. During the 2012-2013 school year, Academy of the City Charter School served grades K-2. NYS Mathematics exams were not administered to grades K through 2.

## **MATHEMATICS**

### **Comparative Measures**

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of students in the same tested grades in the local school District 30 starting in the 2013-2014 school year as the school will have children in third grade.
- Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

### **Results**

K-2 students at Academy of the City Charter School were not eligible for New York State examinations in 2012-2013.

## **MATHEMATICS**

### **Growth Measures**

- Starting in the 2014-2015 school year, as the school will have children in fourth grade, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state mathematics exam and 75 percent at or above Level 3 on the current year's state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.
  
- Each year, on the Measures of Academic Performance from Northwest Evaluation Association mathematics assessment, all grade-level cohorts of students (in grades 2 and above) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

### **Results**

Kindergarten and first grade students at Academy of the City Charter School were not eligible for New York State examinations in 2012-2013. Additionally, 2012-2013 was the initial year of NWEA testing for second grade. There is not comparable cohort data available for reporting.

### **GOAL III: SCIENCE**

Academy of the City Charter School's students will meet or exceed the New York State core curriculum standards and National Education standards for their grade level. The Science curriculum is designed to ensure that students collect and record first-hand data, to represent and analyze it using the scientific method. Children will learn to identify patterns, describe relationships, make connections, develop models, pose questions, make predictions, check hypotheses and puzzle over answers using the scientific method.

#### **Background**

Academy of the City Charter School uses the FOSS Science curriculum, which is highly correlated to the New York State and national science standards. Science instruction combines mastery of core vocabulary and conceptual knowledge with the application of scientific principles in laboratory settings.

Science instruction at Academy of the City Charter School will combine student mastery of core vocabulary and conceptual knowledge with the application of scientific principals in laboratory settings. Science assessments, for example, will include sections that focus on the key terms and ideas of a unit as well as a performance task component that will require students to synthesize and analyze data from laboratory experiments. Science teachers will also actively work to reinforce key mathematical concepts, especially graphing and measurement skills. This curriculum and teaching methods will serve as tools to meet the targeted proficiencies described below.

#### **Absolute Measures**

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science exam starting in the 2014-2015 school year as the school will have children in fourth grade.

#### **Results**

Academy of the City Charter School students were not eligible for New York State examinations in 2012-2013.

## **SCIENCE**

### **Comparative Measures**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on a state science exam will be greater than that of students in the same tested grades in the local school district 30.

### **Results**

Kindergarten through second grade students at Academy of the City Charter School were not eligible for New York State examinations in 2012-2013.

**GOAL IV: NCLB**

The school will make Adequate Yearly Progress.

**Absolute Measure**

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

**Summary of the English Language Arts Goals**

**GOAL I: ENGLISH LANGUAGE ARTS**

Academy of the City Charter School’s students will meet or exceed Common Core and New York State Learning Standards for their grade level in all aspects of literacy, including reading, writing, speaking and listening. The English Language Arts curriculum at Academy of the City Charter School is designed to ensure that students learn to read with interest and understanding, write to communicate clearly, speak confidently and expressively, and listen with attention and understanding. The school’s English Language Arts curriculum is closely aligned to the Common Core Standards and New York State English Language Arts Standards.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
<b>Absolute Measure</b>	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts exam starting in the 2013-2014 school year as the school will have children in third grade.	N/A
<b>Absolute Measure</b>	Each year, the school’s aggregate Performance Index (PI) on the state English language arts exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	N/A
<b>Comparative Measure</b>	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English language arts exam will be greater than that of students in the same tested grades in the local school District 30 starting in the 2013-2014 school year as the school will have children in third grade.	N/A
<b>Comparative Measure</b>	Each year, the school will exceed its predicted level of performance on the state English language arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.	N/A
<b>Growth</b>	Starting in the 2014-2015 school year, as the school will	N/A

<b>Measure</b>	have children in fourth grade, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state English language arts exam and 75 percent at or above Level 3 on the current year's state English language arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.	
<b>Growth measure</b>	Each year, on the Measures of Academic Performance from Northwest Evaluation Association reading assessment, all grade-level cohorts of students (in grades 2 and higher) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds and NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	N/A

**Action Plan:**

Academy of the City Charter School will continue to work toward achieving or exceeding the above mentioned accountability measures.

**Summary of the Mathematics Goals**

**GOAL II: MATHEMATICS**

Academy of the City Charter School students will meet or exceed Common Core and New York State Learning Standards for their grade level in mathematics. The mathematics curriculum at Academy of the City Charter School is designed to ensure that students have a sound base in numeration and number sense on which the mathematics skills can be rooted.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
<b>Absolute Measure</b>	Starting in the 2013-2014 school year, as the school will have children in third grade, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics exam starting in the 2013-2014 school year as the school will have children in third grade.	N/A
<b>Absolute Measure</b>	Each year, the school's aggregate Performance Index (PI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
<b>Comparative Measure</b>	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of students in the same tested grades in the local school District 30 starting in the 2013-2014 school year as the school will have children in third grade.	N/A
<b>Comparative Measure</b>	Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.	N/A
<b>Growth Measure</b>	Starting in the 2014-2015 school year, as the school will have children in fourth grade, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state mathematics exam and 75	N/A

	percent at or above Level 3 on the current year's state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.	
<b>Growth Measure</b>	Each year, on the Measures of Academic Performance from Northwest Evaluation Association mathematics assessment, all grade-level cohorts of students (in grades 2 and above) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	N/A

**Action Plan:**

Academy of the City Charter School will continue to work toward achieving or exceeding the above mentioned accountability measures.

## Summary of the Science Goals

### GOAL III: SCIENCE

Academy of the City Charter School's students will meet or exceed the New York State core curriculum standards and National Education standards for their grade level. The Science curriculum is designed to ensure that students collect and record first-hand data, to represent and analyze it using the scientific method. Children will learn to identify patterns, describe relationships, make connections, develop models, pose questions, make predictions, check hypotheses and puzzle over answers using the scientific method.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
<b>Absolute Measure</b>	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science exam starting in the 2014-2015 school year as the school will have children in fourth grade.	N/A
<b>Comparative Measure</b>	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on a state science exam will be greater than that of students in the same tested grades in the local school district 30.	N/A

#### Action Plan:

Academy of the City Charter School will continue to work toward achieving or exceeding the above mentioned accountability measures.

### GOAL IV: NCLB

The school will make Adequate Yearly Progress.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
<b>Absolute Measure</b>	Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year	N/A

#### Action Plan:

Academy of the City Charter School will continue to work toward achieving or exceeding the above mentioned accountability measures.