



Charter Schools Institute
The State University of New York

Guidelines for Creating an Accountability Plan

*For Charter Schools Authorized by the
Board of Trustees of the
State University of New York*

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I. OVERVIEW

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the Board of Trustees of the State University of New York consider in making renewal determinations is the school's record in generating successful student achievement outcomes. Whatever grade levels a school provides, the expectation is that most, if not all, of the students will leave the school fully prepared and educated for the next step in their academic careers—middle school, high school or college.

In order to determine whether a school has met that high standard, each school that the State University Trustees authorizes is required to enter into a performance agreement. This agreement's primary purpose is to lay out the specific student achievement goals that a school agrees to meet and the specific outcome measures that define what constitutes meeting these goals. This agreement, known as the "Accountability Plan," becomes part of the school's charter. Under the State University's accountability system, schools are required to report their yearly progress in meeting the goals contained in their Accountability Plan through an annual Accountability Plan Progress Report¹ and, more importantly, when applying for charter renewal.

As New York State public schools, charter schools are held accountable for the same outcomes as other public schools, namely performance on state exams. Under the No Child Left Behind (NCLB) legislation, schools are explicitly expected to meet state performance standards as measured by the state exams. Further, in New York State the elementary and middle school examinations are aligned with the high school Regents examinations; thus, achievement on the grade 3-8 examinations provides a benchmark for whether students are on track for passing high school exams and being college and career ready. As such, the Institute views performance on the state exams, especially in English language arts and mathematics, as well as high school graduation and college preparation (for college prep high schools), as the most important indicators of whether a school has improved student learning and achievement, a stipulation of the charter school law.

In establishing high standards for renewal, the Institute requires that the Accountability Plans for all SUNY authorized charter schools contain a common set of goals, along with specific measures, that set the same criteria for success for each school. These *required* outcome measures with specified levels of student performance represent the Institute's expectations for student learning and achievement at the time of renewal. In addition to the required measures, schools may also choose to include in their Accountability Plan *optional* academic as well as organizational and other non-academic goals and measures.

We have provided an Accountability Plan template as an appendix to this document to assist schools in drawing up their plans. The template includes all of the required outcome measures as well as the opportunity to add optional goals and measures.

¹ For information regarding the preparation of the annual Accountability Plan Progress Report, please see [Guidelines for Creating an Accountability Plan Progress Report](#), which are available at www.newyorkcharters.org.

This document provides detailed instructions on how and when a school should formulate its plan and what specifically it must include in the plan. While some of the guidance is quite technical given that the Accountability Plan primarily concerns student assessment data, charter school boards of trustees and school leaders need to thoroughly understand the goals and measures, as they will be responsible for collecting and analyzing assessment data and reporting the results.

II. GENERAL CONCEPTS: GOALS AND OUTCOME MEASURES

Before discussing the Accountability Plan's sections in greater detail, it is useful to identify the general characteristics of, and differences between, *goals* and *outcome measures*.

Goals

Goals are general, declarative statements about long-term expectations for the school. They follow from the school's mission statement, as well as the programmatic and organizational design elements presented in the school's charter agreement. To develop an Accountability Plan, schools should begin by contemplating what success will look like: How will school leaders know if the school has succeeded? What will students know and be able to do? What will parents say about the program? Each goal aligns with a specific set of measurable outcomes, which, taken together, indicate the extent to which the school has achieved the goal.

Examples of Goals

- Students will be proficient readers and writers of the English language.
- Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.
- Students will be prepared to succeed in college.
- The school will be a strong, viable organization that carries out sound financial practices.
- Parents will be satisfied with the academic program and learning environment.

Outcome Measures

Holding schools accountable for what actions they take (inputs) as opposed to what they actually achieve (outcomes) is part and parcel of the problem with ineffective schools. Thus, SUNY Accountability Plans are built upon outcome measures that focus on student achievement as a *result* of the school's programmatic and organizational practices. Outcome measures do not describe how much time students have spent reading, how much money was spent on reading programs, or even what students read (all input measures) but rather assess an end product; for example, how much students improved in their ability to read.

For each goal in the Accountability Plan there must be at least one outcome measure which specifies what is necessary to achieve that particular goal. Each outcome measure includes: an expected level of performance for students to achieve; the assessment tool to determine the

performance; when and to whom the school will administer the assessment (e.g., students in particular grade levels, etc.); and who will administer and score the assessment (if it is not a standardized test). A well-conceived outcome measure should specify a timeframe or target date for achievement. It may contain a long-term objective that the school expects to achieve by renewal, along with annual benchmarks that will enable the school and its stakeholders to monitor and assess progress during an entire charter period.

There are three types of outcome measures used in the Accountability Plan: Absolute, Comparative and Growth.

- **Absolute** measures use fixed criteria against which to measure the school's performance. The target is an absolute standard; that is, mastery at a specified level of skill and knowledge. Students show proficiency by performing at a given, pre-determined level. To the extent that the school's mission is to prepare students for success in middle school, high school and beyond, a large percent of students taking these assessments are expected to show proficiency in order for the school to be deemed successful in preparing students for future educational achievement. As all subject area assessments are aligned, scoring at the proficient level (passing) on the elementary and middle school examinations is an indicator that a student is likely to demonstrate college and career readiness on the high school examinations. For this reason, SUNY authorized charter schools are required to set the criterion for success generally at 75 percent of students at proficiency on state examinations.²
- **Comparative** measures weigh the school's performance against that of other selected schools, the local school district, the state, or a national student population. In addition to examining academic goals in terms of absolute student achievement, SUNY authorized charter schools must also compare their students' performance on the state examinations to that of the school district that students would likely attend if they were not enrolled in the charter school (usually the district of location), as well as to those of comparable schools statewide based on demographic factors.
- **Growth** measures examine progress towards an absolute target based on year-to-year growth of the same students. Unlike the absolute measure of proficiency, a growth outcome measure is intended to chart student progress attributable to the impact of a school's instructional program. To determine student growth, the outcome is expressed as the relative growth of a student in the current year to other students with the same baseline scores, accounting for certain demographic factors. This analysis is particularly useful to schools serving low performing students.

A school should develop outcome measures that are specific, clear, concisely stated, and easily understood. It should tie its academic subject measures to academic standards that specify what

² The Institute fully recognizes that changes in year-to-year proficiency cut scores especially in connection with the advent of a new testing program will affect the expected level of performance necessary to be deemed proficient. As such, the Institute factors in the relative level of difficulty in achieving proficiency over time and looks in particular at a school's comparative performance (see below).

students should know and be able to do in that content area at a specified grade or other grouping level.

Examples of Outcome Measures

- **Absolute:** Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Science exam.
- **Comparative:** 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 local school district.
- **Growth:** Each year, under the state's Growth Model the school's mean growth percentile for all tested students in grades 4-8 will be above the state's unadjusted median.

III. REQUIRED ACADEMIC GOALS AND OUTCOME MEASURES

A charter requires not only that teachers improve learning, but also that the school can demonstrate objectively that it is doing so. The Accountability Plan should lead with goals, outcome measures and assessments that will demonstrate achievement of academic success. The burden of proof is on the school.

Keep in mind that according to a school's charter, its educational programs must allow students to meet or exceed state performance standards.³ Since state examinations are directly aligned with state standards, they provide the most compelling evidence and are therefore required components of the Plan. To the extent that the school has rigorously developed additional assessments aligned to the state performance standards and reliably scored them, the Institute will consider this evidence along with the required state assessment results in determining if the school has improved student learning and achievement. Again, the burden is on the school to demonstrate that the other assessment measures also provide valid and reliable evidence of achievement.

All Accountability Plans must include four academic goals that address the three major academic subjects of English language arts, mathematics, and science as well as the requirements of the state's accountability system under the federal No Child Left Behind (NCLB) law.⁴ All charter high schools must also include in their Accountability Plan a social studies goal and a graduation goal that addresses the successful completion of high school requirements. In addition, charter high schools with a college preparatory mission must include a college prep goal.

³ Currently, meeting the state's performance standard is defined by achieving proficiency on the state exam.

⁴ A social studies goal for Kindergarten to 8th grade schools is not required, because the State Education Department has eliminated the state social studies exam for 5th and 8th grade. While the exam is no longer administered, charter schools are expected to continue to provide strong programs in social studies both for the value of having a well-rounded education and to prepare students for the high school social studies Regents. A school may wish to include social studies as an optional goal. (See below.)

Schools may also choose to add optional measures to these goals; however, supplemental measures will not supplant or dilute the Institute’s consideration of the required measures in its evaluation of the goals. In addition, schools may add optional academic goals or non-academic goals such as character development or citizenship, student behavior and attendance, parent satisfaction, etc. All optional goals must have at least one distinct outcome measure that indicates specifically what is required for that goal to be achieved. (See Section IV for a more extensive discussion of optional goals and outcome measures.)

School Levels

Elementary/Middle Schools: The four academic goals have required outcome measures based on results of the state examinations administered to all public school students. English language arts and mathematics are the most important subjects and are tested every year between 3rd and 8th grade. There are five required outcome measures for each of these two subjects; in addition to absolute and comparative outcome measures, a growth outcome measure is also included. Science is tested in the 4th and 8th grades and has two required outcome measures: one absolute and one comparative. Finally, there is one required absolute outcome measure based on the state’s NCLB accountability system.

**Summary of Required Goals and Outcome Measures
for Elementary/Middle (K-8) Schools**

GOAL	Required Outcome Measures				
	Absolute		Comparative		Growth
	75 percent proficient on state exam	Performance Level Index (PLI) meets Annual Measurable Objective (AMO)	Percent proficient greater than that of local school district	School exceeds its predicted level of performance compared to similar schools by small Effect Size	The school’s mean growth percentile exceeds the state’s median growth percentile
English Language Arts	◆	◆	◆	◆	◆
Mathematics	◆	◆	◆	◆	◆
Science	◆		◆		
NCLB	School is deemed in good standing under the state’s NCLB accountability system: it has not met the criteria to be identified as a Focus School or as a local assistance plan school.				

High Schools: Accountability Plans for charter high schools include the same academic subject goals as elementary and middle schools, i.e., English language arts, mathematics, and science, with the addition of social studies, as well as the NCLB goal. Charter high schools are held accountable for student performance on Regents exams. High school Accountability Plans must also have a

graduation goal, and those high schools with a college preparatory mission must also have a college prep goal.

High school accountability in academic subjects is based on the performance of a student cohort, which is generally defined as a group of students who entered the 9th grade at the same time. The definition centers on the number of years since the members of the group began the 9th grade, not the grade in which the cohort members are currently enrolled. Students who left the school prior to the current year for any reason are removed from the Accountability Cohort; on the other hand, students who enrolled in the school *after* the 9th grade are still grouped with their peers who began the 9th grade at the same time.

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after having entered the 9th grade. For example, the 2009 Accountability Cohort is comprised of students who entered the 9th grade in the 2009-10 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2012-13 school year, and either remained in the school for the rest of the year or left for an acceptable reason. While most of the students would be in the 12th grade, some may be in the 11th grade and a few perhaps in the 10th grade, but they are all still members of the same cohort.

High school graduation accountability is based on the performance of a Graduation Cohort. Like the Accountability Cohort, students are included in the Graduation Cohort based on the year they first enter the 9th grade. However, students who have spent at least one day in the school after entering the 9th grade are part of the Graduation Cohort unless they transfer to another diploma-granting program. A student is included in the school's Graduation Cohort if the student's reason for discharge is *not* transfer to another New York State district or school, death, transfer by court order, or left the U.S.

Because many measures based on cohorts only apply to students at the time of graduation, i.e., four years after they entered the 9th grade, and the Institute would not have had time to evaluate them for renewal prior to the end of an initial Accountability period, we have included additional required measures that serve as leading indicators, generally showing student performance two years after they entered the 9th grade, including credit accumulation and progress toward passing Regents exams required for graduation.

Finally, for charter high schools that have a college preparatory mission, a college prep goal is required. It focuses on how well the school will prepare students for admission to, and success in, college. In addition to prescribed measures, college prep schools may develop additional measures that reflect their school's mission and college prep activity.

Summary of Required Goals and Outcome Measures for High Schools

GOAL	Required Outcome Measures					
	Absolute				Comparative	
	65 percent demonstrate college ready proficiency on Regents exams after four years	65 percent not proficient in 8 th grade demonstrate college ready proficiency on Regents exams after four years.	75 percent passing Regents exams after four years	Accountability Performance Level (APL) meets Annual Measurable Objective (AMO)	Accountability Performance Level (APL) exceeds that of local school district	Percent passing Regents exams after four years is greater than that of local school district
English Language Arts	◆	◆		◆	◆	
Mathematics	◆	◆		◆	◆	
Science			◆			◆
Social Studies			◆			◆
Graduation	<ul style="list-style-type: none"> - 75 percent of students in first and second year high school Total Graduation cohorts will earn ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year. - 75 percent of students in the second year high school graduation cohort will score proficient on at least three different New York State Regents exams required for graduation. - 75 percent of students in the fourth year high school graduation cohort and 95 percent of students in the fifth year high school graduation cohort will graduate. - The percent of students in the high school graduation cohort graduating after the completion of their fourth year will exceed that of the cohort from the local school district 					
College Prep (only for college prep schools)	<ul style="list-style-type: none"> - The average performance of students in the 10th grade will perform above the state average on the PSAT tests in Critical Reading and Mathematics. - The average performance of students in the 12th grade will perform above the state average on the SAT or the ACT test in reading and mathematics. - The percent of graduating students meeting the aspirational performance measure (APM), currently defined as the percent of students in a cohort who graduate with a score of 80 or better on a math Regents exam <u>and</u> 75 or better on the English Regents exam, will exceed the statewide average. - The percent of graduating students will graduate with a Regents diploma with advanced designation will exceed that of the local district. 					

	<ul style="list-style-type: none"> - 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam or a College Level Examination Program (CLEP) exam, or by passing a college level course. - Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.
NCLB	<ul style="list-style-type: none"> - School is deemed to be in good standing under the state’s NCLB accountability system: it has not met the criteria to be identified as a Focus School or as a local assistance plan school.

IV. EXPLANATION OF REQUIRED MEASURES

Elementary/Middle School Academic Subject Measures

- *Absolute Measure: Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the state’s grade 3-8 exams.*

This measure applies to all three major subjects: English language arts, mathematics and science. The State Education Department reports results as performance levels, which are determined by scale score ranges. In order to account for the effect of the school’s program on individual achievement, students who have only recently enrolled at the school are not included in the sample; only students who are enrolled in at least their second year at the school are considered. Students are deemed to be enrolled in at least their second year if they were enrolled at the school prior to the State Education Department’s Basic Education Data System reporting day (BEDS Day), the first Wednesday in October, of the previous school year.

- *Absolute Measure: Each year, the school’s aggregate Performance Level Index (PLI) on the state exams will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.*

This measure applies only to English language arts and mathematics. In New York State, NCLB school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts and mathematics state tests have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a Performance Level Index (PLI) and determine if the school has met the Annual Measurable Objective (AMO) set each year by the state’s NCLB accountability system. The PLI is the sum of the percent of students in all tested grades combined at Levels 2, 3 and 4 plus the percent of students at Levels 3 and 4.⁵

⁵ In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Example of How to Calculate a Performance Level Index (PLI)

Level 1	Level 2	Levels 3 & 4
10%	25%	65%
Level 2 + Levels 3 & 4 = 90 + Levels 3 & 4 = <u>65</u> PLI = 155		

- *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 exam will be greater than that of students in the same tested grades in the local school district.*

This measure applies to all three major subjects: English language arts, mathematics and science. To demonstrate that a charter school is providing a superior educational alternative to that of the local school district, this measure indicates that on state tests the school as a whole *outperforms* the district of location. The performance of all tested students in the charter school is compared to that of all students in the same tested grades in the district. For example, a charter school serving students in the first through fifth grades would compare the aggregate performance on the state English language arts exam of its students in the 3rd through 5th grade to the aggregate performance of the 3rd through 5th grade students in the local district.

In comparing the school’s achievement results to those of the district, students who have only recently enrolled at the charter school are not included. Rather, to ensure comparability and generate as large a sample as possible, the school is required to include students *in at least their second year*; that is, students who enrolled by BEDS day of the previous school year. Consequently, schools that start with middle school grades (e.g. schools serving 5th through 8th grade) would not include students in their lowest grade in the analysis since students in that grade would have been enrolled in only their first year. The exception would be students who are repeating the lowest grade and are therefore in their second year.

- *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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.*

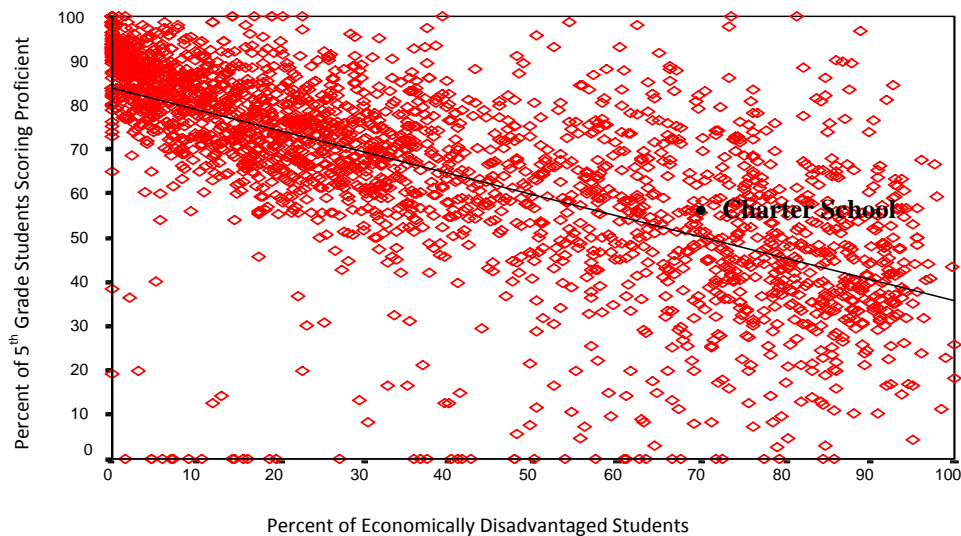
This measure applies only to English language arts and mathematics. Economic disadvantage has consistently proven to be one of the most significant demographic indicators of student performance. As such, school performance is examined in terms of the performance of all other public schools in the state with a similar proportion of economically disadvantaged students. In order to determine if schools are meeting this measure, the Charter Schools Institute conducts a regression analysis that yields a predicted percent of students scoring at proficiency based on grade-specific test

performance and the economically disadvantaged statistics of all New York State public schools.

The results for each grade can be represented with a scatter plot graph where all New York State public schools are shown as dots on a graph whose axes are percent of students at proficiency on an exam and the percent of economically disadvantaged students. Given the distribution of schools on the graph, the analysis generates a line which represents the predicted level of performance for all schools given their percent of economically disadvantaged students. A separate analysis is conducted for each tested grade in English language arts and math.

As an example, a 5th grade English language arts regression analysis is presented below. The scatter plot shows the distribution of all public schools in New York State by English language arts score and percent of economically disadvantaged students. The solid line shows schools' predicted performance with a given percent of economically disadvantaged students. The further above the line a school is located, the better its results compared to what is predicted by the regression analysis. In the example below, a charter school with 70 percent of its students economically disadvantaged and with approximately 55 percent of its 5th graders scoring at proficiency is performing better than predicted in the 5th grade.

An Example: 5th Grade English Language Arts



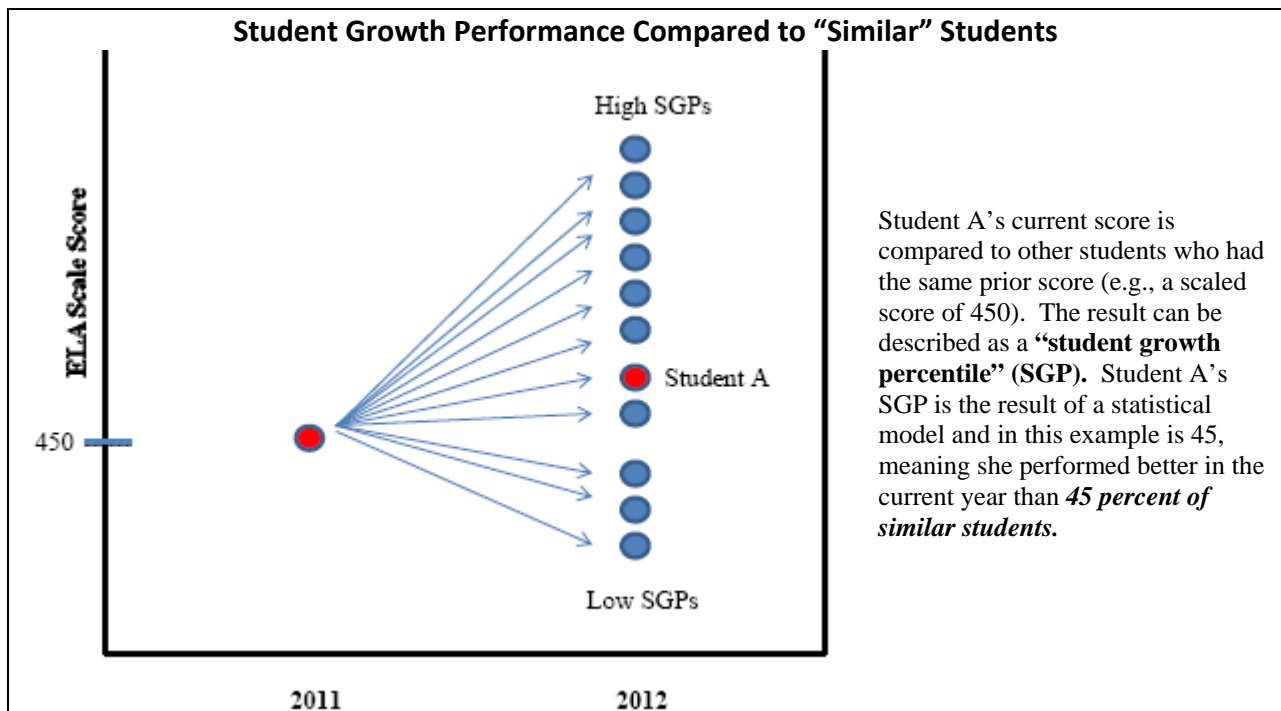
The Institute presents the results for each school in a Comparative Performance Analysis report that displays a table which compares a school's actual and predicted level of performance in each tested grade and overall. An Effect Size is the degree of difference between a school's actual and predicted performance in each grade, relative to other schools with similar economically disadvantaged statistics (the difference between the actual and predicted outcome divided by the standard deviation). To meet the Accountability Plan measure, a school's result must show a meaningful overall Effect Size, defined as 0.3 or greater, which means a higher than expected level of

performance to at least a small degree, when the results of all the individual grades are combined.

- ***Growth Measure:*** 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.

The Institute has adapted the state’s Annual Professional Performances Review (APPR) growth model as the growth measure for English language arts and mathematics goals. It is a more robust and meaningful indicator of growth insofar as it is indicative of student growth compared to similar students. Because of the Institute’s limited access to statewide public school data, its previous growth measure evaluated growth-to-standard of each school independently without consideration of the growth of students in other public schools.

In this growth model, the state compares the growth of each student to similar students on the basis of past assessment scores. Each student is given a student growth percentile (SGP), which is based on a student’s score on the current year’s state assessments compared to those of students who had similar scores on the previous year’s state tests including up to two prior years of tests (where available).



A mean growth percentile (MGP) is the average of the SGPs in the school. The school’s overall MGP, reported as part of the state’s Annual Professional Performances Review (APPR) for principals, is the average of the SGPs of the students enrolled in the school.

An MGP is calculated for English language arts and math at each applicable grade level if the school (principal) has at least 16 student-level SGPs in that grade/subject.

High School Academic Subject Measures

- *Absolute Measure: 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 New York State Regents English exam and 80 on a Regents math exam) by the completion of their fourth year in the cohort.*

This measure applies to all four major subjects: English language arts, mathematics, science and social studies. The statewide adaptation of the Common Core State Standards includes incorporating college and career readiness performance standards for English language arts and mathematics exams; in science and social studies, the passing score remains 65. The state has benchmarked student ELA and math 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 ready standards for passing Regents. *Currently*, the college and career ready standard is a passing score of 75 in English language arts and 80 in math. Again, science and social studies remain passing scores of 65.

In recognition of the challenge of achieving these passing rates, SUNY sets the target as 65 percent of students meeting the college and career ready standard in English language arts and math, but continues to set the target at 75 percent of students passing the science and social studies Regents. In science, students are expected to pass at least one of the state's science Regents exams in Living Environment, Earth Science, Chemistry, or Physics. In social studies, students are expected to pass both the U.S. History and Global History Regents exams. As noted above, the Accountability Cohort examines all students still enrolled in the school on BEDS day four years after they entered the 9th grade. Students have until the end of the summer of their fourth year to pass the respective Regents exams.

- *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 or math exams will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam and 80 on a Regents math exam) by the completion of their fourth year in the cohort.*

This measure applies only to English language arts and mathematics. As with all students, those who enter high school with a record of low performance on the either of the 8th grade state exams are still expected to meet the respective requirements four years after they enter the 9th grade. Schools are expected to obtain the 8th grade data, track their students and disaggregate results based on 8th grade performance.

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- *Absolute Measure: Each year, the Accountability Performance Level (APL) on the Regents 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.*

This measure applies only to English language arts and mathematics. The Accountability Performance Level (APL) for Regents exams is computed in a manner similar to that of the PLI for elementary and middle school exams, but as of 2012-13 is based on the college and career ready standard. The Regents exams are scored on a scale from 0 to 100; in ELA, 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 100 Levels 3 & 4; in math, 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 100 is Levels 3 & 4. The APL is the sum of the percent of students in an Accountability Cohort at Levels 2, 3 and 4 plus the percent at Levels 3 & 4.

- *Comparative Measure: Each year, the Accountability Performance Level (APL) in English and mathematics of students in the high school Accountability Cohort will exceed that of students in the high school Accountability Cohort from the local school district.*

Charter high schools are expected to exceed the performance of their local district in meeting the college and career ready standard in English language arts and mathematics used in the Accountability Performance Level.

- *Comparative Measure: Each year, the percent of students in the high school Total Cohort passing the social studies and science Regents by the completion their fourth year in the cohort will exceed that of students in the Total Cohort from the local school district.*

Charter high schools are expected to exceed the performance of their local district in meeting the college and career ready standard in English language arts and mathematics, as well as exceed the Regents pass rate in science, and social studies.

- *Comparative Measure: Each year, students in the high school Total Cohort will exceed the predicted pass rate on a Regents 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 high schools in New York State.*

This measure applies only to English language arts and mathematics. Economic disadvantage has consistently proven to be one of the most significant demographic indicators of student performance. As such, school performance is examined in terms of the performance of all other high schools in the state with a similar proportion of economically disadvantaged students. See detailed discussion above for elementary/middle schools.

- *Growth Measure: Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.*

Because of the value of a comparative growth measure, especially for crediting a school for the progress of students who entered high school at a low performance level, the Institute will incorporate the state's high school growth model into the ELA and mathematics goals.

High School Graduation Measures

- *Absolute Measure: Each year, 75 percent of students in first and second year 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.*

This is a leading indicator of adequate progress towards the requirements of graduation at the early stages of a high school career. Core academic subjects are English language arts, mathematics, science and social studies.

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

This is also a leading indicator of adequate progress towards the requirements of graduation, namely the timely completion of Regents exams in order to graduate. Thus, after two years students should have passed exams in three of the following areas: English, mathematics, science, U.S. history and global history. Students have until the end of the summer of their second year to pass the three Regents.

- *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.*

The ultimate purpose of a high school is to graduate its students. The Graduation Cohort examines students who entered the 9th grade four years prior and earned a high school diploma on or before August 31st of the fourth year. While each charter high school may have its own graduation requirements, at a minimum, students are expected to pass five Regents exams, one each in English, mathematics, and science, as well as the U.S. history and global history exams as required for earning a Regents diploma. The Institute recognizes that not all students will complete high school within the four years required by the state's NCLB accountability system. Thus, with this measure, credit is also given for schools' graduating students in five years.

- *Comparative Measure: Each year, the percent of students in the fourth year high school Total Graduation Cohort graduating will exceed that of the cohort from the local school district.*

High School College Prep Measures

- *Comparative Measure: Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics. (Applies only to college prep high schools)*

Students who aspire to attend college will need experience with college entrance exams, and the PSAT is a leading indicator of performance on such exams. Given that it is also a requirement for earning a National Merit Scholarship, it is deemed an important exam for all college-bound students. The expectation is that the average performance of 10th grade students in both Critical Reading and Mathematics will exceed that of 10th grade students in New York State.

- *Comparative Measure: Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or the ACT test in reading and mathematics. (Applies only to college prep high schools)*

The SAT and ACT serve as an indicator of a student's preparation to succeed in college. The average performance of seniors in reading and mathematics (on either exam) is expected to exceed the state average on the respective exam. For students who take the exams multiple times, the highest score may be used in calculating the 12th grade average.

- *Comparative Measure: Each year, the percent of graduating students meeting the state's aspirational performance measure (APM), currently defined as the percent of students in a cohort who graduate with a score of 80 or better on a math Regents exam and 75 or better on the English Regents exam, will exceed the statewide average.*

Recognizing that remediation rates in New York's colleges are far too high, the Board of Regents has reviewed data showing the gap between high school expectations and college attainment. They reviewed data comparing the graduation rate for the 2005 cohort with the "college and career ready" graduation rate – defined as the percentage of students in the cohort who graduated with a score 80 or better on a math Regents exam and 75 or better on the English Regents exam. The Regents view these data as an important indicator of future student success. Students who graduate high school – but do so with a score below 80 on a math Regents exam and below 75 on the English exam – are likely to require remediation in college.

- *Comparative Measure: Each year, the percent of graduating students who graduate with a Regents diploma with advanced designation will exceed that of the local district.*

In establishing measures to be used by schools, districts and parents to better inform them of the progress of their students, the Regents have also set as an additional aspirational measure of achievement the percent of graduating students who earned a Regents diploma with Advanced Designation (i.e., earned 22 units of course credit; passed seven-to-nine Regents exams with a score of 65 or above; and took advanced course sequences in Career and Technical Education, the arts, or a language other than

English). The measure demonstrates that students have acquired a level of achievement above the minimum graduation requirements that is valued by college admissions officers.

- *Absolute Measure: Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam or a College Level Examination Program (CLEP) exam, or by passing a college level course.*

Schools that have explicit college prep missions will be expected to demonstrate that their students are being adequately prepared to enter college. Schools may tailor this measure to their own program; whatever the focus, the measure demonstrates student achievement, not inputs, and might involve the earning of college credits or performance on the equivalent of a college level exam.

- *Absolute Measure: Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.*

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college.

NCLB Goal and Measure

In addition to the subject area and high school goals, Accountability Plans for all schools must also include a goal addressing the requirements of the federal NCLB legislation. Since *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the NCLB accountability requirements. Therefore, the Institute requires that NCLB accountability be included as an additional goal and absolute outcome measure in a school's Accountability Plan.

- *Absolute Measure: Under the state's NCLB accountability system, the school is in good standing: the state has not identified the school as a Focus School nor does it require the school to develop a local assistance plan.*

Each year the state issues School Report Cards which indicate each school's accountability status. Schools are expected to be in good standing, meaning that they are not Focus Schools and are not required to develop a local assistance plan.

V. OPTIONAL GOALS AND MEASURES

Optional Academic, Organizational and Other Non-Academic Goals

Schools may, at their discretion, include optional academic, organizational and other non-academic goals in their Accountability Plan for a variety of reasons, including: to highlight priorities in the school mission, to demonstrate the effectiveness of specific aspects of the instructional program, to help in monitoring effective program implementation, or to support school improvement efforts.

In making the determination of whether to incorporate a particular optional goal into the Accountability Plan, please note the following:

- Simply including a particular optional goal in the plan does not necessarily elevate its importance in the Institute’s evaluation of the school’s success, academically, organizationally or fiscally; it may however provide additional evidence that the Institute can take into account where the goal is well-constructed and the evidence is compelling.
- Every goal that a school chooses to include in the Accountability Plan necessarily requires that the school gather data in determining the progress that it has made towards meeting that goal and report on it not only at renewal but every year in the annual Accountability Plan Progress Report.
- Not including a goal in its Accountability Plan does not preclude a school from setting internal goals and measures, gathering data on those goals and then deciding to include the results as additional evidence in Accountability Plan Progress Reports and upon renewal—or intermittently and more informally in reports to the school’s board, parents, the larger community, etc.

Optional Academic Outcome Measures

To the extent that assessments other than the state exams have been rigorously developed and scored, are aligned with state performance standards, and can demonstrate meaningful student progress, the Institute will consider this evidence along with state exams in determining if the school has improved student learning and achievement. The burden is on the school to demonstrate that these other assessment measures provide notable and reliable evidence of achievement. For the purpose of developing an Accountability Plan and considering which assessment instruments to include in the outcome measures, it is useful to distinguish between standardized tests and locally scored assessments.

Standardized Tests: Standardized tests are typically nationally normed tests, which are usually not directly aligned with state performance standards. They provide a comparative measure of student performance (i.e., percentile rank or NCE score compared to a national sample) rather than an indication of proficiency attainment. While an NCE or 50 is often referred to as “grade level performance,” the median score of a national sample is not necessarily the equivalent of scoring at the proficient level on the criterion-referenced state exams.

That being said, in general, standardized tests are efficient and inexpensive to score and yield objective, reliable quantitative results. Teachers do not have to be trained in scoring the test and do not have to spend time on actually scoring papers. The school does not have to monitor the consistency of scoring. Also, the validity of the test is based on the extent to which it matches its

own stated objectives or external standards. In addition to the accountability functions, grade-level results indicate if the instructional program is effective in each grade, and, by disaggregating the data, if special interventions have been effective. Like school-developed assessments, standardized tests can be useful tools for evaluating the effectiveness of the instructional program in enabling students to achieve on the state examinations. They can also allow a school to measure students' performance in subjects not covered by the state testing program, such as social studies and Spanish. If rigorously administered, they can provide additional evidence of student learning and achievement. On the other hand, because standardized tests are developed externally, they may not reflect the school's day-to-day instruction and only be indicative of a broad level of student skill and knowledge.

Internal, school-developed Assessments: The school may also consider using internally-developed assessment tools to gauge progress and success. If teachers or other school staff create internal assessments, the school should include in the Accountability Plan the rubrics or scoring instruments. In addition, when reporting on student performance based on these internal measures, the school should include a discussion of the scoring methods so as to ensure reliability, as well as the extent to which the evaluation of student performance addresses state performance standards, to ensure validity. The Institute encourages schools to consider carefully the decision to include measures based on internal assessments. Charter schools often find that designing such measures and making them valid and reliable is not easy; moreover, implementing them is often time consuming and expensive. However, keep in mind that since rigorous internal assessment practices are essential to preparing students for meeting state performance standards, they are part and parcel of an effective instructional program. As such, the Institute includes use of internal assessments in its regular evaluation of schools.

As with the required outcome measures, optional outcome measures may be of any of the following types:

Absolute Outcome Measures: These measures would be based on assessments other than the state exams, which would typically be either externally-developed, published instruments, such as an individually-administered early childhood assessment such as the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), a standardized test such as Terra Nova or Stanford 10, or a school-developed instrument, such as portfolios.

Examples of Optional Absolute Measures

- Each year, 75 percent of students in grades 2-10 will perform at the proficient level on the English language arts Terra Nova exam.
- Each year, 85 percent of student-completed art portfolios will be deemed proficient by a panel of external experts using the school's portfolio rubric.
- Each year, 85 percent of all students will have developed a project for the spring science fair deemed to be *satisfactory* or *advanced* using the school's science fair project rubric.

Comparative Outcome Measures: In addition to the two required comparative measures, the school's performance may also be compared to the performance of other individual schools, districts, the state or nation. Schools may be selected because of their proximate location, reputation, similar demographics or program characteristics, as well as because they are schools that many students in the charter school would have otherwise attended.

Examples of Optional Comparative Measures

- Each year, the percent of students who are enrolled in at least their second year and scoring at proficiency on the state English language arts exam will be greater than that of students in the same tested grade in the City's Science and Math Magnet School.
- Each year, the percent of students who are enrolled in at least their second year and scoring at proficiency on the state mathematics exam will be greater than that of Big City and Downtown Elementary Schools where most of the students would have attended.

Growth Outcome Measures: Schools may wish to administer norm-referenced tests in English language arts and mathematics in addition to the state examinations in order to provide additional evidence on the value that the instructional program adds to student learning. Such a growth measure would examine the extent to which each cohort's average Normal Curve Equivalent (NCE) has made meaningful progress toward reaching grade-level. The target would be to reduce the gap considerably between the prior year's average NCE and grade level, i.e. an NCE of 50.⁶

Example of Optional Growth Measures

- Each year, each cohort of students will halve the difference between their previous year's average NCE and 50 NCE. Cohorts that have already achieved an average NCE of 50 will show an increase in their average NCE.

Optional Organizational and Other Non-Academic Outcome Measures

As organizational goals are means toward enabling students to achieve academically and as schools are required to comply with legal requirements and to operate in a fiscally sound manner, organizational goals, including parent and student satisfaction, legal compliance, and fiscal soundness, are optional components of the Accountability Plan. Unique aspects of your non-academic program may also be included as optional measures.

⁶ In the case of norm-referenced tests, progress, expressed in Normal Curve Equivalents (NCE) scores, is measured as a gain in the relative rank of students in relation to a national sample. A cohort of students maintaining the same NCE score means remaining in the same relative position or making the same year-to-year progress as students with similar scores in the national sample. A cohort of students showing an increase in percentile rank or NCE score means that it has made greater progress than expected by virtue of moving to a higher relative position compared to the national sample. No gain (i.e., zero change) in NCEs means making no more progress than expected compared to the national sample. An increase of 3 or 4 NCEs means showing greater progress than expected compared to the national sample. This degree of progress, however, does not in itself indicate that students continuing on this trajectory are likely to pass the Regents and graduate from high school.

Optional organizational and other non-academic outcome measures tend to be absolute measures. If a comparative measure is included, it is the school's responsibility to collect and analyze the comparison data, which may be difficult to obtain. Make sure data will be available and accessible before including an optional comparative measure in the Accountability Plan.

Unique Program Elements: The Accountability Plan provides an opportunity to measure the results of special components of the school's program or mission. It offers the best opportunity to highlight the unique and unusual elements that the school adds to the broader education marketplace. This is especially important for elementary schools that include middle school preparation as part of their mission or middle schools that include high school preparation as part of their mission. If the school has a unique performing arts program, emphasizes citizenship training and community involvement, or has a special sports program that most other schools do not, a non-academic measure might address how much progress students are expected to make in those areas in addition to their academic progress. These measures can reinforce what is unique about the school.

Examples of Optional Non-Academic Measures

- Every teacher will have an individual professional development plan and demonstrate progress in at least five of seven domains.
- 95% of graduating 8th graders will complete high school within 4 years.
- Each year, 85 percent of students will complete 30 hours of community service.
- Students will demonstrate adherence to the core values as evidenced by 75 percent of visitors indicating positive student behavior on exit surveys.
- All teachers will participate in training in the use of technology and demonstrate technology integration into their instructional practice.

Organizational Outcomes

- **Parent and Student Satisfaction:** Parent and student satisfaction measures may be based on the results of an annual parent survey, or address such issues as the persistence with which parents continue to enroll their children or the annual student attendance rate. The criteria of success for these measures should be ambitious, but consistent with high-performing schools.

Examples of Satisfaction Measures

- Each year, parents will express satisfaction with the school's program, based on the school's Parent Survey in which at least two-thirds of *all* parents⁷ provide a positive response to each of the survey items.
- Each year, 90 percent of all students enrolled during the course of the year return the following September.
- Each year, the school will have an average daily student attendance rate of at least 95 percent.

- **Legal Compliance and Fiscal Soundness:** These measures are in the form of assurances, indicating that the school is in legal compliance and is fiscally sound. The regular self-monitoring implicit in these assertions (see the Institute's Guidelines to the Accountability Plan Progress Report at: <http://www.newyorkcharters.org/schoolsAccountability.htm>) will help prepare the school for renewal and provide an opportunity to put on record, if needed, explanations for having been out of compliance in a specific area or for having faced specific fiscal challenges.

Examples of Compliance Measures

- Each year, the school will generally and substantially comply with all applicable federal and state laws, rules and regulations, and the provisions of its by-laws, Provisional Charter (certificate of incorporation) and Charter Agreement.
- Each year, the school will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.
- Each year the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.
- Each year the school will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, SED, or the Institute.

VI. ACCOUNTABILITY PLAN DEVELOPMENT AND REVISION

As the Accountability Plan is a critical component of the charter, providing a formal blueprint for school performance leading up to renewal, finalizing the document is likely to take some time during which there will be discussions with the Institute, reviews of drafts among school stakeholders, and submission of a number of iterations of the plan to the Institute for its review.

⁷ All parents include those who do not respond to the survey.

Initial Accountability Plans

Applicants for schools who submit proposals must include a draft Accountability Plan in their proposal with a final plan completed at the end of the first year of operation.

The timeline for drafting the initial Accountability Plans as part of the proposal for establishing the school is meant to encourage schools to begin addressing the challenges of measuring progress before the beginning of the school's operation, but it also recognizes that the plan's development may extend into the first year of operation.

An Initial Accountability Plan will cover a school's first four years of operation (not including planning years if the school took them), which is known as the Accountability Period. Because the first renewal decision is made during the school's fifth year of operation, i.e. prior to the end of the first charter period, student performance results from that year are not included in the initial Accountability Period and are therefore not part of the charter renewal process. Should the school be renewed, however, results from that fifth year of operation will be considered in the subsequent Accountability Period which will be addressed by a subsequent Accountability Plan.

Subsequent Accountability Plans

As part of the renewal process, schools must submit a new proposed Accountability Plan as part of their renewal application. The Institute and the school will undertake the same iterative process described above to develop a new Accountability Plan that will be incorporated into the school's new charter should it be renewed. Again, the Accountability Period covered by this plan will include the last year of the previous charter period through the next-to-last year of the new charter period.

Examples of Subsequent Accountability Periods:

- If a school in its fifth year applies for renewal and receives a three-year renewal; its first subsequent accountability period covers the fifth through seventh years of operation, i.e., the last year of its first charter term and the first two years of its second charter term.
- If this school in its eighth year of operation and the last year of its subsequent three-year charter period again applies for renewal and this time receives a five year renewal, the new accountability period would cover the eighth through the twelfth years of operation, i.e., the last year of the three year charter period plus the next four years of the new charter term.

Sample School Accountability Plan Periods				
School Year	Year of Operation	Renewal Decision	Charter Period	Accountability Period
2007-08	1		1	1
2008-09	2			
2009-10	3			
2010-11	4			
2011-12	5	3 Year	2	2
2012-13	6			
2013-14	7			
2014-15	8	5 Year		
2015-16	9		3	3
2016-17	10			
2017-18	11			
2018-19	12			
2019-20	13			

VII. FINAL COMMENTS

The purpose of the Accountability Plan is to define with specificity the goals and outcome measures for the school and its students throughout the life of its charter. The annual Accountability Plan Progress Report will document the school's progress in meeting each of the goals included in the Plan. A school's progress in achieving the goals in the Plan will play a critical role in the renewal process.

While the Accountability Plan remains in effect for the duration of a school's charter, it may be amended upon request and with the Institute's permission. Such changes may require that the charter be revised (requiring in turn approval by the State University Trustees and the review and comment of the Board of Regents).



Accountability Plan Template SUNY Authorized Charter Schools

The following template contains all of the required subjects and outcome measures that must be included in an Accountability Plan. Sections highlighted in yellow indicate where to insert information to complete the Accountability Plan.

You may need to copy and insert additional optional goals and measures if you wish to include more in your plan than are provided in this template. In addition, **schools that do not have either elementary/middle grades or high school grades should remove one of the two sections** from throughout the template.

Draft

Fill in school name here Charter School

**Accountability Plan
for the Accountability Period 20__ - __ TO 20__ - __**

ACADEMIC GOALS

GOAL I: ENGLISH LANGUAGE ARTS

Goal: Write the school's English language arts goal here.

Absolute Measures

Elementary/Middle School

- 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.
- Each year, the school's aggregate Performance Level Index (PLI)⁸ 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.
- Write optional absolute measure(s) here.

High School

- 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 New York State Regents English exam) by the completion of their fourth year in the cohort.
- 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) by the completion of their fourth year in the cohort.
- Each year, the Accountability Performance Level (APL)⁹ on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the

⁸ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

⁹ The APL for Regents exams is based on the college and career ready standard. In English, 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 100 Levels 3&4.. The APL is the sum of the percent of students in an Accountability Cohort at Levels 2, 3 and 4 plus the percent at Levels 3&4.

Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

- Write optional absolute measure(s) here.

Comparative Measures

Elementary/Middle School

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.
- 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.
- Write optional comparative measure(s) here.

High School

- Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on the Regents English 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 high schools in New York State.
- Each year, the Accountability Performance Level (APL) in English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.
- Write optional comparative measure(s) here.

Growth Measures

Elementary/Middle School

- 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.

-
- Write optional absolute measure(s) here.

High School

- Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.
- Write optional absolute measure(s) here.

GOAL II: MATHEMATICS

Goal: Write the school's mathematics goal here.

Absolute Measures

Elementary/Middle School

- 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.
- Each year, the school's aggregate Performance Level Index (PLI)¹⁰ on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.
- Write optional absolute measure(s) here.

High School

- 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 math exam) by the completion of their fourth year in the cohort.
- 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) by the completion of their fourth year in the cohort.
- Each year, Accountability Performance Level (APL)¹¹ on the Regents math exam of students completing their fourth year in the Accountability Cohort will meet the

¹⁰ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

- Write optional absolute measure(s) here.

Comparative Measures

Elementary/Middle School

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.
- 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.
- Write optional comparative measure(s) here.

High School

- Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on a Regents 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 high schools in New York State.
- 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 local school district.
- Write optional comparative measure(s) here.

Growth Measures

Elementary/Middle School

¹¹ The APL for Regents exams is based on the college and career ready standard. In math, 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 100 Levels 3&4. The APL is the sum of the percent of students in an Accountability Cohort at Levels 2, 3 and 4 plus the percent at Levels 3&4.

-
- 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.
 - Write optional absolute measure(s) here.

High School

- Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.
- Write optional absolute measure(s) here.

GOAL III: SCIENCE

Goal: Write the school’s science goal here.

Absolute Measures

Elementary/Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State science exam.
- Write optional absolute measure(s) here.

High School

- Each year, 75 percent of students in the high school Total Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.
- Write optional absolute measure(s) here.

Comparative Measures

Elementary/Middle School

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

-
- Write optional comparative measure(s) here.

High School

- Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Accountability Cohort from the local school district.
- Write optional comparative measure(s) here.

GOAL IV: SOCIAL STUDIES

Goal: Write the school's social studies goal here.

Absolute Measures

High School

- Each year, 75 percent of students in the high school Total 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.
- Each year, 75 percent of students in the high school Total 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.
- Write optional absolute measure(s) here.

Comparative Measures

High School

- Each year, the percent of students in the high school Total Cohort passing a Regents U.S. History exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Total Cohort from the local school district.
- Each year, the percent of students in the high school Total Cohort passing a Regents Global History exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Total Cohort from the local school district.

- Write optional comparative measure(s) here.

GOAL V: NCLB

Goal: The school will make Adequate Yearly Progress.

Absolute Measure

- Under the state's NCLB accountability system, the school is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local assistance plan school.

GOAL VI: HIGH SCHOOL GRADUATION

Goal: Write the school's graduation goal here.

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

Comparative Measure

- Each year, the percent of students in the fourth year high school Total Graduation Cohort graduating will exceed that of the cohort from the local school district.

GOAL VII: COLLEGE PREPARATION (only for college prep high schools)

Goal: Write the school's college prep goal here.

- Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics.

- Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.
- The percent of graduating students that meets the state’s aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam and 75 or better on the English Regents exam, will exceed the statewide average.
- The percent of graduating students will graduate with a Regents diploma with advanced designation will exceed the local district.
- Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.
- Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.
- Write optional measure(s) here.

GOAL VIII: OPTIONAL ACADEMIC GOAL(S)

Goal: Write the school’s optional academic goal here.

- Write optional measure(s) here.

ORGANIZATIONAL AND OTHER NON-ACADEMIC GOALS

GOAL I: OPTIONAL NON-ACADEMIC STUDENT GOAL(S)

Goal: Write in the optional organizational or other non-academic goal here.

- Write optional measure(s) here.

GOAL II: OPTIONAL ORGANIZATIONAL GOAL(S)

Goal: Write in the optional organizational goal here.

Write optional measure(s) here.