



**CHILDREN'S AID COLLEGE PREP
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Ife Lenard, Principal

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Ife Lenard, Principal prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

| Trustee's Name | Board Position |
|----------------------|---------------------------------|
| Karen Drezner | Chair, Learning and Achievement |
| Terri Eagle | Vice Chair, Evaluation |
| Michelle DeLong | Secretary, Evaluation |
| Anne Jeffries Citrin | Trustee, Grievance & Finance |
| Drema Brown | Trustee |
| William Weisberg | Trustee |
| De'Lois Coleman | Parent Representative |

Ife Lenard has served as the Principal since 2012.

INTRODUCTION

Children's Aid College Prep Charter School (CACPCS) is a community school whose mission is to prepare elementary school students for success in middle school, high school, college and life by providing them with a rigorous instructional experience; addressing their physical, emotional and social needs; fostering a sense of pride and hope; and serving as a safe and engaging community hub.

CACPCS's vision is to ensure that ALL children have the opportunity to achieve the American Dream. By fostering each child's holistic development early in their academic careers, and by promoting learning and cognitive development, social and emotional skills development and health and wellness supported by meaningful parent or caregiver engagement, CACPCS will put its students on the path to college success.

The key design elements in place at CACPCS to ensure achievement of the mission and vision include:

Instructional rigor and a robust academic program

- Curriculum aligned with Common Core Standards
- Expanded school day (7:45-4:00pm) and extended school year (more than 180 days)
- Connection to quality summer programming

Expanded learning opportunities

- After-school programming (4:00-6:00pm)
- Thoughtful integration of school day and after-school goals evident in project-based work through art, physical education, dance, music, and technology

Frequent and purposeful assessment

- Academic and non-academic measures to guide the work of all school staff
- Consistent references to student action plan

Talented and committed professional staff and administrators

- Life Coaches as the primary orchestrators of resources and communication
- Effective coaching and professional development strategies

Comprehensive support services

- Full range of health, mental health and social services
- Continuous support and outreach to stabilize families

School Enrollment by Grade Level and School Year

| School Year | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-------------|----|----|----|---|---|---|---|---|---|---|----|----|----|-------|
| 2010-11 | | | | | | | | | | | | | | |
| 2011-12 | | | | | | | | | | | | | | |
| 2012-13 | 69 | 69 | | | | | | | | | | | | 134 |
| 2013-14 | 71 | 67 | 69 | | | | | | | | | | | 207 |

Student Demographic Characteristics

| | |
|--------------------------|-----|
| Black | 42% |
| Latino | 34% |
| Caucasian | 1% |
| Asian | 0% |
| American Indian | 1% |
| Multi-Racial | 22% |
| | |
| Free & Reduced Price | 84% |
| | |
| Special Education | 15% |
| English Language Learner | 14% |

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Children’s Aid College Prep Charter School (CACPCS) students are proficient readers and writers of the English language.

Background

CACPCS utilizes the Common Core State Standards aligned Harcourt Journeys curriculum to implement a robust and comprehensive English Language Arts program. With two certified teachers in each classroom, CACPCS students receive differentiated instruction through whole group, small group or one-on-one instruction. The school monitors student progress through daily, biweekly and interim assessments including the Iowa Test for Basic Skills, the Developmental Reading Assessment (DRA2+), Wilson’s Foundations and Core Ready Programs. Teachers, in consultation with the Principal and the Academic Dean use this assessment data to adjust instruction and provide students with strategic interventions as needed. The Principal and Deans provide teachers with ongoing coaching and mentoring through daily observation and feedback sessions and weekly grade-level meetings. Teachers also receive professional development during the summer as well as a full day of training in November.

Goal 1: Absolute Measure

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

Method

The school did not administer the New York State Testing Program English Language Arts assessment in April 2014. During the 2013-14 academic year, CACPCS did not serve students in testing grades.

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

**2013-14 State English Language Arts Exam
Number of Students Tested and Not Tested**

| Grade | Total Tested | Not Tested ¹ | | | Total Enrolled |
|-------|--------------|-------------------------|-----|--------|----------------|
| | | IEP | ELL | Absent | |
| 3 | n/a | n/a | n/a | n/a | n/a |
| 4 | n/a | n/a | n/a | n/a | n/a |
| 5 | n/a | n/a | n/a | n/a | n/a |

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

| | | | | | |
|-----|-----|-----|-----|-----|-----|
| 6 | n/a | n/a | n/a | n/a | n/a |
| 7 | n/a | n/a | n/a | n/a | n/a |
| 8 | n/a | n/a | n/a | n/a | n/a |
| All | n/a | n/a | n/a | n/a | n/a |

Results

CACPCS did not administer the English Language Arts state exam in April 2014. In that academic year, the school did not have testing grades and instead served students in grades K-2.

Performance on 2013-14 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

| Grades | All Students | | Enrolled in at least their Second Year | |
|--------|--------------|---------------|--|---------------|
| | Percent | Number Tested | Percent | Number Tested |
| 3 | n/a | n/a | n/a | n/a |
| 4 | n/a | n/a | n/a | n/a |
| 5 | n/a | n/a | n/a | n/a |
| 6 | n/a | n/a | n/a | n/a |
| 7 | n/a | n/a | n/a | n/a |
| 8 | n/a | n/a | n/a | n/a |
| All | n/a | n/a | n/a | n/a |

Evaluation

CACPCS did not administer the English Language Arts state exam in April 2014. In that academic year, the school did not have testing grades and instead served students in grades K-2. Consequently, the school is unable to evaluate achievement against this measure.

Additional Evidence

CACPCS has not yet administered the state English Language Arts exam and cannot yet begin to exam performance trends.

English Language Arts Performance by Grade Level and School Year

| Grade | Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency | | | | | |
|-------|--|--------|---------|--------|---------|--------|
| | 2011-12 | | 2012-13 | | 2013-14 | |
| | Percent | Number | Percent | Number | Percent | Number |
| | | | | | | |

| | | | | | | |
|-----|-----|--------|-----|--------|-----|--------|
| | | Tested | | Tested | | Tested |
| 3 | n/a | n/a | n/a | n/a | n/a | n/a |
| 4 | n/a | n/a | n/a | n/a | n/a | n/a |
| 5 | n/a | n/a | n/a | n/a | n/a | n/a |
| 6 | n/a | n/a | n/a | n/a | n/a | n/a |
| 7 | n/a | n/a | n/a | n/a | n/a | n/a |
| 8 | n/a | n/a | n/a | n/a | n/a | n/a |
| All | n/a | n/a | n/a | n/a | n/a | n/a |

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Level Index (PLI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

Results

CACPCS did not administer the English Language Arts state exam in April 2014. In that academic year, the school did not have testing grades and instead served students in grades K-2.

English Language Arts 2013-14 Performance Level Index (PLI)

| Number in Cohort | Percent of Students at Each Performance Level | | | |
|------------------|---|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| | n/a | n/a | n/a | n/a |

Evaluation

CACPCS does not yet serve students in testing grades and consequently is unable to ascertain achievement against this measure at this time.

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

Goal 1: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

Results

CACPCS has not yet administered the state’s English Language Arts exam. Consequently, the school is unable to compare its performance against the district at this time.

**2013-14 State English Language Arts Exam
Charter School and District Performance by Grade Level**

| Grade | Percent of Students at Proficiency | | | |
|-------|---|------------------|-----------------------|------------------|
| | Charter School Students In At Least 2 nd Year | | All District Students | |
| | Percent | Number Tested | Percent | Number Tested |
| 3 | n/a | n/a | n/a | n/a |
| 4 | n/a | n/a | n/a | n/a |
| 5 | n/a | n/a | n/a | n/a |
| 6 | n/a | n/a | n/a | n/a |
| 7 | n/a | n/a | n/a | n/a |
| 8 | n/a | n/a | n/a | n/a |
| All | n/a | n/a | n/a | n/a |

Evaluation

CACPCS has not yet administered the state’s English Language Arts exam. Consequently, the school is unable to evaluate its performance on this assessment.

Additional Evidence

CACPCS has not yet administered the state’s English Language Arts exams.

English Language Arts Performance of Charter School and Local District

³ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

by Grade Level and School Year

| Grade | Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students | | | | | |
|-------|---|----------------|----------------|----------------|----------------|----------------|
| | 2011-12 | | 2012-13 | | 2013-14 | |
| | Charter School | Local District | Charter School | Local District | Charter School | Local District |
| 3 | n/a | n/a | n/a | n/a | n/a | n/a |
| 4 | n/a | n/a | n/a | n/a | n/a | n/a |
| 5 | n/a | n/a | n/a | n/a | n/a | n/a |
| 6 | n/a | n/a | n/a | n/a | n/a | n/a |
| 7 | n/a | n/a | n/a | n/a | n/a | n/a |
| 8 | n/a | n/a | n/a | n/a | n/a | n/a |
| All | n/a | n/a | n/a | n/a | n/a | n/a |

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁴

Method

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

CACPCS has yet to administer the state exams. Therefore, the school cannot comment on Effect Size at this time.

⁴ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

2012-13 English Language Arts Comparative Performance by Grade Level

| Grade | Percent Economically Disadvantaged | Number Tested | Percent of Students at Levels 3&4 | | Difference between Actual and Predicted | Effect Size |
|-------|------------------------------------|---------------|-----------------------------------|-----------|---|-------------|
| | | | Actual | Predicted | | |
| 3 | n/a | n/a | | | | |
| 4 | | n/a | | | | |
| 5 | | n/a | | | | |
| 6 | | n/a | | | | |
| 7 | | n/a | | | | |
| 8 | | n/a | | | | |
| All | | | n/a | | | |

School's Overall Comparative Performance:

CACPCS has yet to administer the state exams. Therefore, the school cannot comment on the comparative performance.

Evaluation

CACPCS is unable to state whether it has met the measure since the school has not yet administered the state's English Language Arts exam.

Additional Evidence

CACPCS does not yet have testing grades.

English Language Arts Comparative Performance by School Year

| School Year | Grades | Percent Eligible for Free Lunch | Number Tested | Actual | Predicted | Effect Size |
|-------------|--------|---------------------------------|---------------|--------|-----------|-------------|
| 2010-11 | n/a | n/a | n/a | n/a | n/a | n/a |
| 2011-12 | n/a | n/a | n/a | n/a | n/a | n/a |
| 2012-13 | n/a | n/a | n/a | n/a | n/a | n/a |

Goal 1: Growth Measure⁵

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.

⁵ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.⁶

Results

The school cannot comment on results at this time since it has not yet administered the state exam.

2012-13 English Language Arts Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile | |
|-------|------------------------|------------------|
| | School | Statewide Median |
| 3 | n/a | 50.0 |
| 4 | n/a | 50.0 |
| 5 | n/a | 50.0 |
| 6 | n/a | 50.0 |
| 7 | n/a | 50.0 |
| 8 | n/a | 50.0 |
| All | n/a | 50.0 |

Evaluation

CACPCS did not administer the state exam.

Additional Evidence

CACPCS did not administer the state exam.

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

| Grade | Mean Growth Percentile | | | Statewide Average |
|-------|------------------------|----------------------|---------|-------------------|
| | 2010-11 ⁷ | 2011-12 ⁷ | 2012-13 | |

⁶ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

⁷ Grade level results not available.

| | | | | |
|-----|-----|-----|-----|------|
| 3 | n/a | n/a | n/a | 50.0 |
| 4 | n/a | n/a | n/a | 50.0 |
| 5 | n/a | n/a | n/a | 50.0 |
| 6 | n/a | n/a | n/a | 50.0 |
| 7 | n/a | n/a | n/a | 50.0 |
| 8 | n/a | n/a | n/a | 50.0 |
| All | n/a | n/a | n/a | 50.0 |

Summary of the English Language Arts Goal

CACPCS has not yet administered the state exam. As a result, the school is unable to measure its success toward meeting the English Language Arts goal.

| Type | Measure | Outcome |
|-------------|--|----------------|
| Absolute | Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8. | n/a |
| Absolute | Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system. | n/a |
| Comparative | Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district. | n/a |
| Comparative | Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.) | n/a |
| Growth | Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile. | n/a |

Action Plan

Though CACPCS lacks state test data, the expertise gained from the Children's Aid Society working with New York City's children and families for nearly 160 years will allow the school to apply best practices to guide CACPCS to success on the English Language Arts exam in 2015. Evidence of this includes recent student performance on internal school assessments. For example, at the end of the 2013-14 school year, 84% of all students tested at Level 3 or higher on the Developmental Reading Assessment (DRA2+), and 83% of all students tested at Level 3 or higher on the Iowa Test for Basic Skills (ITBS), which assesses students' capabilities at all stages of their development as readers. Thus, CACPCS students are meeting or exceeding the common core standards in ELA. (ITBS) assessment.

While leveraging the after-school and summer enrichment programs through the Children’s Aid Society, CACPCS will build upon the culture of literacy instituted during its first year of operation. CACPCS will continue to implement its comprehensive assessment system and rigorous student progress monitoring to ensure that students who experience difficulty-mastering standards receive effective and timely support. As CACPCS expands to full enrollment, it will continue to implement the Common Core aligned Harcourt Journeys curriculum combined with its ongoing coaching and mentoring program for teachers. In addition, the school will continue to communicate frequently with parents through home visits, monthly events, and multiple reports of student progress throughout the year.

MATHEMATICS

Goal 2: Mathematics

CACPCS students understand and apply mathematical computation to solve problems.

Background

CACPCS utilizes the Common Core State Standards aligned Singapore Math In Focus curriculum to implement a robust and comprehensive Math program. With two certified teachers in each classroom, CACPCS students receive differentiated instruction through whole group, small group or one-on-one instruction. The school monitors student progress through daily, biweekly and interim assessments including the Iowa Test for Basic Skills and Singapore Math assessments. Teachers, in consultation with the Principal and the Dean of Math and Data use this assessment data to adjust instruction or provide students with strategic interventions as needed. The Principal and Deans provide teachers with ongoing coaching and mentoring through daily observation and feedback sessions and weekly grade-level meetings. Teachers also received professional development during the summer as well as a full day of training in November..

Goal 2: Absolute Measure

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

Method

The school did not administer the New York State Testing Program mathematics assessment to students in April 2014. During the 2013-14 academic year, CACPCS did not serve students in testing grades.

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

**2013-14 State Mathematics Exam
Number of Students Tested and Not Tested**

| Grade | Total Tested | Not Tested ⁸ | | | Total Enrolled |
|-------|--------------|-------------------------|-----|--------|----------------|
| | | IEP | ELL | Absent | |
| 3 | n/a | n/a | n/a | n/a | n/a |
| 4 | n/a | n/a | n/a | n/a | n/a |
| 5 | n/a | n/a | n/a | n/a | n/a |
| 6 | n/a | n/a | n/a | n/a | n/a |
| 7 | n/a | n/a | n/a | n/a | n/a |
| 8 | n/a | n/a | n/a | n/a | n/a |
| All | n/a | n/a | n/a | n/a | n/a |

Results

CACPCS did not administer the Math state exam in April 2014. In that academic year, the school did not have testing grades and instead served students in grades K-2.

**Performance on 2013-14 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

| Grades | All Students | | Enrolled in at least their Second Year | |
|--------|--------------|---------------|--|---------------|
| | Percent | Number Tested | Percent | Number Tested |
| 3 | n/a | n/a | n/a | n/a |
| 4 | n/a | n/a | n/a | n/a |
| 5 | n/a | n/a | n/a | n/a |
| 6 | n/a | n/a | n/a | n/a |
| 7 | n/a | n/a | n/a | n/a |
| 8 | n/a | n/a | n/a | n/a |
| All | n/a | n/a | n/a | n/a |

Evaluation

CACPCS did not administer the Math state exam in April 2014. In that academic year, the school did not have testing grades and instead served students in grades K-2. Consequently, the school is unable to evaluate achievement against this measure..

Additional Evidence

CACPCS did not administer the Math state exam in April 2014.

⁸ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Mathematics Performance by Grade Level and School Year

| Grade | Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency | | | | | |
|-------|--|---------------|---------|---------------|---------|---------------|
| | 2011-12 | | 2012-13 | | 2013-14 | |
| | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 3 | n/a | n/a | n/a | n/a | n/a | n/a |
| 4 | n/a | n/a | n/a | n/a | n/a | n/a |
| 5 | n/a | n/a | n/a | n/a | n/a | n/a |
| 6 | n/a | n/a | n/a | n/a | n/a | n/a |
| 7 | n/a | n/a | n/a | n/a | n/a | n/a |
| 8 | n/a | n/a | n/a | n/a | n/a | n/a |
| All | n/a | n/a | n/a | n/a | n/a | n/a |

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁹

Results

CACPCS did not administer the Math state exam in April 2014. In that academic year, the school did not have testing grades and instead served students in grades K-2.

Mathematics 2013-14 Performance Level Index (PLI)

| Number in Cohort | Percent of Students at Each Performance Level | | | |
|------------------|---|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| | n/a | n/a | n/a | n/a |

Evaluation

CACPCS is unable to state whether it has met the measure since the school has not yet administered the state's Math exam.

⁹ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Goal 2: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.¹⁰

Results

CACPCS is unable to state whether it has met the measure since the school has not yet administered the state’s Math exam.

**2013-14 State Mathematics Exam
Charter School and District Performance by Grade Level**

| Grade | Percent of Students at Proficiency | | | |
|-------|---|------------------|-----------------------|------------------|
| | Charter School Students In At Least 2 nd Year | | All District Students | |
| | Percent | Number Tested | Percent | Number Tested |
| 3 | n/a | n/a | n/a | n/a |
| 4 | n/a | n/a | n/a | n/a |
| 5 | n/a | n/a | n/a | n/a |
| 6 | n/a | n/a | n/a | n/a |
| 7 | n/a | n/a | n/a | n/a |
| 8 | n/a | n/a | n/a | n/a |
| All | n/a | n/a | n/a | n/a |

Evaluation

CACPCS did not administer the Math state exam in April 2014.

Additional Evidence

CACPCS did not administer the Math state exam in April 2014.

¹⁰ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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

| Grade | Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students | | | | | |
|-------|---|----------------|----------------|----------------|----------------|----------------|
| | 2011-12 | | 2012-13 | | 2013-14 | |
| | Charter School | Local District | Charter School | Local District | Charter School | Local District |
| 3 | n/a | n/a | n/a | n/a | n/a | n/a |
| 4 | n/a | n/a | n/a | n/a | n/a | n/a |
| 5 | n/a | n/a | n/a | n/a | n/a | n/a |
| 6 | n/a | n/a | n/a | n/a | n/a | n/a |
| 7 | n/a | n/a | n/a | n/a | n/a | n/a |
| 8 | n/a | n/a | n/a | n/a | n/a | n/a |
| All | n/a | n/a | n/a | n/a | n/a | n/a |

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹¹

Method

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

CACPCS did not administer the Math state exam in April 2014. In that academic year, the school did not have testing grades and instead served students in grades K-2..

¹¹ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year’s results using reported free-lunch statistics.

2012-13 Mathematics Comparative Performance by Grade Level

| Grade | Percent Economically Disadvantaged | Number Tested | Percent of Students at Levels 3&4 | | Difference between Actual and Predicted | Effect Size |
|-------|------------------------------------|---------------|-----------------------------------|-----------|---|-------------|
| | | | Actual | Predicted | | |
| 3 | n/a | n/a | n/a | n/a | n/a | n/a |
| 4 | | n/a | n/a | n/a | n/a | n/a |
| 5 | | n/a | n/a | n/a | n/a | n/a |
| 6 | | n/a | n/a | n/a | n/a | n/a |
| 7 | | n/a | n/a | n/a | n/a | n/a |
| 8 | | n/a | n/a | n/a | n/a | n/a |
| All | | n/a | n/a | n/a | n/a | n/a |

| |
|--|
| School's Overall Comparative Performance: |
| CACPCS has yet to administer the state exams. Therefore, the school cannot comment on the comparative performance. |

Evaluation

CACPCS has yet to administer the state exams. Therefore, the school cannot comment on Effect Size at this time.

Additional Evidence

CACPCS does not yet have testing grades.

Mathematics Comparative Performance by School Year

| School Year | Grades | Percent Eligible for Free Lunch | Number Tested | Actual | Predicted | Effect Size |
|-------------|--------|---------------------------------|---------------|--------|-----------|-------------|
| 2010-11 | n/a | n/a | n/a | n/a | n/a | n/a |
| 2011-12 | n/a | n/a | n/a | n/a | n/a | n/a |
| 2012-13 | n/a | n/a | n/a | n/a | n/a | n/a |

Goal 2: Growth Measure¹²

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.

¹² See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.¹³

CACPCS did not administer the Math state exam in April 2014. In that academic year, the school did not have testing grades and instead served students in grades K-2.

2012-13 Mathematics Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile | |
|-------|------------------------|-------------------|
| | School | Statewide Average |
| 3 | n/a | 50.0 |
| 4 | n/a | 50.0 |
| 5 | n/a | 50.0 |
| 6 | n/a | 50.0 |
| 7 | n/a | 50.0 |
| 8 | n/a | 50.0 |
| All | n/a | 50.0 |

Evaluation

CACPCS does not yet have testing grades.

Additional Evidence

CACPCS does not yet have testing grades.

Mathematics Mean Growth Percentile by Grade Level and School Year

| Grade | Mean Growth Percentile |
|-------|------------------------|
|-------|------------------------|

¹³ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

| | 2010-11 ¹⁴ | 2011-12 ¹⁴ | 2012-13 | Statewide Average |
|-----|-----------------------|-----------------------|---------|-------------------|
| 3 | n/a | n/a | n/a | 50.0 |
| 4 | n/a | n/a | n/a | 50.0 |
| 5 | n/a | n/a | n/a | 50.0 |
| 6 | n/a | n/a | n/a | 50.0 |
| 7 | n/a | n/a | n/a | 50.0 |
| 8 | n/a | n/a | n/a | 50.0 |
| All | n/a | n/a | n/a | 50.0 |

Summary of the Mathematics Goal

CACPCS has not yet administered the state math exam and is unable to measure its' success toward meeting the Mathematics Goal.

| Type | Measure | Outcome |
|-------------|--|----------------|
| Absolute | Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8. | n/a |
| Absolute | Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system. | n/a |
| Comparative | Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district. | n/a |
| Comparative | Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.) | n/a |
| Growth | Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile. | n/a |

Action Plan

To ensure that students meet or exceed state standards on the 2015 math exam, CACPCS administered the Rally Mathematics Assessment during this school year. The Rally assessments supplement the Singapore Math In Focus curriculum assessments and provide additional levers for improving instructional effectiveness and student learning. The Principal, Deans and teachers meet through lunch and learns to analyze assessment results and adjust instruction as needed with the goal of improving student's math fluency and literacy.

¹⁴ Grade level results not available.

At the end of the 2013-14 school year, 91% of all second grade students tested at Level 3 or higher on the Rally Mathematics Assessment, Rally is a common core standards based assessment aligned with the current format of the New York State Assessment. It serves as a diagnostic tool to determine student mastery of skills and standards. Thus, CACPCS students are meeting or exceeding the common core standards in math.

As the school grows, CACPCS will continue to provide ongoing coaching and mentoring to teachers through daily observation and feedback, modeling, co-teaching, weekly grade cohort meetings and formal professional development training sessions. CACPCS will also leverage the after school and summer programs offering classes in robotics and chess to supplement the school's mathematics program and provide students with a creative outlet for practicing and demonstrating their knowledge in a manner that reinforces and builds upon the school's instruction.

SCIENCE

Goal 3: Science

Students will demonstrate proficiency relevant to science achievement.

Background

CACPCS utilizes the inquiry based, nationally field-tested Full Option Science System (FOSS) curriculum to promote student literacy and achievement in science. With two certified teachers in each classroom, CACPCS students learn experientially through whole group, small group or individual labs and exercises. The school monitors student progress through daily, biweekly and interim assessments including the Iowa Test for Basic Skills and FOSS assessments. Teachers, in consultation with the Principal and Deans use this assessment data to adjust instruction or provide students with strategic interventions as needed. The Principal and Deans provide teachers with ongoing coaching and mentoring through daily observation and feedback sessions and weekly grade-level meetings. Teachers also received professional development during the summer as well as a full day of training in November..

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

Method

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2014. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

CACPCS does not yet serve students in either of the testing grades for the state’s science exam. Consequently, the school cannot yet share the results of its performance on the exam.

Charter School Performance on 2013-14 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

| Grade | Percent of Students at Proficiency | | | |
|-------|---|------------------|-----------------------|------------------|
| | Charter School Students In At Least 2 nd Year | | All District Students | |
| | Percent | Number Tested | Percent | Number Tested |
| 4 | n/a | n/a | n/a | n/a |
| 8 | n/a | n/a | n/a | n/a |

Evaluation

CACPCS does not yet have testing grades..

Additional Evidence

CACPCS does not yet have more than one year of testing data available for analyzing performance trends.

Science Performance by Grade Level and School Year

| Grade | Percent of Students Enrolled in At Least Their Second Year at Proficiency | | | | | |
|-------|---|------------------|---------|------------------|---------|------------------|
| | 2011-12 | | 2012-13 | | 2013-14 | |
| | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 4 | n/a | n/a | n/a | n/a | n/a | n/a |
| 8 | n/a | n/a | n/a | n/a | n/a | n/a |
| All | n/a | n/a | n/a | n/a | n/a | n/a |

Goal 3: Comparative Measure

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

Method

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

Results

CACPCS has not yet administered the state’s science exam. Consequently, the school does not have assessment results available for comparison against the district’s performance.

**2013-14 State Science Exam
Charter School and District Performance by Grade Level**

| Grade | Percent of Students at Proficiency | | | |
|-------|---|------------------|-----------------------|------------------|
| | Charter School Students In At Least 2 nd Year | | All District Students | |
| | Percent | Number Tested | Percent | Number Tested |
| 4 | n/a | n/a | n/a | n/a |
| 8 | n/a | n/a | n/a | n/a |

Evaluation

CACPCS does not yet serve students in testing grades.

Additional Evidence

CACPCS does not have trend data available for analysis.

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

| Grade | Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students | | | | | |
|-------|---|-------------------|-------------------|-------------------|-------------------|-------------------|
| | 2011-12 | | 2012-13 | | 2013-14 | |
| | Charter School | Local District | Charter School | Local District | Charter School | Local District |
| 4 | n/a | n/a | n/a | n/a | n/a | n/a |
| 8 | n/a | n/a | n/a | n/a | n/a | n/a |
| All | n/a | n/a | n/a | n/a | n/a | n/a |

Summary of the Science Goal

CACPCS has not yet administered the state science exam and is unable to measure its’ success toward meeting the Science Goal as the school did not enroll fourth or eighth graders.

| Type | Measure | Outcome |
|-------------|--|---------|
| Absolute | Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination. | n/a |
| Comparative | Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district. | n/a |

Action Plan

CACPCS will not have students eligible to take the state science exam until the spring of 2016. Until then, the school will continue to implement the FOSS curriculum program emphasizing experiential, hands-on learning.

NCLB

Goal 4: NCLB

The school will make adequate yearly progress.

Goal 4: Absolute Measure

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

Method

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

Results

CACPCS does not yet have state assessment data available for evaluation. However, CACPCS is confident that its rigorous, well-conceived and resource-rich educational program will allow it to exceed achievement goals..

Evaluation

CACPCS does not yet have state assessment data available for evaluation. However, CACPCS is confident that its rigorous, well-conceived and resource-rich educational program will allow it to exceed achievement goals.

Additional Evidence

CACPCS has not yet administered state exams.

NCLB Status by Year

| Year | Status |
|---------|---|
| 2011-12 | Good Standing/ Focus School/ Local-Assistance-Plan School |
| 2012-13 | Good Standing/ Focus School/ Local-Assistance-Plan School |
| 2013-14 | Good Standing/ Focus School/ Local-Assistance-Plan School |

