



Community Partnership

COMMUNITY PARTNERSHIP CHARTER SCHOOL

2013-14 ACCOUNTABILITY PLAN PROGRESS REPORT

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Beginning with Children, Adjowah Scott (CPCS LS Interim Acting Principal) and Keisha Rattray (CPCS MS Principal) prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Martin Ragde	Chair/President
Clair Cusack	Member/Audit and Finance Committee/School Review
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Kisha Morrow	Secretary/Legal/Academic
David Stutt	Treasurer/Audit and Finance/ Community Outreach/ Nomination Committee
Adjowah Scott	Member Ex-Officio/ Interim Acting School Leader/ Academics
Keisha Rattray	Member Ex-Officio/ School Leader/Academics
Name	Office, Committees
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**Keisha Rattray has served as the CPCS Lower School leader since August 2010
Adjowah Scott has served as Interim Acting School Leader since August 2014.**

INTRODUCTION

Community Partnership Charter School (CPCS) was founded in 2000 by a group of parents in Fort Greene, Brooklyn and the Beginning with Children Foundation (BwCF). At CPCS, families, educators, and community members join together in creating a strong academic base in which students learn to read, write, and perform mathematically at levels that exceed citywide averages. Students are expected to achieve high levels in an environment that values kindness and respect.

There were three main shifts in the educational practice at Community Partnership LS this year to strengthen the school's academic programming; the implementation of new math and literacy curriculum, revised report cards and weekly data meetings.

At the end of last year, Beginning with Children conducted an extensive search to find a literacy and math program that would provide teachers with more direction in aligning their instruction to the common core standards and providing students with more rigorous work. The search concluded in the adoption of *Journeys* by Houghton Mifflin and *Math in Focus*, Singapore Math. Teachers were trained in the new programs during our two week summer institute in August and began using the program with students in September.

In addition to the new programs we implemented a new report card system to keep families informed about their child's progress. The report cards were assessment based and provided parents with a perspective of all the data collected on their students during the four school quarters, November, January, April and June. The report cards were coupled with Parent-Teachers conferences for all students in November and April, while struggling students had meetings with each report card cycle.

We also implemented weekly data meetings in kindergarten through fourth grade. Teachers met with an Academic Dean weekly to review different data points and plan for instruction. These data points included but were not limited to classroom observations, STEP reading levels, writing samples, unit assessments, and exit slips. The meetings pushed teachers thinking around differentiation, instruction and student performance in all grade levels.

At Community Partnership Charter Middle School, we were incredibly excited about our fourth year, knowing that it promised to be filled with even more *golden opportunities* for our learning community. Opportunities came in the form of academic enrichment and the tangible taste of success for our scholars. We began this school year welcoming our new and returning families, new and returning staff and change. We thoughtfully made intentional changes throughout our school, most importantly to integral areas of our academic program to ensure the holistic enhancement of our scholars.

The 2013-14 middle school year ended with a farewell to our 2nd graduating class of 35 scholars; once again we saw our scholars off to NYC Public High and Specialized Schools as well as Independent boarding and day schools. Graduates received scholarship offers exceeding \$200,000 to private, independent day and boarding schools. Through Beginning with Children (BwC), a select

group of scholars were able to study and explore the various branches of medicine with Doctors for a Day at the University of California Irvine. BwC also afforded some of our scholars the opportunity to study at Colgate University. The week long Science Institute at Colgate exposed our scholars to the rigors of college prep and deepened their understanding of the collegiate experience. An explicit goal of the program is to build an awareness of what it takes to be accepted, enrolled and succeed in a college environment.

While we have long been attentive to the need for preparing our scholars for college now, we are acutely aware of this prevalent urge for college readiness across the country. The Common Core Learning Standards (CCLS) created a new baseline for learning and scholar proficiency; as a result, it warranted a change in our approach to teaching and student learning. Our changes addressed the shifts in the standards as well as the overall needs of our student body. In an effort to equip our scholars and teachers to meet the shifts, we added Houghton Mifflin's *Journeys Common Core* reading program in grades 5 and 6 and *Math in Focus: Singapore Math* in grades 5-8. Successful implementation of both curriculums required adjustments to our daily schedule and additional teacher training. Teachers received initial training during our three-week Summer Intensive and follow up training during the school year. Journeys introduced an additional literacy block to our schedule.

As a professional learning community, we recognize the importance of professional development in teaching. The demands of the common core- no doubt- call for an increased focus on professional development for teachers. It requires knowledge of content and pedagogy, and effective engagement of students in learning. It challenges us to make a professional commitment to constant reflection and growth. With this in mind, we made significant changes to professional development at the middle school level:

- 3 weeks instead of 2 weeks for Summer Institute
- ELA and Math teachers participated in weekly hour long content meetings with the Math and Literacy Academic Deans
- Coaching portfolios for the School Leadership team to meet with staff, discuss professional goals, observations, and to provide feedback
- ELA teachers attended the International Reading Association conference in New Orleans, LA
- Full day professional development and Data days to review student assessment results and devise instructional action plans

As we look ahead to the 2014-15 school year, we affirm our commitment to providing our scholars with choice by providing them with a rigorous learning environment. This will be a fresh year of engaging, meaningful, and rigorous work in our classrooms, as well as, memorable times through whole school events, clubs, and activities for scholars and families. To that end, our staff of highly qualified professional educators and support personnel is committed to providing our students **many** opportunities---both inside and outside of the classroom---for high caliber and quality learning, continual growth, leadership, and achievement at a high level of excellence.

This year we embrace our professional responsibilities and are recommitting ourselves as a Professional Learning Community (PLC). As the school moves forward, every professional will

engage with colleagues in ongoing exploration around three basic questions that drive the work within a Professional Learning Community:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?

To begin this work the elementary school is piloting PLC groups to examine teaching and learning this year. Each PLC group will be led by a PLC Coordinator who will work closely with the Academic Dean to select appropriate weekly meeting topics and protocols. The PLC coordinator will work with group members to analyze real time student data and develop and support action steps to improve student learning.

School Enrollment

The school served approximately 415 students in grades K-8 during the 2013 -14 school year. Since the 2009-10 school year, CPCS has added an additional grade each year and expanded to a K-8 school at the start of 2012-13.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2009-10	52	51	52	52	52	39	-	-	-	298
2010-11	50	49	48	52	52	46	33	-	-	330
2011-12	48	51	48	50	53	49	50	29	-	378
2012-13	50	49	49	51	52	52	49	42	26	420
2013-14	46	46	52	48	51	46	52	38	36	415

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

CPCS students will become proficient readers and writers of the English language.

Background

CPCS has traditionally developed lifelong readers who enjoy reading a wide range of literature and factual material to make sense of the world and influence its direction. Literacy is integrated throughout the day in a print-rich environment that fosters a love of reading. Students select their own independent reading books and are encouraged to read at different times throughout the day. In addition to the language arts block, morning meetings are rich opportunities for teachers to model reading strategies to students. Non-fiction content-area reading is also included in the social studies and science curriculum.

CPCS offers a wide range of books for students, through extensive classroom libraries, which include meaningful, culturally relevant texts, as well as classic stories and engaging books on a variety of topics, themes and levels, and a book room that supplements classroom materials with multiple copies of texts for targeted guided reading groups. With guidance, each student is able to freely select books from the classroom library for his or her independent reading. In grades 3-5, classes are departmentalized, with a dedicated ELA teacher in each grade who teaches the Literacy Block.

In 2013 -2014, CPCS began a process to fully overhaul its approach to teaching reading. CPCS selected the Journeys Common Core literacy program developed by Houghton Mifflin in grades K-6. Journeys embeds Common Core based instruction into every unit and lesson and is a comprehensive program that provides the resources needed to plan, teach and engage, as well as assess our students.

In Kindergarten through 6th grades, we launched the Journeys Common Core literacy program in the fall of 2013. The Journeys student text uses Complex Text and the Common Core to engage students and build comprehension skills with materials leveled to ensure all readers receive the proper support and challenge. All Journeys Common Core leveled readers are leveled by consulting author Irene Fountas. These texts apply comprehension skills and strategies from the core lessons and support students at their instructional level. The writing portion of the Journeys Common Core program is a combination of direct writing instruction through common core mini-lessons and student practice utilizing the Common Core Writing Handbook.

All teachers prepared for Journeys Common Core instruction during our 2013 Summer Institute where they participated in hands on professional development conducted by Journeys consultants. Teachers were able to delve into the curriculum unit by unit and review all components of the program. Teachers worked in grade groups to prepare grade specific planning and were able to review the texts and all support materials in advance. Teachers were able to take a deep dive into

the intervention components and plan for differentiated instruction for below, on and above grade level students.

In the middle school, literacy teachers continued to work in collaboration with literacy consultant Isoke Nia and blended Journeys Common Core into the 5th and 6th grade Common Core curriculum mapping that began two years ago and further concretized the common core planning for grades 7 and 8. We began the year with our transitioned Dean of Literacy. She worked closely with Ms. Nia to refine the literacy curriculum and oversee its implementation. As the Dean of Literacy she conducted frequent observations of instruction and provided feedback to help move instruction and increase student learning. The Dean of Literacy began to coach teachers, conduct demonstration lessons and provide support in lesson planning.

With the Journeys Common Core Response to Intervention materials CPCS also began to enhance its intervention program for at risk students. Journeys includes a multi-tiered system of support for struggling students. CPCS teachers were called to address three levels of intervention; Tier I supplements the core curriculum with small group support using leveled readers and guided instruction, Tier II combines the core curriculum and small group instruction for students who are at least one year behind with a Write-In Reader that scaffolds the development of vocabulary, phonics and decoding, and Tier III provides supplemental instruction for students who need intensive intervention. On Tier III teachers utilize a Literacy Tool kit that supports instruction in phonics and word study, vocabulary, fluency and comprehension. The kit assesses and prescribes instruction and offers practice and application to ensure mastery. This three tiered intervention system was an addition to the CPCS intervention system and will be refined to provide targeted and intensive support to bridge learning gaps for struggling students and improve learning in 2014 -2015.

In 2013-2014 CPCS continued to implement the STEP assessment program K-4 to monitor students' progress in reading. The STEP assessment is similar to a running record in that students read leveled passages to the tester/ instructor while s/he tracks errors. However, the post-read-aloud comprehension questions in STEP are highly calibrated to students' use of specific reading strategies and help teachers to modify instruction in ways that running record data is not able to. STEP assessment data was collected quarterly at CPCS in the school assessment database to monitor student progress. Staff continued to focus their expertise in analyzing the reasoning behind students' wrong answers, or the miscue analysis, and the comprehension analysis, with support from the STEP staff developers. Through a Dissemination Grant Awarded to CPCS, CPCS LS teachers also collaborated with the shared space Public School to train their teaching staff in the use and analysis of STEP as an assessment tool.

The middle school saw the addition of three hard-working novice ELA teachers in 6th, 7th, and 8th grade. Our established 7th grade ELA teacher transitioned from our classrooms to the Dean of Literacy in October, and the collaborative team teacher stepped in and assumed sole responsibility for teaching Reading and Writing to all of the students in each section. We introduced *Journeys*, to our established 5th and 6th grade ELA curriculum. There were also some overt changes to the ELA curriculum such as: the introduction of an on-demand writing exam, Quarterly Writing Assessment; a formal test prep unit using the Ready instructional program as a resource; a comprehensive 5-8 test prep action plan; as well as a Book Club/Reading Strategies small group for our most struggling 6th graders.

This year we continued to fine-tune our work with Dr. Nia, Literacy consultant, providing observation and pedagogical development to our teachers twice a month; Friday midday content meetings, after-school work sessions and team meetings, and one-on-one class data analysis coaching meetings. Our Reading and Writing curriculum was replete with Writing publishing celebrations as well as the return of our Book Character Day, which resulted in a trip to a free viewing of *Catching Fire*. During the Spring, all of our scholars could be found reading upwards of 20 minutes daily in each grade. The 2013-2014 ELA instruction continued the paradigm shift in teacher thinking—teaching the seven metacognitive strategies for reading; moreover, teaching students how to use writing and reading strategies in different genres to garner meaning *and* to think about how they use the reading and/or writing strategy to ensure the students' automaticity.

In that vein, we are continuing to refine our teaching of writing. During early content team meetings, which focused on writing instruction, it was deemed that we needed to increase the opportunities to collectively analyze our students writing across the school in order to make informed decisions as a team about the most pressing scholar needs per grade. Subsequently, introducing the QWA, Quarterly Writing Assessment, an on demand formative assessment of the skills of our students. The teachers and dean evaluated the performance of the scholars according to the New York State Writing rubric. During the grading, we noted the strengths and deficits of the individual scholars, by class and grade, and committed to targeted teaching for our students' learning. We also drafted a CPCS MS Student Continuum—A CPCS MS Scholar should be able to...in Reading, Writing, and ELA Scholarly Habits.

CPCS administered two ELA mock state exams created by Rally and Journeys Common Core interim and Benchmark assessments to track student progress in literacy. The school continued to utilize the PowerSchool Studio program to score assessments and generate reports that allowed teachers to view and analyze student mastery by standard and item and identify skill areas where greater focus was needed on the individual, class or school level.

Small group instruction (SGI) within the school day is a hallmark of CPCS's interventions to help struggling students. This year in the middle school, SGIs were formed to address academic concerns that teachers had with specific students. Teachers based the creation of the groups on information they gathered through assessments, such as STEP, interim assessments and unit tests and quizzes, as well as anecdotal records. The small groups, consisting of five to ten students across grades, were led by a teacher and focused on specific skill building goals. In addition, targeted students received supplemental intervention after school provided by teachers and Eye Level tutoring services.

In 2014 -2015 CPCS will continue to implement the Journeys Common Core Curriculum and the middle school Common Core Curriculum Map. To enhance the effectiveness of the curriculum ELA teachers participated in Journeys Beyond the Basics training and Curriculum Mapping workshops during the 2014 Summer Institute. CPCS Teachers collaborated with our sister school, completing their second year of Journeys, to address lessons learned during year one of Journeys implementation and teamed up to develop a supplemental writing curriculum based on the TCRWP Writing Units of Study.

CPCS and Beginning with Children Charter School 2 (BwCCS2) teachers worked in grade level pairs to design a writing curriculum that adapted TC Units of Study for their assigned grade. The units were aligned to the Journeys Common Core units and standards. The Writing Curriculum Components include Monthly Unit Overviews, # of lessons, Teaching Points, Common Core Standards and an Assessment Calendar. Daily Lessons include Teaching Points, Standards, Guidance for Teach/Model, Guidance for Guided Practice, Guidance for Student Application, Guidance for Assessment and recommended Student Products.

In 2014 -2015 we will also implement Illuminate, an advance Data Management System which will replace and improve upon the PowerSchool data system. This system allows for real time assessment and analysis of student performance with the support of an in class document camera and integration of our assessment and student management systems. All teachers, operations staff and school leaders received training on the Illuminate system during the 2014 Summer Institute.

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 administered the New York State Testing Program English Language Arts assessment to students in 3rd through 8th grade in April 2014. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

**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	47			1	48
4	51				51
5	44				44
6	52			1	53
7	36				36
8	36				36

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.

All	266				271
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Results

The overall percent of students in at least their second year achieving proficiency, in each grade, fell significantly short of the absolute measure goal.

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	40.43	47	42.86	42
4	15.69	51	17.02	47
5	29.55	44	30.00	40
6	21.15	52	19.51	41
7	33.33	36	35.29	34
8	36.11	36	36.11	36
All	28.57	266	29.58	240

Evaluation

This goal was not met. The overall percent of students in at least their second year achieving proficiency fell short of the absolute measure goal by 45.42 percentage points. Grade 3 scored significantly higher than the average at 42.85 percent proficient. Grades 4 and 6, however, scored significantly lower than the average at 15.69 percent proficient for grade 4 and 19.51 percent proficient for grade 6.

The school did not meet the measure. There are particular areas of concerns for performance in grades 4 and 6. We looked closely at curriculum and instruction and continue to make significant changes both in personnel and program for the next school year. Common Core instruction was a challenge for both teachers and students in 2013 -2014. New and Returning ELA teachers will receive targeted support in implementing the Common Core curriculum this year, beginning with the Beyond the Basics training this summer. In addition, Illuminate will support teachers in the administration and analysis of more frequent interim assessments in order to respond to student needs more quickly. We are also increasing the rigor of writing instruction with an enhanced writing curriculum and corresponding assessments.

Additional Evidence

In 2011-12, CPCS demonstrated progress towards charter goals over the previous year. A new baseline for student performance, relative to common core standards, was established with the NYS testing in 2013. As a result, CPCS performed well below its charter goals in 2012-13. After a year of reshaping our approach to literacy instruction, we have seen some growth in 2013-14.

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 Tested	Percent	Number Tested	Percent	Number Tested
3	58.1	43	19.1	47	42.86	42
4	52.9	51	25.6	43	17.02	47
5	57.8	45	24.5	49	30.00	40
6	61.9	42	25.6	39	19.51	41
7	60.7	28	32.4	37	35.29	34
8	-	-	30.8	26	36.11	36
All	57.9	209	25.7	241	29.58	240

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

The overall PLI for all grades was 101.66. All tested students have a PLI value that exceeds the 2013-14 English language arts AMO of 89.

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

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
	27.92	42.50	25.83	3.75

$$\begin{array}{rclclclcl}
 \text{PI} & = & 42.50 & + & 25.83 & + & 3.75 & = & 72.08 \\
 & & & & 25.83 & + & 3.75 & = & \underline{29.58} \\
 & & & & & & \text{PLI} & = & 101.66
 \end{array}$$

Evaluation

This goal was met. CPCS’s overall PLI exceeded the 2013-14 English language arts AMO by 12.66 points. While the majority of students were not proficient, a larger percentage of those students performed at Level 2 than Level 1, indicating a larger percentage of partially proficient students than below proficient students.

In 2013 -2014 significant changes were made to both curriculum and personnel. While a significant number of students have not met proficiency levels, we can attribute the larger percentage of level 2 students, students approaching proficiency, to a more rigorous literacy curriculum. We expect to see improved proficiency levels as we enter year two of our Common Core based ELA program.

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

Tested students enrolled in at least their second year are compared to all tested students in District 13, CPCS’s home 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 District 13.³

Results

The overall percent of students in at least their second year achieving proficiency exceeded aggregate district proficiency by 4.58 points.

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

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

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	42.86	42	30.0	322
4	17.02	47	30.5	315
5	30.00	40	32.5	300
6	19.51	41	17.2	138
7	35.29	34	17.2	161
8	36.11	36	20.4	195
All	29.58	240	25.0	1431

Evaluation

This measure was met. The average proficiency of CPCS students was 29.58 compared to 25.0 of the district. Furthermore, students in their second year in grades 3, 6, 7, and 8 exceeded the aggregate performance of their peers in the district. However our performance in grades 4-5 trailed the district average.

Additional Evidence

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

Grade	Percent of Students Enrolled in at Least their Second Year 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	58.1	47.5	19.1	28.8	42.86	30.0
4	52.9	50.3	25.6	26.1	17.02	30.5
5	57.8	52.0	24.5	27.6	30.00	32.5
6	61.9	37.7	25.6	17.9	19.51	17.2
7	60.7	35.7	32.4	17.9	35.29	17.2
8	-	-	30.8	19.5	36.11	20.4
All	57.9	44.5	25.7	23.2	29.58	25.0

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

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.

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

The analysis using last year's data shows an effect size of 0.08 for the six grades combined.

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	88.2	51	17.7	18.9	- 1.2	-0.09
4	63.5	52	23.1	26.4	- 3.3	-0.25
5	76.9	52	23.1	22.0	1.1	0.08
6	71.4	49	20.4	20.8	- 0.4	-0.03
7	66.7	41	31.7	24.4	7.3	0.49
8	76.9	26	30.7	21.2	9.5	0.68
All	73.9	271	23.6	22.3	1.3	0.08

School's Overall Comparative Performance:
Slightly higher than expected

Evaluation

Although the effect size was positive, this measure was not met. The measure was exceeded in seventh and eighth grade, but not in the other grades or the school as a whole. The effect size of 0.08 indicates growth that is slightly higher than expected when comparing performance to demographically similar public schools state-wide.

Additional Evidence

The chart below shows comparative data for ELA for CPCS students during the past three years. While this year's results continue to show weak growth that is only slightly higher than expected, it does show an increase from 2011-12.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-6	57	185	50.3	48.8	0.09
2011-12	3-7	46	225	56.5	55.3	0.07
2012-13	3-8	74	271	23.6	22.3	0.08

Goal 1: Growth Measure⁵ (G1.5A)

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 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 analysis using last year's data shows a mean growth percentile of 51 for the six grades combined.

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

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

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

Grade	Mean Growth Percentile	
	School	Statewide Median
4	55	50.0
5	40	50.0
6	54	50.0
7	54	50.0
8	54	50.0
All	51	50.0

Evaluation

This measure was met. CPCS’s mean growth percentile exceeded the statewide median by one percentage point. CPCS exceeded the statewide median by 4 points in grades 6, 7, and 8 and by 5 points in grade 4. Unfortunately, grade 5 students trailed the statewide median significantly by 10 percentage points.

Additional Evidence

The aggregate mean growth percentile of grades 4-6 dropped significantly from 61 in 2011-12 to 51 in 2012-13. While there was growth in grades 4, 6, and 7, the mean growth percentile of 5th grade students dropped by 11 percentage points.

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

Grade	Mean Growth Percentile		
	2011-12 ⁷	2012-13	Statewide Average
4	51	55	50.0
5	51	40	50.0
6	63	54	50.0
7	57	54	50.0
8		54	50.0
All	61	51	50.0

Goal 1: Growth Measure (G1.5B)

Each year, the proficiency rates of grade-level cohorts on the NYS ELA exams will reduce by one-half the difference between 75 and the proficiency rates on the previous year’s NYS ELA exams. If 75 percent or more of the grade-level cohorts obtained proficient scores the previous year, their results will increase in the current year.

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 towards the absolute measure of 75 percent of students performing at or above proficient. Each grade level cohort consists of those students who took the

state exam in 2013-14 and also have a state exam score in 2012-13. It includes all current students in grades 4-8 who repeated the grade. These students are included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the school examines the aggregate of all cohorts to determine the growth of all students taking a state exam in both years.

Results

2012-13 Grade	Cohort Size	Percent Performing At or Above Level 3			Goal Achieved?
		2012-13	Target	2013-14	
4	47	17.02	46.01	17.02	NO
5	40	25.00	50.00	30.00	NO
6	41	26.83	50.91	19.51	NO
7	34	26.47	50.74	35.29	NO
8	36	33.33	54.17	36.11	NO
All	198	25.25	50.13	29.58	NO

Evaluation

CPCS did not meet the measure for any of the five cohorts. The collapsed proficiency rate for all five cohorts combined, however, did increase by 4.33. Grades 5 and 7 saw growth while performance in grades 4 and 8 remained stagnant. Unfortunately, grade 6 saw a significant drop from 26.83 in 2012-13 to 19.51 in 2013-14.

Goal 1: Growth Measure (G1.5C)
 Each year, on the TerraNova national norm-referenced reading assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

Method

This measure examines the change in performance of the same cohort of students from one year to the next on the TerraNova norm-referenced reading test. Each cohort consists of those students who have norm-referenced reading test results for two consecutive years at the school. It includes students who repeated the grade. The criterion for achieving this measure is for the cohort to reduce by half the difference between average NCE in the first year and the 50th NCE in the second. If a cohort has already achieved an average NCE of 50, it is expected to show some positive growth in the subsequent year. For the 2013-14 school year CPCS administered the TerraNova reading exam to students in grades K-3 in June 2014.

Results

2013-14 Grade	Cohort Size	Average NCE			Goal Achieved?
		2012-13 Avg NCE	Target	2013-14 Avg NCE	
1	39	57.44	57.45	56.28	NO
2	41	46.83	48.41	54.22	YES
3	36	50.47	50.48	55.39	YES
All	116	51.41	51.42	55.58	YES

Evaluation

While all three cohorts averaged above the 50th NCE, only two out of three cohorts met the goal. Second grade students showed the largest growth, moving from an average NCE of 46.83 in first grade to an average of 54.22 in third grade. Third grade students showed an increase from an average NCE of 50.47 in second grade to 55.39 in third grade. Unfortunately students in the first grade did not show growth on the TerraNova ELA exam, with an average NCE of 56.28, down from 57.44 the prior year. First grade did not meet the targeted achievement level.

Summary of the English Language Arts Goal

CPCS did not achieve the absolute measure of 75% proficiency for all grades, however we did meet the absolute measure for this year's Annual Measurable Objective set by NYS's NCLB accountability system. The overall PLI for all grades was 101.66. All tested students have a PLI value that exceeds the 2013-14 English Language Arts AMO of 89.

CPCS did meet the comparative measure for students in the same tested grades in District 13. The overall percent of students in at least their second year achieving proficiency exceeded aggregate district proficiency by 4.58 points. However, we did not meet the comparative measure for Effect size. The effect size of 0.08 does however, indicate growth that is slightly higher than expected when comparing performance to demographically similar public schools state-wide.

CPCS achieved the growth measure for the mean unadjusted growth percentile based on 2012-2013 data. We did not achieve the growth goal for proficiency rates of grade level cohorts on the NYS ELA exams. Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. We partially achieved the growth measure for Terranova. While all three cohorts averaged above the 50th NCE, only grades two and three met the goal. Second grade students showed the largest growth, moving from an average NCE of 46.83 in first grade to an average of 54.22 in third grade. Third grade students showed an increase from an average NCE of 50.47 in second grade to 55.39 in third grade. The first grade average of 56.28 did not meet the targeted achievement level.

Data from our performance on the state ELA exam and TerraNova continues to inform our strategic planning for ELA curriculum and instruction and professional development. We have already contracted ongoing PD for the 2014-2015 school year with HMH Journeys Common Core, Isoke Nia for curriculum mapping and a STEP consultant

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
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.	Achieved
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.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Did Not Achieve
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.	Achieved
Growth	Each year, the proficiency rates of grade-level cohorts on the NYS ELA exams will reduce by one-half the difference between 75 and the proficiency rates on the previous year's NYS ELA exams. If 75 percent or more of the grade-level cohorts obtained proficient scores the previous year, their results will increase in the current year.	Did Not Achieve
Growth	Each year, on the TerraNova national norm-referenced reading assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	Partial Achievement

Action Plan

Narrative explaining what specific steps the school will take to maintain or improve academic performance based on the *specific results* associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts or sub-populations.

In 2013 -2014 CPCS implemented its strategic plan to fully overhaul our approach to teaching reading. In Kindergarten through 6th grades, we launched the Journeys Common Core literacy program developed by Houghton Mifflin. In the upper grades, literacy teachers collaborated with literacy consultant Isoke Nia to refine the curriculum map and blend Journeys Common Core into the existing Common Core curriculum. We advanced a master ELA teacher to a fulltime Dean of

Literacy position. She worked closely with Ms. Nia to refine the literacy curriculum and oversee its implementation.

ELA teachers prepared for Journeys Common Core instruction during the 2013 Summer Institute where they participated in hands on professional development conducted by Journeys consultants. Teachers were able to delve into the curriculum unit by unit and review all components of the program. Middle school ELA teachers reviewed and revised curriculum maps to make them more effective. After a year of Journeys implementation and tackling a significant Common Core learning curve for both educators and students we have been able to identify strengths, weaknesses and areas for improvement in both curriculum and instruction.

Journeys Common Core has proven itself to be a rigorous reading comprehension program which embeds Common Core Standards and exposure to complex text in its framework. However, it is clear that teachers need significant support in implementing the program to its full capacity. We learned that the program in its launch year was not implemented with fidelity across all classes and grades. With that in mind we have contracted for additional professional development with HMH to support teachers throughout the year. We have Deans of Academics who participated in training alongside their teachers and are prepared to provide frequent, targeted feedback on teaching and learning to an identified cohort of teachers. The Deans will also coach teachers, conduct demonstration lessons and provide support in lesson planning.

After a year of ELA implementation we also learned that the writing component of the Journeys program focuses on writing in response to reading. With that in mind we identified grade teams to adapt the TCRWP Writing Units to create a supplemental writing curriculum that will align with Journeys to meet all Common Core Writing standards. In the middle school we identified a need for more targeted teaching of reading to at risk students. In response to this data we identified the strongest ELA teacher to provide reading intervention to our most needy students.

In year two of Journeys implementation we will also dig deeper into the intervention components of the program. In the launch year many teachers were overwhelmed by the wealth of resources available and did not fully utilize online resources and available intervention components. Journeys includes a multi-tiered system of support for struggling students. In the Lower School a Special Education Coordinator was hired and will support teachers in how to address the three levels of intervention; Journeys Tier I supplements the core curriculum with small group support using leveled readers and guided instruction, Tier II combines the core curriculum and small group instruction for students who are at least one year behind with a Write-In Reader that scaffolds the development of vocabulary, phonics and decoding, and Tier III provides supplemental instruction for students who need intensive intervention. Teachers will receive support from Deans, the SpEd Coordinator and consultants on this three tiered intervention system in order to provide targeted and intensive support to bridge learning gaps for struggling students and significantly improve learning.

In addition to the enhancements to professional development, curriculum and instruction, we have also enhanced our assessment calendar to include additional Unit and Benchmark assessments and have overhauled our entire data management system. Utilizing Illuminate, assessments can be

uploaded, scored and disaggregated for analysis straight from the classroom. This new system will save valuable teacher time and provide real time access to student data for teachers and parents.

MATHEMATICS

Goal 2: Mathematics

CPCS Students will become proficient in the Understanding and Application of Mathematical Skills and Concepts.

Background

Brief narrative discussing mathematics curriculum, instruction, assessment and professional development at the school and any important changes to the mathematics program or staff prior to or during the 2013-14 school year.

In 2012 -2013, CPCS continued its implementation of *Investigations in Number, Data, and Space* in grades K-5, and *Connected Mathematics Project 2 (CMP2)* for grades 6 and 7, as its core mathematics programs. The middle school also incorporated two new math curricula based on the data collected that year. *Envision Math: Common Core* from Pearson and *Prentice Hall Mathematics: Courses 1, 2, 3*. These curricula were chosen to compliment *Investigations in Number, Data, and Space* in fifth grade and *Connected Mathematics Project (CMP2)* in sixth and seventh grades. Math instruction continued to be delivered through a workshop model similar to the language arts delivery system which included mini lessons, independent practice and summary work. In 2012 -2013 CPCS supplemented its core curriculum in mathematics with a variety of programs in an attempt to meet the needs of our range of learners as well as the New York State Mathematics Learning Standards. The goal was to fill the gaps in the core curricula.

A midyear analysis of student data revealed that, even with supplemental programs, our students continued to struggle; particularly in critical thinking, simple and complex word problems. The school leaders and math staff developer researched and decided to also pilot the Singapore Math model drawing approach. Singapore had consistently ranked in the top three countries in the Trends in International Mathematics and Science Study (TIMSS), since 1999. This approach, which is a cornerstone of Singapore's curriculum, allowed students to graphically represent the relationship between numbers and operations that are needed to solve problems presented in stories. Teachers from first through sixth grade along with specialists and the math staff developer were sent to a Singapore Math professional development to learn the method. Workshops were also provided to parents to learn about the method as well. Based on the impact of the Singapore Pilot, BwC research and the gaps that still remained in our students learning, CPCS decided to implement the Singapore Math in Focus curriculum across grades K-8 in 2013 -2014.

In August of 2013 CPCS adopted *Math in Focus*, (Singapore Math), as its core mathematics program for grades K-8. This curriculum change represented a complete overhaul to the teaching of mathematics at CPCS. Teachers in K-8 participated in Math in Focus training on the use of the curriculum and its approaches to teaching mathematics during the 2013 Summer Institute. We also

participated in ongoing, onsite professional development to support teachers throughout the year. Onsite visits included model lessons, co-teaching, observation and feedback and grade level meetings to review strategies for effective implementation of the program.

In adopting *Math in Focus* as its core mathematics program for grades K-8 CPCS was able to unify its mathematical practices across all grades and *begin* to lay the foundation for mastery of critical mathematical concepts and critical thinking. *Math in Focus*, (Singapore Math), is especially strong in developing conceptual understanding. It differs from the original *Singapore* series in that it is also aligned with the NCTM (National Council of Teachers of Mathematics) standards as well as with the Common Core Standards. However, unlike most programs aligned with the NCTM standards, it does not try to teach every concept every year. Instead, it focuses on fewer topics but teaches them thoroughly so they need not be retaught continually and multiple supplemental programs are not needed. The scope and sequence is advanced as with the original series. A major focus is upon preparing students for success in algebra. Consequently, algebraic thinking and expressions are introduced early and used frequently throughout the series. This program is delivered through a gradual release process that includes Direct Involvement, Guided Practice, Independent Practice and Assessment.

The *Math in Focus* program includes comprehensive teacher resource materials with daily lessons, clear benchmarks and pacing guides. The teacher's guides outline exactly what should be taught daily. Each lesson is clearly aligned to the CCLS and contains supplemental resources for review or extension. The *Math in Focus* program has identified resources for students at, below or above grade level. These resources are a part of the daily instructional program and were implemented during small group instructional time in the classroom. Each teacher was trained to use all resource materials provided and follow a grade level Flow of the Day that provides adequate time for targeted instruction and support. Teachers received support from *Math in Focus* curriculum consultants and were able to share and collaborate with lead teachers from a BwC school that was in year II of implementing the *Math in Focus* curriculum.

CPCS continued to provide departmentalized instruction in third through eighth grades. This allowed students to receive up to 120 minutes of math instruction. Math in Focus imbeds Small Group Instruction (SGI) throughout the program. Having piloted SGI in grades 3-8 last year we recognized that targeted, small group instruction is crucial for both our struggling learners and accelerated students. By implementing SGI in all grades we were able to better meet all students' needs. Students were initially grouped according to our assessment data. Careful analysis of this data was used to select specific tasks and problems to solve. Weekly analysis of data collected during daily sessions was used to revise instructional groups and plans.

In an effort to adequately prepare our middle school students for the upcoming state examination, cover all necessary material and not overwhelm our scholars, a 37-day plan was created. For the 37 instructional days leading up to the exam, the math team focused only on standards that were outlined as major & supporting clusters in the 2014 Educators Guide by engageny.org. Analyzing & interpreting data, and determining appropriate measurements are all a part of the supporting clusters (for 6th, 7th, and 8th grades). Therefore, in order to ensure that these concepts were addressed, the science department for a minimum 3 classes a week during the 37-day plan incorporated these mathematical lessons which allowed the math teachers to focus primarily on

the selected major & supporting clusters. The math department also implemented writing techniques & strategies used in writing to help scholars strengthen their responses to short and extended answer problems.

To support students we held four Saturday Academies from February to April that focused on mathematics. Saturday Academy staff members were made up of current CPCS staff members, leadership team members, and certified teachers from other schools. This allowed us to provide high quality small group instruction to students each Saturday in addition to the support Eye Level provided during after-school tutoring four times a week in small groups.

Data-driven instruction continued to inform all instructional decisions at CPCS. Math in Focus Unit and Benchmark assessments provided student performance data continuously. With the continued support of BwC, interim assessment results were processed smoothly and available for teachers within days after assessments were given. These results provided the school leadership with an efficient way to review student progress and identify students in need of intervention. Students in need of intervention were supported by in-classroom grouping, out of classroom tutorials and a Saturday Academy program that was offered to students over eight Saturday sessions from January through May. CPCS used the *New York State Coach, Empire Edition*, the *New York State Progress Coach, Empire Edition*, and the *Ladders to Success on the New York State Mathematics Test* during our Saturday Academies to provide students with more problem solving opportunities and help prepare them for them for the state math test.

CPCS also administered two Mock Math Assessments based on the New York State math exam. These mock assessments from Rally Education® mirrored the content and format of the state exams and provided valuable data on gaps in our mathematics instruction as data was compared both within and across grades. Such data informed both instruction at each grade-level and decisions on a school-wide level. This information allowed us to look more closely at content that had been taught but not mastered, and informed teaching, professional development and the creation of targeted small group instruction.

BwC provided considerable support and guidance in the implementation of PowerSchool Studio, a comprehensive student information system. This system allowed teachers to access student assessment profiles and view comparative exam performance and skills mastery levels for students in all of their classes. The data system also enabled the school to send home detailed reports about student grades and test results, enabling families to provide additional supports with guidance from the school. Math profiles in the PowerSchool database provided historical student assessment data for easy reference by teachers and staff developers. Tracking data in a central location allowed for a more comprehensive view of student progress and performance, at classroom, grade and school-wide levels. In 2014 -2015 CPCS will significantly improve on the capacity and efficiency of our databased by upgrading to the Illuminate data and student information system.

Goal 2: Absolute Measure

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

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in April 2014. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

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

Grade	Total Tested	Not Tested ⁷			Total Enrolled
		IEP	ELL	Absent	
3	47	1		1	47
4	51				51
5	44				44
6	52			1	53
7	36				36
8	36				36
All	266				270

Results

The overall percent of students in at least their second year achieving proficiency, in each grade, fell significantly short of the absolute measure goal.

**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	60.87	47	65.85	41

⁷ 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.

4	47.06	51	48.94	47
5	20.45	44	20.00	40
6	35.29	52	39.02	41
7	11.11	36	11.76	34
8	33.33	36	33.33	36
All	35.95	266	37.66	239

Evaluation

This goal was not met. The overall percent of students in at least their second year achieving proficiency fell short of the absolute measure goal by 37.34 percentage points. Grades 3 and 4 scored significantly higher than the average at 65.85 percent proficient for grade 3 and 48.94 percent proficient for grade 4. Grade 7, however, scored significantly lower than the average at 11.76 percent proficient.

Additional Evidence

In 2011-12, CPCS demonstrated progress towards charter goals over the previous year. A new baseline for student performance, relative to common core standards, was established with the NYS testing in 2013. As a result, CPCS performed well below its charter goals in 2012-13. After a year of reshaping our approach to math instruction, we have seen some small growth in 2013-14.

Although there are particular areas of concerns for performance in grades 5 and 7. We made growth in grades 3 (increase of 4.98%), 4 (increase of 1.88%) and 6 (increase of 3.73%) and maintained performance in grade 8. As a whole we made overall growth from 2012-2013 to 2013-2014 of 1.71%. The rigor of the Math in Focus program allowed us to maintain growth and see some gains in 2013 -2014.

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	79.2	43	38.3	47	65.85	41
4	82.7	50	44.2	43	48.94	47
5	76.6	45	32.7	49	20.00	40
6	65.3	43	23.1	39	39.02	41
7	82.8	28	32.4	37	11.76	34
8	-	-	7.7	26	33.33	36
All	76.9	209	31.5	241	37.66	239

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 200.⁸

Results

The overall PLI for all grades was 116.32. All tested students have a PLI value that exceeds the 2013-14 Mathematics AMO of 89.

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
	21.34	41.00	24.69	12.97

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 41 & + & 24.69 & + & 12.97 & = & 78.66 \\
 & & & & 24.69 & + & 12.97 & = & \underline{37.66} \\
 & & & & & & \text{PLI} & = & 116.32
 \end{array}$$

Evaluation

This goal was met. CPCS’s overall PLI exceeded the 2013-14 Mathematics AMO by 27.32 points. While the majority of students were not proficient, a larger percentage of those students performed at Level 2 than Level 1, indicating a larger percentage of partially proficient students than below proficient students.

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

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

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.⁹

Results

The overall percent of students in at least their second year achieving proficiency exceeded aggregate district proficiency by 13.46 points.

**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	65.85	41	34.3	370
4	48.94	47	33.0	343
5	20.00	40	32.5	302
6	39.02	41	20.0	161
7	11.76	34	12.0	112
8	33.33	36	8.9	76
All	37.66	239	24.2	1364

Evaluation

This measure was met. The average proficiency of CPCS students was 37.66 compared to 24.2 of the district. Furthermore, students in their second year in grades 3, 4, 6, and 8 performed significantly higher than the aggregate performance of their peers in the district. However, performance in grades 5 and 7 trailed the district average.

Additional Evidence

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	79.2	54.4	38.3	30.3	65.85	34.3

⁹ 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](#).

4	82.7	58.1	44.2	29.7	48.94	33.0
5	76.6	60.5	32.7	24.0	20.00	32.5
6	65.3	46.2	23.1	14.0	39.02	20.0
7	82.8	47.1	32.4	10.1	11.76	12.0
8	-	-	7.7	11.9	33.33	8.9
All	76.9	53.1	31.5	20.3	37.66	24.2

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.¹⁰

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

The analysis using last year's data shows an effect size of 0.40 for the six grades combined.

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	88.2	51	37.2	22.5	14.7	0.84
4	63.5	52	40.4	32.2	8.2	0.48
5	76.9	52	32.6	22.1	10.5	0.65

¹⁰ 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.

6	71.4	49	20.4	22.6	- 2.2	-0.12
7	66.7	41	31.7	20.6	11.1	0.62
8	76.9	26	7.7	17.5	- 9.8	-0.53
All	73.9	271	30.2	23.5	6.7	0.40

School's Overall Comparative Performance:
Higher than expected to a small degree

Evaluation

This measure was met. It was exceeded in grades 3, 4, 5, and 7 as well as in the whole school. It was not, however, exceeded in grades 6 and 8 which trailed the goal of 0.30 significantly. The effect size of 0.40 indicates growth that is higher than expected to a small degree when comparing performance to demographically similar public schools state-wide.

Additional Evidence

The chart below shows comparative data for ELA for CPCS students during the past three years. 2012-13 results show comparative growth that is only higher than expected to a small degree, which shows a decline from 2011-12.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3 - 6	57	185	70.8	57.9	0.72
2011-12	3 - 7	46	225	76.9	12.5	0.77
2012-13	3 - 8	74	271	30.3	23.5	0.40

Goal 2: Growth Measure¹¹ (G2.5A)

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 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'

¹¹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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.¹²

Results

The analysis using last year’s data shows a mean growth percentile of 42 for the six grades combined.

2012-13 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
4	47	50.0
5	46	50.0
6	39	50.0
7	51	50.0
8	18	50.0
All	42	50.0

Evaluation

This measure was not met. CPCS’s mean growth percentile trailed the statewide median by eight percentage points. CPCS exceeded the statewide median by 1 point in grade 7. Unfortunately, the other grades trailed the statewide median significantly. This is especially so with grade 8, which trailed the statewide median by 32 percentage points.

Additional Evidence

The aggregate mean growth percentile of grades 4-6 dropped significantly from 58 in 2011-12 to 42 in 2012-13.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile		
	2011-12	2012-13	Statewide Average
4	55	47	50.0
5	63	46	50.0
6	60	39	50.0
7	67	51	50.0

¹² Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

8		18	50.0
All	58	42	50.0

Goal 2: Growth Measure (G2.5B)

Each year, the proficiency rates of grade-level cohorts on the NYS Math exams will reduce by one-half the difference between 75 and the proficiency rates on the previous year’s NYS Math exams. If 75 percent or more of the grade-level cohorts obtained proficient scores the previous year, their results will increase in the current year.

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 towards the absolute measure of 75 percent of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2013-14 and also have a state exam score in 2012-13. It includes all current students in grades 4-8 who repeated the grade. These students are included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the school examines the aggregate of all cohorts to determine the growth of all students taking a state exam in both years. CPCS used 2012-13 and 2013-14 scale scores to conduct this analysis.

Results

2013-14 Grades	Cohort Size	Percent Performing At or Above Level 3			Goal Achieved?
		2012-13	Target	2012-13	
4	47	36.17	55.59	48.94	NO
5	40	42.50	58.75	20.00	NO
6	41	34.15	54.57	39.02	NO
7	34	20.59	47.79	11.76	NO
8	36	33.33	54.17	33.33	NO
All	198	33.84	54.42	37.66	NO

Evaluation

CPCS did not meet the measure for any of the five cohorts. The collapsed proficiency rate for all five cohorts combined increased by 3.82. This new proficiency rate represents the new benchmark for proficiency based on NYS common core assessments.

Goal 2: Growth Measure (G2.5C)

Each year, on the TerraNova national norm-referenced math assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous

year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

Method

This measure examines the change in performance of the same cohort of students from one year to the next on the TerraNova norm-referenced math test. Each cohort consists of those students who have norm-referenced reading test results for two consecutive years the school. It includes students who repeated the grade. The criterion for achieving this measure is for the cohort to reduce by half the difference between average NCE in the first year and the 50th NCE in the second. If a cohort has already achieved an average NCE of 50, it is expected to show some positive growth in the subsequent year. For the 2013-14 school year CPCS administered the TerraNova math exam to students in grades K-3 in June 2014.

Results

2013-14 Grades	Cohort Size	Average NCE			Goal Achieved?
		2012-13	Target	2013-14	
1	39	57.44	57.45	63.36	YES
2	41	46.83	48.41	57.78	YES
3	36	50.47	50.48	72.92	YES
All	116	51.41	51.42	64.66	YES

Evaluation

All three cohorts met the goal. Third grade students showed the strongest growth, moving from an average NCE of 50.47 in second grade to an average of 72.92 in third grade. Second grade students showed an increase from an average NCE of 46.83 in first grade to 57.78 in second grade. First grade students showed the least growth with an increase from an average NCE of 57.44 in kindergarten to 63.36 in first grade. Overall all three cohorts showed significant growth.

Summary of the Mathematics Goal

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

CPCS did not achieve the absolute measure of 75% proficiency for all grades, however we did meet the absolute measure for this year's Annual Measurable Objective (AMO). CPCS's overall PLI exceeded the 2013-14 Mathematics AMO by 27.32 points. While the majority of students were not proficient, a larger percentage of those students performed at Level 2 than Level 1, indicating a larger percentage of partially proficient students than below proficient students.

CPCS achieved both comparative measures for students. Students in their second year performing at proficiency outperformed students in the same tested grades in District 13. The overall percent

of students in at least their second year achieving proficiency exceeded aggregate district proficiency by 4.58 points. The average proficiency of CPCS students was 37.66 compared to 24.2 of the district. Furthermore, students in their second year in grades 3, 4, 6, and 8 performed significantly higher than the aggregate performance of their peers in the district. We also met the comparative measure for Effect size using the 2012 -2013 results.

CPCS did not achieve the growth measure for the mean unadjusted growth percentile based on 2012-2013 data. Given the timing of the state’s release of Growth Model data, the 2013-14 analysis is not yet available. We also did not achieve the expected proficiency rates of grade level cohorts on the NYS Math exams. We did however achieve the growth measure for TerraNova. All three cohorts met the goal. Third grade students showed the strongest growth, moving from an average NCE of 50.47 in second grade to an average of 72.92 in third grade. Second grade students showed an increase from an average NCE of 46.83 in first grade to 57.78 in second grade. First grade students showed the least growth with an increase from an average NCE of 57.44 in kindergarten to 63.36 in first grade. Overall all three cohorts showed significant growth.

Data from our performance on the state Math exam and TerraNova continues to inform our strategic planning for mathematics curriculum and instruction and professional development. We have already contracted ongoing *Math in Focus* PD for the 2014-2015 school year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
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.	Achieved
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.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Achieved
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	Did Not Achieve
Growth	Each year, the proficiency rates of grade-level cohorts on the NYS Math exams will reduce by one-half the difference between 75 and the proficiency rates on the previous year’s NYS Math exams. If 75 percent or more of the grade-level cohorts obtained proficient scores the previous year, their results will increase in the current year.	Did Not Achieve
Growth	Each year, on the TerraNova national norm-referenced math assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in	Achieved

	the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	
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Action Plan

Narrative explaining what specific steps the school will take to maintain or improve academic performance based on the *specific results* associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts or sub-populations.

In 2013 -2014 CPCS implemented its strategic plan to fully overhaul our approach to teaching Mathematics. In Kindergarten through 8th grades, we launched the Singapore Math in Focus program. We also hired a Dean of Mathematics in the middle school. The MS Dean of Mathematics worked closely with the math teachers to oversee the implementation of the Math in Focus program and provide instructional support and feedback. The LS Deans of Academics oversaw the implementation of the program in grades K-4. After a year of Math in Focus implementation and tackling the rigor of Common Core mathematics we identified strengths, weaknesses and areas for improvement in both curriculum and instruction.

In 2013 – 2014 teachers faced a significant learning curve implementing the new Singapore Math in Focus program and Common Core instruction was a challenge for both teachers and students. In 2014 – 2015 we will continue to refine and adapt the *Math in Focus* curriculum and have also made significant changes in personnel. New and Returning Math teachers received Initial Program Overview (IPO) and Beyond the Basics Math in Focus training during the 2014 Summer Institute and will also receive targeted support in implementing the Math in Focus curriculum this year. In addition, Illuminate will support teachers in the administration and analysis of more frequent interim assessments in order to respond to student needs more quickly.

The Singapore *Math in Focus* program has proven itself to be a rigorous program which embeds Common Core Standards, critical thinking and student mastery in the structure of its curriculum. After a year of implementation it is clear that teachers must completely adapt the Singapore method in order to be successful. It is also clear that teachers need ongoing support in the Singapore method. We learned that during our launch year not all teachers embraced the Concrete Pictorial Abstract (CPA) progression of learning or allowed students to struggle with the mathematical thinking that is the foundation of Math in Focus. With that in mind we contracted additional professional development starting with the Beyond the Basics MIF training in the summer. All teachers will also receive onsite MIF professional development throughout the 2014 – 2015 year with four additional targeted sessions for our middle school math teachers.

Our MS Dean of Mathematics has also worked with the leadership team to review student data and create a Foundational Math Program to address gaps in learning that have prevented middle school students from accessing the *Math in Focus* material on grade level. The Foundational Math class will be taught in 2014 -2015 in addition to the regular Math in Focus block. Lower school and middle school Deans of Academics participated in MIF training alongside their teachers and are prepared to

provide frequent, targeted feedback on teaching and learning to an identified cohort of teachers. The Deans of Mathematics will also coach teachers, conduct demonstration lessons and provide support in lesson planning.

After a year of *Math in Focus* implementation we also identified the key components of the program in which our teaching staff need deeper understanding. The Beyond the Basics professional development clarified MIF components; CPA, Math is Thinking, Visualization and Gradual Release. Teachers went through the components and planning of an entire lesson using each of the components and a framework that includes Direct Involvement, Guided Practice, Independent Practice and Assessment.

In the launch year many teachers were overwhelmed by the new Singaporean methods of teaching math and did not fully utilize all components of the program. In year two of MIF implementation we have made changes to some personnel and together new and returning teachers will dig deeper into each the components of the program to ensure that it is implemented with fidelity. CPCS teachers will receive professional development, support and instructional feedback from our Deans and MIF consultants throughout the year.

In addition to the enhancements to professional development, curriculum and instruction, we have also enhanced our assessment calendar to include additional Unit and Benchmark assessments and have overhauled our entire data management system. Utilizing Illuminate, assessments can be uploaded, scored and disaggregated for analysis straight from the classroom. This new system will save valuable teacher time and provide real time access to student data for teachers and parents.

SCIENCE

Goal 3: Science

CPCS students will become proficient in Science.

Background

Brief narrative discussing science curriculum, instruction, assessment and professional development at the school and any important changes to the science program or staff.

In 2013 – 2014 CPCS continued to support a rich experiential science curriculum provided by science specialists in a variety of programmatic delivery models. Kindergarten teachers taught science in the classroom. In grades 1 and 2 science instruction was provided to students in the science classroom setting, by a science specialist for two hours weekly. In grades 3-4 science was taught by the math classroom teacher in three 60 minute blocks per week. Middle school science was taught by science specialists in grades 5-8.

The lower school science specialist coordinated an annual science fair for students in grades 3-4. This science fair was a huge success this year as it allowed students to demonstrate their capacity for original scientific inquiry. The school also hosted a Science and Technology night during which

families came to learn about science and technology and participated in fun and educational activities.

In middle school, through Beginning with Children (BwC), a select group of scholars were able to study and explore the various branches of medicine in the Doctors for a Day program with Doctors at the University of California Irvine. BwC also afforded some of our scholars the opportunity to study at Colgate University. The week long Science Institute at Colgate exposed our scholars to the rigors of college level science and the preparation required to tackle the rigorous curriculum. An explicit goal of the program was to build an awareness of what it takes to be accepted, enrolled and succeed in a college environment. These annual events, alongside our rigorous science instruction, have created a school culture in which students see themselves as scientists and technology enthusiasts.

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

CPCS cohort proficiency rate in grade 4 and 8 is just below 90% which significantly outpaces the 75% absolute measure goal.

**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 Students	
	Percent	Number Tested	Percent	Number Tested
4	97.87	47	98.03	51
8	71.43	35	71.43	35
All	86.59	82	87.21	86

Evaluation

This measure was met. CPCS outpaced the 75% absolute measure goal by 12.21 percentage points. Grade 4 performed significantly well at 97.87 percent proficient. Unfortunately, grade 8 performed below the absolute measure goal.

Additional Evidence

While CPCS proficiency rate in grade 4 had increased every year over the course of three years, it saw a decline from 100 percent in 2012-13 to 97.87 percent in 2013-14. The proficiency rate among 8th grade students fell just short of the 75% goal we have established for each grade level, however, the aggregated proficiency rate of the school is just below 90%.

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the science program.

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	90.2	51	100	43	97.87	47
8	-	-	73.1	26	71.43	35
All	90.2	51	89.9	69	86.59	82

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

Over eighty-six percent of CPCS students were proficient on the 4th and 8th grade science exams in 2014. We are unable to compare that level of proficiency to District 13 as district-level data are no longer released.

**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	97.87	47	N/A	N/A
8	71.43	35	N/A	N/A
All	86.59	82	N/A	N/A

Evaluation

The school met the 75 percent expectation for its student’s performance. The district will not release its results.

Summary of the Science Goal

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

CPCS achieved the absolute measure of 75% proficiency on the New York State Science examination. CPCS outpaced the 75% absolute measure goal by 12.21 percentage points. Grade 4 performed significantly well at 97.87 percent proficient. Unfortunately, grade 8 performed below the absolute measure goal.

We are unable to determine the achievement of the comparative measure as the local district is not releasing District Level science results. However, over eighty-six percent of CPCS students were proficient on the 4th and 8th grade science exams in 2014.

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

Action Plan

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the specific results and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

CPCS science specialists will continue to implement science in grades 5-8 and strengthen our core science instruction in seventh and eighth grades. In the lower school science has been transferred to the K-4 teachers to be taught in the classroom supplemented by the science lab. K-4 teachers will utilize the FOSS science units of study to ensure that all grade level science standards and content are met. We will continue to develop our project-based approach to science and demonstrate student learning via the Science Fair and Science and Technology nights. Students will continue to participate in extracurricular science programs that enhance the science content including but not limited to the Doctors for a Day program and the Colgate Science Institute.

NCLB

Goal 4: Absolute Measure (G4.1)

Under the state’s NCLB accountability system, the CPCS’s Accountability Status will be “Good Standing” each year.

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 which indicate each school’s status under the state’s No Child Left Behind (NCLB) accountability system.

Results

CPCS meets all NCLB criteria and continues to maintain its “Good Standing” accountability status under the NCLB Accountability System.

Evaluation

CPCS met this measure.

Additional Evidence

Provide a narrative reviewing the school’s NCLB status during each year of the current Accountability Period.

CPCS has met the NCLB accountability measures outlined by New York State Education Department each year of this charter period.

NCLB Status by Year

Year	Status
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing

Art, Music, Physical Education, and Technology

Goal 5:

CPCS Students will participate in Social Studies, Art, Music, Physical Education and Technology

Goal 5: Absolute Measure (G5.1)

Every CPCS student will participate in Social Studies, Art, Music, Physical Education, and Technology classes as part of their weekly class schedule.

Results

Students in grades K-4 participated in Social Studies, Art, Music, Physical Education and Technology classes at least once a week. In grades 5-8, specialty teachers taught their subject twice a week on a trimester basis. Specialty teachers are responsible for ensuring 100 percent participation in class.

Evaluation

CPCS met this measure.

Summary of the Art, Music, Physical Education, and Technology Goal

Type	Measure	Outcome
Absolute	CPCS Students will Participate in Social Studies, Art, Music, Physical Education and Technology	Achieved

CPCS will continue to create additional opportunities to enhance our students' studies in these subjects next year. Particular emphasis will continue to be placed on improving technology integration in the classroom and also on providing opportunities for students to learn about potential professions in the arts.

APPENDIX B: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal 6: Parent Satisfaction

Parents will express a High Satisfaction Rating with the School

Goal 6: Absolute Measure (G6.1)

Each year, responses on the school survey will reflect that parents have high satisfaction with CPCS's program.

Method

CPCS used the DOE Parent Surveys to measure parent satisfaction. Surveys were distributed at the mid-winter parent teacher conferences. They also were sent home in the school's Tuesday folder. Parents were encouraged to provide their feedback via the school's auto dialer and during PTCC meetings. The results were tabulated by the NYC DOE.

Results

2013-14 Parent Satisfaction Survey Response Rate

Number of Responses	Response Rate
311	87%

2013-14 Parent Satisfaction on Key Survey Results

Category	Percent Satisfied
Instructional Core	87%
Systems for Improvement	90%
School Culture	93%

Eighty-seven percent of our parents responded to this year's survey. On average, ninety percent of those participants rated CPCS favorably in the key areas of parent satisfaction as articulated by the survey.

Evaluation

DOE Survey results indicate a significantly higher than average level of parent satisfaction compared to schools citywide. Parent satisfaction with Instructional Core, Systems for Improvement, and School Culture were significantly above average. In addition, each category showed dramatic increases over the previous year and parent satisfaction was dramatically improved, moving from 58% in 2012-13 to 87% in 2013-14. The full DOE survey report is available: http://schools.nyc.gov/OA/SchoolReports/2013-14/Survey_2014_K702.pdf

Goal 6: Absolute Measure (G6.2)

Each year, CPCS will have a daily student attendance rate of at least 90 percent.

Method

CPCS teachers track daily attendance in PowerSchool. The average daily attendance rate shown below is calculated by dividing the number of days in attendance for all students by the number of days enrolled for all students and multiplying that figure by 100.

Results

The average daily student attendance rate for CPCS for the entire 2013-14 school year was 93.57 percent.

Evaluation

CPCS met this goal.

APPENDIX C: SUPPLEMENTARY TABLES

ELEMENTARY AND MIDDLE SCHOOLS: ENGLISH LANGUAGE ARTS AND MATHEMATICS

Absolute Measure

In 2013-14, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State examination.

This table examines whether performance changes the longer students are enrolled in the school. In a successful school, student performance should increase with prolonged participation in the academic program.

2013-14 English Language Arts Performance by Grade Level and Years Attending the School

Grade	Percent of Students at Proficiency According to Number of Years Enrolled							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	20	5	36.36	11	33.33	3	64.29	28
4	0	4	0	4	11.11	9	50.00	34
5	25	4	25	4	50	4	18.75	32
6	27.27	11	0	4	50	2	34.29	35
7	0	2	0	5	0	3	15.38	26
8	0	0	0	2	0	3	35.48	31
All	19.23	26	16.67	30	20.83	24	32.80	186

2013-14 Mathematics Performance by Grade Level and Years Attending the School

Grade	Percent of Students at Proficiency According to Number of Years Enrolled							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	20	5	70	10	66.67	3	46.43	28
4	25	4	50	4	44.44	9	20.59	34
5	25	4	25	4	25	4	28.13	32
6	20	10	75	4	50	2	20.00	35
7	0	2	0	5	0	3	46.15	26
8	0	0	0	2	33.33	3	41.94	31
All	20	25	44.83	29	37.5	24	36.56	186