

**GRAND CONCOURSE ACADEMY  
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

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Ira Victor, school leader, prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Joyce Higginson-Davis	Chair
Howard Banker	Treasurer
Linda Manley	Secretary
Jeannette Engels	Trustee
Ms. Arlene Hall-Waisburd	Trustee

**Ira Victor has served as the school leader since 2004.**

## INTRODUCTION

The mission of the Grand Concourse Academy Charter School (GCACS) is to create a challenging learning environment that addresses and meets the learning needs of students in New York City, especially those at risk of academic failure.

In a concentrated effort to prepare our students for entry into the very best middle and high schools in New York City, GCACS will seek to foster a sense of strong character, ethics, and personal responsibility, as well as high expectations for academic success.

GCACS will place a strong emphasis on the CORE subject areas, as well as offering focused enrichment in music, art, critical thinking skills, and foreign languages. The Grand Concourse Academy Charter School will diligently seek to prepare students to meet and/or exceed New York State performance standards in English Language Arts, Mathematics, Science, and Social Studies. In addition, GCACS students will demonstrate advanced skills in the arts and will begin developing conversational skills in Spanish. The school will align and adjust student learning to the State performance standards, and use a variety of assessments to measure student progress in skills and content learning.

GCACS will support and encourage professional development opportunities aligned to the instructional program and will diligently seek and encourage active parental involvement and participation in the academic goals of the student. In addition, the school will seek to involve and engage a variety of community organizations and community leaders as partners to enhance the academic success of every student.

### **Our Philosophy**

The fundamental belief at the Academy is that ALL CHILDREN CAN LEARN. All children have the right to attend schools in which they can progress and learn. They shall have a real opportunity to learn equally rigorous content. We hold our school accountable to the same standards as those of the highest performing schools in our state.

The Academy encourages teachers to engage in “Performance-based” instruction, so that our students learn both the basics and the higher-level skills they will need after graduation. Performance-based classes are more difficult to design and teach than the lecture approach, but they help children learn better and become excited about learning. Children learn by doing. Students are required to prove, through their projects and presentations, that they have mastered knowledge and skills in language arts, social studies, mathematics, and science.

Our school slogan is *“Young children...Great Visions...Extraordinary Achievements”*

For 2014-15 we have enhanced our program in a number of areas. We created a new Early Childhood Learning Center. The Kindergarten Learning Center was developed by combining two

oversized classroom spaces to provide numerous learning opportunities for our incoming youngest students. The Kindergarten Center is staffed with two full-time Early Childhood certified teachers, two full-time certified teacher assistants, a part-time school counselor, and a part-time certified ESL teacher. A resident artist from LeAp (Literacy Expanded through the Arts Program)) will provide enrichment in the areas of the performing arts, as well as the visual arts on a weekly basis. The Kindergarten room hosts numerous learning centers that were designed to maximize the development of good social skills, as well as offering learning opportunities that encourage the growth of oral communication skills, the advancement of written expression and many activities to expand creative thinking skills. The room is comprised of an expansive leveled library, a state of the art listening center, a *Smartboard* for interactive learning, a writing/publishing center that boasts an expansive blackboard wall to stimulate writing as a fun experience and laptops for independent writing, two rugged meeting areas, an art center/ building center and a housekeeping center. This environment will support the acquisition of spoken and written language, as well as, supporting the development of a rich vocabulary, and offer authentic experiences to increase the knowledge base of general information that will serve as a foundation for future learning.

This year we have re-organized the leadership team. The principal oversees the Director of Curriculum and Instruction and Director of Operations and Finance. The Director of Curriculum and Instruction, along with the principal, oversee all academic/curricular areas and provides support for teacher-led teams and committees. This summer, the Core Curriculum Team was created and significant time was spent on teacher-created and refined pacing charts across subjects. In addition, a teacher-led Curriculum Mapping Team met during the summer and developed the first two cycles of study for each grade, and led Professional Learning Committee Meetings in order to inform staff members of the initiative, process, and expectations. Staff participation was encouraged in developing the next four cycles of study.

This year we are fortunate to have three veteran teachers who are pursuing their administrative degree at Fordham University and Mercy College, and are completing their internships at GCACS. They provide coaching through demonstrations, non-supervisory teacher support, and make adjustments in assessments. There has been refinement of the assessment program to ensure cycle tests address CCLS. Further, a teacher team created a bank of CCLS higher order question stems to ensure the rigor of classroom instruction. The interns are assisting with this process to ensure its effectiveness.

The Director of Operations and Finance oversees all daily HR, operational and financial tasks and will work directly with the principal to align resources to ensure all instructional needs are met. GCA has developed an integrated “Dashboard” analysis combining operational, financial and academic data reference points.

The Principal and Directors are supported by an Administrative Manager who provides interdepartmental support, acts as a Parent and Community Outreach Coordinator, a point person for behavior modification and provides in-classroom support for students.

To better support our students and families, GCACS has hired a full time school counselor. This position delivers increased parental outreach and provides in-house mandated and at-risk counseling services. Immediate support and intervention for students and families in crisis is now available on a full-time basis. The counselor supports instruction through a “push-in” model by offering classroom support for positive reinforcement and focusing issues and concerns.

GCACS is now offering Expanded Educational Experiences in each grade to support instruction.

- o Kindergarten, Grade 1, Grade 5: LeAp (Literacy Expanded Through the Arts Program)
- o Grade 2: Waterproofing Swimming Program
- o Grade 3: Recorders and Performance
- o Grade 4: Urban Park Rangers Science Exploration Program
- o Grades 3-5 Chorus

**School Enrollment by Grade Level and School Year**

School Year	K	1	2	3	4	5	Total
2010-11	77	78	52	52	74	63	396
2011-12	63	90	78	53	45	51	380
2012-13	63	78	105	72	41	33	392
2013-14	49	63	86	100	60	32	390

## ENGLISH LANGUAGE ARTS

### **Goal 1: English Language Arts**

**All students at the Grand Concourse Academy Charter School (GCACS) will become proficient in reading and writing of the English Language.**

### **Background**

Grand Concourse Academy Charter School utilizes Scott Foresman Reading Street as its primary reading component of our English Language Arts Curriculum. We believe strongly that our core language arts instruction, with internal assessments driving differentiation, remediation, and enrichment, has been the driving factor behind the multi-subject successes we have had in Mathematics, Science and Social Studies. It is apparent that Grand Concourse Academy Charter School has placed the teaching of literacy at the forefront of their instructional goals, and ensures that all of the elements of language arts are addressed with the dedication and intensity they warrant. In the past seven years of NYS Testing in ELA and Mathematics, our instructional program has prepared our student body to place GCA among the better performing charter schools in New York State.

In recent years, we supplemented the Scott Foresman Reading Street Program with Reading Unwrapped in the K-2 grades. The intent was that students would arrive in grade 3 with better reading skills and then be able to focus on the comprehension piece. This was effective for many, but students still existed who continued to need skill work. In 2014-15, we instead implemented a new program called Explode the Code Phonics Program in grades K-2 and utilize for at-risk students with disabilities in grades 3-5. It offers consistency to those who require remediation throughout their years at GCACS. The program includes 30 minute daily ongoing systematic, direct phonics and phonemic awareness instruction, provides daily practice in matching sounds to symbols and accurate pronunciation. It also addresses phonemic awareness difficulties and articulation issues.

GCACS now administers ELA cycle tests that include pre-assessment packages to ensure mastery of specific skills and reading strategies addressed in each curriculum map cycle.

**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 3 through 5 grades 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			Total Enrolled
		IEP	ELL	Absent	
3	98				98
4	58				58
5	31				31
All	187	0	0	0	187

**Results**

Overall, 34 percent of second year students in grades 3-5 achieved standards 3 and 4 on the ELA exam this year.

**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	41	98	40	90
4	29	58	29	58
5	29	31	30	30
All	35%	187	34%	178

**Evaluation**

GCACS did not achieve this measure.

**Additional Evidence**

GCACS improved slightly from last year, but outperformed the local district, NYC and NYS on the NYS ELA exam in 2014.

**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	77	52	34	70	40	90
4	86	42	31	36	29	58
5	96	50	32	31	30	30
All	<b><u>84%</u></b>	144	<b><u>33%</u></b>	137	<b><u>34%</u></b>	178

**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.<sup>1</sup>

**Results**

All students tested on the NYS ELA exam achieved a PLI of 121 versus the target AMO of 89.

**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
187	14	51	31	4

$$\begin{aligned}
 \text{PI} &= 51 + 31 + 4 = 86 \\
 & \quad \quad \quad 31 + 4 = 35 \\
 & \quad \quad \quad \text{PLI} = 121
 \end{aligned}$$

**Evaluation**

GCACS achieved this measure.

**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.

<sup>1</sup> In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

## Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>2</sup>

## Results

GCACS outperformed the Bronx District #9 in every grade on the NYS ELA exam. Overall, more than 20 percent more students at GCACS achieved standards 3 and 4.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	40	90	13	2959
4	29	58	14	2791
5	30	30	11	2650
All	<b>34%</b>	178	<b>13%</b>	8400

## Evaluation

GCACS achieved this measure.

## Additional Evidence

Overall, GCACS has outperformed the local district on the NYS ELA exam by at least 20 percentage points for the last three years.

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<sup>2</sup> 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](#).

**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	46	28	34	12	40	13
4	67	35	31	10	29	14
5	66	32	32	13	30	11
All	<b>59%</b>	<b>32%</b>	<b>33%</b>	<b>12%</b>	<b>34%</b>	<b>13%</b>

**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.<sup>3</sup>

**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.

<sup>3</sup> 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.

**Results**

GCACS had a comparative performance ranked as higher than expected to a large degree. Each grade had an Effect Size greater than 0.3, with an overall 1.36.

**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	91.7 95.1 90.9	72	33.3	17.7	15.6	1.33
4		37	32.4	15.6	16.8	1.42
5		33	33.3	17.4	15.9	1.36
6						
7						
8						
All	92.4	142	33.1	17.1	16.0	1.36

<b>School's Overall Comparative Performance:</b>
<b><i>Higher than Expected to a Large Degree</i></b>

**Evaluation**

GCACS achieved this measure.

**Additional Evidence**

GCACS continues to achieve this measure each year.

### English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-5	79	187	56.7	40.1	1.01
2011-12	3-5	82	149	59.7	40.4	1.20
2012-13	3-5	92.4	142	33.1	17.1	1.36

#### Goal 1: Growth Measure<sup>4</sup>

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.<sup>5</sup>

#### Results

The GCACS 2012-13 mean growth percentile exceeded the NYS average by 12.2 points. Only the overall growth percentile was posted at the time of this report.

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

<sup>5</sup> Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

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

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5		50.0
All	<b><u>62.2</u></b>	50.0

**Evaluation**

GCACS achieved this measure.

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

Grade	Mean Growth Percentile			
	2010-11	2011-12 <sup>7</sup>	2012-13	Statewide Average
4				50.0
5				50.0
All			62.2	50.0

**Summary of the English Language Arts Goal**

GCACS did well in ELA in 2013 and 2014. Although fewer than 75 percent scored at levels 3 and 4, our scholars achieved all other measures.

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.)	Achieved
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

**Action Plan**

Our programs are Common Core State Standards aligned and our processes have evolved to provide instruction in a different manner. It will take some time for all to build the expertise as we move ahead, but we are confident that we have the systems in place to get there. However, each year the leadership team continues to reflect upon these accomplishments and identify areas that may benefit from refinement and enhancement. We will be refocusing of After School Program by encouraging increased parental involvement. We will provide small group homework support, instruction, and recreation. As previously mentioned, we have rolled out the Explode the Code Phonics program and improved the curriculum maps, pacing guides and ELA assessment questions. Going forward, there are improved student and family supports to enable student success such as the school counselor, after school program and increased parent involvement at school.

The major shift in our instructional strategy is to focus on Mastery instead of remediation. A minimum of four Mastery period will be scheduled for each class, providing pedagogical support to students before they fall behind.

## MATHEMATICS

### **Goal 1: Mathematics**

**All students at the Grand Concourse Academy Charter School will become proficient in Mathematics.**

### **Background**

Grand Concourse Academy implements a both a direct instruction and constructivist approach in the teaching of Mathematics with a school wide use of the researched-based series, Scott Foresman Mathematics, and all of its manipulative and classroom supports. As with ELA, our in house monthly assessments drive our instruction, student grouping, and re-teaching when a topic was not mastered by the whole group or individual students. To supplement the current math program, Scott Foresman, we added the *enVisionMATH* program in 2011-12, which is aligned to the Common Core Standards. *enVisionMATH Common Core* was written specifically for the Common Core State Standards and is based on critical foundational research and proven classroom results. *enVisionMATH Common Core* provides the same strong development of conceptual understanding through daily Problem-based Interactive Learning and step-by-step Visual Learning, bar diagrams, and solid and effective intervention.

We schedule an extended Mathematics instructional block with two adults in each classroom. During that time, we adhere to a strict schedule of pacing, which addresses the first one hundred days of instruction to align with the New York State Mathematics Assessment. During the second instructional block, teachers use a constructivist approach to the learning of mathematics, focusing on hand-on applications, discovery activities and the development of alternative solutions.

Beginning in 2014-15, we are utilizing a supplemental math program called Houghton-Mifflin On Core Math that provides additional support and reinforcement of grade level math skills in Grades 1-5. These materials provide a math learning experience that will deepen their understanding of concepts presented and build on previously taught skills.

The Director of Curriculum and Instruction oversees the math program. Students have the benefit of two certified teachers during the math block every day. Focused professional development activities were implemented throughout the school year to maximize student learning. We discontinued departmentalization and revised our instructional model to include two additional certified teachers, during the literacy and math block, in all classes in grades 3, 4, and 5.

**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 grades 3 through 5 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			Total Enrolled
		IEP	ELL	Absent	
3	98				98
4	58				58
5	31				31
All	187	0	0	0	187

**Results**

Overall, 54 percent of students in at least their second year at GCACS performed at standard levels 3 and 4 on the 2014 NYS math assessment.

**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	51	98	51	90
4	59	58	59	58
5	51	31	54	30
All	<b>54%</b>	187	<b>54%</b>	178

## Evaluation

GCACS did not achieve this measure.

## Additional Evidence

Overall, scores improved from 2013.

### 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	100	52	50	70	51	90
4	100	42	43	35	59	58
5	98	50	65	31	54	30
All	<b>99%</b>	144	<b>51%</b>	136	<b>54%</b>	178

### 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.<sup>6</sup>

### Results

All students tested on the NYS math exam achieved a PLI of 146 versus the target AMO of 86.

<sup>6</sup> In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

### 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
187	9	38	38	16

$$\begin{aligned}
 \text{PI} &= 38 + 38 + 16 = 92 \\
 &38 + 16 = \underline{54} \\
 \text{PLI} &= 146
 \end{aligned}$$

#### Evaluation

GCACS achieved this measure.

#### Goal 2: Comparative Measure

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

#### Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>7</sup>

#### Results

GCACS math students outperformed the local district, Bronx #9, by 36 percentage points overall.

<sup>7</sup> 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](#).

**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 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	51	90	18	3041
4	59	58	17	2867
5	54	30	18	2745
All	<b><u>54%</u></b>	178	<b><u>17.7%</u></b>	8653

**Evaluation**

GCACS achieved this measure.

**Additional Evidence**

Historically, GCACS outperforms the local district in math each year by a significant margin.

**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	60	36	50	14	51	18
4	86	47	43	14	54	17
5	86	46	65	13	54	18
All	<b><u>76%</u></b>	<b><u>43%</u></b>	<b><u>51%</u></b>	<b><u>14%</u></b>	<b><u>54%</u></b>	<b><u>17.7%</u></b>

**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.<sup>8</sup>

## 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 GCACS 2012-13 overall effect size in 2012-13 in math was 1.97, far exceeding the 0.3 goal.

### **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	91.7 95.1 90.9	72	48.6	21.4	27.2	1.75
4		37	43.2	21.2	22.0	1.33
5		33	63.7	17.8	45.9	3.16
6						
7						
8						
All	92.4	142	50.7	20.5	30.2	1.97

<sup>8</sup> 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.

<b>School's Overall Comparative Performance:</b>
<b><i>Higher than Expected to a Large Degree</i></b>

**Evaluation**

GCACS achieved this measure.

**Additional Evidence**

The GCACS Comparative Performance Report Effect Size in math is far greater than 0.3 each year.

**Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-5	79.00	189	84.6	50.5	1.80
2011-12	3-5	82.00	149	77.2	51.4	1.32
2012-13	3-5	92.4	142	50.7	20.5	1.97

**Goal 2: Growth Measure<sup>9</sup>**  
 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' 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.<sup>10</sup>

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

## Results

The GCACS 2012-13 overall mean growth percentile for math was 73.4, well above the statewide average. The individual grade level percentiles were not available at the time of the report.

### 2012-13 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
4		50.0
5		50.0
All	<b>73.4</b>	50.0

## Evaluation

GCACS achieved this measure.

### Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2010-11	2011-12 <sup>14</sup>	2012-13	Statewide Average
4				50.0
5				50.0
8				50.0
All			<b>73.4</b>	50.0

## Summary of the Mathematics Goal

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<sup>10</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

Evidenced by the combined 2012-13 and 2013-14 math results contained in this report, GCACS does well in math. Although fewer than 75 percent of our second year math students in grades 3-5 scored at standards 3 and 4, GCACS achieved all other accountability measures.

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.	Achieved

### Action Plan

Please refer to the aforementioned overall school plans implemented for 2014-15. As noted, the math department strives to deliver experiences to the students that deepen their understanding of math concepts. To that end, the On Core Math program has been added to our program. From the Houghton Mifflin Harcourt website: On Core Mathematics is a complete program for transitioning to the Common Core State Standards with interactive, real-world applications that help students deepen their understanding of crucial math concepts, while addressing the Common Core Curriculum and the Standards for Mathematical Practice. This program allows students to not just “do the math,” but also to “understand and explain their math.”

The major shift in our instructional strategy is to focus on Mastery instead of remediation. A minimum of four Mastery period will be scheduled for each class, providing pedagogical support to students before they fall behind.

### SCIENCE

#### Goal 3: Science

All students at Grand Concourse Academy Charter School will demonstrate competency in the understanding and application of scientific reasoning.

**Background**

GCACS students have done very well on the NYS Science 4 assessment. Since 2011-12, teachers have provided instruction via a Learn by Doing Science model, in which at least one science lesson each week is hands-on and utilizes manipulatives. Going forward, we will be using the Pearson Interactive Science program with lab kits in each grade for hands-on experiences. The program includes a workbook for each student in which they can record findings, has an online interactive tool and hands on labs.

**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 4<sup>th</sup> 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**

99 percent of all students in at least their second year at GCACS scored at levels 3 and 4 on the NYS Science 4 exam.

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

Grade	Percent of Students at Proficiency			
	All Charter School Students		Charter School Students In At Least 2 <sup>nd</sup> Year	
	Percent	Number Tested	Percent	Number Tested
4	99%	58	99%	58

**Evaluation**

GCACS achieved this measure.

**Additional Evidence**

Fourth grade students perform exceptionally on the NYS Science assessment each year.

**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	98	42	100	37	99	58

**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**

TBD

**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 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	99	58		

**Evaluation**

TBD

**Additional Evidence**

GCACS usually outperforms the local district of Bronx #9.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	98	72	100	73	99	

**Summary of the Science Goal**

GCACS continues to achieve all science measures.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
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.	Achieved

## NCLB

### Goal 5: NCLB

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

### Goal 5: Absolute Measure

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

### Method

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

### Results

Grand Concourse Academy Charter School continued at the status of "Good Standing" for academic year 2012-2013.

### Evaluation

GCACS achieved this measure.

### Additional Evidence

Since GCACS opened in 2004-2005, the school has been in "Good Standing" in that and each subsequent academic year.

#### NCLB Status by Year

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