ROOSEVELT CHILDREN'S ACADEMY CHARTER SCHOOL

2013-14 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

By Dr. Ronald Boykins, Superintendent

105 Pleasant Avenue
Roosevelt, NY 11575
516-867-6202

Dr. Ronald Boykins, Superintendent, prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Reginald Tuggle	Chairman
Denise Washington	Vice Chairperson
Tony Burden	Secretary
Steve Budhu	Trustee
King-Cheek	Trustee

Dr. Ronald Boykins has served as the school leader since 2012.

INTRODUCTION

School Vision

RCA is committed to academic excellence by creating highly creative, divergent thinkers through a rigorous and integrated educational experience. A partnership with families fosters a positive relationship between our school and the home. Every member of our school community will acquire all of the skills necessary to be a successful life-long learner, open to the limitless possibilities and prepare for the challenges of a unique and diverse society. At our school, we believe that each student comes with an individual name tag. Through the appropriate instruction and enrichment of innate tales, students will meet high standards and reach their ultimate personal and academic potential. Respect and acceptance of each individual is at the heart of what we do. At our school very child will excel.

Roosevelt Children's Academy Charter School is a place of EXCELLENCE.

Mission Statement

The mission of RCA is to provide our children with educationally sound programs to broaden their horizons and maximize their abilities, so that they may fulfill their potential and become productive members of our society. Each member of our educational family fosters respect, support, and encouragement. We promote increased parent involvement and participation. As a result, we anticipate that parents will join with staff and students to share in the responsibility of their child's education. As each member of our educational community sets high expectations for our students, we must also build each child's confidence and self-esteem, support individualized thinking, encourage critical thinking, and foster a love of learning.

Goals

1. The RCA school students with the assistance of instructional staff members and parents will achieve proficiency on all NYS Assessments. Students will also successfully pass the academic school year in all subject areas. The following are plans to ensure that we achieve this goal.
    - Data Team meetings
    - Grade level planning
    - Supplemental resources (NYS Coach, DBQs, tutoring workshops, coaching, etc).
    - Practice Assessments (Pre and post-test, prior NYS exams, NYS Coach Jumpstart, etc.)
    - After-school tutoring
    - ELA and Math workshops
    - Parental communication through newsletters; informal meetings; community service program; civic projects
    - Call the parents of students whose grades demonstrate jeopardy of failing or failing
    - Use of technology to enhance students' learning experience
    - Projects and field trips that provide an opportunity for students to apply their knowledge in the real world
    - Interdisciplinary curriculum
    - Proper implementation of the Common Core Standards
    - Center Base and Project Base instruction

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2010-11	125	99	91	95	53	50	52	77	52	694
2011-12	121	114	92	91	94	50	45	48	70	725
2012-13	91	115	105	86	80	90	44	36	40	687
2013-14	72	86	114	94	68	74	65	31	20	624

- As of BEDS Day

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts
All students at the Roosevelt Children's Academy Charter School (RCACS) will become proficient in reading and writing of the English Language.

Background

Roosevelt Children's Academy has purchased commercial curricula that inform teachers' daily instruction in all grades in all subjects. The new Wonders and Code X curricula has embedded science, ELA and social studies lessons and content that is appropriately leveled for each grade. Each program has a planned out pacing guide that gives a clear picture to the teacher as to what to teach and how to teach it each day.

All lessons are Common Core Standard built and contain research based instructional activities that have been shown to improve student learning. Teachers are given common planning time to review lesson content and adjust lesson plans to fit the needs of their specific population. Although each curriculum program provides lesson plans, teachers utilize the district lesson template to deconstruct the activities and content in each lesson block for better instructional understanding, and they make appropriate adjustments to those activities and content whenever necessary. These adjustments are done in collaboration with the Teaching and Learning Department to ensure implementation of all curriculum I components content and activities with high fidelity. Teachers are to follow the research based pacing guide for each program.

Due to the urgency of this year's academic focus on ELA and math it was decided to focus on a high fidelity implementation of those content area curricula while embedding the secondary core subjects within the aforementioned two. Therefore the science and social studies curriculum for the 2013-2014 school year was embedded in the ELA foci for this academic school year and was explored using the ELA pacing guide(s).

The framework for RCA's core curricula programs is Constructivist learning using Understanding by Design principles within the structure dimensions of the Common Core State Standards for each grade-level. Every activity and lesson component are linked to creating a student learning experience that embraces the Common Core State Standards and relates to the principle that students are actively building their own knowledge. The curriculum leads teachers into a facilitator's role where activities are more student centered. While we acknowledge that this is a continued area of growth, there has been some development in this area this year. In order to ensure a strong implementation, Instructional Specialists in ELA were assigned to support faculty and assist in teacher development. Formative and Summative assessments have helped to inform teacher instruction and drive student achievement and development.

Each component of RCA's assessment plan plays an important role in improving student learning and instructional effectiveness. RCA utilizes several research based assessments such as, Commercial Curriculum Common Core Aligned or built weekly and benchmark assessments; STAR Reading programs, which supply regular progress monitoring data in 4 to 5 week intervals; ACUITY

(which measures taught curriculum standards through custom built tests/assessments- one every 10 weeks) and SuccessMaker (a program that remediates students' weaknesses through individualized computer directed instruction). Together all of the aforementioned programs provide the framework or the RCA assessment system. Additionally, they produce specific data sets of information that allow for administrators, specialists and teachers to gain the opportunity these data instructionally informative ways.

RCA hired three Literacy Specialists to provide coaching for our teachers. The specialists build relationships with every teacher and offer continual guidance. The Department of Teaching and Learning follows the RCA Training and Development Plan to identify, coach and mentor teachers.

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 8 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	85			4	89
4	63	1		1	65
5	65	1		1	67
6	63				63
7	26			2	28
8	18			1	19
All	320	2	0	9	331

[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.

Results

Overall, 14 percent of students enrolled for at least two years performed at standards 3 and 4 on the 2014 NYS ELA exam.

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	18	85	17	77
4	15	63	15	62
5	9	65	10	62
6	3	63	3	61
7	27	26	26	23
8	33	18	33	18
All	**15%**	320	**14%**	303

Evaluation

RCACS did not achieve this measure.

Additional Evidence

RCACS did see improvement over the 2013 scores in all grades but sixth.

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	50	74	14	76	17	77
4	65	14	11	73	15	62
5	78	49	8	87	10	62
6	61	36	7	42	3	61
7	81	43	14	29	26	23
8	54	68	6	36	33	18
All	**64%**	**359**	**10%**	**343**	**14%**	303

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

All students tested on the NYS ELA exam achieved a PLI of 75 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
320	41	45	12	3

PI	=	45	+	12	+	3	=	60
				12	+	3	=	15
						PLI	=	75

Evaluation

RCACS did not achieve 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.

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

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

the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[3]

Results

RCACS outperformed the local district, Roosevelt Union Free School District, with an overall proficiency level at 14 percent versus their 10%.

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 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	17	77	10	215
4	15	62	10	213
5	10	62	12	199
6	3	61	11	193
7	26	23	4	197
8	33	18	12	202
All	**14%**	303	**10%**	1219

Evaluation

RCACS achieved this measure.

Additional Evidence

The 2014 results are an improvement over 2013 in which our overall percentage was equal to the local district.

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

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	36	34	14	12	17	10
4	35	39	11	16	15	10
5	31	40	8	13	10	12
6	47	22	7	7	3	11
7	42	16	14	5	26	4
8	29	25	6	7	33	12
All	**36%**	**29%**	**10%**	**10%**	**14%**	**10%**

Goal 1: Comparative Measure
Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.[4]

Method

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

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

Results

The overall 2012-13 Effect Size for ELA was -0.69, below the target of 0.3.

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

_2012-13_ English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	**92.0**	**85**	**14.1**	**17.1**	**-3.0**	**-0.28**
4	**91.7**	**78**	**10.3**	**16.4**	**-6.1**	**-0.54**
5	**90.0**	**89**	**7.8**	**17.2**	**-9.4**	**-0.84**
6	**84.1**	**44**	**6.8**	**14.6**	**-7.8**	**-0.92**
7	**82.9**	**32**	**12.5**	**17.3**	**-4.8**	**-0.51**
8	**71.8**	**39**	**7.7**	**23.6**	**-15.9**	**-1.40**
All	**87.6**	**367**	**10.1**	**17.4**	**-7.3**	**-0.69**

School's Overall Comparative Performance:
Lower Than Expected

Evaluation

RCACS did not achieve this measure.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-8	67	379	56.8	40.4	1.01
2011-12	3-8	72.3	397	36.0	41.0	-0.31
2012-13	3-8	87.6	367	10.1	17.4	-0.69

Goal 1: Growth Measure[5]
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

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

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 first ever CCSS based NYS ELA proved very challenging for our scholars. Only the fourth grade had a mean growth percentile that exceeded the NYS average of 50.

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

Grade	Mean Growth Percentile	
	School	Statewide Average
4	50.13	50.0
5	36.04	50.0
6	41.80	50.0
7	36.26	50.0
8	38.66	50.0
All	**41.20**	50.0

Evaluation

RCACS did not achieve this measure with an overall mean growth percentile of 41.2.

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

Grade	Mean Growth Percentile			
	2010-11[7]	2011-12[7]	2012-13	Statewide Average
4			50.13	50.0
5			36.04	50.0
6			41.80	50.0
7			36.26	50.0
8			38.66	50.0
All			**41.20**	50.0

[6] Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.
[7] Grade level results not available.

Summary of the English Language Arts Goal

Although RCACS made gains this year in ELA performance and outperformed the district, most of the measures still proved challenging this year. However, as an organization, RCACS has implemented strong processes, programs and staff to continue on this positive academic trajectory.

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.	Did Not Achieve
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.	Did Not Achieve

Action Plan

In May 2014, RCACS submitted an Improvement Plan to the authorizer and began implementation immediately. Professional Development continued in the summer prior to the 2014-15 school year. Further details of the current program can be found in the ELA background section. As an organization, we are continuing on this course but do see the need for some fine tuning as described below.

After reviewing the ELA data it is clear that students have difficulty with critical reading and writing. The focus of ELA this year will be on targeted reading skills and developing grade-level writing skills. Students need to write more and be instructed in varied formats. Teachers need skill development and staff development in the area of writing; therefore, we will engage in utilizing the PEG digital writing system to assist students and teachers in the assessing of basic writing skills. Teachers will utilize categorical data from writing assessments to drive writing instruction. Utilizing discussion techniques from Teach Like a Champion, teachers will focus on improved communication with their students and precision of academic language. Specialists will turn-key Reading and Writing Workshop techniques that are aligned with evidence based Common Core expectations and practices. Students will continue to close academic gaps using the SuccessMaker individualized pathway digital program. Additionally, the Wonders, Code X, Acuity and STAR individualized assignment tools will be used to assist students in their weaknesses. Rigorous use of two units of the NYS ELA modules will be implemented as a tool to help provide students with

increased opportunity to practice and learn high level ELA skills. After school and Saturday school extra help sessions will also be employed to assist students. Extracurricular programs like debate will be more developed this year to help students grow in ELA while making social connections. Running records will be expanded in grades 3-6 using tools that focus on comprehension and critical analysis. Overall, teachers will also focus on questioning and discussion skills that foster critical thinking and that are student centered. The goal will be to utilize data and give training to teachers to implement techniques that will result in greater student skills and higher academic achievement. Our evaluations and observation has been adjusted to assist in driving professional development and high quality teaching utilizing the Danielson Framework. Teachers will experience quality observations and a greater degree of targeted support and professional development in ELA based on observed and documented weakness.

MATHEMATICS

Goal 1: Mathematics
All students at the Roosevelt Children's Academy Charter School will demonstrate competency in the understanding and application of mathematics computation and problem solving.

Background

As stated in the ELA section, Roosevelt Children's Academy has purchased commercial curricula that inform teachers' daily instruction in all grades in all subjects. The Go Math and Digits programs also provide for daily instruction in mathematics and appropriate daily pacing. Every activity and lesson component are linked to creating a student learning experience that embraces the Common Core State Standards and relates to the principle that students are actively building their own knowledge. The curriculum leads teachers into a facilitator's role where activities are more student centered. While we acknowledge that this is a continued area of growth, there has been some development in this area this year. In order to ensure a strong implementation, two Instructional Specialists in math were assigned to support faculty and assist in teacher development. Formative and Summative assessments have helped to inform teacher instruction and drive student achievement and development.

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 3 through 8 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[8]			Total Enrolled
		IEP	ELL	Absent	
3	84			5	89
4	62	1		2	65
5	64	1		2	67
6	62			1	63
7	28				28
8	19				19
All	319	2	0	10	331

Results

Overall, 44 percent of students in grade 3-8 who were enrolled in at least their second year achieved standards 3 and 4 on the 2014 NYS math exam.

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	84	51	81
4	35	62	34	61
5	31	64	31	60
6	49	62	48	61
7	40	28	43	26
8	69	19	69	19
All	**43%**	319	**44%**	309

Evaluation

RCACS did not achieve this measure.

Additional Evidence

RCACS saw improvement in each grade in 2014 over last year's results in math.

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

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	95	74	17	76	51	81
4	72	88	22	73	34	61
5	71	49	3	87	31	60
6	89	36	19	42	48	61
7	81	43	31	29	43	26
8	78	68	33	36	69	19
All	**81%**	**358**	**18%**	**343**	**44%**	309

Goal 2: Absolute Measure
Each year, the school's aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.[9]

Results

All students tested on the NYS math exam achieved a PLI of 123 versus the target AMO of 86.

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
319	19	37	30	13

PI	=	37	+	30	+	13	=	80
				30	+	13	=	43
						PLI	=	123

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

Evaluation

RCACS 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.[10]

Results

RCACS students outperformed the local district with 44% scoring at levels 3 and 4 versus only 12% at the Roosevelt UFSD.

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 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	51	81	18	223
4	34	61	19	217
5	31	60	14	206
6	48	61	12	197
7	43	26	4	199
8	69	19	4	211
All	**44%**	309	**12%**	1253

Evaluation

RCACS achieved this measure.

Additional Evidence

Historically, RCACS has outperformed the local district.

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

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	35	39	17	14	51	18
4	36	63	22	19	34	19
5	31	55	3	12	31	14
6	56	18	19	3	48	12
7	44	21	31	1	43	4
8	37	25	33	3	69	4
All	**38%**	**36%**	**18%**	**9%**	**44%**	**12%**

Goal 2: Comparative Measure
Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.[11]

Method

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

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

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

Results

The overall Effect Size in 2012-13 on math was -0.12, below the 0.3 target.

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	**92.0**	**85**	**16.5**	**20.8**	**-4.3**	**-0.30**
4	**91.7**	**78**	**21.8**	**21.9**	**-0.1**	**-0.01**
5	**90.0**	**89**	**3.4**	**17.7**	**-14.3**	**-1.01**
6	**84.1**	**44**	**18.2**	**17.6**	**0.6**	**0.04**
7	**82.9**	**32**	**28.1**	**14.6**	**13.5**	**1.14**
8	**71.8**	**39**	**33.3**	**19.1**	**14.2**	**0.88**
All	**87.6**	**367**	**17.5**	**19.2**	**-1.7**	**-0.12**

School's Overall Comparative Performance:
Lower than Expected

Evaluation

RCACS did not achieve this measure.

Additional Evidence

Although the Effect Size has been low in recent years, RCACS anticipates achieving this measure for 2013-14.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-8	67	379	64.9	51.8	0.64
2011-12	3-8	72.3	398	39.0	52.3	-0.69
2012-13	3-8	87.6	367	17.5	19.2	-0.12

Goal 2: Growth Measure[12]
Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

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

Method

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

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

Results

All grades, but one, exceeded the NYS average. RCACS had an overall mean growth percentile of 55.4 in 2012-13.

2012-13 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
4	52.93	50.0
5	41.58	50.0
6	63.93	50.0
7	64.13	50.0
8	75.58	50.0
All	**55.4**	50.0

Evaluation

RCACS achieved this measure. Grades 6-8 were well above the state average in growth.

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

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2010-11[14]	2011-12[14]	2012-13	Statewide Average
3				50.0
4			52.93	50.0
5			41.58	50.0
6			63.93	50.0
7			64.13	50.0
8			75.58	50.0
All			**55.4**	50.0

Summary of the Mathematics Goal

Although RCACS has made great strides in the math performance this year, the absolute measure of 75% proficient still proves challenging. The math performance level index was greater than the target AMO and we expect the Effect Size to be greater than 0.3 for the 2013-14 year. RCACS did make significant growth as evidenced by the mean growth percentile statistics and continues to outperform the district.

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.)	Did Not Achieve
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

[14] Grade level results not available.

Action Plan

There are several aspects to the improvement made in mathematics at Roosevelt Children's Academy, which we plan to continue to refine going forward to build on this success. The increases were developed out of an adoption of a new curricula for all grades. The new curriculum, which was Common Core built, was implemented with thoughtful fidelity. The implementation process and ongoing staff development by the Math Specialists was integral to the successful increase in math scores. The teachers' commitment to utilizing the strategies that they were exposed to in staff trainings as well as following the structure and format of the new math programs Go Math (K-5) and Digits (6-8). Additionally, teachers and Specialists collaborated to make adjustments in the curriculum whenever necessary and looked to maximize the math time by detailing how the math block should work. Varied incentives (i.e. Trips, Special Events, meals) and programs were also implemented throughout the year to assist students in advancing in math.

There was after school assistance as well as Saturday school math team. Students attended those sessions and worked with local math teen tutors on Common Core questions. These interactions helped students' motivation and engagement. RCA also implemented digital support programs for math (e.g. SucessMaker and ThinkCentral). These programs assisted in helping to close math deficits. The NYS math modules also assisted teachers in preparing their students for a new level of rigor. Students began to understand academic expectations that related to the Common Core. Small group instruction differentiated according to skill deficit within each class assisted in teachers with focusing their instruction in a targeted way. In this way teachers were able to utilize data from the aforementioned assessments to drive classroom instruction in beneficial ways to the student.

SCIENCE

Goal 3: Science
All students at Roosevelt Children's Academy Charter School will demonstrate competency in the understanding and application of scientific reasoning.

Background

Due to the urgency of last year's academic focus on ELA and math it was decided to focus on a high fidelity implementation of those content area curricula while embedding the secondary core subjects within the aforementioned two. Therefore the science and social studies curriculum for the 2013-2014 school year was embedded in the ELA foci for this academic school year and was explored using the ELA pacing guide(s). The curriculum committee will begin the process of reviewing the effectiveness of the social studies and science components of the curriculum and make recommendations for future materials and/or curriculum components. Upon recommendation new science and social studies curricula will be purchased and/or piloted for the upcoming 2014-2015 school year.

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

Students in grades 4 and 8 took the NYS science exam with mixed results. 85 percent of fourth grade students in at least their second year scored at standards 3 and 4, while only 61 percent of eighth grade students did so. Overall, **80%** scored at proficiency.

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 2nd Year	
	Percent	Number Tested	Percent	Number Tested
4	85	62	85	61
8	64	19	61	18

Evaluation

RCACS achieved this measure in science.

Additional Evidence

RCACS has achieved this measure for the past two years.

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	77	88	93	73	85	61
8	43	67	61	36	61	18
All	**62%**	**155**	**83%**	**109**	**80%**	79

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 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	85	61		
8	61	18		

Evaluation

TBD

Additional Evidence

After struggling to outperform the district in 2011-12, RCACS did so in 2012-13.

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	77	97	93	91	85	TBD
8	43	77	61	70	61	TBD
All	**63%**	**87%**	**83%**	**82%**	**80%**	TBD

Summary of the Science Goal

Overall, RCACS students in at least their second year had greater than 75% earn a 3 or 4 on the NYS Science 4 and 8 exam.

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.	District Data Unavailable

Action Plan

Going forward in 2014-15, RCACS will use the following and also utilize the modules whenever possible. In K-5 grades, we a book called Science "A Closer Look" by McGraw-Hill. In grades 6-8, we

are using Glencoe Science Levels Green and Blue as well as the scope and sequence provided by the state.

The science teacher will be reviewing resources and piloting the use of different series this year for different topics. At year's end we will meet to discuss his recommendations with the department of Teaching and Learning and make a final decision.

NCLB

Goal 4: NCLB
Each year the school will be deemed in 'good standing' by the state's accountability system.

Goal 4: Absolute Measure
Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

Method

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

Results

RCACS continues to be in Good Standing.

Evaluation
<u>This outcome measure has been met by Roosevelt Children's Academy Charter School.</u>

Additional Evidence

RCACS has been in good standing since opening in the year 2000.

NCLB Status by Year

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