

**Williamsburg Collegiate  
Charter School**

**2016-17 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By: Natalya Shulga, Director of Operations (Grades 5-8)

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## INTRODUCTION

Natalya Shulga, Director of Operations, has prepared this 2016-17 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Linton Mann III	Chair
Ekwutozia U. Nwabuzor	Secretary
Joseph F. Wayland	Treasurer
Tony Pasquariello	Vice Chair
Alison Mass	Trustee
Arvind Krishnamurthy	Trustee
Chrystal Stokes Williams	Trustee
David Saltzman	Trustee
Ian Sacks	Trustee
John Greenstein	Trustee
John Kim	Trustee
Michael Hall	Trustee
Shakima Jones	Trustee
St. Claire Gerald	Trustee
Brett Peiser	Ex-Officio Trustee

Alexandra Bronson has served as the Principal of Williamsburg Collegiate since 2015.

### *Mission*

Williamsburg Collegiate Charter School (WCCS) ensures academic success for children in grades 5 through 8. We prepare our students to excel in demanding high schools and colleges and to contribute to their communities as leaders. Through educational success, our students earn opportunities in life for themselves and their communities. In pursuit of its mission, the school successfully completed its 12<sup>th</sup> year of operation in June 2017.

### *Student Population*

Located in Williamsburg community of Brooklyn, WCCS serves students from predominately low-income families. On October 5<sup>th</sup>, 2016, BEDS Day, in 2016-17, 329 students were enrolled in Williamsburg's student body. Of these students:

- 86% are eligible for free or reduced price lunch
- 35% are Black, 61% are Latino, 4% are White or "Other"
- 52% are girls and 48% are boys;
- 5% are English Language Learners
- 18% are students with special needs

WCCS scholars will graduate from college despite the odds facing their demographic. According to the US Department of Education, the high school drop-out rate among young African-Americans (ages 16-24) is twice that of their white counterparts (9.9% compared to 4.8%). This gap persists at the post-secondary level with only 19% of African-Americans (over age 25) obtaining a bachelor's degree compared to 33% of Whites. These education gaps, according to a UC-Berkeley study, result in there being more Black dropouts in prison than in a job by the time they reach their late twenties.

The WCCS community helps its young scholars develop the knowledge, skills, and character traits needed to excel in college and beyond. The hope is that these young scholars will transcend the educational, economic and social conditions that too often limit their life opportunities.

Williamsburg Collegiate Charter School's educational program rests on three pillars:

1. We believe that creativity flourishes within structured academic environments.

Good work cannot occur unless there is a safe and orderly environment in and out of the classroom.

2. We have very high academic and behavioral expectations.

High expectations demand significant amounts of extra support before, during, and after school and on Saturdays.

3. We know that without great teachers, nothing else matters.

Teachers must have the time and professional tools and resources to do their jobs effectively.

## INTRODUCTION

At Williamsburg Collegiate, we do not believe that there is a panacea that makes a school work. Nor do we pretend that what we do is “rocket science” or necessarily innovative. WCCS teachers work hard to elevate student achievement and transform lives by focusing constant attention to hundreds of different elements – not one, magical 100% solution but rather one hundred, individual 1% solutions.

School Enrollment by Grade Level and School Year

School Year	5	6	7	8	Total
2012-13	83	84	84	69	320
2013-14	81	81	77	79	318
2014-15	86	83	84	70	323
2015-16	85	87	85	76	333
2016-17	82	84	82	81	329

### *Teach Until They Learn*

Williamsburg Collegiate Charter School strives to provide its students with every possible opportunity to learn. This means that WCCS not only has a longer school day that begins at 7:15 AM and ends at 4:00 PM with 6+ hours of instruction, but also has a longer school year consisting of 184 instructional days. Over the course of the school year, this is equivalent to at least 25% more instructional time than the New York City Department of Education’s minimum of 5 hours of daily instruction over 180 school days in grades K-7.

Each day consists of 2 hours and 30 minutes of literacy instruction, 90 minutes of math instruction, 1 hour of scientific instruction, 1 hour history instruction, 45 minutes of tutoring, fitness or theater, and a daily advisory session. Students participate in fitness and performing arts activities in an end-of-day enrichment session.

### *Character Development*

More instructional time, however, is not enough. WCCS holds students to high standards in behavior and community involvement. To maintain an energetic, orderly, and productive environment where teachers can focus on teaching and students can focus on learning, the school implements a strict code of conduct, provides explicit daily instruction in core values, and enforces a dress code.

Additionally, routines and rituals constantly reinforce WCCS’s expectations, core values, and mission. This process begins before students even enter the building. Every morning, the Principal and/or Director of Operations meets students outside the school’s front door to greet each student by name and shake each student’s hand as the student crosses the threshold. This reminds students to conduct themselves with self-respect, dignity, and love.

Each week ends with a Friday community meeting, Base Camp. Each community meeting is an opportunity to feature student accomplishments and reinforce the values that are celebrated at WCCS. Classes perform chants related to school values, individual students present knowledge they acquired during the week, teachers highlight exceptional academic work, and students and staff play team-building games together to ensure students end the week on a joyful note.

### *SPED Services*

To support our 18% of students with a range of special needs, WCCS has a robust SPED department and strategies to support all students. As of the 2016-17 school year, in grades 5-8, WCCS has one out of three cohorts that is designated as an CTT/ICT class. In both Math and ELA, these cohorts receive instruction from two Co-Teachers (one general education and one special education teacher). The other cohorts receive IEP-mandated and at risk small group academic support.

### *Family Involvement*

WCCS understands that family involvement is a key variable in the success of our students. We strive to engage families in their children's education from the very beginning of our recruitment process and we continue this outreach in several ways during the school year:

- Prior to the beginning of the school year, Family Orientation meetings are held in June and August to introduce families to the culture of WCCS. Upon enrollment, families sign a Family & School Contract in which families and the school pledge to support and engage one another in the joint effort of raising WCCS students.
- Weekly phone calls home from teachers, frequent parent/family conferences, report cards (once per semester) which parents/guardians are required to pick up in person, and school events kept families apprised of and engaged in their children's performance. Events such as Honor Roll Breakfast and Reading Royalty Celebrations focus on various aspects of the curriculum and give families the opportunity to celebrate their student's academic success.

## ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

All Williamsburg Collegiate Students will be proficient readers and writers of the English language.

#### BACKGROUND

At Williamsburg Collegiate, students receive 120 minutes of English Language Arts instruction daily, in addition to a 30 minute Guided Reading group with a student to teacher ratio of approximately 8:1. Guided Reading groups are based on students' reading skill level, as assessed by the Leveled Reading Assessment. In addition, students have 30 minutes of independent reading time daily and students who reach a certain reading level have the opportunity to graduate out of Guided Reading with additional independent reading time throughout the day.

In writing classes, embedded with reading instruction in our two-hour ELA double block format, students learn the essential skills of grammar and writing. Writing class explicitly supports the work that students are doing in reading class, as students learn to write strong responses to literature in short answer and essay formats.

Williamsburg Collegiate Charter School uses data from the following assessments to ensure student proficiency in English Language Arts:

- Criterion-referenced New York State exams in English Language Arts
- Leveled Reading Assessments
- Internally developed Interim Assessments in English Language Arts
- Internally developed Final Examination in English Language Arts

Williamsburg Collegiate Charter School administered four internally developed and aligned Interim Assessments in English Language Arts (Reading and Writing) during the 2016-2017 school year, including one Final Exam. These assessments were created to reflect the school's scope and sequence in ELA, and to mirror the style and scope of the New York State English Language Arts exams.

Similar to the state exam, the ELA Interim Assessments were administered in two parts: 3-4 reading passages accompanied by multiple choice questions and a comprehension section with multiple choice and open response questions or an extended response/essay section. The assessments also included at least two editing passages that assessed student mastery of grammar and punctuation skills.

After the tests were administered, WCCS teachers graded each exam and WCCS administrative staff entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, WCCS teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. WCCS also utilized the information to target content- and skills-driven tutoring and re-teaching after school and during the school day.

#### Goal 1: Absolute Measure

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

## ENGLISH LANGUAGE ARTS

### METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 5th through 8th grade in April 2017. 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 (defined as enrolled by BEDS day of the previous school year).

2016-17 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
5	82					82
6	83					83
7	81					81
8	80			1		81
All	326					327 <sup>2</sup>

### RESULTS

On the 2016-17 NYS ELA exam, 36% of students in their second year at Williamsburg Collegiate scored proficient. When looking at all Williamsburg Collegiate students, 33% scored proficient on the 2016-17 NYS ELA exam. The table below illustrates that the percent of students’ scoring proficient is related to that the number of years a student has been at Williamsburg Collegiate.

Performance on 2016-17 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 Proficient	Number Tested	Percent Proficient	Number Tested
5	21%	82	0%	5
6	28%	83	27%	75
7	37%	81	36%	78

<sup>1</sup> 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.

<sup>2</sup> Our enrollment on BEDS day was 329; when students took State Exams in the Spring, our enrollment was 327. One student was absent, therefore 326 took the test.

## ENGLISH LANGUAGE ARTS

8	48%	80	47%	79
All	33%	326	36%	237

### EVALUATION

The school did not meet this measure in English Language Arts for 2016-2017 as only 36% of students enrolled in at least their second year at Williamsburg Collegiate achieved proficiency.

We are pleased to see the 15 percentage point growth in our 8th grade ELA scores from the year prior, where 32% students enrolled in their second year at Williamsburg Collegiate achieved proficiency.

With increases in Community District (CSD) 14 performance this year, we maintain a higher proficiency of 36% for our returning students vs. the district (overall proficiency of 34.8%). The school's goal remains to see that at least 75% of students reach proficiency on the Common Core exam, and we are looking forward to implementing a higher level of rigor and complementary instructional supports in our English Language Arts classes and overall school day to better prepare our students to meet and exceed this bar.

### ADDITIONAL EVIDENCE

After a dip in overall performance in 2015-2016 to 33%, we were pleased to see that the overall proficiency of students who were enrolled in the school for two years or more rose to 36% in ELA. At the same time, we acknowledge the need to urgently continue to refine systems and introduce new programmatic elements to continue to grow our students' proficiency in ELA.

## English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	0%	7	0%	6	0%	5
6	38%	77	18%	77	27%	75
7	23%	77	50%	76	36%	78
8	52%	66	32%	75	47%	79
All	36%	227	33%	234	36%	237

### 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 PLI value that equals or exceeds the 2016-17 English language arts AMO of **111**. 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>3</sup>

### RESULTS

As demonstrated in the chart below, 23% of students achieved a Level 1 performance, 44% achieved a Level 2 performance, 26% achieved a Level 3 performance, and 7% achieved a Level 4 performance. Upon calculating the PI, Williamsburg Collegiate achieved a 110.

### English Language Arts 2016-17 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
329	23%	44%	26%	7%

$$\begin{array}{rcccccccc}
 \text{PI} & = & 44 & + & 26 & + & 7 & = & 77 \\
 & & & & 26 & + & 7 & = & \underline{33} \\
 & & & & & & \text{PLI} & = & 110
 \end{array}$$

<sup>3</sup> In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

# ENGLISH LANGUAGE ARTS

## EVALUATION

With a PLI score of 110, we have not met the AMO measure by 1 point.

### 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 school district of comparison.

## METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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>4</sup>

## RESULTS

For the 2016-17 school year, Williamsburg Collegiate students outperformed Community School District (CSD) 14 by one point in the grades served by WCCS. Williamsburg Collegiate students underperformed the CSD in 5<sup>th</sup> grade (this group represents our retained students only), however performed above CSD 14 in grade 6 and 8.

2016-17 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
5	0%	5	35%	1094
6	27%	75	25%	1063
7	36%	78	36%	1165
8	47%	79	42%	1138
All	36%	237	35%	4460

## EVALUATION

Overall, Williamsburg Collegiate met this measure as students in at least their second year outperformed Community School District 14. We see from the data above that as students spend more time at Williamsburg Collegiate, their performance increases. In 8<sup>th</sup> grade, the proficiency rate is 5 percentage points higher than the district average.

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

<sup>4</sup> Schools can acquire these data when the New York State Education Department releases its 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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
5	0%	26%	0%	32%	0%	35%
6	38%	24%	18%	26%	27%	25%
7	23%	22%	50%	30%	36%	36%
8	52%	26%	32%	33%	47%	42%
All	36%	25%	33%	30%	36%	35%

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

### METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. 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 concentration of economically disadvantaged students. The difference between the school’s 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 meaningful 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 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

### RESULTS

The 2015-2016 Comparative ELA Data demonstrates an overall effect size of 0.67 (on the upper end of “higher than expected to a meaningful degree”); with 7<sup>th</sup> grade ELA at the highest effect size of 1.55 (“higher than expected to a large degree”).

#### 2015-16 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		
5	87.1	83	33	21.3	11.7	.78
6	86.2	87	22	21.8	0.2	.01
7	82.4	83	47	22.8	24.2	1.55
8	86.7	76	33	27.0	6.0	.36
All	85.6	329	33.4	23.1	10.5	.67

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

## EVALUATION

Williamsburg Collegiate met this measure overall and most specifically with a meaningful or significant effect size in grades 5, 7, and 8.

## ADDITIONAL EVIDENCE

Over the past four years, Williamsburg Collegiate has exceeded its predicted performance on the NYS ELA exams. This demonstrates that the school is moving in a positive direction with ELA instruction. It also shows that as students spend more time at the school, their performance improves and moves further away from predicted performance based on income.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	5-8	84.6	216	32.6	18.0	1.07
2014-15	5-8	83.5	317	21.2	18.0	0.94
2015-16	5-8	85.6	329	33.4	23.1	0.67

### Goal 1: Growth Measure<sup>5</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 2015-16 and also have a state exam score from 2014-15 including students who were retained in the same grade. Students with the same 2014-15 score are ranked by their 2015-16 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.

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

## ENGLISH LANGUAGE ARTS

Given the timing of the state's release of Growth Model data, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.<sup>6</sup>

### RESULTS

In 2015-16 the Mean Growth Percentile for Williamsburg Collegiate overall was 53.1. This is in comparison to the Statewide Median of 50.

2015-16 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
5	55.4	50.0
6	52.4	50.0
7	58.0	50.0
8	45.9	50.0
All	53.1	50.0

### EVALUATION

Williamsburg Collegiate scored a 53.1 for the Mean Growth Percentile in comparison to the Statewide Median of 50; therefore, Williamsburg Collegiate met this measure.

### ADDITIONAL EVIDENCE

Over the past two years, Williamsburg Collegiate has exceeded the Statewide Median of 50 and therefore Williamsburg Collegiate met this measure. We feel confident that WCCS building off of the growth students have year to year and that the longer the students are with us, the more growth we see.

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

Grade	Mean Growth Percentile			Statewide Median
	2013-14	2014-15	2015-16	
5	N/A	45.8	55.4	50.0
6	N/A	64.4	52.4	50.0
7	N/A	51.6	58.0	50.0
8	N/A	50.3	45.9	50.0
All	N/A	53.3	53.1	50.0

### SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Williamsburg Collegiate achieved three of the four relevant English Language Arts goals based on results of the 2016-17 state exams.

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<sup>6</sup> Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

## ENGLISH LANGUAGE ARTS

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
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 school district of comparison.	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 2015-16 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. (Using 2015-16 results.)	Achieved

### ACTION PLAN

During the 2017-2018 school year, Williamsburg Collegiate will continue to:

- Divide classrooms into three, skill-differentiated small reading groups
- Deliver 2.5 hours of daily ELA instruction
- Staff 2 ELA teachers in the classroom for our ICT/CTT cohorts, which we will have in each of our grades
- Utilize the Wilson Program to build the core decoding and fluency skills of our students with the lowest reading levels
- Deploy targeted small-group tutoring twice per week for 45 minutes each session.
- Utilize intelligent scheduling to allow to teacher professional development and coaching. This year, we have created additional instructional coaches and all teachers will be observed and given feedback on their instruction at least 3 times per month. Teachers additionally have more time for co-observation of critical reading blocks.
- Building a culture of reading with celebrations like Reading Royalty and reading tracking through Accelerated Reading
- Pushing ELA in all subjects so that everyone builds on ELA content

In addition, WCCS will continue to refine systems for:

- Weekly data meetings to respond to classroom data
- Coaching more deeply on aggressive monitoring to differentiate support in the classroom
- Refine our library systems and further develop our culture of literacy for our students

## MATHEMATICS

### Goal 2:

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

### BACKGROUND

We believe our students should be able to compute numbers quickly and accurately, apply appropriate math procedures in single- and multi-step problems, and speak and write fluently and clearly about math problem solving and procedures, using accurate mathematical vocabulary. For this reason, our students take 1.5 hours of math per day, during which students review concepts for procedural fluency, explore conceptual understanding of old and new content through guided instruction and partner work, and engage in rigorous problem solving requiring the application of skills and the extension of learned content.

WCCS uses data from the following assessments to ensure student proficiency in Mathematics:

- Criterion-referenced New York State exams in Mathematics
- Internally developed Interim Assessments in Mathematics
- Internally developed Final Examination in Mathematics

Williamsburg Collegiate Charter School administered four internally developed and aligned Interim Assessments, including a Final Exam in Math during the 2016-17 school year. These assessments were created to reflect the school's scope and sequence in Math, and to mirror the style and scope of the New York State Math exams. Similar to the state exam, the Math Interim Assessments were administered in two parts; a 25-35 question multiple-choice section and a 6-12 question open-response section. The assessments focused primarily on the most recently covered standards, with a smaller focus on cumulative skills and standards covered in previous units.

After the tests were administered, WCCS teachers graded each exam and entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, WCCS teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes.

In 8th grade Math, the Regents examinations in Integrated Algebra were administered for the sixth time. In preparation for this, students were taught the full Integrated Algebra curriculum that addressed all New York State standards. Preparing our students to take this high-school level examination early, while still in middle school, speaks both to the rigor of our math curriculum and the abilities of our students.

### 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.

# MATHEMATICS

## METHOD

The school administered the New York State Testing Program mathematics assessment to students in 5 through 7 grade in May 2017. 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.

2016-17 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>7</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
5	78			1	1	80
6	82			1		83
7	81					81
8	0 – Not Tested					
All	241			2	1	244

## RESULTS

During the 2015-16 school year, 50% of students earned scores of 3 or 4 on the NYS math exam. Overall, 49% of students enrolled in their second year scored proficient.

Performance on 2016-17 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 Proficient	Number Tested	Percent Proficient	Number Tested
5	46%	78	20%	5
6	56%	82	54%	74
7	48%	81	46%	78
8	Not Tested			
All	50%	241	49%	157

<sup>7</sup> 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.

## EVALUATION

During the 2016-17 school year, 50% of all Williamsburg Collegiate students achieved proficiency. Of the students enrolled in at least their second year at WCCS, 49% achieved proficiency. Williamsburg did not meet this measure NYS Common Core testing in math by 26 percentage points.

## ADDITIONAL EVIDENCE

While we are disappointed that we have not yet achieved 75 percent proficiency school wide across all testing grades, we will continue to implement changes to our curriculum to meet the more rigorous standards of Common Core and strengthen our intervention programs for our lowest students. Additionally, we intend to increase the amount of written work happening during math instruction across all grades and include more independent practice with each lesson.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	14%	7	0%	6	20%	5
6	68%	77	56%	77	54%	74
7	65%	79	65%	78	46%	78
8		0 – Not Tested		0 – Not Tested		0 – Not Tested
All	64%	163	58%	161	49%	157

### 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 PLI value that equals or exceeds the 2016-17 mathematics AMO of **109**. 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>8</sup>

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

# MATHEMATICS

## RESULTS

Of the 241 students who tested in the 2016-17 school year, 13% of the students scored a Level 1 on the State Math Exam, 37% scored Level 2, 33% scored a Level 3, and 17% scored Level 4. The Mathematics Performance index is a 137.

Mathematics 2016-17 Performance Level Index (PLI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	13	37	33	17
	PI	=	37	+
			33	+
			17	=
			87	
			33	+
			17	=
			50	
			PLI	=
			137	

## EVALUATION

With a PLI score of 137, we have exceeded the measure of 109 by 28.

### 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 school district of comparison.

## METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. 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>9</sup>

## RESULTS

For students who completed at least two years at WCCS, 49% achieved proficiency. In Community School District (CSD) 14 the comparable figure is 29%, with WCCS outperforming the local district by 20 points.

2016-17 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

<sup>9</sup> Schools can acquire these data when the New York State Education Department releases its 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

	Percent	Number Tested	Percent	Number Tested
5	20%	5	38%	1102
6	54%	74	25%	1074
7	46%	78	25%	1159
8		0 – Not Tested		
All	49%	157	29%	3335

### EVALUATION

Williamsburg Collegiate students outperformed their peers in CSD 14 in Math in grades 6 and 7, but not in grade 5, as the 5<sup>th</sup> grade students testing for the second time are students who have been retained. We are meeting our goal of outperforming our district peer schools, but also know that we need to continue to strive to meet our absolute goal of 75% proficiency.

### ADDITIONAL EVIDENCE

With a strong math culture at WCCS, our school has historically outperformed the local school district in Math. In 2015-16, the school outperformed the local district by 30 points, and 20 points this year.

## 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					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
5	14%	26%	0%	35%	20%	38%
6	68%	24%	56%	23%	54%	25%
7	65%	22%	65%	25%	46%	25%
8	Not Tested					
All	64%	24%	58%	28%	49%	29%

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

### METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. 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 concentration of economically disadvantaged students. The difference between the school's 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 meaningful 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 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

### RESULTS

The 2015-2016 Comparative Math Data demonstrates an overall effect size of 1.48 with a 7<sup>th</sup> grade Math at the highest effect size of 2.31.

# MATHEMATICS

## 2015-16 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		
5	87.1	83	35	24.8	10.2	0.55
6	86.2	87	56	23.9	32.1	1.57
7	82.4	83	63	19.8	43.2	2.31
8	Not Tested					
All	85.2	253	51.4	22.8	28.6	1.48

### School's Overall Comparative Performance:

*Higher Than Expected to a Large Degree*

## EVALUATION

Once again, Williamsburg Collegiate met and exceeded this measure with a significant positive effect size.

## ADDITIONAL EVIDENCE

Williamsburg Collegiate continues to exceed predicted performance in mathematics across all grades.

## Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	5-8	84.6%	315	67.6	21.2	2.50
2014-15	5-7	83.7%	249	54.2	23.3	1.75
2015-16	5-7	85.2%	253	51.4	22.8	1.48

### Goal 2: Growth Measure<sup>10</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.

<sup>10</sup> 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 2015-16 and also have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2014-15 scores are ranked by their 2015-16 scores 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 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.<sup>11</sup>

## RESULTS

In 2015-16 the Mean Growth Percentile for Williamsburg Collegiate overall was 69.6. This is in comparison to the Statewide Median of 50.

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5	68.5	50.0
6	77.6	50.0
7	61.9	50.0
8	Not tested	50.0
All	69.6	50.0

## EVALUATION

Williamsburg Collegiate scored a 69.6 for the Mean Growth Percentile in comparison to the Statewide Median of 50, and therefore met this measure.

## ADDITIONAL EVIDENCE

Over the past two years, Williamsburg Collegiate has exceeded the Statewide Median of 50 by at least 15 points and therefore WCCS met this measure. We are encouraged by the increase in our mean growth percentile from 2014-15 to 2015-16.

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<sup>11</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

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

Grade	Mean Growth Percentile			
	2013-14	2014-15	2015-16	Statewide Median
4	N/A			50.0
5	N/A	62.2	68.5	50.0
6	N/A	76.2	77.6	50.0
7	N/A	55.8	61.9	50.0
8	N/A	Not Tested	Not Tested	50.0
All		64.9	69.6	50.0

## SUMMARY OF THE MATHEMATICS GOAL

Williamsburg Collegiate achieved 3 of the 4 measures in the mathematics goal for the 2016-17 school year. We feel energized by the challenge of reaching the ambitious goal of 75% of students reaching proficiency and with our action plan and mindset of continuous improvement, we aim to meet that goal in the coming years.

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
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 school district of comparison.	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 2015-16 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

Williamsburg Collegiate will continue to employ the same math curriculum and differentiated instruction, methodologies and approaches to move students towards competency in the understanding and application of mathematical computation and problem solving. The school will also continue to provide additional push-in and pull-out support to further address the needs of our student sub-populations. WCCS is committed to meeting its accountability plan goals related to mathematics as listed above.

## MATHEMATICS

Like ELA, as part of the Uncommon Schools network, WCCS will continue to make changes to its curriculum to be better prepared to address the increased rigor of the Common Core standards. Additionally, Interim Assessments will also continue to be redesigned ensuring that each Common Core Learning Standard is taught, assessed and ultimately mastered. We will continue to build joy in learning math with cultural events celebrating math performance like Pi Day, Times Table Day, and Mathletes. We will also continue to offer small group tutoring targeted at students performing at the lowest level. We will continue to refine a response to data protocol and weekly math quizzes to ensure we are meeting our students where they are and differentiating our supports.

## SCIENCE

### Goal 3: Science

Students will demonstrate proficiency in the understanding and application of scientific principles.

#### BACKGROUND

The Science curriculum at Williamsburg Collegiate has been designed to provide a solid foundation for students in the essential understandings of Middle Grades Science as outlined in the New York State standards. Our fifth and sixth grade science curricula are designed to equip students for more in-depth studies of Biology, Chemistry, and Physics in high school. Students participated in hands-on science activities or demonstrations on a weekly basis, usually adapted from FOSS Science kits that align with our science content. Science instruction consistently reinforced both math and reading comprehension skills, and our science teachers frequently worked closely with both our math and English Language Arts teachers to ensure that common approaches and language were used to reinforce cross-curricular content. For example, during the Scientific Method and Measurement unit, students worked with units of measurement, tools of measurement, and conversions between units of measure, reinforcing important skills from the math curriculum. In terms of supporting literacy, planning time was dedicated to determining how to best expose students to nonfiction texts during science class each week and how to encourage them to access and use scientific texts for their own learning and study. This exposure to nonfiction provided an important opportunity for students to practice and continue to develop their reading comprehension and vocabulary skills.

In eighth grade Science, our students take the Living Environment Regents examinations. In preparation for this, students participated in a rigorous course of study and set of laboratory activities, again using literacy skills to complete lab reports throughout the year and conduct research.

Students took the Living Environment Regents exam in lieu of the 8th grade State Science exam, following guidance from NYSED which allowed students to forego the 8th grade science exam if they took the Regents instead. Therefore, with no students testing in the State test for Science, we do not report State Exam results for Science in this Annual Report.

**Our Living Environment Regents exam data is reported in Appendix A: High School Goals and Measures.**

#### ACTION PLAN

To maintain our rate of progress along this goal, we intend to do the following things:

- Continue to use 5<sup>th</sup>-8<sup>th</sup> science curriculum to provide students with the essential understandings and skills that will prepare them for more in-depth study of Chemistry, Biology, and Physics during seventh and eighth grade.
- Continue implementing the 8<sup>th</sup> grade Living Environment curriculum.
- Continue to build out and grow the school's science lab and cross grade science collaboration.

## SCIENCE

- Continue to push and align coursework and lessons to the Common Core Regents to prepare our 8<sup>th</sup> grade students to take their first Regents exam.
- Create opportunities for collaboration between science and reading teachers so that comprehension and vocabulary strategies taught in reading class are incorporated into science class during professional development in August and throughout the year.
- Guarantee that students continue to participate in as many hands-on science lessons and activities during science classes as is appropriate and possible, including the addition of two science field trips this year that reinforce the curriculum and give students hands-on science experience outside of the classroom.

## NCLB

### Goal 4: NCLB

The School will make Adequately Yearly Progress.

#### Goal 4: Absolute Measure

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

### METHOD

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

### RESULTS

The school was in Good Standing for the 2016-2017 school year.

### EVALUATION

Williamsburg Collegiate has met this measure.

### ADDITIONAL EVIDENCE

For the past three years, the NCLB Status for Williamsburg Collegiate was in Good Standing.

NCLB Status by Year

Year	Status
2014-15	Good Standing
2015-16	Good Standing
2016-17	Good Standing

## APPENDIX A: HIGH SCHOOLS: SUBJECT AREA MEASURES

### Goal 1: Absolute Measure

Each year, 75 percent of all tested 8<sup>th</sup> grade students enrolled in at least their second year will pass the Living Environment Regents Exam.

#### METHOD

Williamsburg Collegiate administered the Living Environment Regents for the sixth year to 8th graders.

#### RESULTS

In 2016-17, 78% of students achieved a final score at or above 65 in the Living Environment Regents.

Cohort Passing Rate by Regents Science Exam

Exam	Cohort			
	2013	2014	2015	2016
Living Environment		92%	93%	78%

#### EVALUATION

Williamsburg Collegiate met its goal as 78% of all students passed the Living Science Regents exam and achieved proficiency as measured by a grade of 65 or higher on the Regents exam.

### Goal 2: Absolute Measure

Each year, 75 percent of all tested 8<sup>th</sup> grade students enrolled in at least their second year will pass the Integrated Algebra Regents Exam.

#### METHOD

Williamsburg Collegiate administered the Integrated Algebra Regents to 8th graders only, in lieu of Math State Exams.

#### RESULTS

In 2016-17, 87% of students achieved a final score at or above 65 in the Integrated Algebra Regents.

## APPENDIX B: SUMMARY TABLES

Cohort Passing Rate by Regents Mathematics Exam

Exam	Cohort	
	2016	2017
Integrated Algebra	89%	87%

### EVALUATION

Williamsburg Collegiate met its goal as 87% of all students passed the Integrated Algebra Regents exam and achieved proficiency as measured by a grade of 65 or higher on the Regents exam.