



Academy
of the City
Charter School

ACADEMY OF THE CITY CHARTER SCHOOL

2015-2016 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:
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Richard Lee, Principal prepared this 2015-2016 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Nancy Sills	Chair Executive Committee Finance & Operations Committee Education Committee Development & Advocacy Committee
Angela Howard	Vice Chair Executive Committee Education Committee Facilities Search Committee
Harold Elish	Treasurer Executive Committee Finance & Operations Committee
Michela Nonis	Secretary Executive Committee Education Committee
James Traub	Trustee Executive Committee Education Committee Development & Advocacy Committee
Richard Welles	Trustee Education Committee
Steven Zimmerman	Trustee Finance & Operations Committee Development & Advocacy Committee Facilities Search Committee
Ernest Brooks	Trustee Development & Advocacy Committee

Monica Liriano	Ex Officio, non-voting member

Name_____Richard Lee_____ has served as the school leader since August 1, 2011.

INTRODUCTION

Academy of the City fosters community, supports families, welcomes children of all backgrounds, celebrates diversity and promotes social justice. With our challenging, hands-on liberal arts experience we strive to develop joyful, creative, independent and successful lifelong learners.

Academy of the City Charter School (AoC) is deeply embedded in the Woodside, Astoria and Long Island City communities of District 30Q. Our student body represents the diversity of this culturally rich part of Western Queens. We serve families from the Astoria, Long Island City, Woodside, Elmhurst, Jackson Heights areas. Now completing its 5th year of operation, student enrollment in grades K-5 has reached 409. For school year 2015-2016, our student body demographic breakdown was 51% Hispanic, 20% Asian, 16% White, 12% African American, 1% Pacific Islander.

One hundred percent of our students are selected by a blind lottery process. Academy of the City Charter School does not give entrance examinations or grade-placement exams upon admission.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	Total
2011-12	49	51	n/a	n/a	n/a	n/a	100
2012-13	52	48	52	n/a	n/a	n/a	152
2013-14	110	54	54	54	n/a	n/a	272
2014-15	79	111	54	56	55	n/a	356
2015-2016	53	84	115	54	54	49	409

Our community-based, independent charter school was founded in 2011 on the principles of:

- Community involvement
- Workplace democracy partnering with the United Federation of Teachers
- Reflective practices in pedagogy, site-based management and governance
- Continuous Professional Development
- Personal Accountability
- Transparency
- Entrepreneurialism

Our students will become independent thinkers, lifelong learners, and responsible members of their communities. We are committed to an educational philosophy rooted in social justice, inquiry, experiential and collaborative learning, and supported by continual professional development and reflective practice. Through a literacy-based, integrated curriculum that encourages community and honors diversity, our students receive the education they will need to meet the academic and social challenges of the best high schools, to be prepared for our best colleges and universities, and to thrive in today's world.

School year 2015-2016 marked the end of our original strategic plan. Our parents, teachers, board members and administrators worked together to create a new strategic plan outlining a vision for our new charter period (the next 3-5 years). Going forward, the major themes of the strategic vision are as follows:

- Honor Our Diverse Community
- Support Families
- Welcome Children of All Backgrounds
- Promote Social Justice
- Provide a Challenging, Child-Centered Liberal Arts Experience

GOAL I: ENGLISH LANGUAGE ARTS

Academy of the City Charter School's students will meet or exceed Common Core and New York State Learning Standards for their grade level in all aspects of literacy, including reading, writing, speaking and listening. The English Language Arts curriculum at Academy of the City Charter School is designed to ensure that students learn to read with interest and understanding, write to communicate clearly, speak confidently and expressively, and listen with attention and understanding. The school's English Language Arts curriculum is closely aligned to the Common Core Standards and New York State English Language Arts Standards.

Background

Instructional Resources

Our instructional program comprehensively addresses the needs of all children in core content areas, as well as through elective classes. It integrates technology and ensures the appropriate learning progressions to determine student growth through both formative and interim assessments. Curriculum maps and scope and sequence documents help scaffold student learning. Unit plans are detailed clear and help to frame daily lesson plans which are aligned to standards with clear measurable and bite sized objectives. Students learn through direct instruction for reading, writing from sources, guided reading, guided writing, learning centers, other collaborative work, a comprehensive Math program, as well as project based learning. Strong curricula provide our teachers with the opportunity to deliver instruction that challenges every student.

Instructional Strategies

In addition to our curricula CCSS shifts are represented through our instructional strategies. Our focus on instructional strategies included student engagement strategies, active learning strategies, direct instruction, differentiated instruction, RTI and regularly scheduled assessments.

The school fully implements the state's regulations for response to intervention. A school-based instructional support team implements a tiered system of academic supports

Use of Data and Assessment

Regular assessments provide critical information on student growth and learning, driving better decision making across the school. We use student data to continually drive teacher practice as well as student learning. Assessments include high stakes testing, as well as teacher created and project based examples. Pre-tests and skills inventories assess prior student knowledge and skills. Student performance tasks are administered during every unit to track progress. We use formative and common interim/benchmark assessments at regular intervals to gauge student learning. Assessment data from internal assessments, F&P data, is used for both data tracking and action planning.

In order to measure and record readers' progress, we use the Fountas & Pinnell Benchmark Assessment System for formal assessment for all grades. For reporting year 2015-16 assessments of reading ability were conducted in October 2015, January 2016 and June 2016. Ongoing formative assessments were conducted throughout the year, using the common core standards as a framework to inform our observations about children's learning and to analyze student work. Also included in our assessment battery is a diagnostic inventory of sight words, an oral language assessment and an assessment of writing skills. NWEA *MAP for Primary Grades*¹ testing is also conducted in the Fall and Spring of each year.

¹ Northwest Evaluation Association--MAP-Measures of Academic Progress

² Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language

ENGLISH LANGUAGE ARTS
Goal 1: Absolute Measure
Each year, 75 percent of students who are enrolled in at least their 2 nd year will perform at proficiency on the New York State Exam

Method

The school administered the New York State Testing Program English language arts (ELA) assessment to students in grades 3 through 5 in April 2016. 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).

**2015-16 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ²			Refused	Total Enrolled
		IEP	ELL	Absent		
3	52	-	-	-		52
4	53	-	-	-	2	55
5	48	-	-	-	1	49
All	153	-	-	-	3	156

**Performance on 2015-16 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	100	52	86	46
4	100	53	91	50
5	100	48	91	47
All	100	153	89	143

Results

² 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.

Academy of the City Charter School (AoC) met this criterion.

Additional Evidence

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-2016	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	27%	41	23.1%	41	56	52
4	--	--	24.5%	50	46	53
5	--	--	--	--	43	48

ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

Each year, the school's aggregate Performance level Index (PI) on the state exam will meet the Annual Measureable 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 104. 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 200.³

Results

AoC aggregate performance index for April 2016 ELA is 131.

English Language Arts 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
153	16	35	37	11

$$\begin{array}{rclclclclclcl}
 91 & & \text{PI} & = & 35 & + & 37 & + & 11 & = & 83 \\
 & & & & & & 37 & + & 11 & = & 48 \\
 & & & & & & & & \text{PLI} & = & 131
 \end{array}$$

Evaluation

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

AoC met AMO for 2015-16.

ENGLISH LANGUAGE ARTS
Goal 1: Comparative Measures
Each year, the percent of students enrolled in at least their 2 nd year and performing at proficiency will be greater than that of students in the same grades in the local 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.⁴

Results

AoC met this measure. School leaders have taken significant actions to improve outcomes. These included strengthening the school's ELA program including the replacement of the TC curriculum. School leaders and the Board have great confidence that additional programmatic support will continue to yield excellent results.

**2015-16 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	56	50	43	3130
4	46	50	45	2914
5	43	48	38	2971
All	48%	148	42%	9015

Additional Evidence

⁴ 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 Performance of Charter School and Local District
by Grade Level and School Year**

Grade						
	2013-14		2014-15		2015-16	
	Academy of the City Charter School	Local District 30	Academy of the City Charter School	Local District 30	Academy of the City Charter School	Local District 30
3	23	34	23.1	34.4	56	43
4	-	-	24.5	32.6	46	45
5	-	-	-	-	43	38
All	23	34	23.8	33.5	48	42

ENGLISH LANGUAGE ARTS
Goal 1: Comparative Measures
Each year, the students will exceed its predicted percent of students at proficiency on the state exam by at least a small effect size (at least 0.3) based on its percentage of economically disadvantaged students.

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 2014-15 results, the most recent Comparative Performance Analysis available.

Comparative Performance Analysis

New York State 2014-15 English Language Arts (ELA) Examination

Academy of the City Charter School

The chart below displays how the charter school students in each grade performed compared to students in public schools in New York State with the same grade and a similar percent of economically disadvantaged students.

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	82.1	52	23	21.5	1.5	0.1
4	81.8	53	25	21.1	3.9	0.29
5						
6						
7						
8						
All	82	105	24	21.3	2.7	0.2

School's Overall Comparative Performance:
Slightly higher than expected

Glossary

- **Grade:** Grades in which the school administered the state exam in 2014.
- **Percent of Economically Disadvantaged Students:** Percent reported by the New York State Education Department based on SIRS data from 2013-14.
- **Actual Percent of Students at Levels 3&4:** Percent reported by the New York State Education Department in August 2014.
- **Predicted Percent of Students at Proficiency:** Calculated after performing a regression to measure the effect of a school's economically disadvantaged population on its performance in each tested grade, based on all public schools in New York State, including charter schools, with the same tested grade in 2013-14. (The analysis weights the percent predicted for all grades by the number of students tested in each grade.)
- **Effect Size:** A statistical measure calculated by dividing the difference between the actual and predicted outcome by the standard deviation. It reflects the difference between a school's attained and expected performance in each tested grade, relative to other schools with similar economically disadvantaged statistics and tested grade. (The analysis weights the Effect Size for all grades by the number of students tested in each grade.)
- **School's Overall Comparative Performance:** Based on the following Effect Size ranges:

Above 0.79	Higher than expected to a large degree
0.30 to 0.79	Higher than expected to a meaningful degree
0.01 to 0.29	Slightly higher than expected
0.00	As Expected
Below -0.01	Lower than expected

ENGLISH LANGUAGE ARTS

Growth Measures

Each year, under the state's Growth Model, the schools unadjusted mean growth percentile will meet or exceed the states 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 2014-15 and also have a state exam score from 2013-14 including students who were retained in the same grade. Students with the same 2013-14 score are ranked by their 2014-15 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.⁵

Results

Academy of the City Charter school's overall comparative performance on the 2016 English Language Arts (ELA) examination is slightly higher than expected

2014-15 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	48.0	50.0
5	-	50.0
6	-	50.0
7	-	50.0
8	-	50.0
All	48.0	50.0

Evaluation

Academy of the City Charter School met this measure for school year 2014-2015. However, for testing season 2016, the fourth grade outperformed the local district by 2 percentage points.

⁵ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

ENGLISH LANGUAGE ARTS

Optional Growth Measures

Each year, on the Measures of Academic Performance from Northwest Evaluation Association reading assessment, all grade-level cohorts of students (in grades 2 and higher) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

Method

During the spring of each year students in grade 2 thru 3 in the Academy of the City Charter School students take NWEA *MAP for Primary Grades* online examinations. The scores are reported as NCE (Normal Curve Equivalent) scores.

The Normal Curve Equivalent, or NCE, is a way of measuring where a student falls along the normal curve. The numbers on the NCE line run from 1-99, similar to percentile ranks, which indicate an individual's rank, or how many students out of 100 had a lower score. NCE scores have a major advantage over percentiles in that they can be averaged. That is an important characteristic when studying overall school performance, and in measuring school-wide gains and losses in student achievement.

In a normally distributed population, if all students were to make exactly one year of progress after one year of instruction, then their NCE scores would remain exactly the same and their NCE gain would be zero.

Some cohorts will make more than a year's progress in that time and will have a net gain in NCE score, which means that those students have learned more, or at least have made more progress in the areas tested than the general population. Other cohorts, while making progress in their skills, may progress more slowly than the general population and will show a net loss in their NCE ranks. As with many other scales related to the normal curve, the average NCE, by definition is 50.

Cohort	NCE Average June 2013	NCE Average June 2014	NCE Average June 2015	NCE Average June 2016	Net Gain
Cohort 1/Grade 5	48.68	50	53.51	51.40	-2.11
Cohort 2/Grade 4	48.59	52.48	48.68	57.53	+8.85
Cohort 3/Grade 3	n/a	n/a	53.25	56.02	+2.77

Results

Most of our students are making beyond one year of growth, with a large percentage above average on this assessment. Cohort 2 has shown a significant increase over the previous year.

Evaluation

AoC partially met this growth measure.

Summary of the English Language Arts Goals

As set forth in the Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees, the single most important factor that the Charter Schools Institute and the SUNY Board of Trustees consider in making renewal determinations is the school's record of progress towards student achievement as outlined in the schools Accountability Plan. The following documents results achieved by Academy of the City Charter School during the third year of operation.

GOAL 1: ENGLISH LANGUAGE ARTS

Academy of the City Charter School's students will meet or exceed Common Core and New York State Learning Standards for their grade level in all aspects of literacy, including reading, writing, speaking and listening. The English Language Arts curriculum at Academy of the City Charter School is designed to ensure that students learn to read with interest and understanding, write to communicate clearly, speak confidently and expressively, and listen with attention and understanding. The school's English Language Arts curriculum is closely aligned to the Common Core Standards and New York State English Language Arts Standards.

Type	Measure	Outcome
Absolute Measure	Each year, 75 percent of students who are enrolled in at least their 2 nd year will perform at proficiency on the New York State Exam	Partially Met
Absolute Measure	Each year, the school's aggregate Performance level Index (PI) on the state exam will meet the Annual Measureable Objective (AMO) set forth in the state's NCLB accountability system.	Met
Comparative Measure	Each year, the percent of students enrolled in at least their 2 nd year and performing at proficiency will be greater than that of students in the same grades in the local district.	Met
Comparative Measure	Each year, the students will exceed its predicted percent of students at proficiency on the state exam by at least a small effect size (at least 0.3) based on its percentage of economically disadvantaged students.	TBD
Growth Measure	Each year, the schools unadjusted mean growth percentile will meet or exceed the states unadjusted median growth percentile.	Met
Optional Growth measure	Each year, on the Measures of Academic Performance from Northwest Evaluation Association reading assessment, all grade-level cohorts of students (in grades 2 and higher) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	Partially Met

Action Plan

Academy of the City Charter School will continue to work toward achieving or exceeding the above mentioned accountability measures. School leaders have taken significant actions to improve outcomes. School leaders and the board have great confidence that additional programmatic support will yield excellent results.

GOAL II: MATHEMATICS

Academy of the City Charter School students will meet or exceed Common Core and New York State Learning Standards for their grade level in mathematics. The mathematics curriculum at Academy of the City Charter School is designed to ensure that students have a sound base in numeration and number sense on which the mathematics skills can be rooted.

Background

Since SY'13-14 we began to integrate GoMath into our K-4 curriculum including the beginning, middle and end-of-year assessments from GoMath. We have committed to using GoMath as the primary program and have seen positive gains in our NYS math test scores as a result.

Mathematics

Absolute Measures

Each year, 75 percent of students who are enrolled in at least their 2nd year will perform at proficiency on the New York State Exam

Method

The school administered the New York State Testing Program mathematics assessment to students in grades 3 through 5 in April 2016. 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.

**2015-2016 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3	52	-	-	-	-	52
4	53	-	-	-	2	55
5	48	-	-	-	1	49
All	153	-	-	-	3	156

⁶ 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.

**Performance on 2015-2016 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	100%	52	91%	50
4	100%	55	95%	52
5	100%	49	96%	47
All	100%	156	83%	149

Evaluation

Academy of the City Charter school met this measure.

Mathematics Performance by Grade Level and School Year

Grade	2013-14		2014-2015		2015-2016	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	32	41	58	46	58	52
4	-	-	46	41	55	53
5	-	-	-	-	51	48
All	32	41	52	87	54	153

Mathematics

Absolute Measures

Each year, the school's aggregate Performance level Index (PI) on the state exam will meet the Annual Measureable 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 2014-15 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 PI is 200.⁷

Results

Academy of the City Charter School met AMO this year. PI is 142.

Mathematics 2014-15 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
154	12	34	29	25

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 34 & + & 29 & + & 25 & = & 88 \\
 & & & & 29 & + & 25 & = & 54 \\
 & & & & & & \text{PI} & = & 142
 \end{array}$$

Evaluation

Academy of the City met AMO this year.

Results in context to the school's program

As expected, the full integration of the GoMath along with a robust staff development program resulted in meeting the goals specified in our accountability report.

Mathematics
Comparative Measures
Each year, the percent of students enrolled in at least their 2 nd year and performing at proficiency will be greater than that of students in the same grades in the local 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.⁸

Results

AoC aggregate performance index of 142 met the 2015-2016 AMO for elementary schools on the State Math exam.

⁷ In contrast to NYSED's Performance Index, the PI does not account for year-to-year growth toward proficiency.

⁸ 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](#).

**2015-16 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	98	50	44	3186
4	98	50	47	2987
5	96	48	41	3027
All	97%	148	44%	9200

Evaluation

Academy of the City Charter School met this goal.

**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					
	2013-14		2014-2015		2015-2016	
	Academy of the City Charter School	Local District 30	Academy of the City Charter School	Local District 30	Academy of the City Charter School	Local District 30
3	27	42	58	43	58	44
4	-	-	46	44	55	47
5	-	-	-	-	51	41
All	27	42	52	43.5	54	44

Mathematics

Comparative Measures

Each year, the students will exceed its predicted percent of students at proficiency on the state exam by at least a small effect size (at least 0.3) based on its percentage of economically disadvantaged students.

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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

Results

Academy of the City Charter school's overall comparative performance on the 2016 Math examination is slightly higher than expected.

Comparative Performance Analysis

New York State 2014-15 Mathematics Examination

Academy of the City Charter School

The chart below displays how the charter school students in each grade performed compared to students in public schools in New York State with the same grade and a similar percent of economically disadvantaged students.

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	82.1	55	55	30.8	24.2	1.26
4	81.8	55	44	30.0	14.0	0.74
5						
6						
7						
8						
All	82.0	110	49.5	30.4	19.1	1.00

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

Glossary

- Grade: Grades in which the school administered the state exam in 2014.
- Percent of Economically Disadvantaged Students: Percent reported by the New York State Education Department based on SIRS data from October 2013-14.
- Actual Percent of Students at Levels 3&4: Percent reported by the New York State Education Department in August 2014.
- Predicted Percent of Students at Proficiency: Calculated after performing a regression to measure the effect of a school's economically disadvantaged population on its performance in each tested grade, based on all public schools in New York State, including charter schools, with the same tested grade in 2013-14. (The analysis weights the percent predicted for all grades by the number of students tested in each grade.)
- Effect Size: A statistical measure calculated by dividing the difference between the actual and predicted outcome by the standard deviation. It reflects the difference between a school's attained and expected performance in each tested grade, relative to other schools with similar economically disadvantaged statistics and tested grade. (The analysis weights the Effect Size for all grades by the number of students tested in each grade.)
- School's Overall Comparative Performance: Based on the following Effect Size ranges:

Above 0.79	Higher than expected to a large degree
0.30 to 0.79	Higher than expected to a meaningful degree
0.01 to 0.29	Slightly higher than expected
0.00	As Expected
Below -0.01	Lower than Expected

Mathematics

Growth Measures

Each year, the schools unadjusted mean growth percentile will meet or exceed the states 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 2014-15 and also have a state exam score in 2013-14 including students who were retained in the same grade. Students with the same 2013-14 scores are ranked by their 2014-15 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 2014-15 results, the most recent Growth Model data available.⁹

2014-15 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	55.3	50.0
5	-	50.0
6	-	50.0
7	-	50.0
8	-	50.0
All	55.3	50.0

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 2013-14 and also have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 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

⁹ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

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 analyses is not yet available. No other information is available at this time.¹⁰

Mathematics
Optional Growth Measures
Each year, on the Measures of Academic Performance from Northwest Evaluation Association mathematics assessment, all grade-level cohorts of students (in grades 2 and above) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

Method

During the spring of each year students in grade 2 thru 4 in the Academy of the City Charter School students take NWEA *MAP for Primary Grades* online assessments. The scores are reported as NCE (Normal Curve Equivalent) scores.

The Normal Curve Equivalent, or NCE, is a way of measuring where a student falls along the normal curve. The numbers on the NCE line run from 1-99, similar to percentile ranks, which indicate an individual's rank, or how many students out of 100 had a lower score. NCE scores have a major advantage over percentiles in that they can be averaged. That is an important characteristic when studying overall school performance, and in measuring school-wide gains and losses in student achievement.

In a normally distributed population, if all students were to make exactly one year of progress after one year of instruction, then their NCE scores would remain exactly the same and their NCE gain would be zero.

Some cohorts will make more than a year's progress in that time and will have a net gain in NCE score, which means that those students have learned more, or at least have made more progress in the areas tested than the general population. Other cohorts, while making progress in their skills, may progress more slowly than the general population and will show a net loss in their NCE ranks. As with many other scales related to the normal curve, the average NCE, by definition is 50.

Cohort	Number in subgroup	NCE Average June 2013	NCE Average June 2014	NCE Average June 2015	NCE Average June 2016	Net Gain

¹⁰ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

Cohort 1/Grade 5	48	54.44	55.86	53.24	54.22	+ .98
Cohort 2/Grade 4	46	50	53.33	56.71	54.96	-1.75
Cohort 3/Grade 3	50	n/a	n/a	51.40	56.02	+4.62

Results

While the school's first cohort of students (in 4th grade in the 2014-2015 school year) saw its overall level of growth drop compared to the previous year, both cohorts are now exceeding NCE of 50, demonstrating that they are making over a year of growth in math as measured by progress on the NWEA MAP math test.

Summary of the Mathematics Goals

GOAL II: MATHEMATICS

Academy of the City Charter School students will meet or exceed Common Core and New York State Learning Standards for their grade level in mathematics. The mathematics curriculum at Academy of the City Charter School is designed to ensure that students have a sound base in numeration and number sense on which the mathematics skills can be rooted.

Type	Measure	Outcome
Absolute Measure	Each year, 75 percent of students who are enrolled in at least their 2 nd year will perform at proficiency on the New York State Exam	Met
Absolute Measure	Each year, the school's aggregate Performance level Index (PI) on the state exam will meet the Annual Measureable Objective (AMO) set forth in the state's NCLB accountability system.	Met
Comparative Measure	Each year, the percent of students enrolled in at least their 2 nd year and performing at proficiency will be greater than that of students in the same grades in the local district.	Met
Comparative Measure	Each year, the students will exceed its predicted percent of students at proficiency on the state exam by at least a small effect size (at least 0.3) based on its percentage of economically disadvantaged students.	TBD
Growth Measure	Each year, the schools unadjusted mean growth percentile will meet or exceed the states unadjusted median growth percentile.	Met
Optional Growth Measure	Each year, on the Measures of Academic Performance from Northwest Evaluation Association reading assessment, all grade-level cohorts of students (in grades 2 and higher) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	Partially Met

Action Plan:

Academy of the City Charter School will continue to work toward achieving or exceeding the above mentioned accountability measures.

We have adopted and are fully implementing GoMath for all grade levels. We have invested in classroom and student materials, professional development and on-site coaching to assist our teachers in delivering instruction. Additionally, diagnostic, ongoing and summative assessments will be used to guide instructional practices and to deliver intervention services to

students who are not making gains in mathematics. Students identified as at-risk of failure will be served by our learning specialist using Rti Tier 2 and 3 interventions. All of our ELL students and those students with disabilities will be supported using the Rti interventions provided by GoMath.

GOAL III: SCIENCE

Academy of the City Charter School's students will meet or exceed the New York State core curriculum standards and National Education standards for their grade level. The Science curriculum is designed to ensure that students collect and record first-hand data, to represent and analyze it using the scientific method. Children will learn to identify patterns, describe relationships, make connections, develop models, pose questions, make predictions, check hypotheses and puzzle over answers using the scientific method.

Background

Academy of the City Charter School uses the FOSS Science curriculum, which is highly correlated to the New York State and Next Generation Science standards. Science instruction combines mastery of core vocabulary and conceptual knowledge with the application of scientific principles in laboratory settings.

Science instruction at Academy of the City Charter School will combine student mastery of core vocabulary and conceptual knowledge with the application of scientific principals in laboratory settings. Science assessments, for example, will include sections that focus on the key terms and ideas of a unit as well as a performance task component that will require students to synthesize and analyze data from laboratory experiments. Science teachers will also actively work to reinforce key mathematical concepts, especially graphing and measurement skills. This curriculum and teaching methods will serve as tools to meet the targeted proficiencies described below.

SCIENCE
Absolute Measures
Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science exam starting in the 2014-2015 school year as the school will have children in fourth grade.

Results

Academy of the City Charter School students met this measure in 2014-2015.

SCIENCE
Comparative Measures
Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on a state science exam will be greater than that of students in the same tested grades in the local school district 30.

Results Each year, the schools unadjusted mean growth percentile will meet or exceed the states unadjusted median growth percentile.

Summary of the Science Goals

GOAL III: SCIENCE

Academy of the City Charter School's students will meet or exceed the New York State core curriculum standards and National Education standards for their grade level. The Science curriculum is designed to ensure that students collect and record first-hand data, to represent and analyze it using the scientific method. Children will learn to identify patterns, describe relationships, make connections, develop models, pose questions, make predictions, check hypotheses and puzzle over answers using the scientific method.

Type	Measure	Outcome
Absolute Measure	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science exam starting in the 2014-2015 school year as the school will have children in fourth grade.	Met

Method

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2016. 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 to score at proficiency.

Results

Academy of the City Charter School met this goal.

Charter School Performance on 2015-16 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	89%	50		
8	n/a	n/a	n/a	n/a
All	89%	50		

Action Plan:

Academy of the City Charter School will continue to work toward achieving or exceeding the above mentioned accountability measures.

GOAL IV: NCLB

The school will make Adequate Yearly Progress.

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

Academy of the City Charter school met this measure.

NCLB Status: Met

Year	Status
2013-2014	Met
2014-2015	Met
2015-2016	Met

Action Plan:

Academy of the City Charter School will continue to work toward achieving or exceeding the above mentioned accountability measures.

