



## The Academy Charter School

### 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Wayne Haughton, Executive Director, prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Robert Stewart	Acting Chairman
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**Wayne Haughton has served as the Executive Director since 2012.**

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

The Academy Charter School (“The Academy”) opened in the fall of 2009 with 165 students in grades K-2. Located in Hempstead, NY, a school district with approximately 81% free and reduced price lunch students, The Academy continues to successfully serve a student population with a large percentage of English language learners, special education students, and economically disadvantaged students. To further the mission, The Academy expanded to serve students in grades K-11 in the 2018-2019 school year.

The Academy improves student academic achievement by focusing on the development of three important areas of children’s growth: mastering core academic subjects, promoting character development, and fostering a lifelong behavior of giving back to the community. The Academy strives to have its children learn, lead, and serve.

### The Mission of The Academy:

To create world class scholars who will learn today, lead tomorrow and serve in the future.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2014-15	109	111	79	77	81	75	78	47	N/A	N/A	N/A	N/A	N/A	657
2015-16	114	111	114	81	84	80	81	81	45	N/A	N/A	N/A	N/A	791
2016-17	107	108	107	108	77	81	80	83	77	117	N/A	N/A	N/A	945
2017-18	100	109	110	104	109	78	82	79	87	117	109	N/A	N/A	1,084
2018-19	222	107	103	108	108	108	87	82	84	144	104	104	N/A	1,355

## HIGH SCHOOL COHORTS

### ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9<sup>th</sup> grade. For example, the 2015 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2015-16 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2018-19 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30<sup>th</sup> of that year.

### Fourth-Year High School Accountability Cohorts

Fourth	Year Entered	Cohort	Number of Students	Number	Number in
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Year Cohort	9 <sup>th</sup> Grade Anywhere	Designation	Enrolled on BEDS Day in October of the Cohort's Fourth Year	Leaving During the School Year	Accountability Cohort as of June 30th
2016-17	2013-14	2013	N/A	N/A	N/A
2017-18	2014-15	2014	N/A	N/A	N/A
2018-19	2015-16	2015	N/A	N/A	N/A

### TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9<sup>th</sup> grade. Students enrolled for at least one day in the school after entering the 9<sup>th</sup> grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

#### Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2016-17	2013-14	2013	N/A	N/A	N/A
2017-18	2014-15	2014	N/A	N/A	N/A
2018-19	2015-16	2015	N/A	N/A	N/A

#### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2016-17	2012-13	2012	N/A	N/A	N/A
2017-18	2013-14	2013	N/A	N/A	N/A
2018-19	2014-15	2014	N/A	N/A	N/A

### GOAL 1: HIGH SCHOOL GRADUATION

#### GOAL 1: HIGH SCHOOL GRADUATION

All students at the school will graduate from high school.

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## Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

## METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first- and second-year high school Total Graduation Cohorts will earn the required number of credits.

Present the school's promotion requirements here; include a list of all core academic subjects and other relevant information, ensuring that the school's requirements are consistent with the State Commissioner's Part 100.5 Diploma Requirements.

Promotion decisions for scholars in grades 9-12 are based on credit accumulation, successful completion of coursework, and passing of Regents exams.

Our promotion in doubt process provides families with formal notifications (promotion in doubt letters) that their child is at risk of not meeting promotion standards and being retained in the same grade for the upcoming school year. This notification will occur at the conclusion of the first semester (mid-year) and will be provided along with the second quarter report cards.

Throughout the course of the school year, several parent-teacher conferences are held in which parents are able to discuss student progress with their child's teacher. Report cards are also distributed at the conclusion of each academic quarter. Additionally, school counselors monitor the academic progress of the students within their assigned cohorts and meet with both, students and parents, to discuss the supports necessary to ensure successful completion of the school year.

The school principal, in consultation with counselors, makes promotion decisions for all students in mid-June. Promotion decisions are communicated to scholars and families by the end of the school year. High school scholars who do not meet promotion requirements in June have the right to attend summer school and be promoted in August if promotion standards are met at that time.

The following are the grade-by-grade promotion standards for the Academy Charter High School and reflect the minimum criteria for promotion from the scholar's current grade to the next grade.

Grade	Units of Credit	Passed Regents
9	5	1
10	11	3
11	17	4
12	22	5

# 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

## RESULTS AND EVALUATION

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9<sup>th</sup>-11th grade. For these three graduation cohorts the Academy achieved this measure.

### Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2018-19

Cohort Designation	Number in Cohort during 2018-19	Percent promoted
2016	98	88.2%
2017	100	95.0%
2018	140	82.8%

## ADDITIONAL EVIDENCE

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. For these two graduation cohorts the Academy achieved this measure.

### Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

## METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort. In August of 2019, the 2017 cohort will have completed its second year.

## RESULTS AND EVALUATION

The school met its goal of having over 75% of students in the 2017 cohort passing three regents exams. The school provided extended learning time after school, on Saturdays, and during the Summer to provide academic support and preparation for the Regents examinations.

### Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing Three Regents
2015	2016-17	N/A	N/A
2016	2017-18	N/A	57.3%
2017	2018-19	100	81.0%

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## ADDITIONAL EVIDENCE

After every Regents administration period, the individual trajectories of every student are reviewed. In addition, the item analysis of each examination is reviewed as a component of evaluation of the instructional program. These reviews have resulted in the percentage of students in this cohort scoring at or above proficient on at least three different New York State Regents exams required for graduation increased over eight percentage points from the 2016-17 school year to the 2017-18 school year.

### Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

## METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2015 cohort and graduated four years later and those who entered as members of the 2014 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.<sup>1</sup>

The school's graduation requirements appear in this document below the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

## RESULTS AND EVALUATION

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2013	2016-17	N/A	N/A
2014	2017-18	N/A	N/A
2015	2018-19	N/A	N/A

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2012	2016-17	N/A	N/A
2013	2017-18	N/A	N/A
2014	2018-19	N/A	N/A

<sup>1</sup> The state's guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

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## ADDITIONAL EVIDENCE

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

### Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

## METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison.<sup>2</sup> Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time. As such, for purposes of this report schools should include the district's 2017-18 results as a temporary placeholder for the district's 2018-19 results.

## RESULTS AND EVALUATION

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2013	2016-17	N/A	N/A	N/A	N/A
2014	2017-18	N/A	N/A	N/A	N/A
2015	2018-19	N/A	N/A	N/A	N/A

## ADDITIONAL EVIDENCE

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

### Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

<sup>2</sup> Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

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### METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates below.

### RESULTS AND EVALUATION

Percentage of the 2015 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing =[(b)/(a)]*100
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
Overall	N/A	N/A	N/A

Pathway Exam Passing Rate  
by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2013	2016-17	N/A	N/A
2014	2017-18	N/A	N/A
2015	2018-19	N/A	N/A

### ADDITIONAL EVIDENCE

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The Academy met both leading indicator goals, the only goals applicable to the school in the 2018-19 school year.

Type	Measure	Outcome

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Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Met
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Met
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	N/A
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	N/A
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

### ACTION PLAN

To meet its goal of 75 percent of students in their second year scoring proficient on at least three different NYS Regents exams required for graduation, the school provides students the opportunity to complete three regents exams by the end of their 9<sup>th</sup> grade year (one in math, one in science, and one in social studies). Students will have the additional opportunity to complete these exams during their August and January administration following their 9<sup>th</sup> grade year. At the conclusion of the 10<sup>th</sup> grade year, students will have the opportunity to complete two additional Regents examinations (one in math and one in science) for a total of 5 Regents examinations offered by the conclusion of their second year.

The teachers work with instructional leadership to align course goals with student achievement data collected during previous administration of regents examinations. Students requiring academic supports, based on Regents examination data, qualify and receive academic intervention services. Additional learning time and academic intervention services is provided in-school, after school, on Saturdays, and during the Summer months.

The school has also departmentalized instruction and made provisions for instructional coaching to include content leads and two Assistant Principals. Assistant Principals have been given specific content areas of instructional oversight and work with content leads to support student achievement through instructional practice.

To ensure on-time graduation for scholars, the school provides curriculum and support for students to complete Regents examination requirements by the conclusion of their 11<sup>th</sup> grade

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year. For students requiring additional assistance in meeting the graduation requirements on time, the school provides additional learning time and academic intervention services in-school, after school, on Saturdays, and through credit recovery programming. To ensure students have multiple pathways to graduate on time, the school will also be providing students with Career and Technical Education (CTE) coursework.

Further, the school's counselors monitor student progress toward graduation regularly. They work with school principal, director of secondary education, assistant principals, students and families to identify the supports needed to assist students in graduating on time.

## GOAL 2: COLLEGE PREPARATION

### GOAL 2: COLLEGE PREPARATION

All students will be prepared to attend college

#### Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement ("AP") exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate ("IB") exam;
- Passing a College Level Examination Program ("CLEP") exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT; or,
- Earning a Regents diploma with advanced designation; or,

## METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant measures, and the overall percentage achieving the measure.

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## RESULTS AND EVALUATION

This measurement does not apply to The Academy because the school does not serve students graduating in the 2018-19 school year.

Percentage of the 2015 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
Overall	N/A	N/A	N/A

## ADDITIONAL EVIDENCE

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

### Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCR”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

## METHOD

The state’s finalized ESSA plan includes a College, Career, and Civic Readiness Index that measures the rate of completion among the Total Cohort of a variety of indicators of readiness for the next step after high school. Indicators that are more rigorous and that are therefore more difficult to attain receive greater weight in the new CCCRI (e.g., attaining an Advanced Regents diploma and a score of 4 or higher on an IB exam). Conversely, some less rigorous indicators that were not included in the College and Career Readiness Index under the state’s NCLB accountability system are included in the CCCRI (e.g., completion of a high school equivalency program).<sup>3</sup>

To achieve this measure, the school must have a CCCRI value that equals or exceeds the 2018-19 CCCRI MIP of 130 for all students. The CCCRI is calculated by multiplying the number of students in the cohort demonstrating college, career, and civic readiness by the weighting for the method by

<sup>3</sup> For more detail about the weighting of college readiness methods for calculation of the CCCRI, see pages 64-65 of the state’s finalized ESSA plan [here](#).

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which the student demonstrated college, career, and civic readiness, divided by the number of students in the Total Cohort. The highest possible CCCRI is 200.

### RESULTS AND EVALUATION

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

CCCRI Performance by Cohort Year

Graduation Year	Cohort	Number of Students in Cohort	MIP	School CCCRI
2016-17	2013	N/A	N/A	N/A
2017-18	2014	N/A	128	N/A
2018-19	2015	N/A	130	N/A

### ADDITIONAL EVIDENCE

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

#### Goal 2: Comparative Measure

Each year, the school's CCCRI for the Total Cohort will exceed that of the district of comparison's Total Cohort.

### METHOD

The school compares the CCCRI of students from the fourth year in the charter school Total Cohort to that of the respective cohort of students in the school district of comparison.

### RESULTS AND EVALUATION

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

CCRI of Fourth-Year Total Cohort by Charter School and School District

Cohort	Charter School	School District
2013	N/A	N/A
2014	N/A	N/A
2015	N/A	N/A

#### Goal 2: Absolute Measure

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

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### METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation.

### RESULTS AND EVALUATION

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2013	2016-17	N/A	N/A	N/A
2014	2017-18	N/A	N/A	N/A
2015	2018-19	N/A	N/A	N/A

### SUMMARY OF THE COLLEGE PREPARATION GOAL

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	N/A
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	N/A

### ACTION PLAN

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

### GOAL 3: ENGLISH LANGUAGE ARTS

#### Goal 3: English Language Arts

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All students at the school will be proficient in the reading and writing of the English language.

## BACKGROUND

The Integrated Language Arts Program of The Academy Charter School is based on the premise that students come to school with a wide range of language abilities. To this end, speaking, listening, reading and writing form the basis for the curriculum in the English Language Arts. Through a developmentally appropriate and rigorous approach to Integrated English Language Arts, students develop their ability to communicate ideas, feelings, and facts effectively while honing their skills in reading and writing. The Academy Charter School uses a balanced learning approach whereby we incorporate research-based literacy programs along with the *New York State Next Generation Learning Standards* to ensure that our students are prepared as they progress towards college and career readiness.

Teachers at every grade level plan and implement learning experiences aligned with the State Standards. Teachers utilize the *ReadyGen* (K-5), *My Perspectives* (6-8) and the *Holt McDougal Literature* (9-12) curriculums, and other standards-based supplementary texts from the *EngageNY* modules, the *Scholastic Guided Reading Program*®, and the *Heinemann Fountas and Pinnell*® systems. The *Teachers College Writers Workshop* as a resource. in their balanced learning approach to instruction.

Students (K-8) receive 135 minutes of instructional daily while students in grade 9 receive 90 minutes, and students in grades 10-12 receive 45 minutes of instruction daily. At-risk students also received forty-five minutes of pullout instructions in small groups three times per week. Moreover in grades 6-8, all students received an additional forty five minutes of instruction 4-5 days per week with the primary focus on re-teaching, practice, and mastery. The school utilizes the assessment data provided by the *Renaissance STAR Reading* (K-8), curriculum related unit assessments and school-designed interim assessments to measure students' progress and inform instructional planning.

Students complete multiple learning experiences in which they are able to utilize their classroom library, school library, and various media sources connected through various multia-media systems. Each classroom library is leveled in accordance with best practices and students are able to choose from multiple genres, levels, and content when completing assigned tasks and/or independent reading activities.

Students in grade 9 receive 90 minutes of instruction daily while students in grades 10-12 receive 45 minutes. At-risk students also received forty-five minutes of pullout instructions in small groups two - three times per week. Moreover, the high school grades utilizes the assessment data provided by the, Regents exams, *NWEA MAP* diagnostic and progress monitoring assessment, unit assessments and school-designed interim assessments to measure students' progress and inform instructional planning.

### Goal 3: 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.

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## METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd through 8th grade in April 2019. 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).

**2018-19 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>4</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	105	0	0	2	1	108
4	110	0	0	0	0	110
5	103	0	0	2	3	108
6	85	0	0	1	0	86
7	80	0	0	2	0	82
8	81	0	0	1	0	82
All	564	0	0	8	4	576

## RESULTS AND EVALUATION

The following table presents the English language arts test results for all third through eighth grade students and for those third through eighth grade students enrolled in at least their second year at The Academy. Overall, 68.8% of students, and 69.8% of students enrolled in at least their second year at the school, achieved a level of proficiency on the 2018-19 English language arts assessment exam.

**Performance on 2018-19 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
3	71.4%	105	71.7%	92
4	75.5%	110	75.8%	99
5	47.6%	103	49.5%	97
6	70.6%	85	72.6%	73
7	78.8%	80	80.9%	68
8	71.6%	81	73.1%	67
All	68.8%	564	69.8%	496

<sup>4</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.

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### ADDITIONAL EVIDENCE

From the 2016-17 to 2018-19 school years, the overall percentage of students enrolled in at least their second year at the school performing at a proficient level increased 11.7 percentage points on the English language arts exams. The most notable increase occurred in the 6<sup>th</sup> through 8<sup>th</sup> grades where there was a 33.5, 26, and 11.3 percentage point increase respectively.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	70.9%	86	77.0%	87	71.7%	92
4	72.9%	59	76.1%	88	75.8%	99
5	47.3%	74	56.9%	58	49.5%	97
6	39.1%	64	75.8%	66	72.6%	73
7	54.9%	71	63.1%	65	80.9%	68
8	61.8%	68	75.0%	57	73.1%	67
All	58.1%	422	74.8%	421	69.8%	496

#### Goal 3: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

### METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 English language arts MIP for all students of 105. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

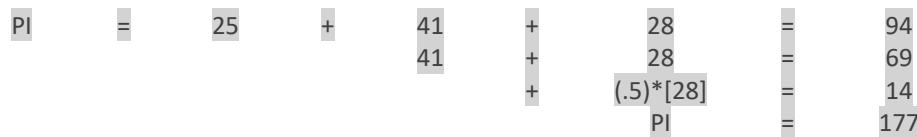
### RESULTS AND EVALUATION

The Academy's PI in the 2018-19 school year was 177, 72 points above the state's 2018-19 English language arts MIP goal.

English Language Arts 2018-19 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	7	25	41	28

# 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT



## Goal 3: 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>5</sup>

## RESULTS AND EVALUATION

The chart below shows the results of this year's assessment of students who were enrolled in at least their second year at The Academy as compared to all tested students in the surrounding public school district, the Hempstead School District on the 2018-19 English language arts exam. The Academy's aggregate percentage of students enrolled in at least their second at the school testing at proficiency was 69.8%. The local district's average was 25.9%.

The Academy met this measure. The school's aggregate percentage of students performing at a proficient level on the English language arts exam was 43.9 percentage points above the Hempstead School District.

2018-19 State English Language Arts Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	71.7%	92	33.0%	579
4	75.8%	99	30.6%	545
5	49.5%	97	24.7%	587
6	72.6%	73	23.4%	440
7	80.9%	68	13.5%	386
8	73.1%	67	25.8%	365

<sup>5</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](#).

# 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

All	69.8%	496	25.9%	2902
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## ADDITIONAL EVIDENCE

As shown through the chart below, The Academy has had a significantly higher overall percentage of students enrolled in at least their second year at the school performing at a proficient level on the state English language arts exam for the past three years when compared to the Hempstead School District. Additionally, the percentage of students performing at a proficient level at each individual grade level has far exceeded the district average at every grade level over the past three years.

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	70.9%	20.5%	77.0%	29%	71.7%	33.0%
4	72.9%	30.5%	76.1%	30%	75.8%	30.6%
5	47.3%	15.6%	56.9%	24%	49.5%	24.7%
6	39.1%	5.5%	75.8%	21%	72.6%	23.4%
7	54.9%	11.8%	63.1%	16%	80.9%	13.5%
8	61.8%	13.1%	75.0%	22%	73.1%	25.8%
All	58.1%	16.9%	74.8%	24.4%	69.8%	25.9%

### Goal 3: 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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

# 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

## RESULTS AND EVALUATION

The effect size of The Academy's predicted level of performance on the state English language arts exam was 1.92, nearly two full point above the comparative goal of .3. The Academy's aggregate Effect Size exceeded the comparative measure. This is largely attributable to the high performance at each grade level. Individually, each tested grade at The Academy performed well, exceeding the state's goal by an impressive margin.

2017-18 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	93.3	109	74.3	36.7	37.6	2.10
4	84.4	103	71.8	37.8	34.1	1.80
5	79.5	77	51.9	28.4	23.5	1.45
6	91.5	79	72.2	34.0	38.2	2.37
7	89.9	79	57.0	26.6	30.3	1.97
8	81.6	84	75.0	38.9	36.1	1.78
All	86.9	531	67.8	34.1	33.6	1.92

### School's Overall Comparative Performance:

*Higher than expected to large degree*

## ADDITIONAL EVIDENCE

The Academy has exceeded the state's Effect Size goal in each of the last three years by an impressive amount.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-8	80.7	437	48.0	27.0	1.27
2016-17	3-8	93.5	488	56.9	24.2	2.04
2017-18	3-8	86.9	531	67.8	34.1	1.92

### Goal 3: Growth Measure<sup>6</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 target of 50.

<sup>6</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

# 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

## 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 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 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 target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.<sup>7</sup>

## RESULTS AND EVALUATION

School wide, and at the 4<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade level, The Academy exceeded the statewide mean growth percentile. The Academy's 4<sup>th</sup> grade missed the stated goal by less than one percentage point. The school's 5<sup>th</sup> grade missed the stated goal by 0.1 percentage points.

2017-18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	50.4	50.0
5	49.9	50.0
6	51.9	50.0
7	60.2	50.0
8	68.2	50.0
All	<b>56.1</b>	50.0

## ADDITIONAL EVIDENCE

Over the last three years, the school's mean growth percentile exceeded the state's target at each individual grade level, with the exception of 4<sup>th</sup> grade in the 2016-17 school year and the 2016-17 and 2018-19 school year.

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

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	56.8	49.1	50.4	50.0
5	51.7	47.7	49.9	50.0
6	53.5	51.9	51.9	50.0
7	62.4	56.5	60.2	50.0
8	57.1	61.5	68.2	50.0
All	<b>68.2</b>	<u>53.5</u>	<b>56.1</b>	50.0

<sup>7</sup> Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

The Academy achieved both comparative goals, one absolute goal, and its growth goal. The only goal the school did not achieve as the absolute goal of 75 percent of all students enrolled at the school in their second year perform at a proficient level on the State English language arts exam.

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.	Not Met
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Met
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.	Met
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Met
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 target of 50. (Using 2017-18 results.)	Met

### ACTION PLAN

The Academy will continue to improve its academic performance by *strengthening* the English language arts curriculum to align with the New York State *Next Generation English Language Arts Learning Standards* and responsive to data. Strategic intervention will continue to occur based on going comprehensive data analysis from various sources including *Fountas and Pinnell*, *STAR Reading*, and writing samples, and in-house created interim assessments. The school will continue integrate reading and writing across content areas, and provide students with extended learning time to achieve its goal in English Language Arts.

### HIGH SCHOOL ENGLISH LANGUAGE ARTS

#### Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

### METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

### RESULTS AND EVALUATION

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

#### Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort<sup>8</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 4 on Common Core ELA Exam
2013	2016-17	N/A	N/A
2014	2017-18	N/A	N/A
2015	2018-19	N/A	N/A

### ADDITIONAL EVIDENCE

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

#### Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2015	N/A	N/A	N/A	N/A	N/A	N/A
2016	N/A	N/A	N/A	N/A	98	43.9%
2017			N/A	N/A	100	16.0%
2018					140	N/A

#### Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

<sup>8</sup> Based on the highest score for each student on the English Regents exam

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## METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

## RESULTS AND EVALUATION

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

**Percent Scoring at Least Level 3 on Regents English Common Core Exam  
by Fourth Year Accountability Cohort<sup>9</sup>**

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 3 on the Regents English Exam
2013	2016-17	N/A	N/A
2014	2017-18	N/A	N/A
2015	2018-19	N/A	N/A

## ADDITIONAL EVIDENCE

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

**Percent Achieving at Least Level 3 by Cohort and Year**

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	N/A	N/A	N/A	N/A	N/A	N/A
2016	N/A	N/A	N/A	N/A	98	88.8%
2017			N/A	N/A	100	19.0%
2018					N/A	N/A

### Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

<sup>9</sup> Based on the highest score for each student on the English Regents exam

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

## METHOD

In the state's revised calculation of the high school Performance Index, schools now receive additional credit for students scoring at Accountability Level 4.<sup>10</sup> To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state's 2019-19 English language arts MIP for all students of 191.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2\*(percent of students scoring at Accountability Level 3) + 2.5 \* (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school's fourth year Accountability Cohort. The Regents Examination in English Language Arts (Common Core) is scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 78 is Accountability Level 2; 79 to 84 is Accountability Level 3, and 85 to 100 is Accountability Level 4.

## RESULTS AND EVALUATION

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Number in Cohort		Percent of Students at Each Accountability Level			
		Level 1	Level 2	Level 3	Level 4
		[?]	[?]	[?]	[?]

PI	=	[?]	+	[?]	+	[?]	+	[?]	=	[?]
				[?]	+	[?]	+	[?]		[?]
					+	[?]	+	[?]		[?]
						(.5)*[?]				[?]
							PI			[?]

## ADDITIONAL EVIDENCE

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

### **Goal 3: Comparative Measure**

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

<sup>10</sup> For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

[www.p12.nysesd.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf](http://www.p12.nysesd.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf)

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

### RESULTS AND EVALUATION

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

**Percent Achieving Performance Level 4 or Higher on English Regents  
of Fourth-Year Total Cohorts by Charter School and School District**

Cohort	Fourth Year	Charter School		School District	
		Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2013	2016-17	N/A	N/A	N/A	N/A
2014	2017-18	N/A	N/A	N/A	N/A
2015	2018-19	N/A	N/A	N/A	N/A

### ADDITIONAL EVIDENCE

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

#### **Goal 3: Comparative Measure**

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

### METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

# 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

## RESULTS AND EVALUATION

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

**Percent Achieving Performance Level 3 or Higher on English Regents  
of Fourth-Year Total Cohorts by Charter School and School District**

Cohort	Fourth Year	Charter School		School District	
		Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2013	2016-17	N/A	N/A	N/A	N/A
2014	2017-18	N/A	N/A	N/A	N/A
2015	2018-19	N/A	N/A	N/A	N/A

## ADDITIONAL EVIDENCE

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

### Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

## METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

## RESULTS AND EVALUATION

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

**English Regents Performance Index (PI)<sup>11</sup>  
of Fourth-Year Accountability Cohorts by Charter School and School District**

Cohort	Fourth Year	Charter School		School District	
		PI	Cohort Size	PI	Cohort Size

<sup>11</sup> For an explanation of the procedure to calculate the school’s PI, see page 28.

# 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

2013	2016-17	N/A	N/A	N/A	N/A
2014	2017-18	N/A	N/A	N/A	N/A
2015	2018-19	N/A	N/A	N/A	N/A

## ADDITIONAL EVIDENCE

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

### Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

## METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

## RESULTS AND EVALUATION

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

### Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>12</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 4 on Common Core exam
2013	2016-17	N/A	N/A
2014	2017-18	N/A	N/A
2015	2018-19	N/A	N/A

## ADDITIONAL EVIDENCE

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

<sup>12</sup> Based on the highest score for each student on the English Regents exam

# 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

## Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

## METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

## RESULTS AND EVALUATION

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

### Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>13</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 3 on Regents English Exam
2013	2016-17	N/A	N/A
2014	2017-18	N/A	N/A
2015	2018-19	N/A	N/A

## ADDITIONAL EVIDENCE

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

## SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts	N/A

<sup>13</sup> Based on the highest score for each student on the English Regents exam

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	(Common Core)) by the completion of their fourth year in the cohort.	
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A

### ACTION PLAN

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

### GOAL 4: MATHEMATICS

#### Goal 4: Mathematics

All students at the school will demonstrate competency in the understanding and application of mathematics computation and problem solving.

#### BACKGROUND

The Mathematics program at The Academy Charter School is based on the premise that students come to school with a wide range of abilities. Through a developmentally appropriate and rigorous approach in Mathematics, students develop their ability to communicate ideas, feelings, and facts effectively while honing their skills in Mathematics. The Academy Charter School uses a

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combination of the *Envision 2.0* and *Eureka Math* in grades K-8; and *Amsco* series in grades 9-11 for Algebra and Geometry, and supplementary materials from the *EngageNY* modules in meeting the *New York State Next Generation Learning Standards*. Students complete multiple learning experiences in which they are able to utilize their classroom technology, and manipulatives for practice. Students in grades K-8 receive 90 minutes of instruction daily; and at the high school, Algebra 1 receive 90 minutes of instructional daily while students in other mathematics courses receive 45 minutes of instruction daily. At-risk students also receive forty-five minutes of pullout instructions in small groups at least two-three times per week. The school utilizes the assessment data provided by *Renaissance STAR* and *NWEA MAP* diagnostic and progress monitoring assessment, unit assessments and school-designed interim assessments to measure students' progress and inform instructional planning.

### Goal 4: Absolute Measure

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

### METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in April 2019. 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.

**2018-19 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>14</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	105	0	0	2	1	108
4	109	0	0	1	0	110
5	103	0	0	2	3	108
6	85	0	0	1	0	86
7	79	0	0	3	0	82
8	81	0	0	2	0	83
All	562	0	0	11	4	577

### RESULTS AND EVALUATION

The following table presents the mathematics assessment results for all third through eighth grade students and for those third through eighth grade students enrolled in at least their second year at The Academy. Overall, 69.6% of the students who took the 2018-19 state mathematics exam performed

<sup>14</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.

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at a proficient level. 70.9% of students enrolled in at least their second year performed at the school tested at a proficient level.

The Academy's students performed at a proficient level on the 2017-18 mathematics assessment exam. 70.9% of students in at least their second year scored at or above level three on the state mathematics assessment exam. The school missed its goal of 75% proficiency by 4.1 percentage points.

### Performance on 2018-19 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
3	72.4%	105	76.1%	92
4	67.9%	109	69.7%	99
5	64.1%	103	67.0%	97
6	78.8%	85	74.0%	73
7	58.2%	79	61.2%	67
8	76.5%	81	77.6%	67
All	69.6%	562	70.9%	495

### ADDITIONAL EVIDENCE

The Academy showed a slight overall decline in the percentage of students performing at a proficient level on the state mathematics assessment exam from the previous year. However, the school experienced growth in the percentage of students achieving proficiency in the 5<sup>th</sup>, 6<sup>th</sup>, and 8<sup>th</sup> grade when compared to the previous school year. Further, the percentage of students achieving proficiency on the state mathematics exam as 5<sup>th</sup> graders in the 2017-18 school year increased by 13.6 percentage points when the same cohort took the mathematics exam as 6<sup>th</sup> grade students in the 2018-19 school year.

### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	73.0%	89	87.1%	85	76.1%	92
4	55.2%	58	70.1%	87	69.7%	99
5	40.2%	82	61.4%	57	67.0%	97
6	48.4%	62	65.2%	69	74.0%	73
7	41.4%	70	68.2%	66	61.2%	67
8	43.3%	67	70.1%	75	77.6%	67
All	50.9%	428	71.3%	439	70.9%	495

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## Goal 4: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

### METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 mathematics MIP for all students of 107. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

### RESULTS AND EVALUATION

The Academy's PI in the 2018-19 school year was 181, 74.5 points above the state's 2018-19 mathematics MIP.

Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	8	22	31	39
PI	=	22	+ 31 31	+ 39 39 + (.5)*[39] PI
			= 92 = 70 = 19.5	= 181.5

## Goal 4: 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

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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>15</sup>

### RESULTS AND EVALUATION

The chart below shows the percentage of students performing at or above level three on the state mathematics assessment exam enrolled in at least their second year at The Academy as compared to the average of all tested students in the surrounding public school district, the Hempstead School District.

The Academy met this measure. The school's aggregate percentage of students performing at a proficient level on the 2018-19 state mathematics assessment exam exceeded the district average by an impressive 45.3 percentage points. Additionally, each grade level tested at The Academy had a significantly higher percentage of students performing at a proficient level when compared to the Hempstead School District.

**2018-19 State Mathematics Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	76.1%	92	36.1%	606
4	69.7%	99	30.8%	572
5	67.0%	97	27.7%	610
6	74.0%	73	14.9%	458
7	61.2%	67	12.7%	386
8	77.6%	67	0.0%	30
All	70.9%	495	<u>25.6%</u>	2662

### ADDITIONAL EVIDENCE

As shown through the chart below, The Academy has had a significantly higher overall percentage of students performing at a proficient level on the state mathematics exam for the past three years compared to the Hempstead School District. Additionally, the percentage of students performing at a proficient level at each individual grade level has far exceeded the district average at every grade level over the past three years.

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<sup>15</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](#).

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## 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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	73.0%	28.6%	87.1%	33%	76.1%	36.1%
4	55.2%	28.3%	70.1%	26%	69.7%	30.8%
5	40.2%	20.4%	61.4%	29%	67.0%	27.7%
6	48.4%	6.8%	65.2%	11%	74.0%	14.9%
7	41.4%	7.6%	68.2%	14%	61.2%	12.7%
8	43.3%	.4%	70.1%	1%	77.6%	0.0%
All	50.9%	<b>17.9%</b>	71.3%	<b>22%</b>	70.9%	<b>25.6%</b>

### Goal 4: 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 2017-18 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

### RESULTS AND EVALUATION

The Effect Size of The Academy's predicted level of performance on the state mathematics exam is 1.87 points above the predicted comparative performance goal.

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### 2017-18 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	93.3	108	82.4	39.5	42.9	2.08
4	84.4	103	68.0	36.6	31.3	1.49
5	79.5	77	50.6	33.5	17.2	0.93
6	91.5	79	64.6	26.8	37.8	2.20
7	89.9	80	66.3	24.1	42.1	2.27
8	81.6	83	73.5	22.5	51.0	2.24
All	87.0	530	68.5	31.2	37.3	1.87

### School's Overall Comparative Performance:

*Higher than expected to large degree*

## ADDITIONAL EVIDENCE

As the table below shows, The Academy has exceeded the state's Effect Size goal in each of the last three years by an impressive amount.

### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-8	80.7	428	54.8	27.3	1.41
2016-17	3-8	93.5	482	51.8	22.1	1.67
2017-18	3-8	87.0	530	68.5	31.2	1.87

### Goal 4: Growth Measure<sup>16</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 target of 50.

## 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 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 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

<sup>16</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.<sup>17</sup>

### RESULTS AND EVALUATION

The Academy's overall mean growth percentile was above the statewide average. Additionally, with the exception of The Academy's 4<sup>th</sup> grade, each individual grade level exceeded the state's mean growth percentile target.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	46.4	50.0
5	57.5	50.0
6	71.8	50.0
7	72.9	50.0
8	78.7	50.0
All	<b>64.7</b>	50.0

### ADDITIONAL EVIDENCE

Overall, The Academy's mean growth percentile has exceeded the state's target in each of the last three school years.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	61.5	45.6	46.4	50.0
5	51.0	38.1	57.5	50.0
6	55.0	49.0	71.8	50.0
7	51.1	49.2	72.9	50.0
8	53.1	74.8	78.7	50.0
All	<b>54.6</b>	<b>50.8</b>	<b>64.7</b>	50.0

### SUMMARY OF THE MATHEMATICS GOAL

On the 2018-19 accountability plan progress report, The Academy achieved of its both comparative goals, one absolute goal, and its growth goal. The only goal the school did not achieve as the absolute goal of 75 percent of all students enrolled at the school in their second year perform at a proficient level on the State English language arts exam.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least	<b>Not Met</b>

<sup>17</sup> Schools can acquire these data from the NYSED's business portal: portal.nysesd.gov.

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	their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Met
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.	Met
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Met
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 target of 50. (Using the 2017-18 results.)	Met

### ACTION PLAN

The school will continue to use the existing curriculums during the 2018-2019 school year. Teachers will incorporate materials from other sources including the *EngageNY* modules where necessary. There will be much focus on curriculum mapping and teachers will continue to use the data from *Renaissance STAR* assessments (K-8), and interim assessments (3-8) to measure student progress and inform instruction. Teachers will engage in re-teaching strategies with more frequency to ensure mastery. There will be more focus on hands on professional development based on review of data gleaned from item skills analysis report from various sources. Moreover, during the extended learning time (After School and Saturday School), there will be a greater focus on supporting struggling students in Mathematics.

### HIGH SCHOOL MATHEMATICS

#### Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

#### METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

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## RESULTS AND EVALUATION

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam  
by Fourth Year Accountability Cohort<sup>18</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 4
2013	N/A	N/A	N/A
2014	N/A	N/A	N/A
2015	N/A	N/A	N/A

## ADDITIONAL EVIDENCE

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2015	N/A	N/A	N/A	N/A	N/A	N/A
2016	N/A	N/A	110	5.5%	98	28.6%
2017			119	7.6%	100	21.0%
2018					140	42.9%

### Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

## METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

<sup>18</sup> Based on the highest score for each student on a mathematics Regents exam

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## RESULTS AND EVALUATION

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9<sup>th</sup>-11th grade students. Thus, this measurement is not applicable to the school.

### Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort<sup>19</sup>

Cohort Designation		Number in Cohort	Percent Scoring at Least Level 3 on a Regents Mathematics Exam
	Fourth Year		
2013	2016-17	N/A	N/A
2014	2017-18	N/A	N/A
2015	2018-19	N/A	N/A

## ADDITIONAL EVIDENCE

As shown in the chart below, the school's 2016, 2017, and 2018 cohorts both had over 80 percent if students partially meeting Common Core expectations, scoring at Level 3 on a Regents mathematics exam, by the completion of their fourth year in the cohort.

### Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	N/A	N/A	N/A	N/A	N/A	N/A
2016	115	73.0%	110	80.9%	98	94.9%
2017			119	80.7%	100	95.0%
2018					140	90.7%

### Goal 4: Absolute Measure

Each year, the Performance Index ("PI") on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

## METHOD

In the state's revised calculation of the high school Performance Index, schools now receive additional credit for students scoring at Accountability Level 4.<sup>20</sup> To achieve this measure, all tested

<sup>19</sup> Based on the highest score for each student on a mathematics Regents exam

<sup>20</sup> For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

[www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf](http://www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf)

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students in the Accountability Cohort must have a PI that equals or exceeds the state's 2018-19 mathematics MIP for all students of 151.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2\*(percent of students scoring at Accountability Level 3) + 2.5 \* (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school's fourth year Accountability Cohort. Regents Common Core mathematics exams are scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 79 is Accountability Level 2 (65 to 77 for Algebra II); 80 to 84 is Accountability Level 3 (78 to 84 for Algebra II), and 85 to 100 is Accountability Level 4.

### RESULTS AND EVALUATION

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

**Mathematics Performance Index (PI)**  
**For the 2015 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
	[?]	[?]	[?]	[?]

$$\text{PI} = [?] + [?] + [?] + [?] + (.5)*[?] = [?]$$

### ADDITIONAL EVIDENCE

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

#### Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

### METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

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## RESULTS AND EVALUATION

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

**Percent Achieving Performance Level 4 or Higher on a Mathematics Regents  
of Fourth-Year Total Cohorts by Charter School and School District**

Cohort	Fourth Year	Charter School		School District	
		Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2013	2016-17	N/A	N/A	N/A	N/A
2014	2017-18	N/A	N/A	N/A	N/A
2015	2018-19	N/A	N/A	N/A	N/A

## ADDITIONAL EVIDENCE

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

### Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

## METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

## RESULTS AND EVALUATION

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

**Percent Achieving Performance Level 3 or Higher on a Mathematics Regents  
of Fourth-Year Total Cohorts by Charter School and School District**

Cohort		Charter School		School District	
		Percent Level 3 or	Number in	Percent Level 3 or	Number in

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	Fourth Year	Higher	Cohort	Higher	Cohort
2013	2016-17	N/A	N/A	N/A	N/A
2014	2017-18	N/A	N/A	N/A	N/A
2015	2018-19	N/A	N/A	N/A	N/A

### ADDITIONAL EVIDENCE

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

#### Goal 4: Comparative Measure

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

### METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

### RESULTS AND EVALUATION

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

#### Mathematics Regents Performance Index (PI) of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		PI	Cohort Size	PI	Cohort Size
2013	2016-17	N/A	N/A	N/A	N/A
2014	2017-18	N/A	N/A	N/A	N/A
2015	2018-19	N/A	N/A	N/A	N/A

### ADDITIONAL EVIDENCE

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

#### Goal 4: Growth Measure

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Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

### RESULTS AND EVALUATION

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>21</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 4 on Common Core Exam
2013	2016-17	N/A	N/A
2014	2017-18	N/A	N/A
2015	2018-19	N/A	N/A

### ADDITIONAL EVIDENCE

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

#### Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

<sup>21</sup> Based on the highest score for each student on the English Regents exam

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## RESULTS AND EVALUATION

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

### Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>22</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 3
2013	2016-17	N/A	N/A
2014	2017-18	N/A	N/A
2015	2018-19	N/A	N/A

## ADDITIONAL EVIDENCE

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

## SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL <sup>23</sup>

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the	N/A

<sup>22</sup> Based on the highest score for each student on the mathematics Regents exam

<sup>23</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

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	percentage of comparable students in the district at least partially meeting Common Core expectations.	
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

### ACTION PLAN

The Academy has departmentalized instruction. Each assistant principal has been given specific areas of instructional oversight. Content leads have been assigned for each area and work closely with the director of secondary education and assistant principals to change and improve academic programming. The director of secondary education also provides oversight and guidance to the school's counseling program.

Additionally, the Academy has increased the opportunities for teacher collaboration and co-teaching to implement the math program. Academic intervention services are being provided three times per week through the specific design and implementation of additional math courses through the collaborative effort of math teachers and school leadership.

### GOAL 5: SCIENCE

#### Goal 5: Science

All students at the school will demonstrate competency in the understanding and application of scientific reasoning.

#### BACKGROUND

The science curriculum used by the school during the 2018 – 2019 school year was the Macmillan/McGraw-Hill, *Inspire* textbook series in grades K-5, *New York Science* in grades 6-8, and *Biology* by Miller and Levine, for Living Environment in the high school. Students in grade K-8 receive three (3) forty-five minutes of instruction per week; one period is dedicated to lab activity and two (2) periods for theory. In the high school, the Science program at The Academy Charter School utilizes *Biology* by Miller and Levine, for Living Environment, *Physics* by Pearson for Physics, *Chemistry* by Pearson for Chemistry, *Earth Science: The Physical Setting* by Perfection Learning for Earth Science, and *Marine Science* by Pearson for Marine Biology to implement

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instruction. Students receive six (6) forty-five minute periods of instruction per week; one period is dedicated to lab activity and five (5) periods for theory. Unit assessments and school-designed interim assessments are used to measure students' progress and inform instructional planning.

## Goal 5: 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 science examination.

## METHOD

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2019. 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 AND EVALUATION

The Academy achieved this goal. 93.3% of The Academy's students in at least their second year at the school tested at a proficient level on the State Science exam, 18.3 percentage points above the stated goal.

### Charter School Performance on 2018-19 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 <sup>nd</sup> Year	
	Percent Proficient	Number Tested
4	99.0%	99
8	84.9%	66
All	93.3%	165

## ADDITIONAL EVIDENCE

In the years in which the State Science exam scores have been available, the percentage of The Academy's students testing at a proficient level and enrolled in at least their second greatly exceeded the stated goal of 75% in two of the previous three years. Although The Academy did not meet their overall goal of 75% proficiency in the 2016-17 school year, this was solely because of the 8<sup>th</sup> grade results. Since the 2016-17 school year, the 2016-17 8<sup>th</sup> grade is the only cohort who did not meet the goal of 75% proficiency on the state science exam.

### Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	98.3%	59	95.3%	86	99.0%	99
8	46.3%	67	86.7%	75	84.9%	66
All	70.6%	126	91.3%	161	93.3%	165

# 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

## Goal 5: Comparative Measure

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

## METHOD

The 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 and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district science data, the 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district's 2017-18 data.

## RESULTS AND EVALUATION

At the time of this report's submission, the district state science exam results were not available.

### 2018-19 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students <sup>24</sup>	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	99.0%	99	N/A	N/A
8	84.9%	66	N/A	N/A
All	93.3%	165	N/A	N/A

## ADDITIONAL EVIDENCE

At the time of this report's submission, the district state science exam results were not available.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
4	98.3%	59	95.3%	N/A	99.0%	N/A
8	46.3%	67	86.7%	N/A	84.9%	N/A
All	70.6%	126	91.3%	N/A	93.3%	N/A

<sup>24</sup> This table uses the prior year's results as 2018-19 district science scores are not yet available.

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### SUMMARY OF THE SCIENCE GOAL

The Academy met the absolute goal and the comparative goal could not be measured because the district's science score was not available at the time of this report's submission.

Type	Measure	Outcome
Absolute	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 examination.	Met
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A

### ACTION PLAN

For the 2018-2019 school year, the school will continue to use *New York Science* in grades 6-8 but adopt the Mc Graw-Hill, *Inspire Science* in grades K-5 which are more clearly aligned to the *Next Generation Science Standards*. For the 2018 – 2019 school year, the school (K-8) will continue improve the quality of instruction by focusing more on lab instruction.

## HIGH SCHOOL SCIENCE

### Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

### METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered **Living Environment, Earth Science, Chemistry and Physics**. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

### RESULTS AND EVALUATION

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>25</sup>

<sup>25</sup> Based on the highest score for each student on any science Regents exam

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17	N/A	N/A
2014	2017-18	N/A	N/A
2015	2018-19	N/A	N/A

### ADDITIONAL EVIDENCE

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year. However, in the three cohorts The Academy served in the 2018-19 school year, a significant percentage of each grade level scored a 65 or above on the state Science exam.

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	N/A	N/A	N/A	N/A	N/A	N/A
2016	N/A	N/A	110	65.5%	98	81.6%
2017			119	76.5%	100	85.0%
2018					140	74.3%

### Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

### METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

### RESULTS AND EVALUATION

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Science Regents Passing Rate  
of the High School Total Cohort by Charter School and School District

Cohort	Fourth	Charter School		School District	
		Percent	Cohort	Percent	Cohort

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	Year	Passing	Size	Passing	Size
2013	2016-17	N/A	N/A	N/A	N/A
2014	2017-18	N/A	N/A	N/A	N/A
2015	2018-19	N/A	N/A	N/A	N/A

## ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

## GOAL 6: SOCIAL STUDIES

### Goal 6: Social Studies

All students at the school will demonstrate competency in the understanding and application of social studies.

### Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

## METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

## RESULTS

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

### U.S. History Regents Passing Rate with a Score of 65

by Fourth Year Accountability Cohort<sup>26</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17	N/A	N/A
2014	2017-18	N/A	N/A

<sup>26</sup> Based on the highest score for each student on a science Regents exam

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2015	2018-19	N.A	N/A
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## EVALUATION

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

## ADDITIONAL EVIDENCE

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

**U.S. History Regents Passing Rate with a score of 65 by Cohort and Year**

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	N/A	N/A	110	62.7%	N/A	N/A
2016	N/A	N/A	119	80.7%	98	74.5%
2017			N/A	N/A	100	88.0%
2018					140	77.1%

### Goal 6: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

## METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

## RESULTS

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

**U.S. History Passing Rate  
of the High School Total Cohort by Charter School and School District**

Cohort	Fourth Year	Charter School		School District	
		Percent Passing	Cohort Size	Percent Passing	Cohort Size
2013	2016-17	N/A	N/A	N/A	N/A

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2014	2017-18	N/A	N/A	N/A	N/A
2015	2018-19	N/A	N/A	N/A	N/A

## EVALUATION

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

## ADDITIONAL EVIDENCE

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

### Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

## METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

## RESULTS

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

### Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort<sup>27</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17	N/A	N/A
2014	2017-18	N/A	N/A
2015	2018-19	N/A	N/A

## EVALUATION

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

<sup>27</sup> Based on the highest score for each student on a science Regents exam

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## ADDITIONAL EVIDENCE

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	N/A	N/A	N/A	N/A	N/A	N/A
2016	N/A	N/A	N/A	N/A	98	86.7
2017			N/A	N/A	100	N/A
2018					140	N/A

### Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

## METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

## RESULTS

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Global History Passing Rate  
of the High School Total Cohort by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2013	2016-17	N/A	N/A	N/A	N/A
2014	2017-18	N/A	N/A	N/A	N/A
2015	2018-19	N/A	N/A	N/A	N/A

## EVALUATION

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL EVIDENCE

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

# 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

## GOAL 7: ESSA

### Goal 7: ESSA

The Academy will be in good standing pursuant to the state's ESSA accountability system

#### Goal 7: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

## METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

## RESULTS AND EVALUATION

The school met its goal of good standing for the 2018-19 school year.

## ADDITIONAL EVIDENCE

The Academy has been in good standing in each of the last three school years.

Accountability Status by Year

Year	Status
2016-17	Good standing
2017-18	Good standing
2018-19	Good standing

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