



Children's Aid College Prep Charter School

2015-16 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2016

By Casey Vier

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INTRODUCTION

Casey Vier, Principal, prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Karen M. Drezner	Board Chair, Governance Committee Chair, member Learning and Evaluation Committee, Finance Committee
Lori R. Clement	Board Vice Chair, co-Chair Finance Committee
Drema Brown	Learning and Evaluation Committee Chair, member Finance Committee
De'Lois Coleman	
Michelle DeLong	Co-Chair Finance Committee, Member Learning and Evaluation Committee
Abelardo Fernandez	Member, Learning and Evaluation Committee, Governance Committee
Jane Goldman	Fundraising Committee Chair, Member Learning and Evaluation Committee
Beth Leventhal	Member Finance Committee, Fundraising Committee, Learning and Evaluation Committee

Casey Vier has served as the Principal since October 2015.

INTRODUCTION

In 2011, Children's Aid College Prep Charter School (CACPCS) was authorized by the State University of New York (SUNY) Board of Trustees as a K-5 charter school located in CSD 12 in the South Bronx. CACPCS was launched in 2012 in partnership with our institutional partner, The Children's Aid Society (CAS). CACPCS is a Children's Aid Society community school whose mission is to prepare elementary school-students for success in middle school, high school, college and life by providing them with a rigorous instructional experience; addressing their physical, emotional and social needs; fostering a sense of pride and hope; and serving as a safe and engaging community hub.

CACPCS has embraced a whole-child approach to education through a community school strategy and offers our students a holistic education. In addition to traditional academics, our students take specials classes such as art, music and a life skills class co-taught by our Life Coaches and teachers. The CAPCS school model ensures that each of our students is healthy, safe, engaged, supported and challenged. The following design elements support the delivery of our whole-child approach.

Instructional rigor and a robust academic program

- Curriculum aligned with the Common Core State Standards
- Extended school day and extended school year

Expanded learning opportunities

- Quality after school programming (4-6 pm) through CAS
- Connection to quality summer programming through CAS
- Thoughtful integration of school day and after school goals evident in project-based work through art, physical education, dance, music and technology

Frequent and purposeful assessment

- Academic and non-academic measures to guide the work of all school staff
- Consistent references to student action plans

Talented and committed professional staff and administrators

- An educational model grounded in the Thoughtful Classroom school improvement model
- Effective coaching and professional development strategies grounded in the Thoughtful Classroom Teacher Effectiveness Framework

Comprehensive support services

- Life coaches as the primary orchestrators of resources and communication
- Full range of health, mental health and social services
- Continuous support and outreach to stabilize families

As a school designed with the community in mind, CACPCS employs a recruitment process to ensure the most vulnerable children have the opportunity to attend. The school's lottery offers additional preferences to special populations of children including those who are living below the state's self-sufficiency standard and those who are English language learners. According to our enrollment data for the 2015-16 school year, CACPCS served 20% SWD, 11% ELL and 93% FRL student. The overwhelming majority of our student population is African-American/Black and Hispanic/Latino.

INTRODUCTION

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12														
2012-13	61	65												126
2013-14	72	64	70											206
2014-15	69	70	72	69										280
2015-16	26	69	66	68	68									297

*For years 2012-13 through 2014-15, enrollment is as of BEDS date. As requested, 2015-16 enrollment is as of June 30, 2016.

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Children’s Aid College Prep Charter School (CACPCS) students are proficient readers and writers of the English language.

BACKGROUND

Our ELA curriculum is aligned with the Common Core State Standards (CCSS). Instead of relying on a CCSS-aligned commercial reading and writing curriculum, our elementary school teachers are now engaged deeply in all aspects of the process to create and employ our own “homegrown” curricula. Teachers work together with CACPCS instructional leadership using Backward Design to create standards-based units that promote deeper learning. Curricular and instructional resources, such as the EngageNY ELA modules and F&P leveled books, are used to support the implementation the curriculum in the classroom. CACPCS’s robust co-teaching model (ICT, two general education teachers, one general education/one ESL Teacher) allows for greater opportunities for instructional differentiation within whole group, small group or one-on-one instruction.

Teachers monitor student progress through daily, bi-weekly and interim assessments including the Developmental Reading Assessment 2+, Fountas and Pinnell Running Records, “on demand” writing prompts, Elementary Spelling Inventory, Ready NY CCLS Practice Tests in Reading, Rally NY ELA Rehearsal and Unit Assessments. Teachers, in consultation with the Principal and Academic Deans as well as their colleagues, use this assessment data to adjust instruction and provide students with strategic interventions as needed.

To ensure the effectiveness of ELA curriculum and instruction, we allot specific work times to professional development and Professional Learning Communities (PLCs). In addition to the 10 day pre-opening professional development, professional development is embedded daily during the school year. The Principal and Academic Deans provide teachers with ongoing coaching and mentoring through daily observations and feedback sessions and weekly grade level and department team meetings. Importantly, PLCs promote collaboration among teachers and enable them to learn and grow from each other

This past year, CACPCS made an important modification to how it delivered English Language Arts and Social Studies in Grade 4. These two subjects were combined into one extended Humanities block instead of two distinct subject periods. The expectations of the CCSS for literacy within Social Studies means that Social Studies provides a natural lens through which to promulgate the literacy skills students need to read, comprehend, discuss, analyze and write about challenging and complex texts.

Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd through 4th grade in April 2016. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

Table 1: 2015-16 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	68	0	0	0	0	68
4	68	0	0	0	0	68
5						
6						
7						
8						
All	136	0	0	0	0	136

RESULTS

The table below illustrates the performance on the 2016 NYS ELA assessments of CACPCS students who were in at least their second year at the school. CACPCS's aggregate proficiency rate for Grade 3 and 4 students enrolled in at least their second year was 55.5%. CACPCS Grade 4 students in at least their second year had a proficiency rate of 78.3% while Grade 3 students in at least their second year had a 34.8% proficiency rate.

Table 2: Performance on 2015-16 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	35.3%	68	34.8%	66
4	73.5%	68	78.3%	60
5				
6				
7				
8				
All	54.4%	136	55.5%	126

EVALUATION

Overall the school did not meet the goal. Only 55.5% of Grade 3 and 4 students enrolled in at least their second year scored at proficiency level, falling 19.5 percentage points short of the goal.

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Despite not meeting the overall goal, our Grade 4 students posted successful and very impressive results. Grade 4 students exceeded the 75% proficiency threshold by 3.3 percentage points. The Grade 4 results are directly attributable to the improvements made to the school's instructional program through implementation of the Thoughtful Classroom school improvement model and, specifically, its Teacher Effectiveness Framework. CACPCS's Principal began schoolwide implementation of Thoughtful Classroom upon her appointment as Principal in October 2015; however, as the school's Academic Dean in 2014-15 she had been able to begin working closely with the then 3rd grade teachers in Thoughtful Classroom practices to using the Teacher Effectiveness Framework to focus and improve their instructional practice. Three of these 3rd grade teachers looped with the fourth graders in 2015-16 where they continued to forge excellence in their instructional practices aligned with this model. Thus, these teachers have benefited the longest from the professional and cultural shifts promoted through Thoughtful Classroom (hands-on curriculum development, PLCs, strategic teaching) and they bear out the research that has shown excellent teaching is the most decisive factor in student achievement.

Based on the results of our Grade 4 students, it is evident that the CACPCS's implementation of the Thoughtful Classroom approach has put the school on the right track in building instructional excellence. Notwithstanding the need to look closely at our Grade 3 ELA curriculum and instructional practices (described later) based on our NYS assessment results, it is also evident that it takes time for these improvements to be reflected in student achievement data; however, as our teachers have more time and experience in looking at instruction through the lens of Thoughtful Classroom, the stronger his or her instructional practices will become.

ADDITIONAL EVIDENCE

In addition to the previous discussion, there is other evidence based on absolute measures that indicate the school is making progress towards a high level of student performance in English language arts. Tables 3 and 4 below demonstrate that the length of time a student is enrolled in CACPCS has a positive correlation with their performance on the NYS ELA assessment. As is evident in Table 3 below, there was a 30 percentage point increase in the proficiency rates of our Grade 4 students on the 2016 NYS ELA assessments over their performance the previous year on the 2015 Grade 3 NYS assessment (78.3% versus 48.3%). This means 62.1% more CACPCS Grade 4 students scored a Level 3 or 4 in 2016 than they did the previous year on the 2015 Grade 3 NYS ELA assessment. As is evident in the last row of Table 4, the percent of students performing at proficiency generally increases the longer the student is enrolled in the school (because the small number of students (2) enrolled for only 1 year skews the percent proficient results for that cohort a sounder way to conduct this analysis was to divide the students into two groups, those enrolled in the school for 1 or 2 years (25% of the tested students), and those enrolled for 3 or more years (75% of the students). The proficiency rates for students who were enrolled for three or more years was almost 1/3 more than those who were enrolled for two years or less. This has particular relevance given the fact that Grade 3 fell short of the benchmark on the 2016 assessments. The proficiency rates for Grade 3 students who were enrolled in the school for at least three years was almost double the proficiency of those 3rd graders enrolled for two years or less. Thus, the longer a student is enrolled in CACPCS, the better they perform on the NYS ELA assessment.

Table 3: English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	NA	NA	48.3%	60	34.8%	66
4	NA	NA			78.3%	60

5	NA	NA				
6	NA	NA				
7	NA	NA				
8	NA	NA				
All	NA	NA	48.3%	60	55.5%	126

This table examines whether performance changes the longer students are enrolled in the school. In a successful school, student performance should increase with prolonged participation in the academic program.

Table 4: 2015-16 English Language Arts Performance
by Grade Level and Years Attending the School

Grade	Percent of Students at Proficiency According to Number of Years Enrolled			
	Two Years or Less		At Least Three Years	
	Percent	Number Tested	Percent	Number Tested
3	20.0%	15	39.6%	53
4	64.7%	17	76.5%	49
5				
6				
7				
8				
All	43.8%	32	57.7%	104

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State English language arts exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 English language arts AMO of **104**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

RESULTS

According to Table 5, CACPCS's 2015-16 PLI is 141.90 exceeding its AMO of 104.

Table 5: English Language Arts 2015-16 Performance Level Index

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

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
136	12.5	33.1	35.3	19.1

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 33.1 & + & 35.3 & + & 19.1 & = & 87.5 \\
 & & & & 35.3 & + & 19.1 & = & \underline{54.4} \\
 & & & & & & \text{PLI} & = & 141.90
 \end{array}$$

EVALUATION

CACPCS's aggregate PLI exceeded its expected Annual Measurable Objective by 37.9 attesting to the strength of our overall ELA instructional program. There is an almost 6 percentage point decrease in the percentage of students who were at Levels 1 and 2 on the 2016 compared with the 2015 assessments. Of note is the fact that there was a significant decrease in the percent of Grade 3 students scoring at Levels 1 and 2 on the 2016 ELA assessment versus their performance as 3rd graders on the 2015 ELA assessment—specifically, 24.9 percentage points less. As discussed previously, we attribute the strength of our 4th grade results to the quality of instruction delivered by our Grade 4 team who had benefitted the longest from the professional and cultural shifts that CACPCS had made and is continuing implement as a result of the adoption of the Thoughtful Classroom model.

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 local school district.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

RESULTS

CACPCS's aggregate performance on the 2016 NYS ELA assessments was 55.5% proficient versus CSD 12's aggregate performance of 17.2% proficient based on the Grade 3 and 4 assessments.

Table 6: 2015-16 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	34.8%	66	17.7%	1847
4	78.3%	60	16.6%	1828

³ 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](#).

5				
6				
7				
8				
All	55.5%	126	17.2%	3675

EVALUATION

CACPCS's aggregate performance on the 2016 NYS Grade 3 and 4 ELA assessments significantly exceeded the aggregate district performance for CSD 12 for these same testing grades. CACPCS outperformed CSD 12 by 38.3 percentage points. The percent of CACPCS Grade 3 students who scored at least a Level 3 was almost twice the percent of their grade 3 CSD 12 peers who were proficient (34.8% versus 17.7%) and the percent of CACPCS's Grade 4 students who were proficient was just short of 5 times the percent of their Grade 4 CSD 12 peers who scored at proficiency (78.3% versus 16.6%).

ADDITIONAL EVIDENCE

In 2016, CACPCS continued to demonstrate significantly stronger performance than the local school district as Table 7 below illustrates. In 2014-15, CACPCS Grade 3 student proficiency rates exceeded the Grade 3 proficiency rates in the district by 36.4 percentage points.

Table 7: 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 Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	NA	NA	48.3%	11.9%	34.8%	17.7%
4	NA	NA			78.3%	16.6%
5	NA	NA				
6	NA	NA				
7	NA	NA				
8	NA	NA				
All	NA	NA	48.3%	11.9%	55.5%	17.2%

Goal 4: Comparative Measure

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

METHOD

The SUNY Charter Schools Institute ("Institute") conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar

concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

RESULTS

The Comparative Performance Analysis conducted by the Institute based on the 2014-15 ELA assessment results indicate that CACPCS had an Effect Size of 1.81.

Table 8: 2014-15 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	78.3%	68	48.5%	23.0%	+25.5	1.81
4						
5						
6						
7						
8						
All	78.3%	68	48.5%	23.0%	+25.5	1.81

School's Overall Comparative Performance:

Higher than Expected to a large degree

EVALUATION

CACPCS met the measure, significantly exceeding its predicted performance on the NYS ELA assessment by 25.5 percentage points. Thus CACPCS's overall comparative performance is at the highest level: Higher than expected to a large degree.

ADDITIONAL EVIDENCE

This is Not Applicable. 2014-15 was the first testing year for CACPCS.

Table 9: English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	NA					
2013-14	NA					
2014-15	NA					

Goal 5: Growth Measure⁴

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2014-15 and also have a state exam score from 2013-14 including students who were retained in the same grade. Students with the same 2013-14 score are ranked by their 2014-15 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

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

RESULTS

This is Not Applicable. 2014-15 was the first testing year for CACPCS so growth on the NYS ELA assessment cannot be measured.

Table 10: 2014-15 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	NA	50.0
5	NA	50.0
6	NA	50.0
7	NA	50.0
8	NA	50.0
All	<u>NA</u>	50.0

EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

This is Not Applicable. 2014-15 was the first testing year for CACPCS so past and current growth performance on the NYS ELA assessment cannot be measured.

⁴ See Guidelines for Creating a SUNY Accountability Plan for an explanation.

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

Table 11: English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	Statewide Median
4	NA	NA	NA	50.0
5	NA	NA	NA	50.0
6	NA	NA	NA	50.0
7	NA	NA	NA	50.0
8	NA	NA	NA	50.0
All	NA	NA	NA	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

CACPCS exhibited strong performance in English language arts, exceeding 3 of the 4 applicable goals as illustrated in the table below (Growth goals as measured by 2014-15 are not applicable as 2014-15 was the first year that CACPCS students took the NYS assessments). While CACPCS did not achieve its absolute goal regarding 75% of all tested students achieving proficiency on the 2016 ELA assessment, it is important to note that CACPCS Grade 4 students did, in fact, exceed this benchmark with 78.3% meeting proficiency. Further, all other absolute and comparative measures indicate that CACPCS student performance has significantly exceeded goals and expectations. CACPCS has proven itself to be a high quality alternative to CSD 12 traditional public schools posting proficiency rates significantly higher than the surrounding district as well as specific local schools that our students may have otherwise attended. The regression analysis performed on our 2014-15 results conducted by CSI indicate our students' ELA performance is higher than expected to a large degree based on the percentage of economically disadvantaged students we serve and the performance of other schools throughout NYS with the same grades and similar economically disadvantaged student demographics. Based on CACPCS performance on the 2016 NYS ELA assessments from both an absolute basis and comparative basis, we believe that our students are making significant progress towards our overarching goal for English language arts that our students become proficient readers and writers of the English language. As we continue to strengthen our instructional program and build the instructional capacities of our teacher through the Thoughtful Classroom approach and its Teacher Effectiveness Framework, we fully expect to ultimately achieve our English language arts goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above	Achieved

	(performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A

ACTION PLAN

CACPCS is confident that the schoolwide instructional framework it has adopted and fully implemented in the last year, Thoughtful Classroom, is raising the quality of instruction and instructional rigor in the classroom. Through the Thoughtful Classroom's Teacher Effectiveness Framework, CACPCS's instructional leadership have identified school-wide instructional tools, many of which focus on building core literacy and thinking skills, and have provided professional development to teachers in the implementation of these tools to deliver high quality instruction. This work has helped to build a consistent, strong definition for our instructional community of what constitutes quality instruction. Our instructional leaders are also receiving support from Thoughtful Classroom coaches in the accurate use of indicators and observations of student behaviors against clear rubrics to assess teacher effectiveness in each instructional dimension. Our Grade 4 results in ELA bolster our confidence in how the Thoughtful Classroom framework will continue to strengthen instruction. As noted previously, the majority of our teachers in this grade team have benefitted the longest from the professional and cultural shifts resulting from the move to a Thoughtful Classroom model. We can readily see in the 2016 NYS ELA scores the positive impact these shifts has had on student performance. As we continue to build excellence in our teacher's practice guided by the Teachers Effectiveness Framework and more of our teachers have consistent exposure, experience and coaching in the Thoughtful Classroom principles and strategies, we expect student performance will reflect a high degree of ELA proficiency.

Based on the results of the 2016 ELA assessments, the school leadership identified specific areas for improvement and the necessary actions steps to address these areas in order to ensure that it is fully leveraging the strengths of the Thoughtful Classroom model in building the highest quality in our teachers' practice.

- The Principal and Academic Deans focused this past summer on ensuring there is vertical and horizontal alignment in the ELA curriculum, and the ELA curriculum and assessments are consistent across all grades.
- The Academic Deans will provide more support to teachers in data analysis and subsequent action planning.
- The Academic Deans will provide more frequent coaching and feedback to teachers with an eye towards building teacher capacity to collaboratively unpack standards through the use of the Thoughtful Classroom Episodes of Learning and to implement selected school wide instructional tools that support strategic teaching.
- Based on the effectiveness of combining English and Social Studies in a Humanities block last year in Grade 4, CACPCS is expanding this change this year for all Grades, K-5. CACPCS concluded that among the benefits of a Humanities approach last year were: (1) improvement in students' abilities to extract information from nonfiction texts; (2) increased opportunities for students to write using different genres; and (3) increased opportunities for teachers to make real world connections with fiction and nonfiction stories and books increasing student engagement.
- CACPCS is increasing opportunities for designated independent reading time during the school schedule (be it in the Humanities block or in other subjects aligned with incorporating literacy

standards within other subject areas), in addition teacher lesson planning is expected to demonstrate increased opportunities for student writing.

- Based on the analysis of the NYS ELA assessment results disaggregated by special populations, CACPCS is deploying intervention staff more strategically this year in working with struggling students. For example, one of our 4th grade special education teachers from last year who was also a Grade Team Leader is now taking on the role of a designated reading interventionist focusing her work on students with IEPs and other struggling students. She provides push-in support within the co-teaching classroom (reducing the student teacher ratio even further when she joins the two classroom teachers to support targeted students).
- CACPCS is adopting Wilson's Foundations as its K-3 phonics program. Research has concluded that if a student is not secure in phonics and phonemic awareness by Grade 3, they are more likely to continue to struggle with reading and writing in Grade 4 and after. Where early literacy is focused on learning to read, by Grade 4 students are expected to be reading to learn. The goal of adopted a researched based phonics program is for students to be secure and fluent readers by Grade 3.
- Beginning this year, CACPCS is implementing a departmentalized approach to instruction in Grade 4 and 5, with subject-based teachers teaching Humanities, Math and Science. Having teachers focused on one subject, which is their particular area of expertise and interest, will support greater student achievement because the core content is taught by the best teacher for that subject, and importantly a teacher who is passionate about the subject.

MATHEMATICS

Goal 2: Mathematics

CACPCS students understand and apply mathematical computation to solve problems.

BACKGROUND

Our Math curriculum is aligned with the Common Core State Standards (CCSS). Instead of relying on a CCSS-aligned commercial math curriculum, our elementary school teachers are now engaged deeply in all aspects of the process to create and employ our own “homegrown” curricula. To support our school-based curriculum, the Engage NY Modules are utilized as well as commercial resources including Go Math and Math in Focus. In addition, through its relationship with Thoughtful Classroom, CACPCS has access to additional math resources to supplement the curriculum. Teachers work together with CACPCS instructional leadership using Backward Design to create standards-based units that promote deeper learning. CACPCS's robust co-teaching model (ICT, two general education teachers, one general education/one ESL Teacher) allows for greater opportunities for instructional differentiation within whole group, small group or one-on-one instruction.

Teachers monitor student progress through daily, bi-weekly and interim assessments including the Ready NY CCLS Practice Tests in Math, Rally NY Math Rehearsal and Unit Assessments. Teachers, in consultation with the Principal and Academic Deans as well as their colleagues, use this assessment data to adjust instruction and provide students with strategic interventions as needed.

To ensure the effectiveness of math curriculum and instruction, we allot specific work times to professional development and Professional Learning Communities (PLCs). In addition to the 10 day pre-opening professional development, professional development is embedded daily during the school year. The Principal and Academic Deans provide teachers with ongoing coaching and mentoring through daily

observations and feedback sessions and weekly grade level and department team meetings. Importantly, PLCs promote collaboration among teachers and enable them to learn and grow from each other.

Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 4th grade in April 2016. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

Table 12: 2015-16 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3	68	0	0	0	0	68
4	68	0	0	0	0	68
5						
6						
7						
8						
All	136	0	0	0	0	136

RESULTS

Table 13 below illustrates the performance on the 2016 NYS math assessments of CACPCS students who were in at least their second year at the school. The aggregate proficiency of our 3rd and 4th graders who were enrolled in at least their second year was 76.9%, exceeding the 75% proficiency benchmark. The aggregate proficiency of all of our 3rd and 4th grade students also exceeded the benchmark at 75.7% proficient.

CACPCS Grade 4 students enrolled in at least their second year had an 85% proficiency rate, while CACPCS Grade 3 students enrolled in at least their second year had a 69.6% proficiency rate.

Table 13: Performance on 2015-16 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

⁶ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	69.1%	68	69.6%	66
4	82.4%	68	85.0%	60
5				
6				
7				
8				
All	75.7%	136	76.9%	126

EVALUATION

CACPCS met the goal with 76.9% of all Grade 3 and 4 students enrolled in CACPCS for at least two years scoring at least a Level 3 on the 2016 NYS Math test, exceeding the benchmark by 1.9 percentage points.

In addition, our Grade 4 students posted successful and very impressive results. As is evident in Table 13 above, Grade 4 students enrolled in at least their second year exceeded the 75% proficiency threshold by 10 percentage points. Grade 3 students enrolled in at least their second year fell slightly short of the 75% benchmark by 5.4 percentage points. However, their performance fell 12 percentage points below that of CACPCS Grade 3 students in 2015 on the NYS Math test.

As is the case with ELA performance, the Grade 4 math results are directly attributable to the improvements made to the school's instructional program through implementation of the Thoughtful Classroom school improvement model and, specifically, its Teacher Effectiveness Framework. As discussed previously, CACPCS's Principal began schoolwide implementation of Thoughtful Classroom upon her appointment as Principal in October 2015; however, as the school's Academic Dean in 2014-15 she had been able to begin working closely with the then 3rd grade teachers in Thoughtful Classroom practices to using the Teacher Effectiveness Framework to focus and improve their instructional practice. Three of these 3rd grade teachers looped to 4th grader teachers in 2015-16 where they continued to forge excellence in their instructional practices aligned with this model. Thus, these teachers have benefited the longest from the professional and cultural shifts promoted through Thoughtful Classroom (hands-on curriculum development, PLCs, strategic teaching) and they bear out the research that has shown excellent teaching is the most decisive factor in student achievement.

Based on the results of our Grade 4 students, it is evident that the CACPCS's implementation of the Thoughtful Classroom approach has put the school on the right track in building instructional excellence. Notwithstanding the need to look closely at our Grade 3 math curriculum and instructional practices (described later) based on our NYS assessment results, it is also evident that it takes time for these improvements to be reflected in student achievement data; however, as our teachers have more time and experience in looking at instruction through the lens of Thoughtful Classroom, the stronger his or her instructional practices will become.

ADDITIONAL EVIDENCE

In addition to the previous discussion, there is other evidence based on absolute measures that indicate the school is making progress towards a high level of student performance in math. Tables 14 and 15 below demonstrate that the length of time a student is enrolled in CACPCS has a positive correlation with their performance on the NYS Math assessment. As is evident in Table 14 below, there was a 3.4 percentage

point increase in the proficiency rates of our Grade 4 students on the 2016 NYS math assessments over their performance the previous year on the 2015 Grade 3 NYS math assessment. As is evident in the last row of Table 15, the percent of students performing at proficiency generally increases the longer the student is enrolled in the school (because the small number of students (2) enrolled for only 1 year skews the percent proficient results for that cohort a sounder way to conduct this analysis was to divide the students into two groups, those enrolled in the school for 1 or 2 years (25% of the tested students), and those enrolled for 3 or more years (75% of the students). The proficiency rate for students who were enrolled for three or more years was almost 10% more than those who were enrolled for two years or less. This bears out for Grade 4 students where the percent of students enrolled for at least three years who scored proficient on the math test was 45% more than the percent of students proficient who were enrolled for two years or less. However, in Grade 3, students enrolled for three or more years slightly underperformed (7.4% lower than) those who were enrolled for two years or less.

Table 14: Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	NA	NA	81.6%	60	69.6%	66
4	NA	NA			85.0%	60
5	NA	NA				
6	NA	NA				
7	NA	NA				
8	NA	NA				
All	NA	NA	81.6%	60	76.9%	126

Table 15: 2015-16 Math Performance
by Grade Level and Years Attending the School

Grade	Percent of Students at Proficiency According to Number of Years Enrolled			
	Two Years or Less		At Least Three Years	
	Percent	Number Tested	Percent	Number Tested
3	73.3%	15	67.9%	53
4	64.7%	17	93.8%	48
5				
6				
7				
8				
All	68.8%	32	77.9%	104

Goal 2: Absolute Measure

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

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 mathematics AMO of 101. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁷

RESULTS

According to Table 16, CACPCS's 2015-16 PLI is 172.7 exceeding its AMO of 101.

Table 16: Mathematics 2015-16 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	2.9	21.3	31.6	44.1

$$\begin{array}{rclclclclcl} \text{PI} & = & 21.3 & + & 31.6 & + & 44.1 & = & 97.0 \\ & & & & 31.6 & + & 44.1 & = & 75.7 \\ & & & & & & \text{PLI} & = & 172.7 \end{array}$$

EVALUATION

CACPCS's aggregate PLI exceeded its expected Annual Measurable Objective by 71.7 attesting to the strength of our overall math instructional program.

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 mathematics exam will be greater than that of all students in the same tested grades in the local school district.

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁸

RESULTS

CACPCS's aggregate performance on the 2016 NYS math assessments was 76.9% proficient versus CSD 12's aggregate performance of 15.6% proficient based on the Grade 3 and 4 assessments.

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

⁸ Schools can acquire these data when the New York State Education Department releases its 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](#).

Table 17: 2015-16 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	69.6%	66	15.3%	1905
4	85.0%	60	15.9%	1854
5				
6				
7				
8				
All	76.9%	126	15.6%	3759

EVALUATION

CACPCS's aggregate performance on the 2016 NYS Grade 3 and 4 math assessments significantly exceeded the aggregate district performance for CSD 12 for these same testing grades. CACPCS outperformed CSD 12 by 61.3 percentage points. The percent of CACPCS Grade 3 students who scored at least a Level 3 was 4.5 times the percent of their grade 3 CSD 12 peers who were proficient (69.6% versus 15.3%) and the percent of CACPCS's Grade 4 students who were proficient was more than 5 times the percent of their Grade 4 CSD 12 peers who scored at proficiency (85.0% versus 15.9%).

ADDITIONAL EVIDENCE

In 2016, CACPCS continued to demonstrate significantly stronger performance than the local school district as Table 18 below illustrates. In 2014-15, CACPCS Grade 3 student proficiency rates exceeded the Grade 3 proficiency rates in the district by 65.7 percentage points.

Table 18: Mathematics Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	NA	NA	81.6%	15.9%	69.6%	15.3%
4	NA	NA			85.0%	15.9%
5	NA	NA				
6	NA	NA				
7	NA	NA				
8	NA	NA				
All	NA	NA	81.6%	15.9%	76.9%	15.6%

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

RESULTS

The Comparative Performance Analysis conducted by the Institute based on the 2014-15 ELA assessment results indicate that CACPCS had an Effect Size of 2.65.

Table 19: 2014-15 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	78.3%	68	82.4%	32.7%	+49.7	2.65
4						
5						
6						
7						
8						
All	78.3%	68	82.4%	32.7%	+49.7	2.65

School's Overall Comparative Performance:

Higher than expected to a large degree

EVALUATION

CACPCS met the measure, significantly exceeding its predicted performance on the NYS Math assessment 49.7 percentage points. Thus CACPCS's overall comparative performance is at the highest level: Higher than expected to a large degree.

ADDITIONAL EVIDENCE

Not applicable. 2014-15 was CACPCS's first testing year.

Table 18: Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	NA	NA	NA	NA	NA	NA
2013-14	NA	NA	NA	NA	NA	NA
2014-15	NA	NA	NA	NA	NA	NA

Goal 5: Growth Measure⁹

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2014-15 and also have a state exam score in 2013-14 including students who were retained in the same grade. Students with the same 2013-14 scores are ranked by their 2014-15 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.¹⁰

Not applicable. 2014-15 was CACPCS's first testing year.

Table 19: 2014-15 Mathematics Mean Growth Percentile by Grade Level

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

⁹ See Guidelines for Creating a SUNY Accountability Plan for an explanation.

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

EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable. 2014-15 was CACPCS's first testing year so no comparison of current and past performance can be conducted.

Table 20: Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	Statewide Median
4				50.0
5				50.0
6				50.0
7				50.0
8				50.0
All				50.0

SUMMARY OF THE MATHEMATICS GOAL

CACPCS exhibited strong performance in math, achieving all 4 of the applicable goals as illustrated in the table below (Growth goals as measured by 2014-15 are not applicable as 2014-15 was the first year that CACPCS students took the NYS assessments). Further, all absolute and comparative measures indicate that CACPCS student performance has significantly exceeded goals and expectations. CACPCS has proven itself to be a high quality alternative to CSD 12 traditional public schools posting proficiency rates significantly higher than the surrounding district as well as specific local schools that our students may have otherwise attended. The regression analysis performed on our 2014-15 results conducted by CSI indicate our students' math performance is higher than expected to a large degree based on the percentage of economically disadvantaged students we serve and the performance of other schools throughout NYS with the same grades and similar economically disadvantaged student demographics. Based on CACPCS performance on the 2016 NYS math assessments from both an absolute basis and comparative basis, we believe that our students are making significant progress towards our overarching goal for math that our students understand and apply mathematical computations to solve problems. As we continue to strengthen our instructional program and build the instructional capacities of our teacher through the Thoughtful Classroom approach and its Teacher Effectiveness Framework, we fully expect to continue to exceed our mathematics goals, including beginning next year against our growth measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Achieved
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved

Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A

ACTION PLAN

As discussed in the English Language Arts Action Plan, CACPCS is confident that the schoolwide instructional framework it has adopted and fully implemented in the last year, Thoughtful Classroom, is raising the quality of instruction and instructional rigor in the classroom. As noted previously in the ELA discussion, through the Thoughtful Classroom's Teacher Effectiveness Framework, CACPCS's instructional leadership have identified school-wide instructional tools, many of which focus on building core literacy and thinking skills, and have provided professional development to teachers in the implementation of these tools to deliver high quality instruction. This work has helped to build a consistent, strong definition for our instructional community of what constitutes quality instruction. Our instructional leaders are also receiving support from Thoughtful Classroom coaches in the accurate use of indicators and observations of student behaviors against clear rubrics to assess teacher effectiveness in each instructional dimension. As we continue to build excellence in our teacher's practice guided by the Teachers Effectiveness Framework and more of our teachers have consistent exposure, experience and coaching in the Thoughtful Classroom principles and strategies, we expect student performance will reflect a high degree of math proficiency.

CACPCS posted strong results in mathematics as is evidenced by achieving both absolute and comparative goals (the growth goal is not yet applicable). Based on the results of the 2016 ELA assessments, the school leadership identified specific areas for improvement and the necessary actions steps to address these areas in order to ensure that it is fully leveraging the strengths of the Thoughtful Classroom model in building the highest quality in our teachers' practice.

- The Principal and Academic Deans focused this past summer on ensuring there is vertical and horizontal alignment in the math curriculum, and the math curriculum and assessments are consistent across all grades.
- The Academic Deans will provide more support to teachers in data analysis and subsequent action planning.
- The Academic Deans will provide more frequent coaching and feedback to teachers with an eye towards building teacher capacity to collaboratively unpack standards through the use of the Thoughtful Classroom Episodes of Learning and to implement selected school wide instructional tools that support strategic teaching.

- Based on the analysis of the NYS math assessment results disaggregated by special populations, CACPCS is deploying intervention staff more strategically this year in working with struggling students. For example, one of our 4th grade special education teachers from last year who was also a Grade Team Leader is now taking on the role of a designated reading interventionist focusing her work on students with IEPs and other struggling students. She provides push-in support within the co-teaching classroom (reducing the student teacher ratio even further when she joins the two classroom teachers to support targeted students). The reading specialist's work is not limited to improving student's literacy skills in the context of ELA, but also addressing the impact literacy challenges have in student progress and achievement in math, science and social studies as well.
- Beginning this year, CACPCS is implementing a departmentalized approach to instruction in Grade 4 and 5, with subject-based teachers teaching Humanities, Math and Science. Having teachers focused on one subject, which is their particular area of expertise and interest, will support greater student achievement because the core content is taught by the best teacher for that subject, and importantly a teacher who is passionate about the subject.

SCIENCE

Goal 3: Science

Students will demonstrate proficiency relevant to science achievement.

BACKGROUND

CACPCS's science curriculum is aligned with the NYS Science standards with the goal to build a strong foundation in the subject area. Capitalizing on the inherent interest young students have for inquiry and discovery, the school's home grown science curriculum provides students with an inquiry-based, comprehensive approach to learning by incorporating basic and advanced skills (including vocabulary and fluent usage of scientific language), math applications, use of materials, opportunities for project-based learning and other explorations, scientific research (including process skills and procedures), and real-world technology use. To accomplish these learning objectives, a blended approach including skill-based texts, and reading and writing in the content areas is implemented. Teachers incorporate 21st century learning and skills by asking students to think critically, communicate and collaborate with each other so that innovation can occur. Science instruction is supported by Delta Foss Kits.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2016. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS

100% of all CACPCS students, inclusive of those enrolled in at least their second year, scored at proficiency levels on the 2016 Grade 4 NYS Science assessment.

Table 21: Charter School Performance on 2015-16 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	ALL STUDENTS		Charter School Students In At Least 2 nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100%	68	100%	60
8	NA	NA	NA	NA
All	100%	68	100%	60

EVALUATION

With 100% of Grade 4 students scoring at least a Level 3, CACPCS exceeded the 75% proficiency measure by 25 percentage points.

ADDITIONAL EVIDENCE

Not applicable. CACPCS administered its first NYS 4th grade Science assessment in 2015-16.

Table 22: Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2013-14		2014-15		2015-16	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	NA	NA	NA	NA	100%	68
8	NA	NA	NA	NA	NA	NA
All	NA	NA	NA	NA	100%	68

Goal 2: Comparative Measure

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

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the local school district.

RESULTS

The 2016 Grade 4 NYS Science results for the districts and local public schools have not been made publicly available. Table 23 below uses the 2014-15 Grade 4 NYS assessment scores as a proxy for the current year's results. 65.2% of Grade 4 students in CSD 12 scored at proficiency levels compared with 100% of CACPCS Grade 4 students.

Table 23: 2015-16 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students*	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100%	60	65.2%	1924
8	NA	NA		
All	100%	60	65.2%	1924

*2015-16 NYS Science assessment results for the district have not been released. The data for the district in the above table is based on 2014-15 NYS science assessment results.

EVALUATION

CACPCS met the measure by outperforming the proficiency rates of CSD 12 Grade 4 students by 34.8 percentage points.

ADDITIONAL EVIDENCE

Not applicable. 2015-16 was the first year that CACPCS administered the Grade 4 NYS Science assessment.

SUMMARY OF THE SCIENCE GOAL

CACPCS achieved both of its goals on the NYS Grade 4 Science assessment, and thus, met its overarching goal for its students to demonstrate proficiency relevant to science achievement.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	Achieved

ACTION PLAN

CACPCS is confident that the schoolwide instructional framework it has adopted and fully implemented in the last year, Thoughtful Classroom, is raising the quality of instruction and instructional rigor in the classroom. As we continue to build excellence in our teacher's practice guided by the Teachers Effectiveness Framework and more of our teachers have consistent exposure, experience and coaching in the Thoughtful Classroom principles and strategies, we expect student performance will continue to reflect a high degree of science proficiency. CACPCS posted very strong results in science as is evidenced by achieving both absolute and comparative goals with 100% of Grade 4 students scoring at proficiency levels on the NYS Science assessments. In order to ensure CACPCS students continue to make strong progress and achieve at high levels in science, CACPCS has identified a number of areas of focus this year.

- The Principal and Academic Deans focused this past summer on ensuring there is vertical and horizontal alignment in the math curriculum, and the math curriculum and assessments are consistent across all grades.
- The Academic Deans will provide more support to teachers in data analysis and subsequent action planning.
- The Academic Deans will provide more frequent coaching and feedback to teachers with an eye towards building teacher capacity to collaboratively unpack standards through the use of the Thoughtful Classroom Episodes of Learning and to implement selected school wide instructional tools that support strategic teaching.
- CACPCS is deploying intervention staff more strategically this year in working with struggling students. For example, one of our 4th grade special education teachers from last year who was also a Grade Team Leader is now taking on the role of a designated reading interventionist

focusing her work on students with IEPs and other struggling students. She provides push-in support within the co-teaching classroom (reducing the student teacher ratio even further when she joins the two classroom teachers to support targeted students). The reading specialist's work is not limited to improving student's literacy skills in the context of ELA, but also addressing the impact literacy challenges have in student progress and achievement in math, science and social studies as well.

- CACPCS will continue to supplement the FOSS Delta Kit materials used to cover the performance standards of its science curriculum with regular opportunities for students to engage in scientific reading and writing. Thus, addressing the standards for literacy in the content area. In addition, the science scope and sequence will continue to reflect areas for math integration with science. We believe our comprehensive approach to science incorporating literacy and math standards led to the strong performance of our students on the NYS Science assessment.
- Beginning this year, CACPCS is implementing a departmentalized approach to instruction in Grade 4 and 5, with subject-based teachers teaching Humanities, Math and Science. Having teachers focused on one subject, which is their particular area of expertise and interest, will support greater student achievement because the core content is taught by the best teacher for that subject, and importantly a teacher who is passionate about the subject.

NCLB

Goal 4: NCLB

The school will make Adequate Yearly Progress.

Goal 1: Absolute Measure

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

METHOD

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

RESULTS

CACPCS has not gotten official confirmation from NYSED regarding its NCLB status, however, based on our performance on the 2016 NYS assessments our expectation is to be designated "In Good Standing."

EVALUATION

The 2014-15 school year was the first year that CACPCS students took the NYS assessments. Our scores in that year resulted in our designation of "In Good Standing." As noted above, CACPCS has not gotten official confirmation from NYSED regarding its NCLB status, however, based on our performance on the 2016 NYS assessments our expectation is to again be designated "In Good Standing."

ADDITIONAL EVIDENCE

According to the NYSED Report Cards for CACPCS, we were designated "In Good Standing" in both 2013-14 and 2014-15. We expect to achieve the same designation this year based on our students' 2015-16 performance on the NYS assessments.

Table 25: NCLB Status by Year

Year	Status
2013-14	Good Standing
2014-15	Good Standing
2015-16	Choose an item.

APPENDIX B: OPTIONAL GOALS

Goal 5: Stakeholder Satisfaction

CACPCS parents and students are satisfied with the educational and operational practices and policies of the school.

Goal 1: Absolute Measure

Each year, parents will express satisfaction with the school's program, based on the school's Parent Survey, in which at least two-thirds of all families provide a positive response to each of the survey items.

METHOD

On an annual basis, CACPCS administers the NYC School Survey which is the survey instrument developed by the NYC Department of Education. Parents can complete either an online version or a paper version. The majority of the CACPCS parents who completed a hard copy of the survey, only 5% completed the online version. The NYCDOE tabulates the responses and publishes a report of the results. CACPCS measures its progress towards attainment of its Parent Satisfaction goal based on the survey results published in its NYCDOE NYC School Survey 2015-16 Report. The report provides survey results as a percentage of the respondents; however, CACPCS converts these results to a percentage of all families in the school in order to measure its progress towards its Parent Satisfaction goal.

RESULTS

Eight-two percent (82%) of CACPCS families completed the *2015-16 NYC School Survey*. This means in order to meet our Parent Satisfaction Goal where 2/3 of our families provided positive responses, a minimum of 82% of these respondents needed to provide a positive response to each of the survey items. There were 34 questions on the parent sections of the NYC School Survey, related to parent satisfaction with CACPCS. With the exception of just one survey question, significantly more than 2/3 of our families responded positively to survey items. The one exception was the item, "Since the beginning of the school year, how often have you been asked to or had the opportunity to volunteer time to support this school (for example, spent time helping in classrooms, helped with schoolwide events, etc.)." 63% of our families responded "often" or "sometimes" in response to this item, with 37% of our families responding "rarely" or "never."

Table 26: 2015-16 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
*	*	82%

*The NYC School Survey only provides the percentage response rate.

Table 27: 2015-16 Parent Satisfaction on Key Survey Results

Survey Question	Percent of
-----------------	------------

	Families in School Satisfied/Percent of Families who agree with survey item
How satisfied are you with the education your child has received this year?	80%
How satisfied are you with the overall quality of your child's teachers this year?	80%
I am satisfied with the educational planning and IEP development process at this school.	82%
The school works to achieve the goals on my child's IEP.	79%
How satisfied are you with the response you get when you contact your child's school.	80%

EVALUATION

CACPCS did not meet the goal of 2/3 of parents responded positively to each item on the parents survey. However, CACPCS fell just short of the goal with over 2/3 of parents responding positively to 33 out of the 34 survey items (97% of the survey questions). As discussed later, CACPCS intends to continue to strengthen its parent engagement initiatives, including proactively encouraging parents to volunteer at the school in a variety of capacities that take advantage of parents' enthusiasm, talents and skills that can help meet classroom and/or schoolwide needs.

Goal 2: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September.

METHOD

CACPCS uses the NYCDOE Automate the Schools (ATS) system and Teacherease to track student enrollment and attendance. The retention rate in the table below is equal to the number of students who were enrolled on BEDS date in October 2014 who were enrolled on the school on BEDS date in October 2015 divided by the number of students who were enrolled on BEDS date in October 2014.

RESULTS

In 2015-16, CACPCS retained 87.1% of its students who were enrolled in 2014-15. Doing the same analysis for special populations of students, CAPCCS retained 92.9% of SWD, 96.6% of ELLs and 89.9% of FRL.

Table 28: 2015-16 Student Retention Rate

2014-15 Enrollment	Number of Students Who Graduated in 2014-15	Number of Students Who Returned in 2015-16	Retention Rate 2015-16 Re-enrollment ÷ (2014-15 Enrollment – Graduates)
287	0	250	87.1%

EVALUATION

CACPCS did not meet the measure for all students. Our 87.1% retention rate fell 2.9 percentage points from the 90% goal. It is notable, however, that with regard to special populations of students, SWD and ELL retention rates exceeded the 90% goal while the 89.9% retention rate for FRL fell just 0.1 percentage point below the goal. (See the data from the Statistical Overview contained in our 2016 Renewal Application).

ADDITIONAL EVIDENCE

Table 29 below shows that while over the last two years, CACPCS retention rate has fallen short of 90% both years' rate had marked improvement over the 2013-14 retention rate. Data from the Statistical Overview submitted in our 2016 Renewal Application shows that retention rates of special populations also improved over time and continued to be higher than our overall retention rates.

Table 29: Retention Rates	
Year	Retention Rate
2013-14	81.9%
2014-15	88.9%
2015-16	87.1%

While some of our student attrition is due to students who withdraw because they move away, CACPCS will be engaging in more parent outreach to strengthen its relationships with families. It is noteworthy that the one survey item where parent responses fell short of our parent satisfaction goal was one in which parents were asked if the school had reached out to them to volunteer in the school. The work to increase parent engagement has already begun with the recent launch of a parent volunteer program through our parent organization—the Educational Champions Association. CACPCS leadership recognized the need to leverage the significant capacity of our parent body to meet the needs of the school community. In the past, the school had not coordinated effectively with the parent organization, and this year there is a concerted effort to reinvigorate the group and help define a clear role for it vis-à-vis the school's needs. In addition, CACPCS intends to host more parent engagement activities with support from our institutional partner CAS. CACPCS recognizes the need to continue to create a supportive environment for parents, increase parent engagement initiatives and seek more input from parents regarding how the school can continue to strengthen the family-school connection.

CACPCS is also considering other methods to increase parent engagement, such as a parent newsletter in both electronic and paper form, recognizing outstanding students (Student of the Month, Student of the Week) in public forums, recognizing families for ways in which they participate in the school community.

Goal 3: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

METHOD

CACPCS tracks daily attendance using the NYCDOE ATS system and a Teacherease.

RESULTS

The overall average daily attendance rate for the school was 95% in 2015-16. Each grade level had at least a 95% daily attendance rate.

Table 30: 2015-16 Attendance

Grade	Average Daily Attendance Rate
K	97%
1	95%
2	95%
3	96%
4	95%
5	NA
6	NA
7	NA
8	NA
Overall	95%

EVALUATION

The school met its average daily attendance rate of 95%. Notably, Grade K and Grade 3 exceeded the 95% benchmark by 2 percentage points and 1 percentage points, respectively. Notwithstanding our strong student attendance rate, CACPCS is focusing on efforts to decrease cases of chronic absences. CACPCS leadership, along with CAS Life Coaches and case management staff, are identifying universal intervention strategies that will be successful with those at-risk families for which consistent school attendance has been an issue. CACPCS will provide further coaching to teachers on their role in communicating effectively and building relationships with parents of chronically absent students. CACPCS is exploring incentives for teachers who improve attendance of at-risk students as well as incentives for parents and students for exhibiting strong attendance or improving attendance.

ADDITIONAL EVIDENCE

CACPCS experienced improvement in its student daily attendance rates in 2015-16. In the previous two years, CACPCS missed the 95% benchmark by 1 percentage point.

Table 31: Average Daily Attendance	
Year	Average Daily Attendance Rate
2013-14	94%
2014-15	94%
2015-16	95%

Goal 6: Compliance Measures

Beginning with the school's first operating year, at the end of each fiscal year, unrestricted net assets will be equal to or exceed two percent of the school's operating budget for the upcoming year.

METHOD

CACPCS uses Net Assets from the audited financial statements and the next year's approved operating budget to determine this ratio.

RESULTS

The 2015-16 draft audit report has not been issued by the auditors; however, based on the preliminary numbers for FY16, net assets are \$1,528,910. The FY17 expense budget is \$7,274,486. Thus, FY16 net assets exceed 2% of the school's operating budget for 2016-17.

EVALUATION

CACPCS met this financial goal.