



## **Manhattan Charter School**

# **2016-17 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 12, 2017

By Manhattan Charter School

100 Attorney Street  
New York, NY 10002

212-533-2743

## INTRODUCTION

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

Trustee's Name	Board Position
Benjamin Breen	Board Vice Chair Executive, Facilities
Joy Elaine Daley	Board Chair Executive, Education, Finance
Barbara Cuspard	Board Nominating
William Colavito	Treasurer Executive, Education Finance
Kathleen Cudahy	Fundraising, Executive
Caity Conklin	Secretary

**Genie DePolo has served as the school leader since July 2006.**

## INTRODUCTION

Manhattan Charter School (MCS) is a small K-5 charter school in Manhattan's Lower East Side. MCS has allowed us to provide a trajectory-changing education using the small-school model. MCS opened in August 2006 and is located a few blocks away from MCS. MCS currently serves 270 students in grades K-5.

The majority of MCS students are minority, live in the neighborhood, and qualify for free lunches. Specifically, 82% of students qualify for free and reduced priced lunches and 20% are identified as special education. Student demographics are representative of District 1 and NYS public school students as a whole.

MCS's unique educational program has a dual focus: a rigorous, standards-based educational program and an arts-rich curriculum with music class for every child, every day. The schools' educational program is unlike any other on the Lower East Side and includes a particular focus on music. Our passion for music education is demonstrated by its commitment to daily music instruction for every student, beginning in Kindergarten. The school's commitment to offering a balanced liberal arts education to every child extends beyond music. All students also take art, French, and movement. All of these programs are offered at no cost to families.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2012-13	47	48	45	43	45	38				
2013-14	48	47	48	42	37	38				
2014-15	46	50	49	48	37	36				
2015-16	46	48	47	45	44	32				
2016-17	45	53	50	49	42	36				

## ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

Students' academic performance in ELA meets or exceeds local, state, and national standards.

#### BACKGROUND

The curricula of all core and enrichment subjects at MCS is aligned to the New York State standards and common core standards.

Daily literacy instruction encompasses reading, writing, spelling, grammar, vocabulary, phonics, phonological awareness, and word study. The daily literacy period includes time for shared and performance reading, interactive read alouds and literature discussions, independent reading, and guided reading. In the primary grades, a blend of phonetic, visual, and kinesthetic techniques are used to teach spelling and decoding. Students in K-5 are taught specific reading skills and metacognitive strategies which enable them to construct meaning from both literary and non-fiction texts in all content areas. Students also develop rich language experiences through daily reading, writing, speaking, viewing and listening. Embedded into the reading and writing program are uniquely structured activities that foster the expression of personal ideas and memoirs, creative illustrated works, and expanded research and reflection beyond curriculum expectations. All students build writing portfolios that exemplify all steps of the writing process for review and support. Students participate in writing interviews and conferences weekly, and are encouraged to use rubrics to guide, self-correct and edit their writing daily. Authors who have been lauded with national and global recognition serve as mentors to our writers and readers. Mentor texts are used daily as source of discussion and inspiration, and teachers coach students to emulate the works they love.

#### 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 5th grade in April 2017. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

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

## ENGLISH LANGUAGE ARTS

Grade	Total Tested	Not Tested <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	39	2	0	1	5	45
4	38	2	0	0	2	42
5	33	2	0	0	2	37
6						
7						
8						
All	110	6	0	1	9	124

### RESULTS

The chart below highlights the comparison of results on the NYS ELA Exam between students who were enrolled at least two years (n=107) to all students tested (n=110). It should also be noted that nine students opted out of testing and 1 student was marked absent during the testing period.

Performance on 2016-17 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	69%	39	69%	36
4	61%	38	61%	38
5	39%	33	39%	33
6				
7				
8				
All	57%	110	57%	107

### EVALUATION

Manhattan Charter School did not meet the 75% proficiency goal on the 2016-17 State English Language Arts Exam. However, the school was able to increase its ELA assessment scores by 13% overall.

### ADDITIONAL EVIDENCE

In ELA, daily literacy instruction will encompass reading, writing, speaking, listening, spelling, grammar, vocabulary, phonics, phonological awareness, and word study. MCS utilizes Wilson Foundations for students in grades K through 2. In addition, during the 2016-2017 school year, MCS built upon its ELA curriculum, fully adopting WriteSteps (K-5) and piloting Expeditionary Learning content in grades 1-2 and EngageNY Common ELA Core Curriculum (3-5) to build upon and support learning in the lower grades. Also Embedded into the reading and writing program are uniquely structured activities that foster the expression of personal ideas and memoirs, creative illustrated

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

## ENGLISH LANGUAGE ARTS

works, and expanded research and reflection. An additional period of independent reading was added to MCS's daily schedule. Teachers received training to support students through conferencing techniques aimed at specific goals during the independent reading blocks.

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

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3					69%	36
4					61%	38
5					39%	33
6						
7						
8						
All					57%	107

#### Goal 1: Absolute Measure

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

#### METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 English language arts AMO of **111**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>2</sup>

#### RESULTS

Manhattan Charter School administered its state assessments in English language arts during the 2016-17 school year to 110 students. Of those 110 students, 57 (%) achieved proficiency at a Level 3 or higher. When including students who demonstrated partial proficiency, 100 of the 110 tested students (91%) were able to score at a Level 2 or higher. The sum of these values (57%+91%=148) represent the school's Performance Level Index (PLI). This is compared to the Annual Measurable Objective of 111. The 2016-17 statewide PLI value used to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards.

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

## English Language Arts 2016-17 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
39	8%	23%	64%	5%
38	5%	34%	53%	8%
33	15%	46%	24%	15%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 34\% & + & 48\% & + & 9\% & = & 91\% \\
 & & & & 48\% & + & 9\% & = & \underline{57\%} \\
 & & & & & & \text{PLI} & = & 148
 \end{array}$$

## EVALUATION

Manhattan Charter School’s Performance Level Index met the Annual Measurable Objective set by the state; it surpassed it the AMO by 37 points (PLI=148 vs AMO=111) and made a significant gain from the previous year. This data includes 3<sup>rd</sup> through 5<sup>th</sup> grade students.

For the 2015-16 school year, MCS has fully adopted Engage NY and WriteSteps for ELA across all grades. MCS's adherence to Engage NY and the continued focus on student supports and teacher professional development, as described in the Action Plan, will increase overall proficiency levels.

### Goal 1: Comparative Measure

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

## METHOD

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

## RESULTS

The chart below compares the results of Manhattan Charter School on the 2016-17 State English Language Arts Exam against the neighboring New York City Community School District 1. Manhattan Charter School’s testing grades for the 2016-17 school year were 3<sup>rd</sup> through 5<sup>th</sup> grade. MCS

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

## ENGLISH LANGUAGE ARTS

achieved a 57% proficiency (3 or higher) rate of students enrolled in at least their second year at the school, as compared to the 48% proficiency across NYC District 1.

2016-17 State English Language Arts Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	69%	36	49%	721
4	61%	38	51%	693
5	39%	33	46%	704
6				
7				
8				
All	57%	107	48%	2118

### EVALUATION

Manhattan Charter School met this measure of comparison between students in their second year and all students in New York City District 1 aggregate district performance. The school surpassed the New York City District 1 aggregate district performance by 9% (D1=48% vs. MCS=57%). It is important to note that District 1 includes high-achieving, screened, gifted and talented schools (one of which draws citywide) and schools with very low populations of black and Hispanic students, neither of which are representative of Manhattan Charter School's student population.

### ADDITIONAL EVIDENCE

Over the past three testing years, MCS has seen continued improvement when compared to New York City District 1. Between the 2014-15 school year and the 2016-17 school year, MCS improved its overall ELA assessment proficiency by 33% (2015-24% vs. 2017 – 57%) while in contrast, the district has improved by 10% (2015-38% vs. 2017 – 48%). With the full adoption of both WriteSteps and EngageNY in all grades in the 2016-2017 school year and an increase in teacher and student comfort level with the curriculum, MCS has been able to incrementally improve assessments scores and outperform the district in the 2015-16 and 2016-17 school 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					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	25%	37%	42%	48%	69%	49%
4	34%	36%	41%	41%	61%	51%
5	13%	39%	50%	41%	39%	46%
6						
7						
8						

## ENGLISH LANGUAGE ARTS

All	24%	38%	44%	42%	57%	48%
-----	-----	-----	-----	-----	-----	-----

### Goal 1: Comparative Measure

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

### METHOD

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

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

### RESULTS

During the 2015-16 school year, Manhattan Charter School made significant progress over the previous year (2014-15) in ELA thus improving the school’s overall comparative performance, meeting the goal of an Effect Size of .3 and above.

#### 2015-16 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	<b>77%</b>	<b>43</b>	<b>42%</b>	<b>36%</b>	<b>8%</b>	<b>.28</b>
4	<b>85%</b>	<b>34</b>	<b>41%</b>	<b>31%</b>	<b>10%</b>	<b>.49</b>
5	<b>76%</b>	<b>38</b>	<b>39%</b>	<b>30%</b>	<b>9%</b>	<b>.48</b>
6						
7						
8						
All	<b>79%</b>	<b>115</b>	<b>41%</b>	<b>33%</b>	<b>8%</b>	<b>.41</b>

#### School’s Overall Comparative Performance:

**.41**

## EVALUATION

Manhattan Charter School successfully exceeded the comparative performance analysis Effect Size threshold of .3 or higher, demonstrating that MCS is making satisfactory progress toward the goal of proficiency in the state’s learning standards in ELA.

## ADDITIONAL EVIDENCE

As this is the first year Manhattan Charter School is submitting data to SUNY, the comparative performance analysis of the Effect Size for the 2 previous years is unavailable.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3-5	N/A	N/A	N/A	N/A	N/A
2014-15	3-5	N/A	N/A	N/A	N/A	N/A
2015-16	3-5	79%	115	44%	33%	.41

### Goal 1: Growth Measure<sup>4</sup>

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

## METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2015-16 and also have a state exam score from 2014-15 including students who were retained in the same grade. Students with the same 2014-15 score are ranked by their 2015-16 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.<sup>5</sup>

<sup>4</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>5</sup> Schools can acquire these data from the NYSED’s Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

## ENGLISH LANGUAGE ARTS

### RESULTS

Manhattan Charter School surpassed the statewide median growth percentile in both 4<sup>th</sup> and 5<sup>th</sup> grade. The increase in fifth grade indicates incremental improvement as students develop comfort and gain foundational prerequisites to instruction.

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

Grade	Mean Growth Percentile	
	School	Statewide Median
4	53.5	50.0
5	56	50.0
6		50.0
7		50.0
8		50.0
All	<b>54.8</b>	50.0

### EVALUATION

Overall the total school's total mean growth percentile is greater than the state median of the 50<sup>th</sup> percentile. Both grades at MCs were able to exceed the mean growth percentile of the state.

### ADDITIONAL EVIDENCE

While the 5<sup>th</sup> grade mean growth percentile was mostly aligned with the state median for the 2014-2015 school year, the school has otherwise exceeded the state median for both 4<sup>th</sup> and 5<sup>th</sup> grade in the 2015 and 2016 school years.

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

Grade	Mean Growth Percentile		
	2014-15	2015-16	Statewide Median
4	66.5	53.5	50.0
5	49.5	56	50.0
6			50.0
7			50.0
8			50.0
All	58.0	54.8	50.0

### SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Overall, Manhattan Charter School has seen continued progress in proficiency over the past three years. While the school did not meet the absolute measure of 75% of students enrolled in at least their second year being proficient on the ELA exam, it did meet every other goal. The school improved ELA proficiency by 13% from over the past year and 33% over the past two years.

## ENGLISH LANGUAGE ARTS

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did not Achieve
Absolute	Each year, the school's aggregate Performance Level (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 school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile. (Using 2015-16 results.)	Achieved

### ACTION PLAN

Specific steps MCS has taken to improve the academic performance for the 2016-17 school year include the full adoption of Engage NY for ELA across all grades. This schoolwide initiative, beginning with Kindergarten to fourth grade, will reinforce and more effectively build upon comprehensive student learning from grade to grade. In addition, a new Early Childhood Specialist was hired to support students in grades K-2. We also added a Reading Teacher to support our struggling readers in all grades. An AIS provider have been hired for the new school year. They join the existing, SETTS provider and Literacy Coach in working with teachers and students.

Teachers will continue to receive dedicated PD during scheduled half-days (on average twice a month). For the 2016-17 year, all students who fell below the NYSED cut-point for AIS recommendation will receive small group instruction.

A mandatory independent reading block has been added in grades K through 5 to support student in building reading stamina. Teacher received extensive PD to enhance their conferencing tactics during the independent reading block, allowing them to support student with individual reading goals.

A mandatory extended day for testing grades will also continue to be in effect. Beginning in November and running to April, 3<sup>rd</sup> through 5<sup>th</sup> graders will receive an additional 45 minutes of instruction four days a week (Monday, Tuesday, Thursday and Friday).

## MATHEMATICS

### Goal 2: Mathematics

Students' academic performance in math meets or exceeds local, state, and national standards.

### BACKGROUND

The curricula of all core and enrichment subjects at MCS is aligned to the New York State standards and performance indicators.

As part of their daily math instruction, MCS students read, write and discuss mathematics. Instruction encompasses both the New York State content and process strands for each grade level. Problem solving is emphasized in mathematics, as MCS students explore, guess, evaluate and re-evaluate solutions, gaining confidence in their ability to tackle complex mathematical problems. Working in both heterogeneous and homogeneous groups, students experience rigorous teaching and scaffolding of mathematical thinking processes. MCS students learn that they are capable of having mathematical ideas, applying what they know to new situations, and thinking and reasoning about unfamiliar problems. Cooperative learning groups and guided math groups provide differentiated instruction for advanced mathematical conversation and reinforce foundational concepts for students. Students also make conjectures and discuss the validity of those conjectures.

### Goal 2: Absolute Measure

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

### METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 5<sup>th</sup> grade in April 2017. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

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

Grade	Total Tested	Not Tested <sup>6</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	39	2	2	1	5	45
4	38	2	0	2	2	42
5	33	2	0	1	3	37

<sup>6</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.

## MATHEMATICS

6						
7						
8						
All	110	6	2	4	10	124

### RESULTS

The chart below highlights the comparison of results on the NYS Math Exam between students who were enrolled at least two years (n=107) to all students tested (n=110).

#### Performance on 2016-17 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	41%	39	36%	36
4	63%	38	63%	38
5	48%	33	48%	33
6				
7				
8				
All	51%	110	50%	107

### EVALUATION

Manhattan Charter School did not meet the 75% proficiency goal on the 2016-17 State Math Exam. However, student did make progress on the average scores over the past 3 years.

### ADDITIONAL EVIDENCE

Based on comparisons of the data between this year and last, we did notice growth, specifically in the cohort of students in the 4<sup>th</sup> grade.

Manhattan Charter School partnered with JUMP Math to enhance our ability to use data to drive instruction and grow our culture of continuous assessment and action planning. JUMP Math provides MCS with the ability to assess student mastery of the common core standards through quarterly interim ELA and math assessments. During the 2016-2017 school year, MCS adopted JUMP Math in all grade levels. In addition we use STARS 360, an assessment tool created by Renaissance Learning to support with interim testing. The JUMP Math staff coach our teachers and leadership to use the interim data to identify gaps in learning and build re-teaching plans to address these gaps.

## MATHEMATICS

This is the first year MCS is submitting data to SUNY. As a result, a comparison of students enrolled for 2 or more years is not available.

### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3					36%	36
4					63%	38
5					48%	33
6						
7						
8						
All					50%	107

### Goal 2: Absolute Measure

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

### METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 mathematics AMO of **109**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>7</sup>

### RESULTS

51% of all MCS students achieved proficiency on the math assessment learning standards. When including students nearing proficiency (Level 2), that number is increased to 82%. As a result, the PLI value for MCS is 133, which exceeds the state MO for 2016-17.

### Mathematics 2016-17 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
45	21%	28%	28%	13%
42	11%	26%	21%	42%
37	24%	27%	45%	3%

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

# MATHEMATICS

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 31\% & + & 31\% & + & 20\% & = & 82\% \\
 & & & & 31\% & + & 20\% & = & \underline{51\%} \\
 & & & & & & \text{PLI} & = & 133
 \end{array}$$

## EVALUATION

Manhattan Charter School met the 2016-17 Performance Level Index set by the state (PLI=144 vs. AMO=109). MCS will continue to work toward the goal of proficiency in the state’s learning standards in mathematics.

### Goal 2: Comparative Measure

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

## METHOD

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

## RESULTS

The chart below compares the results of Manhattan Charter School on the 2016-17 State Math Exam against the neighboring New York City Community School District 1. MCS achieved a 50% proficiency rate of students enrolled in at least their second year at the school, as compared to the 50% proficiency across NYC District 1.

2016-17 State Mathematics Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	36%	36	52%	726
4	63%	38	50%	711
5	48%	33	49%	717
6				
7				
8				
All	50%	107	<u>50%</u>	2154

<sup>8</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

# MATHEMATICS

## EVALUATION

While Manhattan Charter School did not exceed the overall district performance level, it did match the district average proficiency on the 2016-2017 state mathematics examination. MCS outperformed the district in 4<sup>th</sup> grade.

## ADDITIONAL EVIDENCE

Manhattan Charter School has consistently exceeded or been in line with the district for all grades levels in the 3<sup>rd</sup> the 5<sup>th</sup> grade math assessments over the past three years. It is important to note that District 1 includes high-achieving, screened, gifted and talented schools (one of which draws citywide) and schools with very low populations of black and Hispanic students, neither of which are representative of Manhattan Charter School's student population.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	49%	48%	37%	51%	36%	52%
4	52%	46%	71%	46%	63%	50%
5	68%	50%	47%	45%	48%	49%
6						
7						
8						
All	55%	48%	50%	47%	50%	<u>50%</u>

### Goal 2: Comparative Measure

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

## METHOD

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

## MATHEMATICS

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

### RESULTS

During the 2015-16 school year, Manhattan Charter School made significant progress over the previous year (2014-15) in mathematics thus improving the school's overall comparative performance, meeting the goal of an Effect Size of .3 and above.

#### 2015-16 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	<b>77%</b>	<b>43</b>	<b>37%</b>	<b>36%</b>	<b>1%</b>	<b>.04</b>
4	<b>85%</b>	<b>34</b>	<b>71%</b>	<b>31%</b>	<b>40%</b>	<b>1.98</b>
5	<b>76%</b>	<b>38</b>	<b>47%</b>	<b>30%</b>	<b>17%</b>	<b>.94</b>
6						
7						
8						
All	<b>79%</b>	<b>91%</b>	<b>50%</b>	<b>33%</b>	<b>17%</b>	<b>.91</b>

#### School's Overall Comparative Performance:

**.91**

### EVALUATION

Manhattan Charter School successfully exceeded the comparative performance analysis Effect Size threshold of .3 or higher, demonstrating that MCS is making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics.

### ADDITIONAL EVIDENCE

As this is the first year Manhattan Charter School is submitting data to SUNY, the comparative performance analysis of the Effect Size for the 2 previous years is unavailable.

#### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	N/A	N/A	N/A	N/A	N/A	N/A
2015-16	3-5	79%	115	50%	33%	.91

# MATHEMATICS

## Goal 2: Growth Measure<sup>9</sup>

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

## METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2015-16 and also have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2014-15 scores are ranked by their 2015-16 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.<sup>10</sup>

## RESULTS

Manhattan Charter School surpassed the statewide median growth percentile in both 4<sup>th</sup> and 5<sup>th</sup> grade.

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	64.5	50.0
5	59	50.0
6		50.0
7		50.0
8		50.0
All	<b>61.75</b>	50.0

## EVALUATION

Manhattan Charter School’s mean growth percentile exceeded the state median of the 50<sup>th</sup> percentile. MCS surpassed the state median percentile by 14.5% in 4<sup>th</sup> grade and 9% in 5<sup>th</sup> grade.

<sup>9</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>10</sup> Schools can acquire these data from the NYSED’s business portal: [portal.nysed.gov](http://portal.nysed.gov).

## ADDITIONAL EVIDENCE

MCS has consistently surpassed the state median percentile over the past three testing years.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2013-14	2014-15	2015-16	Statewide Median
4	68	63.5	64.5	50.0
5	74	70.5	59	50.0
6				50.0
7				50.0
8				50.0
All	71.0	67.0	<b>61.75</b>	50.0

## SUMMARY OF THE MATHEMATICS GOAL

Overall, Manhattan Charter School has seen a constant level proficiency over the past three years. While the school did not meet the absolute measure of 75% of students enrolled in at least their second year being proficient on the ELA exam, it did meet every other goal. Over the past three years MCS has either exceeded the district or been in line with the district in terms of overall proficiency.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level (PLI) on the new York 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 school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

## ACTION PLAN

MCS adopted Jump Math across K – 5<sup>th</sup> grades for the 2016-17 year. A math consultant will continue to work with teachers in implementing Jump Math and developing strategies to work with all students.

A mandatory extended day for testing grades will also continue to be in effect. Beginning in November and running to April 1<sup>st</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> graders will receive an additional 45 minutes of instruction four days a week (Monday, Tuesday, Thursday and Friday).

## SCIENCE

### Goal 3: Science

Students' academic performance in science meets or exceeds local, state, and national standards.

#### BACKGROUND

Science instruction emphasizes scientific inquiry and student investigation of scientific concepts. Students use the processes of science, such as observing, classifying, describing, experimenting, measuring, inferring and predicting. Through hands-on investigations, collaborative learning, student discourse, inquiry, integration of disciplines and content areas, and multisensory methods, MCS students explore key scientific concepts and principles in the physical and life sciences. MCS is committed to establishing a foundation of scientific literacy for every student, advancing ideas that prepare them for a life in an increasingly complex scientific and technological world. This scientific literacy is fostered with the introduction and scaffolding of instructional efficiency, and with the creation of a science classroom where students actively construct ideas through inquiries, investigations, and analyses. MCS students are given feedback on their performance in science with a series of assessment forms and will participate in individual student interviews, portfolio assessments, summative and embedded formative assessments. MCS students, prepared with the knowledge and thinking capacities to excel in science in the 21st century, are motivated to exceed societal expectations for the next generation of citizens.

#### Goal 3: Absolute Measure

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

#### METHOD

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> grade in spring 2017. 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

Manhattan Charter Schools has maintained a consistent population of students. As a result, all student taking the 4<sup>th</sup> grade science assessment have been enrolled in at least their 2<sup>nd</sup> year at MCS.

Charter School Performance on 2016-17 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	All MCS Students		Charter School Students In At Least 2 <sup>nd</sup> Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	97%	38	97%	38

## SCIENCE

8				
All	97%	38	97%	38

### EVALUATION

MCS far exceeded the goal of 75% proficiency for students enrolled in at least their second year on the science exam. In fact MCS almost reach 100% proficiency on the 4<sup>th</sup> grade science exam.

### ADDITIONAL EVIDENCE

MCS has maintained an effective Science program as evidenced by the consistently high proficiency levels on the 4<sup>th</sup> grade science exam for the past 3 years.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2014-15		2015-16		2016-17	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	100%	42	100%	34	97%	38
8						
All	100%	42	100%	34	97%	38

### Goal 3: Comparative Measure

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

### RESULTS

The data table shows the comparison of students at MCS for at least their second year and the overall district proficiency.

2016-17 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	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	97%	38	N/A	N/A

## SCIENCE

8				
All	N/A	N/A	N/A	N/A

### EVALUATION

Data for New York City District #1 is not available, thus a comparison to the district cannot be made at this time.

### SUMMARY OF THE SCIENCE GOAL

Students have far exceeded the absolute measure of 75% of all tested student enrolled in at least their second year being proficient on the New York State science exam. There is no state data available to assess the school's comparative goal.

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 school district of comparison.	N/A

### ACTION PLAN

MCS has engaged a Science consultant to support 3rd and 4<sup>th</sup> grade classroom teachers implement the science curriculum.

## NCLB

### Goal 4: NCLB

The school will make Adequate Yearly Progress.

#### Goal 4: Absolute Measure

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

### METHOD

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

### RESULTS

The school was found to be in Good Standing as per the NYSED.

### EVALUATION

The school has met good standing for the 2016-17 school year as determined by the New York State Education Department.

### ADDITIONAL EVIDENCE

Over the past three years, the school has remained in good standing as determined by the New York State Education Department.

NCLB Status by Year

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

# FINANCIAL VIABILITY

## FINANCIAL VIABILITY

### Goal 5: Financial Viability

The school is well-run, financially viable organization and capable of achieving long term success

### Goal 5: Financial Viability

The school is well run, financially viable organization and capable of achieving long term success

### METHOD

Upon the completion of the school's first year and every year thereafter the school will undergo an independent financial audit the will result in an unqualified opinion and no major findings

### RESULTS

The chart below demonstrates the outcome of the annual financial audit.

Historical Financial Audit Results

Item	Audit Final Results
2013-2014	Unqualified Report
2014-2015	Unqualified Report
2015-2016	Unqualified Report
2016-2017	Unqualified Report

### EVALUATION

The school has met this goal every year since its first year of operation and continues to be a financially viable organization capable of serving it community and achieving long term success.