



Storefront Academy Charter School

2015-16 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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By Natasha Gushin

423 E. 138th Street
Bronx, NY 10454

(646) 476 - 1400

INTRODUCTION

Natasha Gushin, Director of Operations, prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Jonathan Stearns	Board Chair, Executive & Finance Committees
Wendy Reynoso	Vice Chair, Executive, Academic & Human Capital Committees
Carlos Flynn	Treasurer, Finance & Development Committees
Richard Bayles	Finance & Academic Committees
Angela Bergeson	Academics & Human Capital Committees
Ray Cameron	Executive & Finance Committees
Jason Duchin	Operations & Academic Committees
Eileen Niedzwiecki	Human Capital & Development Committees
Michael Officer	Operations & Development Committees
Carrie Sealy	Operations & Academic Committees
Daniel Sternberg	Operations & Human Capital Committees

Dr. Nicole Garcia has served as the Principal since July 2016.

INTRODUCTION

Storefront Academy Charter School (SACS) is a public charter school which opened to students and families in fall 2015. Located at 423 East 138th Street in the Mott Haven neighborhood of the South Bronx, SACS educates urban youth of all learning abilities, and in the 2016-2017 hosts students in kindergarten through second grade. Eventually, our goal is to educate students from pre-kindergarten through the eighth grade.

With two classes per grade and two teachers and 25 students per class, Storefront Academy Charter School boasts an optimized student/teacher ratio that enables our faculty to meet the individual needs of each student, supporting all levels of learners with differentiated instruction and supplemental skills-based support. All students are admitted by lottery.

Storefront Academy Charter School student demographics are representative of the CSD in which it is located. For the 2015-2016 school year, 90% of our students qualified for the federal free- and reduced-price lunch programs, 15% were identified as English Language Learners, and 18% of students had IEPs. The student population is 41% African-American and 57% Hispanic.

The Storefront Academy Charter School day runs from 8:15am-3:45pm, with extended day and summer programming offered for struggling learners in 1st grade and above. Students receive physical education and arts classes weekly, as well as robust social and emotional supports and support for English Language Learners.

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														
2013-14														
2014-15														
2015-16	47	48	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	95

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Storefront Academy Charter School (SACS) students will be proficient readers, writers and speakers of the English language.

BACKGROUND

Core ELA curricula, resources and assessments used at Storefront Academy Charter School include: MAISA (The Michigan Association of Intermediate Schools) Readers and Writers Workshop; Leveled Literacy Intervention (LLI); Foundations; Fountas & Pinnell Benchmark Assessment System and the NWEA Measures of Academic Progress (MAP) test.

Storefront Academy faculty members are specially trained to differentiate instruction to meet the needs of all learners. Teachers effectively scaffold lessons to ensure optimal support for optimal learning, always with the goal of moving every student toward independence.

Technology is integrated across all classes and subject areas in response to the world's changing landscape. This includes the use of SMART Boards in all classrooms, regular use of desktops, laptops and Chromebooks for research projects and writing tasks, computerized assessments, as well as use of e-readers and tablets.

Storefront Academy Charter School prides itself on being a Professional Learning Community, building a culture of collaboration where educators work closely together to ensure that curriculum and instruction result in student learning. Teachers collaborate at weekly full faculty meetings as well as in clusters during weekly common planning periods.

Storefront Academy faculty members are passionate educators who are encouraged to continuously develop as professionals. All teaching staff participates in a summer institute each August, focused on strengthening key academic initiatives and school culture. During the school year, peers visit other classrooms to learn from each other, with a goal to build a consistent cycle of feedback leading to best practices in all grades. Teachers also regularly attend and then turnkey information from professional development workshops throughout the year on new curricula, resources and approaches.

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 N/A through N/A 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

ENGLISH LANGUAGE ARTS

according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

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

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

RESULTS

In the 2015-2016 school year, Storefront Academy Charter School served Kindergarten and First Grade students only. There is no State ELA Exam data available.

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				
4				
5				
6				
7				
8				
All				

EVALUATION

N/A

ADDITIONAL EVIDENCE

N/A

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.

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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						
4						
5						
6						
7						
8						
All						

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 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

In the 2015-2016 school year, Storefront Academy Charter School served Kindergarten and First Grade students only. There is no PLI data available.

English Language Arts 2015-16 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	?	?	?	?

$$\begin{array}{rclclclclclclclcl}
 \text{PI} & = & ? & + & ? & + & ? & = & ? \\
 & & & & & + & ? & = & ? \\
 & & & & & & \text{PLI} & = & ?
 \end{array}$$

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

ENGLISH LANGUAGE ARTS

EVALUATION

N/A

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 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

In the 2015-2016 school year, Storefront Academy Charter School served Kindergarten and First Grade students only. There is no comparison data available.

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				
4				
5				
6				
7				
8				
All				

EVALUATION

N/A

ADDITIONAL EVIDENCE

N/A

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](#).

ENGLISH LANGUAGE ARTS

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						
4						
5						
6						
7						
8						
All						

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

RESULTS

In the 2015-2016 school year, Storefront Academy Charter School served Kindergarten and First Grade students only. There is no comparison data available.

ENGLISH LANGUAGE ARTS

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						
4						
5						
6						
7						
8						
All						

School's Overall Comparative Performance:

N/A

EVALUATION

N/A

ADDITIONAL EVIDENCE

N/A

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						
2013-14						
2014-15						

Goal 1: 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

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

ENGLISH LANGUAGE ARTS

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

In the 2015-2016 school year, Storefront Academy Charter School served Kindergarten and First Grade students only. There is no data available.

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

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

EVALUATION

N/A

ADDITIONAL EVIDENCE

N/A

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

ENGLISH LANGUAGE ARTS

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				50.0
5				50.0
6				50.0
7				50.0
8				50.0
All				50.0

Goal 1: Optional Measure

N/A

METHOD

RESULTS

EVALUATION

ADDITIONAL EVIDENCE

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

N/A

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.	Choose an item.
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.	Choose an item.
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.	Choose an item.
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	Choose an item.

ENGLISH LANGUAGE ARTS

	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.	Choose an item.
	Write in optional measure here	Choose an item.

ACTION PLAN

N/A

MATHEMATICS

Goal 2: Mathematics

Storefront Academy Charter School students will demonstrate understanding and application of mathematical computation and problem solving.

BACKGROUND

The primary Mathematics curriculum used is Singapore Math. Students are assessed three times throughout the year using the NWEA Measures of Academic Progress (MAP) test.

Storefront Academy faculty members are specially trained to differentiate instruction to meet the needs of all learners. Teachers effectively scaffold lessons to ensure optimal support for optimal learning, always with the goal of moving every student toward independence.

Technology is integrated across all classes and subject areas in response to the world's changing landscape. This includes the use of SMART Boards in all classrooms, regular use of desktops, laptops and Chromebooks for research projects and writing tasks, computerized assessments, as well as use of e-readers and tablets.

Storefront Academy Charter School prides itself on being a Professional Learning Community, building a culture of collaboration where educators work closely together to ensure that curriculum and instruction result in student learning. Teachers collaborate at weekly full faculty meetings as well as in clusters during weekly common planning periods.

Storefront Academy faculty members are passionate educators who are encouraged to continuously develop as professionals. All teaching staff participates in a three-week summer institute each August, focused on strengthening key academic initiatives and school culture. During the school year, peers visit other classrooms to learn from each other, with a goal to build a consistent cycle of feedback leading to best practices in all grades. Teachers also regularly attend and then turnkey information from professional development workshops throughout the year on new curricula, resources and approaches.

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 N/A through N/A 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

MATHEMATICS

breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

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

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

RESULTS

In the 2015-2016 school year, Storefront Academy Charter School served Kindergarten and First Grade students only. There is no State Mathematics Exam data available.

Performance on 2015-16 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				
4				
5				
6				
7				
8				
All				

EVALUATION

N/A

ADDITIONAL EVIDENCE

N/A

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.

MATHEMATICS

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						
4						
5						
6						
7						
8						
All						

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

In the 2015-2016 school year, Storefront Academy Charter School served Kindergarten and First Grade students only. There is no PLI data available.

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
	?	?	?	?

$$\begin{array}{rclclclclcl}
 \text{PI} & = & ? & + & ? & + & ? & = & ? \\
 & & & & ? & + & ? & = & ? \\
 & & & & & & \text{PLI} & = & ?
 \end{array}$$

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

MATHEMATICS

EVALUATION

N/A

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 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

In the 2015-2016 school year, Storefront Academy Charter School served Kindergarten and First Grade students only. There is no comparison data available.

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				
4				
5				
6				
7				
8				
All				

EVALUATION

N/A

ADDITIONAL EVIDENCE

N/A

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](#).

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						
4						
5						
6						
7						
8						
All						

Goal 2: Comparative Measure

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

METHOD

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

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

RESULTS

In the 2015-2016 school year, Storefront Academy Charter School served Kindergarten and First Grade students only. There is no comparison data available.

MATHEMATICS

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						
4						
5						
6						
7						
8						
All						

School's Overall Comparative Performance:

N/A

EVALUATION

N/A

ADDITIONAL EVIDENCE

N/A

Mathematics Comparative Performance by School Year

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

Goal 2: 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

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

MATHEMATICS

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

In the 2015-2016 school year, Storefront Academy Charter School served Kindergarten and First Grade students only. There is no data available.

2014-15 Mathematics Mean Growth Percentile by Grade Level

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

EVALUATION

N/A

ADDITIONAL EVIDENCE

N/A

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

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

MATHEMATICS

Goal 2: Optional Measure N/A
METHOD
RESULTS
EVALUATION
ADDITIONAL EVIDENCE

SUMMARY OF THE MATHEMATICS GOAL

N/A

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.	Choose an item.
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.	Choose an item.
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.	Choose an item.
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.)	Choose an item.
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.	Choose an item.
	Write in optional measure here	Choose an item.

ACTION PLAN

N/A

SCIENCE

Goal 3: Science

Storefront Academy Charter Schools will demonstrate proficiency in the understanding and application of science concepts.

BACKGROUND

Core Science curriculum used at Storefront Academy Charter School is Delta Science. Students receive STEM enrichment through hands on activities that allow them to interact in a meaningful way with their surrounding environment.

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 **N/A**. 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

In the 2015-2016 school year, Storefront Academy Charter School served Kindergarten and First Grade students only. There is no State Science Exam data available.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8				
All				

EVALUATION

N/A

ADDITIONAL EVIDENCE

N/A

SCIENCE

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						
8						
All						

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 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

In the 2015-2016 school year, Storefront Academy Charter School served Kindergarten and First Grade students only. There is no comparison data available.

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				
8				
All				

EVALUATION

N/A

ADDITIONAL EVIDENCE

N/A

SCIENCE

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4						
8						
All						

Goal 3: Optional Measure

N/A

METHOD

RESULTS

EVALUATION

ADDITIONAL EVIDENCE

SUMMARY OF THE SCIENCE GOAL

N/A

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.	Choose an item.
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.	Choose an item.
	N/A	Choose an item.

ACTION PLAN

N/A

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

N/A

EVALUATION

N/A

ADDITIONAL EVIDENCE

N/A

NCLB Status by Year

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