ROOSEVELT CHILDREN'S ACADEMY CHARTER SCHOOL

2015-16 ACCOUNTABILITY PLAN PROGRESS REPORT

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INTRODUCTION

We are excited about the coming year, our new organization structure and leadership. Join us in congratulating our new Chief Academic Officer, Dr. Lorraine Cochrane, who will oversee all academic and educational matters. Further, Phil Leconte will serve as Chief Operations & Financial Officer (COO) and in this capacity will oversee all non-educational matters. Together, our team has prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Rev. Reginald Tuggle	Chairman
Denise Washington	Vice Chair
King-Cheek	Trustee
Toni Burden	Trustee
Darrell Garner	Trustee
Tyra Washington	Trustee

Dr. Lorraine Cochrane has served as the Chief Academic Officer since 2016.

INTRODUCTION

Mission and Values

As the first charter school on long island (est. 2000), Roosevelt Children's Academy (RCA) is committed to providing an atmosphere of exceptional learning. We believe that a positive attitude will produce great academic achievement. The mission of RCA is to provide our children with educationally secured programs to broaden their horizons and maximize their abilities, so that each individual student may fulfill their potential and become productive members of our society. As an agent of change, each member of our educational community promise to maintain high expectations for our students and must also build each child's confidence and self-esteem, support individualized thinking, encourage critical thinking and foster a love of learning. To meet the educational needs of our families, RCA has a very strong set of core values governing all areas of school life. We are committed to providing:

An Early Educational Intervention Program - Starting with grade K students, RCA offers an instructional program that promotes school readiness in literacy, math, and social development. RCA has created a Response to Intervention (RTI) Program with staff members skilled in reading and math in order to focus the needs and intervention services of its Tier II and Tier III students. We have also purchased several diagnostic systems that will assist with identifying the strengths and weaknesses of at-risk students. Every Tier II and Tier III student will receive consistent services in reading and math development assisted by the RTI Staff.

More Time on Task - Students at RCA are in academically rigorous learning environments for longer school days and for an extended year. A relentless focus on the details allows students and teachers to spend more time on task.

A Standards Based Curriculum - Our academic program align with the Core Curriculum is research-proven and has demonstrated significant student achievement in reading, writing, and math.

Early and Frequent Assessments - RCA teachers know the power of assessing student progress and using data to track student performance. We identify students' academic needs early and adjust teaching strategies accordingly. This system of assessment allows us to respond with targeted immediacy.

A Team of Highly Skilled Teachers - The RCA teaching team are empowered to receive ongoing professional development to build skills to adjust for the change in the rigor of our academic environment, create and maintain a community of respect and collaboration with our staff, parents/guardians.

A Continued Community Partnership - We embrace students' parents and guardians as essential partners in the education of their children. As a result, we anticipate that parents/guardians will join with staff and students to share in the responsibility of their child's education. We engage families, university partners and the wider community to support RCA.

College Internship - Through our extensive partnerships with Universities in surrounding communities, programs assign students to gain experiential skills tutoring students with reading and math skills and school counseling activities on health and wellness.

Field Placement-Program provide teaching candidates a range of opportunities to teach & learn at RCA.

Visits to Colleges - Annual visits to colleges and universities keep students focused on skills and academic preparation in high school that colleges require. Scheduled high school counselors transition meetings help middle school students focus on academic preparation that high school require.

Rich Extracurricular Activities - We offer afterschool programs and Summer School for additional enrichment and organize field trip opportunities that are aligned with classroom work to connect to the real world and build background knowledge.

INTRODUCTION

Community Organization - We partner extensively with community organizations that have a vested interest in the success of our students. Career exploration and annual career day programs encourage students to pursue their career interests.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2011-12	121	114	92	91	94	50	45	48	70	725
2012-13	91	115	105	86	80	90	44	36	40	687
2013-14	72	86	114	94	68	74	65	31	20	624
2014-15	77	95	83	94	71	66	66	53	30	636
2015-16	93	76	87	86	75	68	65	52	46	649

*AS of BEDS Day

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students at the Roosevelt Children's Academy Charter School (RCACS) will become proficient in reading and writing of the English Language.

BACKGROUND

Roosevelt Children's Academy has purchased commercial curricula that inform teachers' daily instruction in all grades in all subjects. The Wonders and Code X ELA curricula novel study and writing portfolios, Vocabulary for Success, NYS Modules from EngageNY have embedded science, ELA and social studies lessons and content that is appropriately leveled for each grade. Each program has a planned out pacing guide that gives a clear picture to the teacher as to what to teach and how to teach it each day.

All lessons are Common Core Standards built and contain research based instructional activities that have been shown to improve student learning. Teachers are given common planning time to review lesson content and adjust lesson plans to fit the needs of their specific population. Although each curriculum program provides lesson plans, teachers utilize the district lesson template to deconstruct the activities and content in each lesson block for better instructional understanding, and they make appropriate adjustments to those activities and content whenever necessary. These adjustments are done to ensure implementation of all curriculum I components content and activities with high fidelity. Teachers are to follow the research based pacing guide for each program.

This year's academic focus on ELA and math and in keeping with the structure of the CCSS, it was decided to focus on a high fidelity implementation of those content area curricula while embedding the secondary core subjects within the aforementioned two. Therefore, the science and social studies curriculum for the 2014-2015 school year was embedded in the ELA foci for this academic school year and was explored using the ELA pacing guide(s).

The framework for RCA's core curricula programs is Constructivist learning using Understanding by Design principles within the structure dimensions of the Common Core State Standards for each grade-level. Every activity and lesson component are linked to creating a student learning experience that embraces the Common Core State Standards and relates to the principle that students are actively building their own knowledge. The curriculum leads teachers into a facilitator's role where activities are more student centered. While we acknowledge that this is a continued area of growth, there has been some development in this area this year. In order to ensure a strong implementation, Instructional Specialists in ELA were assigned to support faculty and assist in teacher development. Formative and Summative assessments have helped to inform teacher instruction and drive student achievement and development.

Each component of RCA's assessment plan plays an important role in improving student learning and instructional effectiveness. RCA utilizes several research based assessments such as, Commercial Curriculum Common Core Aligned or built formative benchmark assessments; AimsWeb, which supply benchmark progress monitoring data 3 times per year (which measures taught curriculum standards through custom built tests/assessments- one every 3 months)

ENGLISH LANGUAGE ARTS

Together all of the aforementioned programs provide the framework or the RCA assessment system. Additionally, they produce specific data sets of information that allow for administrators, specialists and teachers to gain the opportunity these data instructionally informative ways.

RCA hired two Literacy Specialists to provide coaching for our teachers. The specialists build relationships with every teacher and offer continual guidance. The Specialist follows the RCA Training and Development Plan to identify, coach and mentor teachers.

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 8th 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).

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	75				10	85
4	57			2	15	74
5	48			3	17	68
6	53			1	6	60
7	44				10	54
8	41				5	46
All	318			6	63	387

RESULTS

26 percent of all students and two-year cohort students achieved proficiency levels on the NYS ELA exam in 2016. Performing highest were third and eighth grade students.

Performance on 2015-16 State English Language Arts Exam

[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.

ENGLISH LANGUAGE ARTS

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	39%	75	35%	66
4	21%	57	21%	48
5	21%	48	25%	40
6	15%	53	13%	45
7	18%	44	18%	40
8	41%	41	39%	38
All	**26%**	318	**26%**	277

EVALUATION

RCACS did not achieve this outcome measure.

ADDITIONAL EVIDENCE

As evidenced in the table below, RCACS has been making steady year to year progress over the past three years.

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	17%	77	17%	60	35%	66
4	15%	62	18%	56	21%	48
5	10%	62	18%	40	25%	40
6	3%	61	17%	46	13%	45
7	26%	23	26%	35	18%	40
8	33%	18	18%	22	39%	38
All	**14%**	303	**19%**	259	**26%**	277

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

The RCACS ELA PLI fell just short of the target AMO of 104, calculating to 98.

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
318	30%	44%	24%	3%

PI	=	44	+	24	+	3	=	71
				24	+	3	=	27
						PLI	=	98

EVALUATION

RCACS did not achieve this outcome measure.

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

The students in at least their second year enrolled at the school outperformed the local district in ELA, 26 percent to their 16 percent overall in grades 3-8.

2015-16 State English Language Arts Exam

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

[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

Charter School and District Performance by Grade Level				
Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All Roosevelt UFSD Students	
	Percent	Number Tested	Percent	Number Tested
3	35%	66	23%	225
4	21%	48	14%	191
5	25%	40	13%	179
6	13%	45	17%	182
7	18%	40	13%	187
8	39%	38	17%	176
All	**26%**	277	**16%**	1140

EVALUATION

RCACS achieved this outcome measure.

ADDITIONAL EVIDENCE

RCACS consistently scores higher than Roosevelt Union Free School District in ELA.

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	17	10	17%	9%	35%	23%
4	15	10	18%	11%	21%	14%
5	10	12	18%	5%	25%	13%
6	3	11	17%	15%	13%	17%
7	26	4	26%	10%	18%	13%
8	33	12	18%	5%	39%	17%
All	**14%**	**10%**	**19%**	**9%**	**26%**	**16%**

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

The RCACS ELA effect size of -0.33 for the 2014-15 school year fell below the target 0.3, deeming it lower than expected.

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	**74.5**	**66**	**18**	**24.4**	**-6.4**	**-0.45**
4	**76.1**	**59**	**17**	**23.7**	**-6.7**	**-0.51**
5	**74.2**	**50**	**16**	**21.4**	**-5.4**	**-0.41**
6	**78.8**	**53**	**15**	**20.0**	**-5.0**	**-0.34**
7	**79.2**	**40**	**23**	**17.7**	**5.3**	**0.36**
8	**73.3**	**23**	**17**	**25.8**	**-8.8**	**-0.51**
All	**76.1**	**291**	**17.5**	**22.1**	**-4.6**	**-0.33**

School's Overall Comparative Performance:
Lower than expected

EVALUATION

RCACS did not achieve this outcome measure.

ADDITIONAL EVIDENCE

The ELA effect size has been Improving year to year.

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	3-8	87.6	367	10.1	17.4	-0.69
2013-14	3-8	82.7	320	14.2	20.5	-0.47
2014-15	3-8	76.1	291	17.5	22.1	-0.33

ENGLISH LANGUAGE ARTS

Goal 1: Growth Measure[4]

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

The 7th grade mean growth percentile of 53.5 was higher than the statewide median of 50. However, the overall 2014-15 MGP averaged 47.8.

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

Grade	Mean Growth Percentile	
	School	Statewide Median
4	44.6	50.0
5	48.2	50.0
6	48.6	50.0
7	53.5	50.0
8	44.0	50.0
All	47.8	50.0

EVALUATION

RCACS did not achieve this outcome measure.

ADDITIONAL EVIDENCE

2013-14 marked the year with the most growth in the past three.

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

[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.

ENGLISH LANGUAGE ARTS

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	Statewide Median
4	50.13	52.45	44.6	50.0
5	36.04	56.43	48.2	50.0
6	41.80	43.7	48.6	50.0
7	36.26	69.12	53.5	50.0
8	38.66	70.78	44.0	50.0
All	**41.20**	**54.5**	**47.8**	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

While still below 75% at proficiency on the NYS ELA exam in 2016, RCACS continues to score better than the local district. While the 2014-15 ELA results did not achieve an effect size great than 0.3 or a MGP greater than the state median, the 2016 results should rank better.

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.	Did Not Achieve
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 (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.)	Did Not Achieve
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.	Did Not Achieve

ACTION PLAN

The 2016-2017 school year hold several changes for the RCACS organization. The school leadership has been restructured to having one Chief Academic Officer who oversees Kindergarten through 8th grade. The following Action Plan will be implemented moving forward:

- Maximize the implementation of Charlotte Danielson Framework as an anchor for all

observations and learning walks to ensure high instructional quality and shared language in evaluating instruction. Principals will identify and provide feedback on the following domains: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities.

- Deliver standards-based, intellectually engaging lessons and units that lead to high levels of student achievement that are aligned with the Common Core. Teachers will provide targeted instruction and academic support in Literacy and Math.
- 90 minutes of ELA will be provided daily for Kindergarten through 8th grade.
- Use data to drive instruction in ELA and Math
- Literacy coaches with support teachers in the classroom with implementing effective strategies that will lead to student growth.
- Identify teachers in need of assistance and develop a TIP (Teacher Improvement Plan) with that teacher. Assign a mentor and provide on-going Professional Development as additional resources.
- Implement a "Book Per Month Club" to promote reading both in and outside of the classroom.
- Introduce cursive writing to students beginning in 2nd/3rd grade.
- Student support professionals will consistently develop students' social and emotional knowledge and skills leading to ensure progress leading to academic growth.
- Ensure Special Education and ENL students' rights are met and educational options are fully explained resulting in an appropriate placement.
- Provide additional support for students in need of improvement, such as After School and Saturday School.
- Incorporate the use of technology into all classrooms to enhance learning. Use appropriate online assessments to establish learning goals, inform instruction, and track performance levels.
- The creation of two computer lab classrooms (one at the elementary school level and one at the upper school level). These labs will allow for our students to do research, with assistance from the classroom teacher.
- The computer labs will allow for our Literacy coaches to model for grade level teachers specific instructional strategies.
- Increase parental involvement by creating a welcoming and professional environment for families. Address family concerns and create systems to allow fluid communication.

MATHEMATICS

Goal 2: Mathematics

All students at the Roosevelt Children's Academy Charter School will demonstrate competency in the understanding and application of mathematics computation and problem solving.

BACKGROUND

As stated in the ELA section, Roosevelt Children's Academy has purchased commercial curricula that inform teachers' daily instruction in all grades in all subjects. The Go Math K-8 program also provide for daily instruction in mathematics and appropriate daily pacing. Every activity and lesson component are linked to creating a student learning experience that embraces the Common Core State Standards and relates to the principle that students are actively building their own knowledge. The curriculum leads teachers into a facilitator's role where activities are more student centered. While we acknowledge that this is a continued area of growth, there has been some development in this area this year. In order to ensure a strong implementation, two Instructional Specialists in math were assigned to support faculty and assist in teacher development. Formative and Summative assessments have helped to inform teacher instruction and drive student achievement and development.

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 8th 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.

MATHEMATICS

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	73				12	85
4	52			2	20	74
5	50			3	15	68
6	44			1	15	60
7	37				17	54
8	40				6	46
All	296			6	85	387

RESULTS

Overall, 23 percent of all students in at least their second year at RCACS scored at levels 3 and 4 on the NYS Math exam in 2016. Grade 4 performed highest with 33 percent at proficiency.

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	25%	73	25%	64
4	33%	52	33%	42
5	20%	50	24%	42
6	18%	44	19%	36
7	19%	37	18%	34
8	13%	40	14%	36
All	**22%**	296	**23%**	254

EVALUATION

RCACS did not achieve this outcome measure.

[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

ADDITIONAL EVIDENCE

There has been a downward trend in the math performance of 3-8 students over the past three years.

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	51%	81	42%	60	25%	64
4	34%	61	38%	53	33%	42
5	31%	60	33%	40	24%	42
6	48%	61	22%	45	19%	36
7	43%	26	50%	36	18%	34
8	69%	19	41%	17	14%	36
All	**44%**	309	**37%**	251	**23%**	254

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

296 students sat for the NYS math exam in grades 3-8. Overall, their scores calculate to an APL of 88 falling short of the target AMO of 101.

Mathematics 2015-16 Performance Level Index (PLI)

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

MATHEMATICS

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
296	34%	44%	15%	7%

PI	=	44	+	15	+	7	=	66
				15	+	7	=	22
						PLI	=	88

EVALUATION

RCACS did not achieve this measure.

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

The overall proficiency rate for RCACS of 23 percent is eight points higher than the local district students' rate.

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 2nd Year		All Roosevelt UFSD Students	
	Percent	Number Tested	Percent	Number Tested
3	25%	64	22%	222
4	33%	42	27%	191
5	24%	42	12%	174
6	19%	36	12%	173
7	18%	34	6%	185
8	14%	36	6%	176
All	**23%**	254	**15%**	1121

[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

EVALUATION

RCACS achieved this measure.

ADDITIONAL EVIDENCE

RCACS has outperformed the district for the past three years.

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	51%	18%	42%	20%	25%	22%
4	34%	19%	38%	21%	33%	27%
5	31%	14%	33%	16%	24%	12%
6	48%	12%	22%	14%	19%	12%
7	43%	4%	50%	5%	18%	6%
8	69%	4%	41%	4%	14%	6%
All	**44%**	**12%**	**37%**	**13%**	**23%**	**15%**

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

The 2014-15 math effect size calculated to 0.33 overall, which is higher than expected to a meaningful degree.

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	**74.5**	**66**	**42**	**34.4**	**7.6**	**0.41**
4	**76.1**	**56**	**36**	**33.1**	**2.9**	**0.16**
5	**74.2**	**47**	**30**	**32.4**	**-2.4**	**-0.13**
6	**78.8**	**52**	**19**	**26.3**	**-7.3**	**-0.37**
7	**79.2**	**39**	**51**	**21.2**	**29.8**	**1.52**
8	**73.3**	**18**	**39**	**16.3**	**22.7**	**1.23**
All	**76.2**	**278**	**35.5**	**29.3**	**6.3**	**0.33**

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

EVALUATION

RCACS achieved this outcome measure.

ADDITIONAL EVIDENCE

Although the effect size dropped since 2013-14, it is still above the 0.3.

Mathematics Comparative Performance by School Year						
School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	3-8	87.6	367	17.5	19.2	-0.12
2013-14	3-8	82.6	319	43.6	27.1	0.86
2014-15	3-8	76.2	278	35.5	29.3	0.33

Goal 2: Growth Measure[9]

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

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

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]

RESULTS

The grade 4 MGP really fell short and brought down the overall average to 44.2, which is lower than the statewide median. Grades 7 and 8 demonstrated effective growth.

2014-15 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	27.6	50.0
5	48.8	50.0
6	46.0	50.0
7	54.1	50.0
8	58.0	50.0
All	**44.2**	50.0

EVALUATION

RCACS did not achieve this outcome measure.

ADDITIONAL EVIDENCE

The 2014-15 mean growth percentile is far less than the past two years.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	Statewide Median
4	52.93	55.3	27.6	50.0
5	41.58	66.4	48.8	50.0
6	63.93	84.8	46.0	50.0
7	64.13	77.1	54.1	50.0
8	75.58	80.9	58.0	50.0
All	**55.4**	**71.0**	**44.2**	50.0

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

MATHEMATICS

SUMMARY OF THE MATHEMATICS GOAL

RCACS continues to outperform the local district in math, however the results are disappointing in terms of growth. The school has faced some changes in leadership over the past several years which may have affected the programs. In depth analysis of the math program is underway.

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 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.	**Did Not Achieve**
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 2014-15 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.	**Did Not Achieve**

ACTION PLAN

In addition to the following math plan, please refer to the aforementioned school-wide strategies in the ELA Action Plan section.

- The computer labs will allow for our math specialists to model for grade level teachers specific instructional strategies.
- The pacing calendar has been adjusted by our math specialists to ensure the Common Core Learning Standards are taught in a sequence that will allow for greater understanding. The math block has been broken up and a separate 30-minute block was added specifically to target word problems.
- 90 minutes of math will be provided daily for Kindergarten through 8th grade.
- There will be a dedicated block offered three times per week, for a total of 20 minutes, which focuses on analyzing and solving complex word problems.
- The introduction and development of formative assessments to provide alternate ways of measuring student mastery.
- Grades 6-8 will be introduced with a new math curriculum (Go Math), which will be implemented with high fidelity.

SCIENCE

Goal 3: Science

All students at Roosevelt Children's Academy Charter School will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

Going forward, RCACS is moving toward project based teaching and learning. The teachers are using the NYC scope and sequence for science. The purchased McGraw Hill Science curriculum is used as a supplement.

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 4th and 8th grade in spring 2016. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS

Overall, 68 percent of grade 4 and 8 students achieved proficiency levels in science based on the NYS exams administered in the 2015-16 school year.

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 Charter School Students		Charter School Students In At Least 2nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	73%	63	70%	53
8	66%	35	66%	32
All	**70%**	98	**68%**	85

EVALUATION

RCACS did not achieve this outcome measure.

SCIENCE

ADDITIONAL EVIDENCE

This year's results demonstrate a drop in both grades from previous years.

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	85%	61	93%	55	70%	53
8	61%	18	67%	27	66%	32
All	**80%**	79	**84%**	82	**68%**	85

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

District results are not publicly available at this time.

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 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	70%	53	TBD	
8	66%	32		
All	**68%**	85		

EVALUATION

Results Pending

ADDITIONAL EVIDENCE

Historically, RCACS outperforms the local district year to year.

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	Roosevelt UFSD	Charter School	Roosevelt UFSD	Charter School	Roosevelt UFSD
4	85%	80%	93%	84%	70%	
8	61%	47%	67%	37%	66%	
All	**80%**	**66%**	**84%**	**62%**	**68%**	

SUMMARY OF THE SCIENCE GOAL

Although, RCACS students did not achieve 75 percent at levels 3 and 4, it is likely that we continue to outperform the local district, Roosevelt UFSD.

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.	Did Not Achieve
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.	N/A

ACTION PLAN

- RCACS plans to expand the scientific opportunities available to our students by upgrading the program (including the use of Project-Based Learning (PBL) as a way to foster cross-curricular education) and implementing mandatory lab assignments at the 4th and 8th grade levels. Throughout the year, we will solicit vendors to sample varied curricular programs. The staff will be involved in the process to find a program that will be a best fit for our school. We also await NYS adoption of the Next Generation Science Standards (NGSS) to which our curriculum will be aligned.
- Incorporating STEM activities into the curriculum.
- Develop the Robotic program for advanced students.

NCLB

Goal 4: NCLB

Each year the school will be deemed in 'good standing' by the state's accountability system.

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

RCACS continues to be in Good Standing.

EVALUATION

This outcome measure has been met by Roosevelt Children's Academy Charter School.

ADDITIONAL EVIDENCE

RCACS has been in good standing since opening in the year 2000.

NCLB Status by Year

Year	Status
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing