

Accountability Plan Progress Reports for the 2006-07 School Year

Reader's Guide

SUNY Authorized Charter Schools

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the State University Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. In order to determine whether a school has met that high standard, **each charter school that the State University Board of Trustees authorizes is required to enter into an accountability agreement, known as an Accountability Plan**, which ultimately becomes part of its charter.

The Charter Schools Institute closely monitors each school's progress toward achieving the goals outlined in its Accountability Plan.

In addition, as part of its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.** The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular state exam. Each year, the state administers English language arts and mathematics tests to 3rd through 8th grade, science tests to the 4th and 8th grades, and social studies tests to the 5th and 8th grades.

Important Note: The Accountability Plan Progress Report is authored by the charter school. In reporting school progress toward meeting the outcome measures set forth in the Accountability Plan, schools are encouraged to build a case for the effectiveness of their program, and to lay the groundwork for writing a Renewal Application and ultimately for charter renewal. **The school's evaluation of its own progress does not necessarily reflect the conclusions of the Institute.** Further, the Institute does not affirm the completeness or accuracy of the report's data and may not endorse the school's characterization of the progress it has made toward achieving its Accountability Plan goals. Throughout the life of the school's charter, the Institute will visit each school, generating Institute School Visit Reports, and at the end of each charter period, a Renewal Report (select the <back> button in your browser to return to the school profile to see any/all available reports). These reports include detailed summaries of the Institute's observations of the school, as well as its evaluation of student performance and progress toward meeting the academic subject goals in its Accountability Plan.

Grand Concourse Academy Charter School

Annual Report of Progress toward Accountability Goals for 2006-07

Due August 1, 2007

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GRAND CONCOURSE ACADEMY CHARTER SCHOOL

Mission Statement

The mission of the Grand Concourse Academy Charter School is to create a challenging learning environment that addresses and meets the learning needs of students in New York City, especially those at risk of academic failure.

In a concentrated effort to prepare our students for entry into the very best middle and high schools of New York City, the Academy will seek to foster a sense of strong character, ethics, and personal responsibility, as well as high expectations and academic success.

The Academy will place a strong emphasis on music, math, science, and foreign languages, and will diligently seek to prepare students to meet and/or exceed New York State performance standards in English Language Arts, Mathematics, Science, and Social Studies. In addition, Academy students will demonstrate an advanced skill in music and be able to converse in Spanish. The school will align and adjust student learning to the State performance standards, and use a variety of assessments to measure student progress in skills and content learning.

The Academy will support and encourage professional development opportunities aligned to the instructional program and will diligently seek and encourage active parental involvement and participation in the academic goals of the student. In addition, the school will seek to involve and engage a variety of community organizations and community leaders as partners to enhance the academic success of every student.

Executive Summary

In the following pages, the reader will learn of the tremendous success Grand Concourse Academy experienced in 2006-07, particularly in English Language Arts and Math. All of our absolute and comparative measures have been met. This past year marked only the second in which our students took any New York State assessments, and given the continued difficulty students across the state are having with ELA, we are proud to have eclipsed our absolute measures so quickly. Our success is the direct result of our effective program design and the hard work of our students and faculty.

Academic Assessments

English Language Arts

Goal 1: All students at the Grand Concourse Academy Charter School (GCA) will become proficient in reading and writing of the English Language.

Absolute Measure 1

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State ELA examination.

Method

Third and fourth grade GCA students were administered the NYS ELA exam in January 2007. This administration was the second to include our students in grade 3, and our first year of testing 4th graders. The exam is a cumulative assessment, measuring student mastery of skills and knowledge during the course of their schooling. The 2006-07 cohort group includes all students who were enrolled before BEDS Day, October 4th, 2005. The third grade ELA cohort includes (36) students. The 4th grade ELA cohort includes (29) students.¹

Results

Table 1 – ELA Absolute Measure 1 – cohort performance against 75% proficiency.

Group	# of Proficient Students	% of Proficient Students	Group Size (N)
3 rd Grade Cohort	28	77.78%	36
4 th Grade Cohort	29	100%	29
All cohort totals	57	88%	65
All 3 rd Grade	31	77.5%	40
All 4 th Grade	29	100%	29
All student totals	60	87%	69

Evaluation

This outcome measure has been met. As shown in the table above, our students clearly surpassed the 75% absolute proficiency measure, both on the cohort level, and overall student level. We attribute our continued success to the exceptional implementation of our ELA curriculum and our improved teacher to student ratio with a teacher and assistant in each

¹ NYStart, NYSED's data repository, shows us testing 30 students in 4th grade, not 29. They included a student from another school who was not ours. The correct number is in fact 29.

classroom. In addition, our in-house bi-monthly assessments are so closely aligned to the New York State standards that we continue to get relevant data on a frequent basis throughout the year, in order to drive instruction. Our overall 87% ELA proficiency is a mark we are quite proud of.

Measure 2

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

Method

Under the current federal elementary and secondary education law, the No Child Left Behind Act (NCLB), public schools are expected to enable all students to meet state performance standards. In New York State, the standard is met by showing that an absolute proportion of students who have taken the state's ELA exam has scored at the partially proficient, proficient, or advanced performance levels (Levels 2, 3, and 4). The specified proportion is called the Performance Index (PI). The Annual Measurable Objective (AMO)² is the PI value that signifies that tested students in the aggregate are making satisfactory progress toward the goal that all students will be proficient in the State's ELA performance standard by 2013–14.

The Performance Index is based on the following calculation:

$$PI = (\text{percent of students at Levels 2+3+4}) + (\text{percent of students at Levels 3+4})$$

It is based on all students taking the January 2007 ELA examination, not only continuously enrolled students.

Results

Table 2 – Results for all 69 tested students in grades 3 and 4. Goal has been met.

ELA - Annual Measurable Objective							
Grade	Level 1	Level 2	Level 3	Level 4	PI	AMO	Goal Met
School wide	1.00	12.00	84.00	3.00	186.00	122.00	YES
3	3.00	20.00	78.00	0.00	176.00	122.00	YES
4	0.00	0.00	93.00	7.00	200.00	122.00	YES

Evaluation

This outcome measure has been met. As seen in the table above, our students' PI exceeded the AMO mark of 122 by a very wide margin. As the NYS AMO mark nears 200 over the

² Under the state's NCLB accountability system, schools are evaluated to determine if they have made Annual Yearly Progress (AYP) based on additional factors besides if they have exceeded the AMO. To facilitate school reporting, the Institute considers the aggregate AMO alone as an absolute measure of performance in ELA and math, aside from the state's system which incorporates the other factors. The state's analysis is presented in its annual accountability report in which it indicates if the school is in *good-standing* by virtue of having made AYP. See the NCLB Accountability measure below.

next several years, we will be comforted to know we have essentially reached it in only our second year of taking any NYS tests.

Comparative Measure 1

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam will be greater than that of all students in the same tested grades in local school district #9.

Method

In the table below, cohort students in grades 3 and 4 at Grand Concourse Academy Charter School, will be compared with their same grade counterparts in District #9 of the New York City Schools.

Results

Table 3 – 2007 ELA Cohort Performance compared to the local district. Goal has been met.

Group Tested	Group Size	% Proficient
NYS District #9 Grade 3	3005	38.90%
GCA 3 rd Grade Cohort	36	77.78%
NYS District #9 Grade 4	3015	40.10%
GCA 4th Grade Cohort	29	100%

Evaluation

This outcome measure has been met. For the second straight year, we outdistanced the local district by a large margin. We are also honored to have the distinction as having 100% of our 4th grade students pass the 2007 NYS ELA Exam. In addition, we are one of only two charter schools in NYS to have a perfect score in any grade.³

Measure 2

Each year, the school will exceed its predicted level of performance on the State ELA exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State. This measure is not yet available. CSI performs this analysis for schools.

³ Harbor Science and Arts Charter School received a perfect score in 3rd grade; Grand Concourse in 4th grade.

Results/Evaluation

Schools can expect the 2006-07 regression analysis to be performed again by CSI and distributed to schools in late fall 2007. No evaluation can be provided until CSI issues the 2006-07 regression analysis. We included the 2005-06 analysis in this report, as an appendix.

Value Added Measure 1

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

Method

For this value-added measure, cohort students are considered those students who have taken the 2006 and 2007 NYS ELA. For that reason, only students in grade 4 will be shown, since current 3rd graders have no 2nd grade NYS testing data. If the column 'difference between years' exceeds the goal in each applicable grade, we will have met our goal.

Results

Table 4 – Shows our NYS ELA improvement from 2006 to 2007. Goal has been met.

Group	Cohort Size	Class Cohort Proficiency % (NYS ELA, January 2006)	Goal of at least 1/2 difference between 2006 performance and 75%	Class Cohort Proficiency % (NYS ELA, January 2007)	Difference Between Years	Goal Met "Yes" or "No"
Grade 4	29	62.07% (18 out of 29 were proficient in 2006)	>6.5	100% (All 29 passed in 2007)	38 point gain	Yes

Evaluation

This outcome measure has been met. In their first NYS test in 2005-06, this cohort was 62.07% proficient, and improved to 100% this year, a 38% gain. We had very sound academic intervention strategies in place this past year to deal with any student who had previously scored a 2 or lower. This primarily involved targeted assistance instruction from our Title 1 teacher, and significant re-teaching through our Scott-Foresman curriculum. Our strategies paid dividends considering our 100% success rate this past year, and we are confident in continued strong results going forward.

Measure 2

Cohorts of the charter school's students will reduce by one-half the gap between their baseline performance and grade level (50 NCE) on the reading battery of the Iowa Test of Basic Skills (ITBS) (Grades K, 1, 2).

Method

Using the spring 2007 Iowa Test of Basic Skills (ITBS) in current grades 1,2 and 3, we compared these students' NCE results from when they were last tested in the spring of 2006 (grades K,1 and 2). For groups already scoring an average over (50) NCE, our expectation is to have some increase. A cohort for this measure is any student that has taken both the 2006 and 2007 ITBS.

Results

Table 5 – ITBS Reading Performance from 2006 to 2007

2006-07 Reading ITBS	Cohort Size	Class Cohort Average ITBS NCE (Spring 2006)	Goal of at least 1/2 difference between Average and (50)	Class Cohort Average ITBS NCE (Spring 2007)	Difference Between Years	Goal Met "Yes" or "No"
Grade 1	49	73.63	>.1	51.61	(22)	No
Grade 2	83	48.78	>.65	52.33	3.5	Yes
Grade 3	35	44.37	>2.82	40.57	(3.8)	No
School wide	167	53.89	>.1	48.88	(5.1)	No

Evaluation

We did not meet this particular outcome measure in 2006-07. Although we dipped slightly below the average "whole group" NCE of 50, we are not looking at this at a tremendous failure, considering our fine NYS ELA performance. We are enthusiastically preparing to improve on this particular measure in 2007-08 by further improving and refining our Academic Intervention Services for struggling readers.

Summary of ELA Goal

2006-07 proved to be a very strong year in terms of ELA success. We met our two absolute measures, our comparative measure, and one of our two value added measures. The only factor keeping us from meeting every measure in ELA was a slight overall drop in IOWA NCE from 2006. Like we ask of our students, we asked more of ourselves during 2006-07, specifically in terms of improving on our 2005-06 NYS Assessments, our first ever year taking them.

The amount of confidence that students can receive from such a successful year can only serve them well in the years ahead, particularly when they begin middle school, when performance tends to decline. Courses will be more difficult, as the shift turns from basic drill and skill, towards content driven instruction in subjects such as science and social studies. It brings us great satisfaction to know that all of our fourth grade cohort students, and all but eight of our 3rd grade cohort students, will enter the next grade already proficient in English Language Arts. By the same token, our young and improving staff will carry with them the confidence that they can mold historically disadvantaged learners, and turn them into the proficient readers and writers they are, all in one or two years. This confidence our teachers will have will benefit the school greatly, as another group of challenging students immediately follows this one. Since our staff has now experienced success, the overriding feeling they'll have will be one of eager anticipation for September to come around when they can start the process over again.

We recognize the importance of this ELA Goal, there is no coincidence it starts the report. We invested a tremendous amount of time and resources into ensuring that our ELA curriculum was perfectly aligned with New York State's standards, and that our teachers were completely equipped with the training, materials and administrative support necessary to succeed. In 2006-07, we are proud to say that our investment paid great dividends.

ACTION PLAN (ELA)

Each year, 75 percent of all tested students who are enrolled in at least their second year will maintain their performance at or above Level 3 on the New York State ELA examination. The following elements in our instructional design will support our students in maintaining this goal:

1. Two teachers will be assigned to each class during the literacy block, therefore reducing the student teacher ratio to approximately 12:1.
2. The hiring practices at the Grand Concourse Academy will be upgraded to hire, where possible, teachers certified in literacy, reading and special education.
3. Differentiated and focused professional development and supervision. We have hired an additional full time assistant principal / staff developer, and a part-time NYS certified Reading Specialist to reduce the ratio between teacher and supervisor to provide increased, focused training and support. Professional development will be ongoing and meaningful.
4. All students who are performing below level 3 will be provided with additional instructional support through our Title 1 ELA program.
5. We have contracted with Harcourt-Brace Publishers to provide students in grades 3 through 5 with practice assessments aligned with the NYS Assessments and the NYS Learning Standards through their *Learnia* and *Children's Progress* Programs.
 - *Learnia* provides teachers with clear and immediate results for 6 to 8 instructional assessments in reading per year, allowing for better opportunities to plan and regroup for instruction in the noted areas of concern. It provides accurate benchmarks for students, parents, teachers and supervisors.
 - The *Children's Progress* component assesses Language Arts and Reading abilities throughout the year to track progress and meet end-of-year expectations. It links items to state standards, provides patented error analysis feature that pinpoints problem areas, the report narratives provides immediate feedback to identify and measure child's abilities and provides results that include prescriptive planning with activities to target instruction and provide intervention strategies for each student.

Mathematics

Goal 2: All students at the Grand Concourse Academy Charter School will become proficient in Mathematics.

Absolute Measure 1

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State Math examination.

Method

Third and fourth grade GCA students were administered the NYS Math exam in March 2007. This administration was the second to include our students in grade 3, and our first year of testing 4th graders. The 2006-07 cohort group includes all students who were enrolled before BEDS Day, October 4th, 2005. The third grade Math cohort includes (36) students. The 4th grade Math cohort includes (29) students.

Results

Table 6 – Math Absolute Measure 1 – cohort performance against 75% proficiency.

Group	# of Proficient Students	% of Proficient Students	Group Size (N)
3 rd Grade Cohort	33	91.67%	36
4 th Grade Cohort	27	93.1%	29
All cohort totals	60	92.3%	65
All 3 rd Grade	37	92.5%	40
All 4 th Grade	27	93.1%	29
All student totals	64	92.8%	69

Evaluation

This outcome measure has been met. All groups displayed above scored in the low 90% range on the third and fourth grade Math Exam. This follows and improves on our similarly strong performance of over 80% in 2005-06. We are dedicated to continuing our math success going forward, and are pleased to have met this absolute math measure in our first two years of NYS Testing. As with ELA, we credit this to an aligned curriculum and dedicated staff.

Measure 2

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

Method

Under the current federal elementary and secondary education law, the No Child Left Behind Act (NCLB), public schools are expected to enable all students to meet state performance standards. In New York State, the standard is met by showing that an absolute proportion of students who have taken the state's Math exam has scored at the partially proficient, proficient, or advanced performance levels (Levels 2, 3, and 4). The specified proportion is called the Performance Index (PI). The Annual Measurable Objective (AMO)⁴ is the PI value that signifies that tested students in the aggregate are making satisfactory progress toward the goal that all students will be proficient in the State's Math performance standard by 2013–14.

The Performance Index is based on the following calculation:

$$PI = (\text{percent of students at Levels 2+3+4}) + (\text{percent of students at Levels 3+4})$$

It is based on all students taking the March 2007 Math examination, not only continuously enrolled students.

Results

Table 7 –all NYS Math results for 69 tested students at Grand Concourse Academy Charter School
Math - Annual Measurable Objective

Grade	Level 1	Level 2	Level 3	Level 4	PI	AMO	Goal Met
School wide	1.00	6.00	74.00	19.00	192.00	86.00	YES
3	3.00	7.50	67.50	25.00	192.50	86.00	YES
4	3.60	3.60	82.10	10.70	189.20	86.00	YES

Evaluation

This outcome measure has been met. As seen in the table above, our students' PI exceeded the AMO mark of 86 by a very wide margin.

⁴ Under the state's NCLB accountability system, schools are evaluated to determine if they have made Annual Yearly Progress (AYP) based on additional factors besides if they have exceeded the AMO. To facilitate school reporting, the Institute considers the aggregate AMO alone as an absolute measure of performance in ELA and math, aside from the state's system which incorporates the other factors. The state's analysis is presented in its annual accountability report in which it indicates if the school is in *good-standing* by virtue of having made AYP. See the NCLB Accountability measure below.

Comparative Measure 1

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State Math exam will be greater than that of all students in the same tested grades in local school district #9.

Method

In the table below, cohort students in grades 3 and 4 at Grand Concourse Academy Charter School, will be compared with their same grade counterparts in District #9 of the New York City Schools.

Results

Table 8 – 2007 Math Cohort Performance compared to the local district.

Group Tested	Group Size	% Proficient
NYS District #9 Grade 3	3076	70.5%
GCA 3 rd Grade Cohort	36	91.67%
NYS District #9 Grade 4	3075	60.4%
GCA 4th Grade Cohort	29	93.1%

Evaluation

This outcome measure has been met. For the second straight year, we outdistanced the local district. The local district has made positive strides in Math, which is very good news for so many children in The Bronx, as we want all children to be proficient. Nonetheless, our performance difference is twenty-one and thirty-three points higher in third and fourth grades, respectively.

Measure 2

Each year, the school will exceed its predicted level of performance on the State Math exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State. CSI performs this analysis annually for its schools.

Results/Evaluation

Schools can expect the 2006-07 regression analysis to be performed again by CSI and distributed to schools in late fall 2007. No evaluation can be provided until CSI issues the 2006-07 regression analysis. We included the 2005-06 analysis in this report, as an appendix.

Value Added Measure 1

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Math exam and 75 percent at or above Level 3 on the current year's State Math exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

Method

For this value-added measure, cohort students are considered those students who have taken the 2006 and 2007 NYS Math test. For that reason, only students in grade 4 will be shown, since current 3rd graders have no 2nd grade NYS testing data. If the column 'difference between years' exceeds the goal in each applicable grade, we will have met our goal.

Results

Table 9 – Shows our NYS Math improvement from 2006 to 2007. Goal has been met.

Group	Cohort Size	Class Cohort Proficiency % (NYS Math, March 2006)	Goal of at least 1/2 difference between 2006 performance and 75%	Class Cohort Proficiency % (NYS Math, March 2007)	Difference Between Years	Goal Met "Yes" or "No"
Grade 4	29	89.66% (26 out of 29 were proficient in 2006)	Already above 75%. Need to show any gain	93.10% (27 out of 29 passed in 2007)	3.5 point gain	Yes

Evaluation

This outcome measure has been met. We were very nearly 100% successful in 2006-07. Two more of our cohort students need to become proficient in 2007-08 in order to have complete proficiency..

Measure 2

Cohorts of the charter school's students will reduce by one-half the gap between their baseline performance and grade level on the math battery of the Iowa Test of Basic Skills (ITBS) (Grades K, 1, 2).

Method

Using the spring 2007 Iowa Test of Basic Skills (ITBS) in current grades 1,2 and 3, we compared these students' NCE results from when they were last tested in the spring of 2006 (grades K,1 and 2). For groups already scoring an average over (50) NCE, our expectation is to have some increase. A cohort for this measure is any student that has taken both the 2006 and 2007 ITBS.

Results

Table 10 – ITBS Math Performance from 2006 to 2007

2006-07 Math ITBS	Cohort Size	Class Cohort Average ITBS NCE (Spring 2006)	Goal of at least 1/2 difference between Average and (50)	Class Cohort Average ITBS NCE (Spring 2007)	Difference Between Years	Goal Met "Yes" or "No"
Grade 1	49	64.67	>.1	51.41	(13)	No
Grade 2	83	37.41	>6.5	48.64	11	Yes
Grade 3	35	39.44	>5.5	47.35	8	Yes
School wide	167	44.73	>2.65	49.01	4.3	Yes

Evaluation

This outcome measure has been met. One hundred and sixty seven 1st - 3rd grade students have taken the test in the spring of 2006 and 2007. In 2006, their group scored an NCE of 44.73, and raised that 4.3 points in 2007, eclipsing the improvement mark needed (2.65 points).

Summary of Math Goal

We met every measure under our overall Math goal. These results are consistent with what data our internal, and school based assessments yield during the course of the school year. Those data are telling us that our students are learning the Math topics laid out in our standards-aligned curriculum, and not requiring a tremendous amount of re-teaching during the year. This allows our teaching staff to not lose time re-visiting topics, but rather, it allows them a tremendous opportunity to cover a number of sequential topics in advance of the March assessment. As with English Language Arts, all of our groups are over the 75% absolute mark, and we will look to maintain that effort, and those results, in the years to come.

ACTION PLAN (Mathematics)

Each year, 75 percent of all tested students who are enrolled in at least their second year will maintain their performance at or above Level 3 on the New York State Mathematics examination. The following elements in our instructional design will support our students in maintaining this goal:

1. Two teachers will be assigned to each class during the mathematics concepts period, therefore reducing the student teacher ratio to approximately 12:1 during key concept instruction.
2. Differentiated and focused professional development and supervision. We have hired an additional full time assistant principal / staff developer to reduce the ratio between teacher and supervisor to provide increased, focused training and support. Professional development will be ongoing and meaningful.

3. All student who are performing below level 3 will be provided with additional instructional support though our Title 1 Mathematics program.
4. We have contracted with Hartcourt-Brace Publishers to provide students in grades 3 through 5 with practice assessments aligned with the NYS Assessments and the NYS Learning Standards through their *Learnia* and *Children's Progress* Programs.
 - *Learnia* provides teachers with clear and immediate results for 6 to 8 instructional assessments per year in mathematics, allowing for better opportunities to plan and regroup for instruction in the noted areas of concern. It provides accurate benchmarks for students, parents, teachers and supervisors.
 - The *Children's Progress* component assesses Mathematics abilities throughout the year to track progress and meet end-of-year expectations. It links items to state standards, provides patented error analysis feature that pinpoints problem areas, the report narratives provides immediate feedback to identify and measure child's abilities and provides results that include prescriptive planning with activities to target instruction and provide intervention strategies for each student.

Science

Goal 3: All students at Grand Concourse Academy Charter School will demonstrate competency in the understanding and application of scientific reasoning.

Absolute Measure 1

Each school year commencing in 2006-2007, 75 percent of fourth grade students who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science examination.

Results

Table 11 – 4TH Grade NYS Science Results for 2006-07

Group	# of Proficient Students	% of Proficient Students	Group Size (N)
4 th Grade Cohort	28	96.5%	29

Evaluation

This outcome measure has been met. Twenty-nine students in our 4th grade cohort were administered the NYS Science test, and all but one student passed. Considering this was our first ever Science test, we are very pleased with 96.5% proficiency, and plan to stay above our absolute 75% mark each year.

Comparative Measure 1

Each year, the percent of fourth grade students who are enrolled in at least their second year and performing at or above Level 3 on the State Science exam will be greater than that of fourth grade students in local school district #9.

Results

No comparative 2006-07 Science data is yet available for schools other than our own.

Additional Evidence in Science

All of our students take a final exam in Science. Those results are reported below, and serve to provide additional data, since only one grade in our school take a NYS assessment in Science. G.C.A. will continue to be engaged in providing high quality science instruction with confidence to meet or exceed performance levels for mastery of the multiple-choice test component of the State science assessment. As shown in the table below, our students are excelling in science, and proving it on local final exams.

Method

In addition to the 4th grade science test, our students are given an end-of-year science final. See table 12 on the following page.

Results

Table 12 - End of Year McGraw Hill Science Exams

Grade	2004-2005		2005-2006		2006-2007	
	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage
	Tested	Passing	Tested	Passing	Tested	Passing
Kindergarten	77	92%	52	91%	50	91
First	50	76%	78	89%	50	82
Second	51	94%	57	72%	100	82.25
Third	N/A	N/A	47	84%	40	85
Fourth	N/A	N/A	N/A	N/A	30	89

Evaluation

In every grade, we maintained a grade level science final exam average of over 80%.

Summary of Science Goal

Our students are performing well in science, and have for the first three years of our charter. 2006-07 marked the first year we took a NYS assessment in science, resulting in our 4th grade students performing at a 96.5% proficiency level. With those results, plus our end of year final exams, we will continue to use the data generated to refine our instruction and professional development to further develop our young students into students who appreciate and excel in science. Our research-based science curriculum continues to serve us well, with the greatest benefit being the hands on activities.

Social Studies

Goal 4: All students at Grand Concourse Academy Charter School will demonstrate proficiency in the social sciences.

Absolute Measure 1

Each school year commencing in 2007-08, 75 percent of fifth grade students who are enrolled in at least their second year will perform at or above Level 3 on the New York State Social Studies examination.

Results

We will not have absolute Social Studies data until after the 2007-08 NYS Social Studies Test. This coming year will be the first time we have a 5th grade to take the test.

Comparative Measure 1

Each school year commencing in 2007-08, the percent of fifth grade students who are enrolled in at least their second year and performing at or above Level 3 on the State Social Studies exam will be greater than that of fifth grade students in local school district #9.

Results

We will not have comparative Social Studies data until after the 2007-08 NYS Social Studies Test. This coming year will be the first time we have a 5th grade to take the test.

Additional Evidence in Social Studies

All of our students take a final exam in Social Studies. Those results are reported below, and serve to provide additional data, since no students have been administered a NYS Social Studies Test yet. Please see table 13 below.

Method

All of, our students are given an end-of-year social studies final.
See table 13 on the following page.

Results

Table 13 - End of Year McGraw Hill Social Studies Exams

Grade	2004-2005		2005-2006		2006-2007	
	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage
	Tested	Passing	Tested	Passing	Tested	Passing
Kindergarten	77	91%	52	95%	50	90
First	50	68%	77	87%	50	83.5
Second	51	92%	57	66%	100	81.75
Third	N/A	N/A	47	81%	40	80
Fourth	N/A	N/A	N/A	N/A	30	83.5

Evaluation

In every grade, we maintained a grade level social studies final exam average of 80% or over. We are looking forward to our first NYS 5th grade exam in the fall of 2007.

Summary of Social Studies Goal

Much of the content for the 5th grade Social Studies test actually comes from 4th grade social studies curriculum and standards, evidenced by the exam being given in the near beginning of 5th grade. Our 83.5 average in 4th grade should serve us well on the fall 2007 test. In addition to classroom content, our students continue to be exposed to a variety of related field trips and exercises, continuously taking advantage of the rich cultural experiences of metropolitan New York.

No Child Left Behind

Goal 5 - Each year, Grand Concourse Academy Charter School will be deemed in 'good standing' by the state's accountability system.

As per the New York State Report Card released in spring 2007, Grand Concourse Academy Charter School is a school in good standing.

Organizational Effectiveness and Viability Goal – The school will demonstrate strong organizational viability by maintaining sustained parental commitment and support for the school.

Measure 1 – Two thirds of our surveyed parents will express overall satisfaction of the school.

Method – All families were provided a satisfaction survey in the spring of 2007.

Results

Table 14 – Parent Satisfaction

All Grades			96.61%
#	Categories	# Responses	Very Satisfied or Satisfied
1	Class Size	247	235
2	Overall school climate/environment	247	244
3	Standards and expectations	247	244
4	My child's academic achievement/progress	247	241
5	Potential for parent involvement	247	228
6	Communication between school and home	247	236
7	My child demonstrates knowledge of art and music	247	236
8	My child demonstrates self-control, responsibility and concern for others.	247	245
	Total	1976	1909

Evaluation

As shown in the table above, over 96% of our families were satisfied with the school overall, far in excess of the 2/3 needed to meet this additional measure. This speaks to our open door policy at the school where everything we do is transparent to the parents, and communication is always direct and unambiguous. Only six of our respondents believed their child was not making good academic progress.

Additional Evidence

Although statistically our families answer that they are overwhelmingly satisfied with our school, they show their satisfaction in other ways as well. Our parents are very active with our staff and administration, both in terms of checking on progress regularly, but also taking the time to volunteer at events and fieldtrips. They are the school's partner in the effort to be the best public charter school possible, and our outstanding results in ELA and Math in 2006-07 proved that. We choose to maintain this extra measure each year as a reminder how important positive community and family perceptions of our school are.