

Instructions / Notes

for 2014-15 Accountability Plan Progress Report (“APPR”)

1. Text Highlighted in Yellow = explanation or guidance for an entry in the Progress Report
2. Text Highlighted in Green = a sample entry that may be modified
3. The template for **high school measures** is in Appendix A, beginning on page 26.
4. The template for reporting for K-2 schools with a norm-referenced test growth measure in their Accountability Plan appears on page 67. Present the respective results at the end of the English language arts and math goals.
5. **Changes from the 2013-14 Report**

Elementary and Middle Schools

- a) The New York State Education Department has recalibrated the Annual Measurable Objectives (AMOs) in ELA and math. Schools must therefore complete the second 3-8 absolute measure (“Performance Level Index meeting the AMO”) in ELA and math.
- b) For the 3-8 Growth Measure in ELA and math, report 2013-14 results using the state’s 3-8 Growth Model. (The 2014-15 results are not yet available.)

College Preparatory High Schools

- a) Because of the introduction of college and career readiness standards, schools renewed in 2012-13 or later use revised Accountability Plan measures. (See the appendix in the Guidelines for Creating a SUNY Accountability Plan for a list of the revised measures.)
 - b) The Institute will gradually phase the new measures into its evaluation of all schools and the SUNY Trustees will take them into account when making renewal decisions. Therefore, the Institute encourages high schools not renewed since 2012-13 to include the college and career readiness standard in their Progress Report as optional measures.
6. Please do not include these instructions or the reference guide below in a submitted report.

Reference Guide to Template Sections

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The Accountability Plan Progress Report Template Is Below.



**Children's Aid College Prep
CHARTER SCHOOL**

**2014-15 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2015

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Simone Bond, Director of Operations prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Karen Drezner	Chair, Finance, Learning & Achievement, Governance
Michelle DeLong	Secretary, Finance, Learning & Achievement
Drema Brown	Trustee, Finance, Learning & Achievement
Lori Clement	Trustee, Finance
Jane Goldman	Trustee, Fundraising, Learning & Achievement
Abe Fernandez	Trustee, Learning & Achievement, Governance
Beth Leventhal	Trustee, Learning & Achievement
De'Lois Coleman	Parent Representative

Casey Vier has served as Principal since October 2015.

INTRODUCTION

Children's Aid College Prep Charter School (CACPCS) is a community school whose mission is to prepare elementary school students for success in middle school, high school, college and life by providing them with a rigorous instructional experience; addressing their physical, emotional and social needs; fostering a sense of pride and hope; and serving as a safe and engaging community hub.

CACPCS's vision is to ensure that ALL children have the opportunity to achieve the American Dream. By fostering each child's holistic development early in their academic careers, and by promoting learning and cognitive development, social and emotional skills development and health and wellness supported by meaningful parent or caregiver engagement, CACPCS will put its students on the path to college success.

The key design elements in place at CACPCS to ensure achievement of the mission and vision include:

Instructional rigor and a robust academic program

- Curriculum aligned with Common Core Standards
- Expanded school day (7:45-4:00pm) and extended school year (more than 180 days)
- Connection to quality summer programming

Expanded learning opportunities

- After-school programming (4:00-6:00pm)
- Thoughtful integration of school day and after-school goals evident in project-based work through art, physical education, dance, music, and technology

Frequent and purposeful assessment

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

Talented and committed professional staff and administrators

- Life Coaches as the primary orchestrators of resources and communication
- Effective coaching and professional development strategies

Comprehensive support services

- Full range of health, mental health and social services
- Continuous support and outreach to stabilize families

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	65	69												134
2013-14	71	67	69											207
2014-15	68	67	70	68										273

Student Demographic Characteristics

Black	44%
Latino	39%
Caucasian	1%
Asian	1%
American Indian	0%
Multi-Racial	15%
Free & Reduced Price	87%
Special Education	18%
English Language Learner	13%

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

CACPCS utilizes the Common Core State Standards aligned Harcourt Journeys curriculum to implement a robust and comprehensive English Language Arts program. With two certified teachers in each classroom, CACPCS students receive differentiated instruction through whole group, small group or one-on-one instruction. The school monitors student progress through daily, biweekly and interim assessments including the Iowa Test for Basic Skills, the Developmental Reading Assessment (DRA2+), Wilson's Foundations and Core Ready Programs. Teachers, in consultation with the Principal and the Academic Dean use this assessment data to adjust instruction and provide students with strategic interventions as needed. The Principal and Deans provide teachers with ongoing coaching and mentoring through daily observation and feedback sessions and weekly grade-level meetings. Teachers also receive professional development during the summer as well as a full day of training in November.

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program English language arts assessment to students in 3rd grade in April 2015. 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).

**2014-15 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	68	0	0	0	68
4					

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.

5					
6					
7					
8					
All	68	0	0	0	68

Results

Performance on 2014-15 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	48.5	68	48.3	60
4				
5				
6				
7				
8				
All				

Evaluation

CACPCS did not meet this measure. There was a deficit of 26.7%. We look forward to strengthening our curriculum, instructional delivery, and assessments so that our students are able to meet the increasing demands of the Common Core.

Additional Evidence

Although we didn't meet our goal, our children out-performed other charter schools, as well as schools in the district and state. We believe this shows our children possess a great deal of potential and look forward to preparing them to meet this measure next year.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3					48.3	60
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 Performance Level Index ("PLI") value that equals or exceeds the 2014-15 English language arts AMO of 97. 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 school's Performance Index Level was 135.2, which exceeds the AMO of 97.

English Language Arts 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	9	26	31	2

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 38.2 & + & 45.6 & + & 2.9 & = & 86.7 \\
 & & & & 45.6 & + & 2.9 & = & \underline{48.5} \\
 & & & & & & \text{PLI} & = & 135.2
 \end{array}$$

Evaluation

CACPCS met this measure. It exceeds the AMO by 38.2.

Goal 1: Comparative Measure

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

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

Method

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

Results

CACPCS students performed more than three times better than the students in District 12.

2014-15 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 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	48.3	60	11.9	1820
4				
5				
6				
7				
8				
All				

Evaluation

CACPCS met this measure. The students exceeded the district performance by 36.4%.

Additional Evidence

CACPCS outperformed their peers in Community School District (CSD) 12.

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 Who Are at Proficiency Compared to Local District Students
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³ Schools can acquire these data when the New York State Education Department releases its Access 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](#).

	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3					48.3	11.9
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 Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. 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 economically disadvantaged percentage. The difference between the schools' 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 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

Results

CACPCS did not administer the English Language Arts state exam in April 2014. In the 2013-2014 academic year, the school did not have testing grades and instead served students in grades K-2, therefore, the school cannot comment on Effect Size at this time.

2013-14 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:
<i>Write in Comparative Performance Analysis from report here</i>

Evaluation

CACPCS is unable to state whether it has met the measure since the school did not administer the state's ELA exam in 2013-2014 academic year.

Additional Evidence

CACPCS did not have testing grades during the 2013-2014 academic 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
2011-12						
2012-13						
2013-14						

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

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

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 2013-14 and also have a state exam score from 2012-13 including students who were retained in the same grade. Students with the same 2012-13 score are ranked by their 2013-14 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 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.⁵

Results

CACPCS did not administer the English Language Arts state exam in April 2014. In the 2013-2014 academic year, the school did not have testing grades and instead served students in grades K-2.

2013-14 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

CACPCS did not administer the state exam in April 2014. In the 2013-2014 academic year, the school did not have testing grades and instead served students in grades K-2.

Additional Evidence

CACPCS did not administer the state exam in April 2014. In the 2013-2014 academic year, the school did not have testing grades and instead served students in grades K-2.

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

Grade	Mean Growth Percentile			
	2011-12 ⁶	2012-13	2013-14	Statewide

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

⁶ Grade level results not available.

				Median
4				50.0
5				50.0
6				50.0
7				50.0
8				50.0
All				50.0

Summary of the English Language Arts Goal

We achieved one absolute measure and one comparative measure. Although we didn't achieve one of our absolute measures, we feel that the 2014-2015 data shows we are working toward attaining this goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (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.)	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A

Action Plan

CACPCS students showed great promise in their first year of testing. In an effort to ensure our students continue to grow, the following actions will be taken:

- **Assessment:** The school has created/implemented interim assessments that are more closely aligned to the NYS Common Core Assessment. Furthermore, the school has developed a school-wide assessment progression, outlining criteria for the development of formative and summative assessments, with the ultimate goal of preparing all students to meet the demands of the CCS. We have also added the *i-Ready* diagnostic assessment for all students as another measure to assess and monitor mastery of CCS.

- **Data-Driven Practices:** The school has developed data analysis procedures and protocols. All staff has been trained in utilizing such tools and will continue to receive support in doing so. Teachers will use data analysis protocols and procedures following each interim assessment.
- **Curriculum:** The Principal has identified Grade Cohort Leaders, who will support with revision of unit plans. Improvements/additions have been made to the existing curriculum, specifically around the reading of informational texts, as this was an area of difficulty for many of the students. There will be a greater emphasis on recognition and analysis of structures and relationships within a text, as a vehicle to support understanding.
- **Instructional Strategies and Tools:** The school has revised and refined its bank of instructional strategies and tools. This includes a revision of the school-wide close reading strategies, which will reinforce an even closer read and deeper understanding of a given selection of text.
- **Infused Writing:** The school has revised curriculum and added additional strategies, tools, and data-driven practices to support all students with writing. There will be a greater emphasis for infused writing through all content areas, as this was lacking in previous years. Teachers will administer a series of On-Demand prompts at the beginning and end of each trimester and work together to identify trends, needs, and develop a plan of action. Teachers will also infuse more opportunities for writing in all content areas. The format will match the requirements of the NYS Common Core Assessments.
- **Additional Support:** The school has launched ESL and Intervention Teams. Both teams will serve as in-house experts that will begin to develop a school-wide bank of strategies and tools for supporting each population, specifically in literacy. The goal is for these teams to work with the rest of the staff to ensure there is quality and accessibility of such. The Intervention Team will work closely with teachers to ensure intervention programs are utilized with fidelity and there is ongoing progress monitoring to assess effectiveness of such.

MATHEMATICS

Goal 2: Mathematics

CACPCS students understand and apply mathematical computation to solve problems.

Background

CACPCS shifted from commercial curricular programs to the creation and implementation of school generated curriculum and assessments that are better aligned to the CCS and provide a more rigorous, enriching learning experience. The Academic Dean, Instructional Coach, and Grade Cohort Leaders have worked together to engage in Backward Design to create units and develop school-wide tools and strategies to promote alignment, engagement, and rigor. The school also added an additional block for math intervention/enrichment to better target student needs.

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 grade in April 2015. 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.

**2014-15 State Mathematics Exam
Number of Students Tested and Not Tested**

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

Results

CACPCS exceeded this measure by 6.6%.

**Performance on 2014-15 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	82.4	68	81.6	60
4				
5				
6				
7				
8				
All				

⁷ 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.

Evaluation

We are pleased to have met this measure for the 2014-2015 school year. Our goal is to use these early successes to increase proficiency in mathematics.

Additional Evidence

CACPS met this measure.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3					81.6	60
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 Performance Level Index (PLI) value that equals or exceeds the 2014-15 mathematics AMO of 94. 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 200.⁸

Results

The school's Performance Index Level was 181, which exceeds the AMO of 94.

⁸ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Mathematics 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	1	11	24	32

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 16.2 & + & 35.3 & + & 47.1 & = & 98.6 \\
 & & & & 35.3 & + & 47.1 & = & 82.4 \\
 & & & & & & \text{PLI} & = & 181
 \end{array}$$

Evaluation

CACPCS achieved the AMO for the 2014-2015 school year.

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.⁹

Results

CACPCS students performed more than five times better than the students in District 12.

2014-15 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	81.6	60	15.9	1877
4				
5				
6				
7				
8				
All				

⁹ 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](#).

Evaluation

CACPCS met this measure. The students exceeded the district by 65.7 percentage points.

Additional Evidence

CACPCS outperformed their peers in Community School District (CSD) 12.

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					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3					81.6	15.9
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 Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. 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 economically disadvantaged percentage. The difference between the schools' 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 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

Results

Provide a brief narrative highlighting 2013-14 results in the data table that directly addresses the critical data: overall Effect Size. In addition, the discussion may also include highlighting individual grade levels and their respective Effect Sizes.

2013-14 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		68				
4						
5						
6						
7						
8						
All						

School's Overall Comparative Performance:

Write in Comparative Performance Analysis from report here

Evaluation

CACPCS is unable to state whether it has met the measure since the school did not administer the state's Math exam in 2013-2014 academic year.

Additional Evidence

CACPCS did not have testing grades during the 2013-2014 academic year.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12						
2012-13						
2013-14						

Goal 2: Growth Measure¹⁰

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 2013-14 and also have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 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 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.¹¹

Provide a brief narrative highlighting 20123-14 results in the data table that directly addresses the critical data: the school's mean growth percentile. In addition, the discussion may also include highlighting individual grade levels and their respective percentiles.

2013-14 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

CACPCS did not administer the Math state exam in April 2014. In the 2013-2014 academic year, the school did not have testing grades and instead served students in grades K-2.

Additional Evidence

¹⁰ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹¹ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

CACPCS did not have testing grades during the 2013-2014 academic year.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12 ¹²	2012-13	2013-14	Statewide Median
4				50.0
5				50.0
6				50.0
7				50.0
8				50.0
All				50.0

Summary of the Mathematics Goal

CACPCS is pleased to have met both absolute measures and its comparative measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Achieved
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Achieved/ Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A

Action Plan

CACPCS students demonstrated achievement in their first year of testing. In an effort to ensure our students continue to grow, the following actions will be taken:

¹² Grade level results not available.

- **Assessment:** The school has created/implemented interim assessments that are more closely aligned to the NYS Common Core Assessment. Furthermore, the school has developed a school-wide assessment progression, outlining criteria for the development of formative and summative assessments, with the ultimate goal of preparing all students to meet the demands of the CCS. We have also added the *i-Ready* diagnostic assessment for all students as another measure to assess and monitor mastery of CCS.
- **Data-Driven Practices:** The school has developed data analysis procedures and protocols. All staff has been trained in utilizing such tools and will continue to receive support in doing so. Teachers will use data analysis protocols and procedures following each interim assessment.
- **Curriculum:** The Principal has identified Grade Cohort Leaders, who will support with revision of unit plans. Improvements/additions have been made to the existing curriculum, specifically around data and measurement and overall problem-solving strategies and skills.
- **Strategic Support:** The school has added an additional math block for intervention, enrichment, and centers. Data will be consistently used to inform this block so that we can best meet the needs of all students.