



**CHILD DEVELOPMENT CENTER OF
THE HAMPTONS
CHARTER SCHOOL
ACCOUNTABILITY PLAN
PROGRESS REPORT
2014-2015**

By

Gerard J. Cairns, M.A., SAS, SDA

Vice President for Education and Youth Services

Pat Loewe, M.A., SAS, SDA – School Building Leader

Randall Simmons, Consultant, Executive Director of

Bridges Data and Professional Development

110 Stephen Hands Path

Wainscott, NY 11975

(631) 324-0207

gcairns01@cdch.org
ploewe@cdch.org

Board Member's Name	Board Position
Russell O'Connell	President
Marilyn Zaretsky	Vice President
Steven Shapoff	Treasurer Governance Committee Finance Committee
Barbara Cuttone	Secretary Governance Committee Education Committee
Donna Colonna	Member
William Meehan	Member
Nancy Cohen	Member
Fabian Rios	Parent Representative
Eugenia Au Kim	President Emeritus

Pat Loewe has served as the Education Leader since the 2012-2013 school year.

INTRODUCTION

The mission of CDCH is to provide a dynamic and richly individualized educational experience for all children. We seek, through a model of true inclusion and an individualized, differentiated learning plan, to foster the greatest development of each child with equal dedication to those with disabilities and giftedness; to teach responsibility and compassion; and to promote within each student a lifelong love for learning for the continuous betterment of self and of the world.

Program Design

The CDCH Charter School employs an co-teaching integrated model based upon a student-centered approach, including differentiated instruction using an enriched and integrated curriculum, to meet the needs of all students within a positive and safe environment. A major thrust since last year has been the appropriate implementation of the English Language Arts and Math curricula that is research based and aligned to Common Core Standards. This curricula through its assessment components, has also provided CDCH with the means to evaluate student progress in regards to Common Core Standards on a continuous basis. Teachers also develop instructional strategies that not only meet these New York State common core learning standards and requirements, but also provide motivating, challenging and meaningful experiences for all students in a mixed ability groupings and a fully integrated setting.

While most classes within CDCH are based on an integrated co-teaching model, an additional continuum of services is also required to address the needs of those students who benefit from more academic and clinical support. As a result, additional programs have been designed to address the significant needs of students who fall within the autism spectrum as well as those students who demonstrate multiple disabilities and/or behavioral difficulties that impede placement in the integrated co-teaching model on a full time basis. Services for these students at the early grade level (K-2) are provided within a 8:1:1 special class setting, utilizing an Applied Behavioral Analysis (ABA) approach based on discrete trials and continuous reinforcement. Other students in the class are taught needed skills through extensive modification and/or adaptation of grade level curriculum and individual reward systems. Placement in this class, based on an Applied Behavioral Analysis (ABA) approach for intensive academic and/or behavioral interventions, does not preclude participation of each student based on their abilities in the co-teaching class with age appropriate peers for specific times of the day (e.g. lunch, specials) for socialization purposes.

CDCH's older third and fourth grade students on the autism spectrum who are no longer age appropriate for the 8:1:1 class are being provided a different model of service delivery which allows greater flexibility and exposure to age appropriate peers in a less restrictive setting. These students are placed in their age appropriate co-teaching classes with ABA services provided within their respective classes. This placement and continuum of services provides better student models, which promote appropriate language, ADL and social skill acquisition. This placement also provides opportunities for these students to acquire more independence as well as motivation to interact more with typical peers.

In regard to all of the above classes, the school employs a holistic team-based approach involving general education, special education, related service providers, family members and the student. In addition, grade level instructional team meetings held on a weekly basis with CDCH's leadership focus on individual student growth, curriculum enhancement strategies, differentiation approaches and overall implementation of programming through data driven instruction. Assessment continues to be a

priority for the coming year. CDCH's leadership continues to work with grade level instructional teams to fine tune an assessment system that includes a variety of tools that provide more accurate and meaningful data that reflects CDCH's diverse population. These measures include, but are not limited to interim regional assessments that mirror NYS tests and authentic portfolios. These measures will be tied to CDCH's quarterly reports and curriculum driven assessments involving CDCH's core readings and math programs.

These assessments will be conducted quarterly followed by collaborative reviews of data at weekly grade level Instructional Team meetings as well as at vertical and horizontal meetings that will be held across all grade levels. CDCH's emerging revised team meeting format will develop more data driven decisions guiding the teaching and delivery of services supporting successful student achievement. Differentiated instruction and positive behavioral intervention supports (PBIS) are strategies that continue to enrich the education of all students with particular benefits for students with different disabilities. Changing environmental variables such as physical setting, task demands, instructional pace, and individualized reinforcement continue to be employed for all students. As mentioned above, under the supervision of a Board Certified Behavior Analyst (BCBA), the CDCH Charter School implements Applied Behavioral Analysis (ABA) programming for students with an Autism Spectrum Disorder (ASD), and students with other developmental disabilities and/or behavioral disorders.

The school utilizes a variety of mixed instructional groupings depending on the students' abilities and the desired learning outcomes. During the past school year, the Charter School met student needs in small classroom settings through a student-centered approach that wraps services and supports around the student based on his/her needs. Inter-age and peer cooperative learning groups offer students opportunities to learn from each other and to work with student mentors in reading and writing workshops.

In small classroom groupings, the CDCH Charter School seeks to maximize student learning and to develop among all students a greater understanding of the school community as a whole, and sensitivity and awareness of others. Furthermore, English Language Learners were provided with an enhanced English as a Second Language (ESL) program that provided daily sessions of ESL services by a certified ESL teacher utilizing research based data and technology to meet both the letter and spirit of the Federal Regulations. It should be noted that approximately 11% of the student population surveyed have been found to meet New York State's definition of disadvantaged. The unique cognitive, social-emotional and/or health needs of this population will be taken into consideration when delivering instructional and support services. Finally, the Dignity for All Students Act (2012) continues to be a focus of instructional and Professional Development, as well as the Common Core Standards, which will help drive greater sophistication and assessment in major curricular areas.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	Total
2011-12	14	17	8	16	10	8	73
2012-13	19	13	15	10	16	9	82
2013-14	18	10	12	10	7	19	76
2014-15	16	17	8	9	11	6	67

ELA

Goal 1: English Language Arts

Students will become proficient in reading and ELA and each year students will make progress toward mastery of NYS and school achievement standards.

Background

During the 2014-15 school year, CDCH continued a comprehensive ELA needs assessment in each grade level. This assessment included data from a variety of sources including: state testing, anecdotal classroom data, instructional quarterly progress reports and/or narratives and classroom portfolios. Data identified common areas in which the curriculum needed to be strengthened (details from text, “Close Reading” and point of view). This data was used to drive the curriculum to continue to improve student performance. CDCH has continued to use a Literacy Specialist to provide direct support to classroom teachers and students in reading and writing based on the core reading program, as well as provide further intervention to students using such Wilson Reading programs as “Foundations” and “Wilson Language.” Under the guidance of the Literacy Specialist, Scholastic Guided Reading materials for grades K-5 continued to be as well as the leveled reading libraries previously purchased for grades K, 1 and 2.

CDCH continues to ensure that all grade level curricula based on NYS Common Core Standards are being addressed and implemented. The ELA curriculum has been enhanced by securing the following educational supplements and student/teacher resources: Developmental Reading Assessment Guides that assess student performance in the following areas of reading proficiency: reading engagement, oral reading fluency and comprehension. Furthermore, this educational resource provided teachers direct instructional support, including observation reports, curriculum design ideas and assessment forms to chart student progress. In addition, students in grades K through 2 were further assessed by standardized tests, which included the Terra Nova and Woodcock Johnson Reading Achievement Tests, where appropriate. Accurate data that translates into instruction remains a priority. This data was utilized to provide initial, periodic and end of the year skill levels regarding English Language Arts (ELA) abilities.

CDCH faculty and school leadership continued its collaboration with Western Suffolk BOCES and Bridges Data and Professional Development in the design development and implementation of rigorous regional English Language Arts interim assessments for grades 3-5. Meetings occurred throughout the summer and into the fall with Randy Simmons of Bridges Data and Staff Development on the creation of interim assessments in English Language Arts (ELA) for the fall and winter, as benchmarks toward progress in achieving common core standards skills in grades 3-5. The 2014-15 school year successfully opened with a comprehensive day of staff development presented by Mr. Simmons. The focus of the training was to provide all staff with an overview of the first steps toward understanding common core standards and how to incorporate tasks into lesson planning. The fall ELA assessment was finalized and administered on October 27, 29, and 30, 2014. Mr. Simmons met with CDCH staff in Grades 3-5 on December 8, 2014 to share the results of the assessment. The strengths and weaknesses of the students in answering the various types of questions were reviewed with instructional staff and CDCH Administration. Karen Scharf, ELA Consultant from Bridges Data and Professional Development met with staff again in February and March to explore the best use of data to guide instruction. Goals established for Grade 3 included developing ideas/strategies about what more could be done for students approaching grade level and especially focusing on students who have the most difficulty. Regarding Grade 4, goals included developing strategies to build positive motivation and present data that was representative of these students and demonstrated growth. Finally, the goal for Grade 5 included making sure that students who were able to take ELA were ready through effectively translation the data into instruction. The Winter Interim English Language Arts test was not administered due to the short period of time prior to the actual administration of the State Test from April 14 – April 16, 2015. However, staff continued to focus on strategies provided by Bridges Data and Professional Development to improve student performance. The use of Interim English Language Arts test to provide teachers with meaningful interim benchmarks that validly measured student understanding of common core skills will be evaluated in the coming year. Strategies that proved most effective in improving student performance on common core skills will be identified and replicated as well.

The new core reading program “Wonders,” which emphasizes common core standards in English Language Arts, continued to be implemented successfully during the 2014-15 school year and included a full day of training by Consultants from the “Wonders” Program. This training emphasized the assessment piece of the program as well as strategies to differentiate assessment and instruction in view of CDCH’s diverse population. In addition, instructional team meetings held throughout the year focused on the appropriate implementation of the program’s assessment component and the use of this data to drive instruction. Foundations continued to be utilized as a supplemental program for CDCH’s new core reading program. Foundations focuses on phonological/phonemes awareness and spelling for the general education classroom, as well as for more challenged students. It is based on Wilson Reading principles and serves as an intervention program to help improve student performance in spelling and reading. This program provides research validated strategies that complement classroom instruction to meet Federal standards and serve the needs of all children. Additional professional development was provided to instructional staff on the effective implementation on this program through the Peconic Teacher Center in the fall of 2014.

CDCH’s ELA curriculum during the 2013-14 school year continued to be enhanced by multi-sensory SMART technology, which allowed instructional staff to utilize the wide range of educational resources available on the Internet, and the many teacher friendly websites designed to provide instructional support in literacy instruction. In addition, through the core reading program’s curriculum portal, many interactive activities were accessed using this technology that reinforced the text and vocabulary, as well as writing skills being taught. Additionally, planbook@edu.com was used by every teacher to

access a variety of lesson plans that are developed around the New York State Common Core Standards. CDCH's leadership and instructional staff are in the process of refining a lesson plan template that will provide a common framework to address Common Core Standards and data driven instruction.

A series of meetings occurred throughout the summer and fall between Dr. Andrea Spencer from PACE University and CDCH Administrative Leadership on establishing a process for documenting growth toward achievement of Common Core standards in English Language Arts (ELA) through the use of a web-based portfolio. It was felt that this tool when fully implemented would provide a highly personalized and more authentic approach to measurement of progress for each student from the Intensive Support Program class (ISP) through Kindergarten, First and Second grades. The concept of the e-portfolios from School Chapters Inc. was introduced at a faculty meeting in September. Subsequent meetings were held in October and November between Dr. Spencer, CDCH Leadership, and Instructional staff from Grades K-2 (including ISP) to develop rubrics for each grade level. School Chapters Inc. was purchased in November 2014 and individual teacher accounts were established for grade level access. An introductory training seminar was conducted by School Chapter Inc. for ISP, K-2 Instructional Staff, Administration and Dr. Spencer in February 2015. This session reviewed setting up individual accounts, uploading files and selecting from rubrics. Subsequent to that training, a sample permission statement which asks for each parent to consent to their child's participation in the Electronic Portfolio Project was developed. Remaining months were spent under the guidance of Dr. Spencer and CDC Leadership learning to manage the E-portfolio system and gathering evidence to demonstrate student progress. It is anticipated that the E-portfolio process will be solidified, refined and ready for the full implementation during the 2014-15 school year.

Finally, throughout the 2014-15 school year, the administrative team provided many opportunities for faculty and instructional support personnel to participate in training regarding ELA skill development on-site and/or through various outside agencies. Staff from grades 3-5 participated in Alternative Assessment Training, as well as ELA Test Taking Strategies workshops through BOCES. Intensive professional development was also provided on-site throughout the year on the proper implementation of the Foundations program for grades k-2 through the Peconic Teacher Center.

Method

The school administered the New York State Testing Program English language arts assessment to students in grades 3 through grade 5 in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level. Given that the higher standard set to reach level 3 on the new NYS Common Core assessments, and that only 32% of students in Suffolk County reached level 3 or higher in 2015 on the ELA3-5 Assessments, our goal for general education students is above average performance in a high performing county. The NYS average performance at level 3 or above for Special Education students is only 10%. Given that one-third of the CDCH students tested on the 2015 ELA3-5 Assessments were students with disabilities, our goals should be based upon the performance of similar students.

The table on the next page 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 English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	8	1	0		9
4	8	3	0		11
5	2	4	0		6
All	18	8	0		26

Results

The results in the data table below indicates that the students who were in at least their second year at CDCH did better on average than all students. The overall percent of students *in at least their second year* achieving at proficient performance or above is 23% compared to 17% of all students. Half of these students who were in their second year (11 students in grades 3-5) were Special Education students and 1 of 11 or 9% achieved level 3 or higher.

**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	Number Tested	Percent	Number Tested
3	25%	8	33%	6
4	0%	8	0%	8
5	0%	2	0%	1
All	11%	18	13%	15

Evaluation

The general education students who were in their second year (or more) at CDCH had a lower proficient rate of performance (18%) than the target of 32%, and since none of the five Special Education students tested achieved level 3 performance they were below their target of 10%.

The following table seems to indicate the impact of the higher Common Core expectations at the bottom of level 3. The larger context of Suffolk County also experienced a dramatic decline with the introduction of Common Core ELA 3-5 Assessments. Since the bottom of level 3 was raised by a full performance level as indicated in the new AIS performance level guidelines, this apparent decline in performance is not really a decline, but a comparison to a different Standards based benchmark. The redefinition of proficiency requires an additional absolute measure based upon

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.

basic expectations, which have been redefined as “on track to graduation.” Goal 1b below provides this data needed for this additional measure needed to evaluate performance.

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	33%	6	13%	8	33%	6
4	14%	7	25%	4	0%	8
5	0%	8	30%	10	0%	1
All	14%	21	23%	22	13%	15

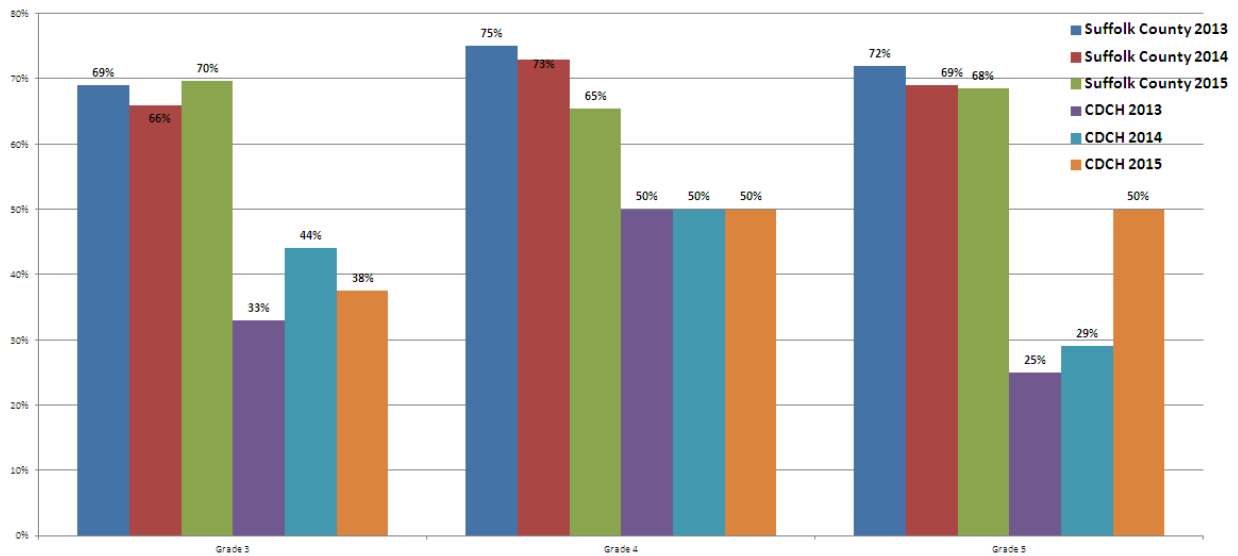
Goal 1b: Comparative Measure

Each year, 70 percent of general education tested students enrolled in at least their second year will perform at level 2 or higher on the New York State English language arts examination for grades 3-8. Also, each year 25 percent of special education students tested and enrolled in two or more years will be at level 2 or higher.

Method

The school administered the New York State Testing Program English language arts assessment to students in grades 3 through grade 5 in April 2015. Each student’s raw score has been converted to a grade-specific scaled score and a performance level. Given that performance at level 2 or higher is now considered “on track to graduation” and that only 68% of students in Suffolk County reached level 2 or higher in 2015, our goal for general education students is above average performance in a high performing county. One-third of all students tested at CDCH in 2015 are students with disabilities. The chart on the following page indicates the relative basic performance of CDCH and Suffolk County.

Comparison of Suffolk County and CDCH Percentage of Students in Levels 2, 3 and 4 Meeting Basic Common Core Expectations on NYS 3-5 ELA Assessments



Results

The table below shows that students who were in at least their second year at CDCH did better on average than other students. The overall percent of students *in at least their second year* achieved basic performance 53% compared to 44% of all students. Four of these students who were in their second year (grades 4-5) were Special Education students, and 1 of 4 or 25% achieved level 2 or higher.

Basic 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	Number Tested	Percent	Number Tested
3	38%	8	50%	6
4	50%	8	50%	8
5	50%	2	100%	1
All	44%	18	53%	15

Evaluation

The general education students who were in their second year (or more) at CDCH had a higher basic rate of performance – 64% (7 of 11). The ELA 3-5 general education rate of performance nearly met its target of 70% and the Special Education rate of performance met its target of 25% (1 out of 4 second year students).

Additional Evidence

The table below indicates that basic performance improved in 2014 to the performance of CDCH year two students in the prior two years of Common Core testing in 2013 and 2014.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Basic					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	33%	6	38%	8	50%	6
4	71%	7	50%	4	50%	8
5	25%	8	50%	10	100%	1
All	43%	21	45%	22	53%	15

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 80 for the all student category, if the number of students with valid scores are at least 30.

Results

The 2014-2015 Effective Annual Minimum Objective (AMO) for ELA performance for the "all students" category is 80 for the smallest group (30-34 students). As noted, one-third of all students tested were students with disabilities. The relevant 2014-15 AMO for students with disabilities in the smallest group is 43.

As seen in the following table, the 2014-15 tested cohort did not have the minimum 30 students to calculate the effective performance index. The SPI for the cohort's performance was 55. The second performance index table on the next page provides the data used to calculate this year's performance index.

2013-2014 Performance Level Index Calculation

		Level 1	Level 2	Level 3	Level 4	Total
ELA-3	Number	5	1	2	0	8
	Percent	63%	12%	25%		100%
ELA-4	Number	4	4	0	0	8
	Percent	50%	50%			100%
ELA-5	Number	1	1	0	0	2
	Percent	50%	50%			100%
Total	Number	10	6	2	0	18
	Percent	56%	33%	11%		100%
PI						
Calculation			33%	11%	0%	
				11%	0%	
Performance Index =		33 +	22 =			55

Evaluation

The effective 2015 AMO for the all students category was 55, but only 18 students were tested. Unfortunately, since CDCH had only 18 tested students in the 2014-2015 school year and only 26 students enrolled in grades 3, 4 and 5, the calculated SPI of 55 **cannot** be used for accountability purposes. The SPI performance from this year cannot be used in combination with the CDCH SPI information from the prior year because of the limited enrollment in the testing grades in both years and because the calculation of SPI was changed by NYSED this year. The calculation of SPI for NCLB purposes this year no longer gives credit to students who are showing progress in levels 1 and 2. Also, as indicated in the introduction, CDCH is instituting a new curriculum in both ELA and Math, and beginning rigorous interim assessments and portfolios to track student progress. The prior tables do indicate progress in 2015 over 2014 in students moving into level 2 ELA performance.

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

The standard method compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. CDCH draws its enrolled students from 10 surrounding districts. For the purposes of this accountability plan, we are presenting a comparison with a composite of three districts that comprise a majority of the tested CDCH students. 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 composite school district.²

Results

Results in the data table below compares aggregate charter school performance to the composite local district performance in the same tested grades. The composite is for the local districts of Springs, Southold and East Hampton. These districts accounted for 14 of the 21 (67%) CDCH students tested in grades 3-5. No other district had more than 2 students enrolled in these grades at CDCH.

**2014-15 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Proficient Students			
	Charter School Students In At Least 2 nd Year		Composite District Students	
	Percent	Number Tested	Percent	Number Tested
3	33%	6	25%	207
4	0%	8	33%	163
5	0%	1	25%	162
All	13%	15	27%	532

Evaluation

When the charter school is compared to the average of the composite districts, it is 14% points lower than the composite districts in its overall rate of proficiency. It is notable that nearly one-third of the “second year” students tested were students with disabilities. If you compare the 11 general education students tested to the composite local districts the CDCH rate of proficiency is 2/11 or 18%. The data in the above table, when combined with knowledge of the scores of general education and special education students, indicates that CDCH performance is approximately 10% points below performance in local schools when the comparison is to similar students.

Additional Evidence

As the table below shows, when CDCH is compared to the same schools based upon comparable rates of basic performance, CDCH performance is closer to the performance of the surrounding districts. 53% of ELA3-5 CDCH met basic performance expectations compared to 68% of surrounding districts. Again, it should be remembered that nearly a third of these students were students with disabilities. If you compare only the general education students to the surrounding districts, 64% of the CDCH general education students (7 of 11) performed at level 2 or higher. General education students at CDCH were at a similar level of being “on-track” for graduation as surrounding districts.

² Schools can acquire this 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](#).

**2014-15 State English Language Arts Exam
Charter School and District Basic Performance by Grade Level**

Grade	Percent of Students in Levels 2, 3 and 4			
	Charter School Students In At Least 2 nd Year		Composite District Students	
	Percent	Number Tested	Percent	Number Tested
3	50%	6	63%	207
4	50%	8	76%	163
5	100%	1	68%	162
All	53%	15	68%	532

Additional Evidence

As the table below shows, the CDCH underperformed the same composite districts to significant a degree in 2013. While the low performance in 2013 was complicated by a large percentage of students (60%) tested being Special Education students, the gap in performance between CDCH and the local districts is somewhat smaller in 2015. A significant factor affecting this comparison across time is that more than twice the number of students were tested in 2013 than 2015, making the scores in 2015 less reliable as a reflection of school-wide performance. The number of students enrolled in grades 3-5 between 2013 and 2015 declined from 35 to 25 and the number of second-year students tested declined from 31 to 18. The curriculum changes made in the last year has begun to affect student performance and aligned assessment activity being implemented this year will build on that beginning.

**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			
	2012-13		2014-15	
	Charter School	Composite Local District	Charter School	Composite Local District
3	*33%	26%	33%	25%
4	*14%	37%	0%	33%
5	*0%	35%	0%	25%
All	14%	33%	13%	27%

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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.³

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 small 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 comparison analysis is not yet available. This report below contains 2014-15 results without the comparison benchmarks for similar students.

Results

Unfortunately, in prior years these comparisons to similar students have been influenced by the fact that none of the students tested has been identified as low income because the poverty status information is provided by the home districts which do not provide them "free or reduced priced lunches". CDCH has conducted a survey of parents in the last year in an attempt to identify which children are from low income families. The results of those surveys indicate that 4 of the 18 students tested in grades 3-5 were students from economically disadvantaged families. The predictions for these students based upon similar NYS students are not available as yet, so the table below is incomplete because of the missing prediction for each grade level.

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	25%	8	25%			
4	25%	8	0%			
5	0	2	0%			
All	22%	18	11%			

³ The Institute will continue using **economically disadvantaged** instead of **eligibility for free lunch** as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

School's Overall Comparative Performance:

As noted in the earlier sections of this report, CDCH performance in the first year of Common Core testing was below expectation because teachers had not fully implemented the Common Core during the 2012-2013 school year and the proportion of students tested that year were disproportionately students with disabilities (60%). The data related to 2014 and 2015 ELA testing clearly indicates that performance was higher in comparison to 2013. Since we can document that a significant percentage of students are economically disadvantaged, the comparative gap in performance in 2014-15 may not be as large as first appears. The following section provides tables on the growth and percentile scores of students in 2014-2015.

Goal 1: Growth Measure⁴

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis 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). Unfortunately, since the NYS table of growth performance expectations for students at each percentile score is not yet available so the student level growth comparisons cannot be done at this time. 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.

Results

The table below indicates that one grade – grade 5 – was higher with a mean growth score of 39.6. The combined average of all three grades was 34.3. Although there is improvement in mean growth scores from 2013, there was a small decline from the mean percentile score of 38.3 in 2014. CDCH did not meet or exceed the performance target of 50 for mean growth score.

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

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

Grade	Mean Growth Percentile	
	School	Statewide Median
3	39.6	50.0
4	30.9	50.0
5	26.5	50.0
All	34.3	50.0

Evaluation

Although CDCH did not attain a mean percentile score of 50, CDCH's growth percentile score performance in 2015 does represent improvement over the CDCH mean growth percentile score of 30.1 in 2013. As indicated throughout this report, ELA student scores and growth scores not only improved since 2013, they improved more for general education students than special education students. The gains have also been greater for students who have been at CDCH two or more years over those students who were enrolled and tested for the first time this year.

Additional Evidence

The evidence in the table indicates that growth scores improved since 2013. The best measure of how much growth has occurred is the comparison of growth at the student level. That information is presented on the next page.

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

Grade	Mean Growth Percentile		
	2012-13	2014-15	Statewide Average
3	30.0	39.6	50.0
4	44.1	30.9	50.0
5	20.1	26.5	50.0
All	30.1	34.3	50.0

Results

Since the NYS growth targets for students scoring at each growth percentile in the prior year are not available, valid measurement of student growth from grade 3 to 4 and grade 4 to 5 is not possible. It should be noted, however, that this type of student level growth measurement cannot include grade 3 performance this year. Grade 3 was the highest performing grade at CDCH this year. Grade 3 out-performed grade 3 last year. This performance does represent an improvement in average percentile performance of CDCH students since 2013 when only 6 of 21 two year students, or 29%, showed growth. In 2013, 12 of the same 21 students, or 57%, had a 2013 decline in performance. The 2015 data clearly indicates an overall improvement since 2013.

Summary of the English Language Arts Goal

As indicated below CDCH did not achieve the expected performance in three of the six outcome goals listed below. The unmet goals included (1) not having 32% or more scoring in levels 3 and 4, (2) of not having students enrolled for multiple years exceed the rate of proficiency in surrounding local districts, and (3) not having a mean growth percentile of 50 or better. CDCH could not meet three other goals which appear to be not applicable at this time. The first of these “not applicable” goals is meeting the NYS AMO for NCLB accountability because of low enrollment. The smallest group for which you can identify an SPI for NCLB purposes is 30 and CDCH only tested 18 students this year in grades 3-5 combined. The second of these “not applicable goals” is the comparison of CDCH performance to groups with similar levels of poverty. Although CDCH now has accurately identified poverty, the NYS expected performance for similar poverty groups is not yet available. The last measure that is not applicable at this time is growth comparison of students tested two years in a row to similar students. The comparison benchmarks for students who previously scored at different percentile levels is not yet available from NYS.

Type	Measure	Outcome
Absolute	Each year, 32 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.	Not Applicable Because of Low Enrollment
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.	Did Not Achieve
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.	Not Applicable Because of Unavailable NYS Target Scores for Low Income Students
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
Growth	Each year, under the state’s Growth Model the school’s percentage of students showing an increase in scores in grades 4-8 will be at least 50% of students tested two years in a row. The evaluation of student growth score requires at least a 5% increase in scores when compared to similar students mean unadjusted scores.	Not Applicable Because of Unavailable NYS Target Growth Scores for Similar Students

Action Plan

In order to strategically improve the ELA performance of all students, the school will continue to implement the new core reading program called “*Wonders*.” *Wonders* is the first and only reading program designed specifically for the Common Core State Standards for Reading/Language Arts. Combining research-based instruction with new tools to meet today’s challenges, every component and every lesson is designed for effective and efficient CCSS instruction. This program includes leveled

readers, reading/writing workshop, literature anthology, foundational skills development, and a myriad of assessments designed to position students for literacy proficiency. As mentioned previously, three full days of staff development are being scheduled during the 2014-15 school year to further improve program implementation.

“Foundations,” a supplemental Wilson based literacy program, will continue to be implemented to address the needs of students who are not reading on grade level. In addition to the intensive on-site training provided during the 2014-15 school year, additional training will be provided periodically through the 2015-16 school year based on the needs of the faculty and instructional support personnel. Formal and informal classroom observations and weekly supervisory team meetings will continue to be conducted, which focus on student performance, unit and lesson planning and curriculum. Furthermore, CDCH will begin to implement and create vertical articulation that will provide ongoing evaluation of students’ movement toward the standards and the Accountably Plan Goals. CDCH continues to issue home language surveys and implement the requirements for testing of ELL learners, as well as provide appropriate programming for those identified as needing the service. Finally, it should be noted CDCH recognizes that literacy encompasses the skills of collecting, processing and comprehending information to formulate complex thoughts and opinions. These are skills fundamental to survival in our digital, media-saturated world, and for success in the Common Core curriculum, testing and assessments. Fostering literacy skills among students requires an additional level of preparation, study and expertise. CDCH’s Literacy Specialist works collaboratively with all grade level teachers to meet students’ diverse learning needs through individualization of support and coaching of teachers. Further, the Literacy Specialist will continue to focus on working with the classroom teachers and specific students on strengthening the Common Core reading standards by working on skills such as “CLOSE” reading and phonemic awareness, which will improve the skill ability being assessed.

Throughout the year, student progress will be assessed by CDCH utilizing a number of alternative metrics including, benchmarks, Terra Nova Tests, Woodcock Johnson Reading Achievement Tests, ELA Tests and student portfolios. As mentioned previously, CDCH has continued the partnership with Western Suffolk BOCES and Randy Simmons of Bridges Data and Professional Development and some Long Island School Districts, to provide common core staff development and benchmark construction to further improve strategic instruction and student performance on the NYS ELA assessments. This training will include workshops, observations and analysis of teacher student data reports identifying student strengths and weakness by each standard to develop strategic instructional plans for each student. It should be noted that the number of students actually sitting for each assessment is very small, less than ten in most cases. These low group sizes can distort comparative data. Local school districts have many more students sitting for the assessments. CDCH will attempt to measure and report on individual student performance and growth and establish an assessment system which will result in more effective practices.

Although the new core reading program called “*Wonders*” will continue to support student growth in the future, perhaps the most significant change being instituted this year related to future growth in ELA scores is the implementation of fall and winter ELA interim regional Common Core assessments. These assessments and the reports that CDCH teachers will get from Bridges Data and Professional Development will provide a Standards based skill profile for each student at two key periods in the year. CDCH is also instituting inquiry teaming so that teachers will engage in data reviews that will lead to a deeper understanding of student performance, along with collaborative action planning, so that teachers make the instructional adjustments needed to close skill gaps when they are found. Part of CDCH’s plan with Bridges Data and Professional Development is to coach teachers in the classroom. The

goal of instructional mentoring is to support the instructional adjustments needed to provide the learning opportunities for students in a series of steps from entry level challenges in a variety of modalities to proficient and higher level applications.

Goal 1: Mathematics

Students will become proficient in reading and Mathematics and each year students will make progress toward mastery of NYS and school achievement standards.

Background

CDCH maintains a strong commitment to promoting mathematical operations and problem-solving capacity for all of its students. Based on the recommendations of the curriculum committee at the close of the 2013-14 school year, the “My Math” program, aligned with common core standards, was purchased over the summer. Teachers were given the opportunity to view free webinars prior to the beginning of the 2014-15 school year to become more acquainted with the materials. On site staff development by one of the program’s curriculum specialists was provided on September 11, 2014 across all grade levels. The purpose of this training was to familiarize staff with the student text and the teacher manuals as well as extensive online resources provided by the program. This was well received and staff enthusiastically implemented the program. Instructional Team Meetings held with Grades 3-5 with the School Building Leader throughout the year focused on the program’s appropriate implementation and utilization of the program’s assessment components to drive instruction.

As mentioned previously, meetings occurred throughout the summer and into the fall of 2014 between Randy Simmons of Bridges Data and Staff Development on the development of interim assessments in Math as well for the fall and winter as benchmarks towards progress in achieving common core standard skills in grades 3-5. The Math Interim Assessment was conducted on December 15 and 16, 2014. In a similar manner, Mr. Simmons met with CDCH staff on January 22, 2015 to review the results of the assessments and target those skill areas that were most problematic (eg. math, vocabulary). In March of 2015, Tobe Jaffe, Mathematics Consultant for Bridges Data and Professional Development provided additional staff development to work with Instructional Teams in Grades 3-5. The first session involved how each of the questions on the Grade 5 Interim Test results would be taught in a mixed ability level classroom, serving the needs of each student and working with their strengths. The second session involved looking forward with Grade 4 NYSED released questions as an exercise in revision to address common core standards. Staff reviewed the results of the released data that showed to be the most difficult for students to process. Discussions in this session touched upon how these questions might be revised to teach core mathematical concepts and what tools might be used to present the concrete version of mathematics. Finally, the use of the Interim Math Test to provide teachers with meaningful interim benchmarks that validly measure student understanding of common core math skills will be evaluated in the coming 2015-16 school year. Strategies that prove most effective as improving student performance on common core skills will be identified and replicated as well during this coming 2014-15 school year.

The school continued to enhance the curriculum by adding authentic educational tools that are designed to maximize student learning. This includes multi-sensory technology and educational manipulatives which support the current and future core Math Programs and the Touch Math

curriculum. Engage N.Y. is also provided to all teachers to ensure alignment with the NYS standards and the Common Core through appropriate lesson planning and activities.

Finally, CDCH continued to secure a “Math Coach” that worked as a supplement to the classroom teachers. The math coach provided both the students and the teachers with hands-on support and direct instruction designed to enhance student achievement in mathematics that was aligned with Common CORE standards. Additionally, students who showed a high mathematics aptitude were provided with enrichment periods with the math coach throughout the week within the classrooms. English Language Learners (ELL) and those meeting the criteria of disadvantaged were also identified and assisted as needed with supplemental support.

Method

The school administered the New York State Testing Program Mathematics assessment to students in grades 3 through grade 5 in April 2015. Each student’s raw score has been converted to a grade-specific scaled score and a performance level. Given that the higher standard set to reach level 3 on the new NYS Common Core assessments, and that only 43% of students in Suffolk County reached level 3 or higher in 2015 on the Math3-5 Assessments, our goal for general education students is above average performance in a high performing county. The NYS average performance at level 3 or above for Special Education students is only 10%. Given that one-third of the CDCH students tested on the 2015 ELA3-5 Assessments were students with disabilities, our goals should be based upon the performance of similar students.

The table on the next page 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 NYS Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁵			Total Enrolled
		IEP	ELL	Absent	
3	8	1	0		9
4	8	3	0		11
5	2	4	0		6
All	18	8	0		26

Results

The data table below indicates that the students who were in at least second year at CDCH did not do better on average than all students. The overall percent of students *in at least their second year*

⁵ 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.

achieving at proficient performance or above is 13% compared to 17% of all students. That is the difference of one student who was proficient in his first year at CDCH.

**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	Number Tested	Percent	Number Tested
3	13%	8	0%	6
4	25%	8	25%	8
5	0%	2	0%	1
All	17%	18	13%	15

Evaluation

The general education students who were in their second year (or more) at CDCH had a lower proficient rate of performance (13%) than the target of 43%, and since none of the five Special Education students tested achieved level 3 performance they were below their target of 10%.

The following table seems to indicate the impact of the higher Common Core expectations at the bottom of level 3. The larger context of Suffolk County also experienced a dramatic decline with the introduction of Common Core Math 3-5 Assessments. Since the bottom of level 3 was raised by more than a full performance level as indicated in the new AIS performance level guidelines, this apparent decline in performance is not really a decline, but a comparison to a different Standards based benchmark. The redefinition of proficiency requires an additional absolute measure based upon basic expectations, which have been redefined as “on track to graduation.” Goal 1b below provides this data needed for this additional measure needed to evaluate performance.

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	0	6	25%	8	0%	6
4	0	7	25%	4	25%	8
5	0	8	30%	10	0%	1
All	0	21	27%	22	13%	15

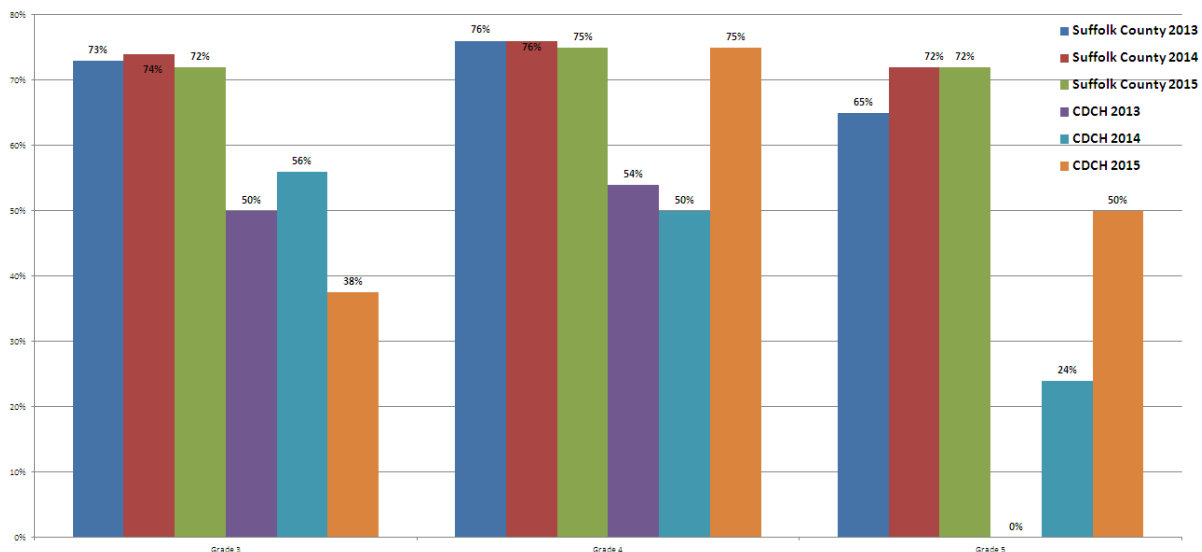
Goal 1b: Comparative Measure

Each year, 73 percent of general education tested students enrolled in at least their second year will perform at level 2 or higher on the New York State Mathematics examination for grades 3-5. Also, each year 25 percent of special education students tested and enrolled in two or more years will be at level 2 or higher.

Method

The school administered the New York State Testing Program Mathematics assessment to students in grades 3 through grade 5 in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level. Given that performance at level 2 or higher is now considered "on track to graduation" and that only 73% of students in Suffolk County reached level 2 or higher in 2015, our goal for general education students is above average performance in a high performing county. One-third of all students tested at CDCH in 2015 are students with disabilities. The chart on the following page indicates the relative basic performance of CDCH and Suffolk County.

Comparison of Suffolk County and CDCH Percentage of Students in Levels 2, 3 and 4 Meeting Basic Common Core Expectations on NYS 3-5 Mathematics Assessments



Results

The table on the next page shows that students who were in at least their second year at CDCH did the same on average than other students. The overall percent of students *in at least their second year* achieved basic performance 60% compared to 61% of all students. Four of these students who were in their second year (grades 4-5) were Special Education students, and 1 of 4 or 25% achieved level 2 or higher.

**Basic 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	Number Tested	Percent	Number Tested
3	75%	8	67%	6
4	50%	8	50%	8
5	50%	2	100%	1
All	61%	18	60%	15

Evaluation

The general education students who were in their second year (or more) at CDCH had a higher basic rate of performance – 69% (9 of 13). The Math 3-5 general education rate of performance nearly met its target of 73% and the Special Education rate of performance met its target of 25% (1 out of 4 second year students).

Additional Evidence

The table below indicates that basic performance improved in 2015 to the performance of CDCH year two students in the prior two years of Common Core testing in 2013 and 2014.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Basic					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	50%	6	50%	8	50%	6
4	29%	7	50%	4	50%	8
5	0%	8	30%	10	100%	1
All	24%	21	41%	22	53%	15

Goal 1: 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.

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 200.⁶

The 2015 Effective Annual Minimum Objective (AMO) for Math performance for the “all students” category is 77 for the smallest group (30-34 students). As noted, one third of all students tested were students with disabilities. The relevant 2015 AMO for students with disabilities in the smallest group is 45, but there were not 30 in the special education group. As noted in the ELA portion of this report because of low enrollment CDCH did not have enough students tested this year in grades 3 through 5 to create a school wide accountability group of at least 30 students. Even if this year’s students were combined with last year’s tested students, the average for both years would be less than 30.

As seen in the following table, the 2014-15 tested cohort did not have the minimum 30 students to calculate the effective performance index. The SPI for the cohort’s performance was 78 which exceeded the EAMO for the minimum sized group of 30. The performance index table below provides the data used to calculate this year’s performance index. Given that a significant proportion of its students have significant disabilities, CDCH student performance is notable because of the improvements in performance since 2013.

2013-2014 Performance Level Index Calculation

		Level 1	Level 2	Level 3	Level 4	Total
Math-3	Number	2	5	1	0	8
	Percent	25%	62.5%	12.5%		100%
Math-4	Number	4	2	2	0	8
	Percent	50%	25%	25%		100%
Math-5	Number	1	1	0	0	2
	Percent	50%	50%			100%
Total	Number	7	8	3	0	18
	Percent	39%	44%	17%		100%
PI						
Calculation			44%	17%	0%	
				17%	0%	
Performance Index =			44 +	34 =		78

Results

It is clear that CDCH exceeded the EAMO for the all students category, but there were only 18 students tested this year and only 26 students enrolled in these three grades.

⁶ In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Evaluation

Considering that the CDCH math performance level index in 2013 was only 39 the jump in performance that led to this year's PLI of 78 for math is notable.

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.

The standard method compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. CDCH draws its enrolled students from 10 surrounding districts. For the purposes of this accountability plan, we are presenting a comparison with a composite of three districts that comprise a majority of the tested CDCH students. 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 composite school district.⁷

Results

Results in the data table below compares aggregate charter school performance to the composite local district performance in the same tested grades. The composite is for the local districts of Springs, Southold and East Hampton. These districts accounted for 14 of the 21 (67%) CDCH students tested in grades 3-5. No other district had more than 2 students enrolled in these grades at CDCH.

**2014-15 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Proficient Students			
	Charter School Students In At Least 2 nd Year		Composite District Students	
	Percent	Number Tested	Percent	Number Tested
3	0%	6	27%	204
4	25%	8	39%	188
5	0%	1	41%	161
All	13%	15	35%	553

Evaluation

When the charter school is compare to the average of the composite districts it is 22% points lower than the composite districts in its overall rate of proficiency. It is notable that nearly one third of the students tested were students with disabilities. Given that the general education student

⁷ Schools can acquire this 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](#).

proficient performance is only slightly higher at 18%, it appears that the CDCH rate of proficiency is below the composite district average.

Additional Evidence

As the table below shows the CDCH underperformed the same composite districts to significant degree in 2013. The gap between the local districts and CDCH remains nearly the same after two years. Given that proficient performance establishes a very high benchmark for comparison a comparison of CDCH basic performance to the surrounding districts might reveal if progress has been made.

**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	
	Charter School	Composite Local District	Charter School	Composite Local District
3	*33%	20%	0%	27%
4	*14%	37%	25%	39%
5	*0%	33%	0%	41%
All	14%	30%	13%	35%

Additional Evidence

As the table below shows, when CDCH is compared to the same schools based upon comparable rates of basic performance, CDCH performance is closer to the performance of the surrounding districts. 60% of ELA3-5 CDCH met basic performance expectations compared to 68% of surrounding districts. Again, it should be remembered that nearly a third of these students were students with disabilities. If you compare only the general education students to the surrounding districts, 82% of the CDCH general education students (9 of 11) performed at level 2 or higher. General education students at CDCH performed above the level in surrounding districts relative to being “on-track” for graduation.

**2014-15 State Mathematics Exam
Charter School and District Basic Performance by Grade Level**

Grade	Percent of Students in Levels 2, 3 and 4			
	Charter School Students In At Least 2 nd Year		Composite District Students	
	Percent	Number Tested	Percent	Number Tested
3	67%	6	64%	204
4	50%	8	72%	188
5	100%	1	79%	161
All	60%	15	68%	553

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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁸

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 small 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 comparison analysis is not yet available. This report below contains 2014-15 results without the comparison benchmarks for similar students.

Results

Unfortunately, in prior years these comparisons to similar students have been influenced by the fact that none of the students tested has been identified as low income because the poverty status information is provided by the home districts which do not provide them "free or reduced priced lunches". CDCH has conducted a survey of parents in the last year in an attempt to identify which children are from low income families. The results of those surveys indicate that 4 of the 18 students tested in grades 3-5 were students from economically disadvantaged families. The predictions for these students based upon similar NYS students are not available as yet, so the table below is incomplete because of the missing prediction for each grade level.

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	25%	8	13%			
4	25%	8	25%			
5	0	2	0			
All	22%	18	17%			

⁸ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

School's Overall Comparative Performance:

As noted in the earlier sections of this report, CDCH performance in the first year of Common Core testing was below expectation because teachers had not fully implemented the Common Core during the 2012-2013 school year and the proportion of students tested that year were disproportionately students with disabilities (60%). Since we can document that a significant percentage of students are economically disadvantaged, the comparative gap in performance in 2014-15 may not be as large as first appears. The data related to 2014 and 2015 Math testing clearly indicates that performance improved in 2015.

Goal 2: Growth Measure⁹

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis 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 2013-14 and 2014-2015 scores are assigned a percentile score based on their relative performance. Unfortunately, since the NYS table of growth performance expectations for students at each percentile score is not yet available so the student level growth comparisons cannot be done at this time. 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.

Results

The table below indicates uniformity in the CDCH mean growth scores for grades 3-5. The combined average of all three grades was 36.9. Although there is slight improvement in mean growth scores from 2013, CDCH did not meet or exceed the performance target of 50 for mean growth score.

2014-15 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
3	41.6	50.0
4	32.3	50.0
5	37.0	50.0
All	36.9	50.0

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

Evaluation

CDCH did not attain a mean percentile score of 50, CDCH's growth percentile score performance in 2015. As previously noted, math scores improved more for general education students than special education students (whose numbers spiked in the last two years). The gains have also been greater for students who have been at CDCH two or more years over those students who were enrolled and tested for the first time this year.

Additional Evidence

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile		
	2013-14	2014-15	Statewide Average
3	38.8	41.6	50.0
4	34.8	32.3	50.0
5	35.2	37.0	50.0
All	36.5	36.9	50.0

Results

Since the NYS growth targets for students scoring at each growth percentile in the prior year are not available, valid measurement of student growth from grade 3 to 4 and grade 4 to 5 is not possible. It should be noted, however, that this type of student level growth measurement cannot include grade 3 performance this year. Grade 3 was the highest performing grade at CDCH this year. Grade 3 out-performed grade 3 last year. The 2015 data clearly indicates an overall improvement since 2013.

Summary of the Mathematics Goal

The table on the next page shows that CDCH achieved the expected performance in two of the eight outcome goals listed below. The success included matching the basic performance of surrounding districts and having an increase in mean average math percentile scores for all students tested compared to the prior year. Three goals could not be met and were not applicable. The first "not applicable" goal was exceeding the NYS EAMO for the "all student" category for mathematics performance. CDCH had insufficient numbers of students tested and enrolled in grades 3-5 to qualify. The second "not applicable" goal is exceeding the performance expectations for student groups with specific levels of poverty. The NYS performance targets for low-income groups for 2014-2015 are not yet available. The third "not applicable" goal is having at least 50% of all students tested in two years meet their growth targets for similar students. The NYS growth targets for similar students for 2014-2015 are not yet available. Three other goals were not met. The unmet goals were (1) not having 43% or more of students tested perform at proficiency, (2) not matching or exceeding the rate of proficiency in grades 3-5 for local districts, and (3) not having a mean growth percentile of 50 or better

Type	Measure	Outcome
Absolute	This year, 43 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 3-5.	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.	Not Applicable Because of Low Enrollment
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.	Did Not Achieve
Comparative (Additional Measure)	Each year, the percent of all tested students who are enrolled in at least their second year and performing at basic on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved (General Ed Students)
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.	Not Applicable Because of Unavailable NYS Target Scores for Low Income Students
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-5 will be above the state's unadjusted median growth percentile.	Did Not Achieve
Growth (Additional Measure)	Each year, under the state's Growth Model the school's mean unadjusted percentile score in mathematics for all tested students in grades 3-5 will be above the school's mean unadjusted percentile score in mathematics for all tested students in grades 3-5 from the prior year.	Achieved
Growth	Each year, under the state's Growth Model the school's percentage of students showing an increase in scores in grades 4-8 will be at least 50% of students tested two years in a row. The evaluation of student growth score requires at least a 5% increase in scores when compared to similar students mean unadjusted scores.	Not Applicable Because of Unavailable NYS Target Growth Scores for Similar Students

Action Plan

CDCH has implemented a variety of steps to address the identified areas of weakness and the fluctuation of student success in the area of mathematics, and to ensure the improvement of student performance in the future. As mentioned previously, a new researched based common core math program entitled "My Math" was purchased for the 2014-15 school year. CDCH will continue to review the effectiveness of the new math program within grades K-5 throughout the school year. This assessment will include data from a variety of sources, including; state testing, unit assessments from the core program, anecdotal classroom data, instructional progress reports and/or narratives and classroom portfolios. The data from these sources will be analyzed and used to determine specific weaknesses in curriculum and instruction, and to identify any other possible factors contributing to student achievement. Specifically, the state testing data will be analyzed item by item to identify the specific areas of weakness. This data will then be used to drive the curriculum to improve student performance. Ongoing staff development for this curriculum will be provided throughout the school year.

Furthermore, CDCH is continuing to collaborate with Western Suffolk BOCES and Bridges Data and Professional Development in implementing rigorous regional Interim Math Assessments. These efforts will culminate in the development of two interim assessments for each grade level, that are intended to give teachers interim assessments or benchmarks that validly measure student understanding in major common core skills, at multiple levels of difficulty. The above data for all students will be used at CDCH to provide teachers with information that will be a critical component for teacher plans for each student's improvement in mastering common core skills.

CDCH will continue to ensure that all NYSED grade level curricula are being addressed and implemented and will examine the implementation of Common Core Standards in future programming. Furthermore, CDCH will begin to implement and create vertical articulation that will provide ongoing evaluation of students' movement toward the standards and the Accountability Plan goals. Measurement of the effectiveness of this plan of improvement will come in the form of the analysis of future performance on the state tests for 3rd-5th grade students.

CDCH has already and will continue to enhance the curriculum by adding authentic educational tools that are designed to maximize student learning. Software programs including IXL were previously provided to assist 4-5th grade students and have been provided to 2nd and 3rd graders this school year.

As mention previously, Randy Simmons and Data and Professional Development has designed and implemented a comprehensive staff development program addressing data analysis and student performance on the NYS Mathematics assessments. This training will included workshops, observations and analysis of teacher student data reports identifying student strengths and weakness by each standard to develop strategic instructional plans for each student.

SCIENCE

Goal 3: Science

Students will become proficient in Science and each year students will make progress towards mastery of NYS and school achievement standards

Background

Science instruction for the 2014-2015 academic year continued to be based upon the *Science 21* Program. This program was designed in accordance with the New York State Learning Standards for Mathematics, Science and Technology. Science 21 is an integrated K-6 science curriculum that fosters a learning environment where all students learn the skills to become independent and collaborative inquirers and problem-solvers. Students engage in their own construction of essential knowledge that is relevant to their lives in physical, environmental, earth, health and life sciences. Full participation in the planning and conducting of experiments and lab activities allows students to identify problems, form hypotheses, make prediction, collect and record data, and draw conclusions. Class members acquire science knowledge through student-centered cooperative learning groups that provide opportunities for collaboration as well as sharing of individual ideas. These differentiated learning experiences create a comprehensive foundation of science knowledge. The major emphasis of Science 21 is on investigations and experiential activities that are student-directed, hands-on, and inquiry-based. Learning and developing the relationships between explanation evidence, as well as the scientific method and the application of concepts, is also a primary focus of this curriculum. Investigations into areas of science incorporate math, language arts and technology skills. Students learn to connect their knowledge of science to their everyday lives through guided discovery and personal experiences.

The Science 21 curriculum was supported in grades k-5 this past year with a school-wide project to grow a garden and join Edible Schoolyards, a consortium of 16 public schools and CDCH, within which students learn by planting, caring for, and harvesting their garden. Students also became familiar with issues surrounding ecological sustainability, 'going green' and community partnerships. Students furthermore participated in many class trips designed to enhance their learning. These trips included visits to the aquarium, local farms and the Museum of Natural History in New York City.

Finally, CDCH participated in the early stages of the implementation of a robotics program through a grant awarded to CDCH by the Town of East Hampton. The Lego robotics program teaches children problem solving skills by engaging them in hands on programming and robotics experiments which investigate concepts currently being taught in the classroom. Students will benefit from this program as exposure to skills taught will help toward preparing learners for jobs in the Science, Technology, Engineering and Mathematics fields (STEM)

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 grade in spring 2015. 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 (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

The data table below indicates that the overall percent of students *in at least their second year* achieving at proficiency was 80%.

Charter School Performance on 2014-15 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All Students	
	Percent	Number Tested	Percent	Number Tested
4	87.5%	8	87.5%	8

Evaluation

CDCH partially achieved this goal because 7 out of 8 students scored at level 3 or higher. CDCH plans to integrate Science and ELA strategies by exposing students to more informational Science reading. Students will be introduced to close reading of Science articles to collect information and answer research related questions.

Additional Evidence

As seen in the table below CDCH improved in its Science-4 results this year compared to last. Science 4 results have not been affected by the introduction of the Common Core as yet, but over time the reading of more scientific literature and the use of Science to promote research based writing should lead to improved fourth grade Science scores.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2012-13		2013-14		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	57%	7	80%	5	87.5%	8

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

The comparison to a local district in this table shows that CDCH is meeting the expectation of matching the Science-4 performance in local districts. The district used for the comparison is Tuckahoe CSD. The Science-4 performance for the most recent year (2015) is estimated based upon the average of the last two years because the district data is not yet available.

**2014-15 State Science Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		Local District* Students	
	Percent	Number Tested	Percent	Number Tested
4	87.5%	8	80%	35

Evaluation

CDCH school met the measure.

Additional Evidence

The trends table below indicates that when compared to a local district (Tuckahoe) CDCH has been more proficient than Tuckahoe in the last two years. The Science-4 performance for the most recent year (2015) is estimated based upon the average of the last two years because the district data is not yet available.

**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					
	2012-13		2013-14		2014-15*	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	57%	82%	80%	77%	87.5%	80%

Summary of the Science Goal

CDCH met both its absolute and comparative goals related to Science-4 performance in 2015. .

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved/
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	Achieved/

Action Plan

The Science 21 program, teacher guided inquiry and hands on programming will continue for the 2015-2016 school year. This comprehensive program includes detailed curriculum guides aligned to state and national standards, materials kits and staff development services. CDCH will also continue its participation in the Edible Schoolyards initiative. The use of classroom Smart Boards in every grade will also enhance the delivery of science instruction throughout the CDCH program. In addition substantial technology enhancements such as classroom computers and iPads have been made available to students and teachers. Additional programming support as needed will be provided to students identified as ELL, Disadvantaged and/or Students with Disabilities.

NCLB

Goal 4: NCLB

CDCH will maintain a status as "School in Good Standing".

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 or Priority School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

Method

Since *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

CDCH has been identified as a **SCHOOL IN GOOD STANDING** this year, and for the last three years.

Evaluation

Given that CDCH had insufficient enrollment and students tested in grades 3 through 5 this year and has been a school in good standing for the last several years, CDCH has met the measure as a school in good standing again this year.

Additional Evidence

CDCH has successfully met its goals in each of the last three years.

NCLB Status by Year

Year	Status
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing

School and District Accountability Designation Reports can be found on the New York State of Education Department's website. Below is the link with the 2014-2015 school status report:

<http://www.p12.nysed.gov/accountability/ESEADesignations.html>