

Academy
of the City
Charter School

ACADEMY OF THE CITY CHARTER SCHOOL

2013-2014 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:
September 2014

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_____ Richard Lee, Principal _____ prepared this 2013-2014 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Angela Howard	Vice Chair Education Committee Facilities Search Committee
Harold Elish	Trustee Finance & Audit Committee
Jessica James	Trustee
James Traub	Trustee Education Committee Development & Advocacy Committee
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Steven Zimmerman	Treasurer Finance & Audit Committee Development & Advocacy Committee Facilities Search Committee Operations & Technology Committee

Name _____ Richard Lee _____ has served as the school leader since August 1, 2011.

INTRODUCTION

Academy of the City Charter School (AoC) is deeply embedded in the Woodside, Astoria and Long Island City communities of District 30Q. Our student body represents the diversity of this culturally rich part of Western Queens. AoC opened in August 2011, serving 100 students in grades K-1 in the 2011-12 school year. During the 2012-2013 year, we added second grade and our attendance rose to 152 students. The school is continuously growing and is chartered to serve grades K-5. For school year 2013-2014 the student body demographics were 20% African American, 47% Latino, 20% Asian, 13% White. One hundred percent of our students are selected by a blind lottery process. Academy of the City Charter School does not give entrance examinations or grade-placement exams upon admission.

Our community-based, independent charter school was founded on the principles of:

- Community involvement
- Workplace democracy partnering with the United Federation of Teachers
- Reflective practices in pedagogy, site-based management and governance
- Continuous Professional Development
- Personal Accountability
- Transparency
- Entrepreneurialism

Our students will become independent thinkers, lifelong learners, and responsible members of their communities. We are committed to an educational philosophy rooted in social justice, inquiry, experiential and collaborative learning, and supported by continual professional development and reflective practice. Through a literacy-based, integrated curriculum that encourages community and honors diversity, our students receive the education they will need to meet the academic and social challenges of the best high schools, to be prepared for our best colleges and universities, and to thrive in today's world.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	Total
2011-12	49	51	n/a	n/a	100
2012-13	52	48	52	n/a	152
2013-14	110	54	54	54	272

GOAL 1: ENGLISH LANGUAGE ARTS

Academy of the City Charter School's students will meet or exceed Common Core and New York State Learning Standards for their grade level in all aspects of literacy, including reading, writing, speaking and listening. The English Language Arts curriculum at Academy of the City Charter School is designed to ensure that students learn to read with interest and understanding, write to communicate clearly, speak confidently and expressively, and listen with attention and understanding. The school's English Language Arts curriculum is closely aligned to the Common Core Standards and New York State English Language Arts Standards.

Background

For English language arts, the Academy of the City Charter School uses the Teachers College Readers and Writers workshop model implemented in conjunction with NYS standards based instruction that is supported by curriculum. Both reading and writing workshop are approximately 45 minutes per day. Teachers use a lesson format that follows a predictable structure

1. Warm up
2. Teach
3. Try
4. Clarify

Small group, targeted instruction occurs during guided reading.

Our ongoing English language arts program consists of a standards-informed reading workshop which includes shared reading, guided reading, and independent reading; Writer's workshop including shared writing, guided writing, and independent writing, and phonics instruction. Our teachers use a variety of research-based teaching methods to differentiate instruction for all students; while Special Education and ESL specialists push-in to classrooms to provide guided instruction and support for students identified as needing these instructional support services.

In order to measure and record readers' progress, we use the Fountas & Pinnell Benchmark Assessment System for formal assessment for all grades. For reporting year 2013-14 assessments of reading ability were conducted in October 2013, January 2014 and June 2014. Ongoing formative assessments were conducted throughout the year, using the common core standards as a framework to inform our observations about children's learning and to analyze student work. Also included in our assessment battery is a diagnostic inventory of sight words, an oral language assessment and an assessment of writing skills. NWEA *MAP for Primary Grades*¹ testing is also conducted in the Fall and Spring of each year.

¹ Northwest Evaluation Association--MAP-Measures of Academic Progress

ENGLISH LANGUAGE ARTS
Goal 1: Absolute Measure
Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts exam starting in the 2013-2014 school year as the school will have children in third grade.

Method

The school administered the New York State Testing Program English language arts assessment to students in third grade in April 2014. 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.

**2013-14 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
3	54	0	0	2	56
4	--	--	--	--	--
5	--	--	--	--	--
All	54	0	0	2	56

**Performance on 2013-14 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	100	54	76	41
4	--	--	--	--
5	--	--	--	--
All	100	54	76	41

² 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.

Results

Academy of the City Charter School (AoC) opened its doors in August 2011 and began operations with kindergarten and first grade classes. Two years later, 41 of 52 first graders who began with us in 2011 (or 76% of the original founding cohort) took the NYS English language arts and Math exams as third graders. 2013 is the first year of state testing for AoC.

Since moving from our Long Island City location to our new home in Woodside, Queens we experienced slight shifts in our student demographics. The move of 1.5 miles away from our first location caused a few of the families who started with us to withdraw their children, thereby reducing our original cohort size from 52 students in 2011 to 41 students in 2013. We have enrolled 11 new students into our third grade during the '13-'14 school year. It is notable that 95% of our original student body remained with AoC when we moved to our Woodside location.

Additional Evidence

During the current accountability period, AoC is reporting its first year of assessment results. Year-to-year trends are not established at this time.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	0	0	0	0	27%	41
4	--	--	--	--	--	--
5	--	--	--	--	--	--

ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Index (PI) 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.

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 2013-14 English language arts AMO of 89. 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 200.³

Results

AoC aggregate performance index for April 2014 ELA is 30.

English Language Arts 2013-14 Performance Level Index (PLI)

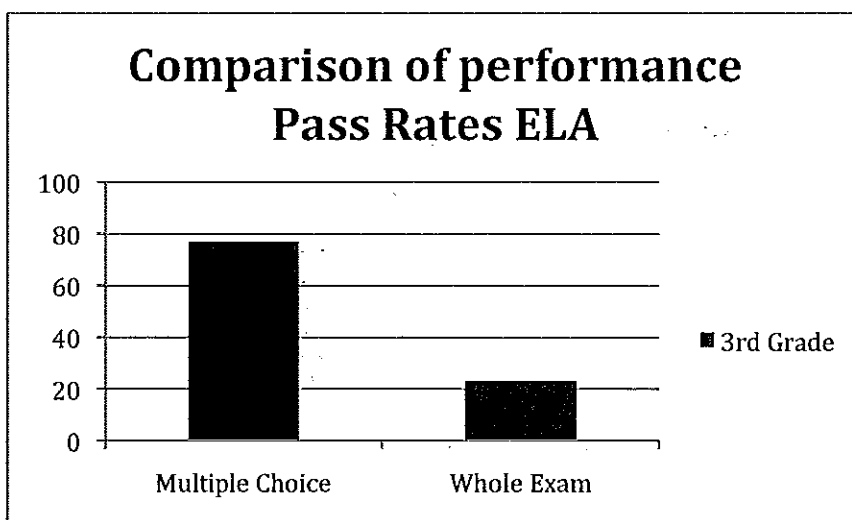
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
41	22	8	11	0

$$\begin{array}{rclclclclclcl}
 41 & & \text{PI} & = & 8 & + & 11 & + & 0 & = & 19 \\
 & & & & & & 11 & + & 0 & = & \underline{11} \\
 & & & & & & & & \text{PLI} & = & 30
 \end{array}$$

Evaluation

AoC did not meet AMO for 2013-2014.

Additional Evidence



On July 23, 2014, NYSED released reports on the multiple-choice portion of the exams. From those results, we learned that our students scored performed well on the multiple-choice section of the ELA with 77% having met standard. Results from the test as a whole were significantly lower, with 23% of students at level 3. The task of analyzing the performance on the short answer and written sections of the test is taking place. We are working with teachers to determine the best approach in improving the quality of short answer and extended response questions into curriculum.

Results in context to the school's program—effective practices and ineffective practices.

³ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Our responses to the results of the ELA address the following areas: Planning, feedback, professional development, resources and programmatic changes.

The overall state exam results were not unexpected. Our F&P running records, validated by NWEA *MAP for Primary Grades* testing reveal that, though there has been steady growth in reading, the Lexile band levels at which the exam was written placed many of our third grade students at a disadvantage. In analyzing the results with our third grade teachers, we have concluded that the cumulative effect of low performance associated with the start-up of our school played out during the exam period. It is also notable that this cohort did not attend kindergarten at AoC. We have identified many causal factors and solutions that research shows will produce positive results in the future.

Planning

Embedded in our work schedules is time for instructional grade-level planning. Biweekly planning time is allotted to each grade level team. Unit planning is done in six-week increments and weekly lesson plans are submitted. It is the quality of the planning process and the product of the planning needs refinement; with attention paid to higher order thinking questions, rigorous intellectual challenges and anticipating student responses, and end of task assessment. Together these elements will improve student engagement.

Feedback

In addition to the lesson-by-lesson feedback loop from student to teacher, instructional coaching and immediate feedback will become the focus of our leadership. We have realigned our staffing to increase teacher support and supervision. We expect that, with increased supervision, our teachers will provide error-free instruction, monitoring and feedback for student success.

Professional Development

We provide 4 hours of Professional Development each month. In our early years, we dedicated the much-needed sessions focused on classroom management and behavior management. We have invested heavily in Responsive Classroom Discipline training for teachers and are seeing the results in reductions in student disruptive behavior and discipline referrals from 89 referrals to the main office for discipline and correction in 2012 reduced to 36 referrals for the same in 2013; and a reduction of suspensions from 36 in 2012 to 8 in 2013⁴. In accountability period 2013-2014, we conducted workshops on differentiation, special education, mathematics, behavior management as well as our professional learning communities performed in-depth studies of teaching mathematics, low-level disruptive behavior and student disabilities.

Resources

Our reading program was initially under resourced. Since our opening in 2011, we have

⁴ Suspension history is based on number of suspensions per child regardless of the length of suspension.

invested substantially in leveled reading materials, independent reading materials, online reading programs and activities, technology including Ipads, projectors and document cameras, and in-house as well as outside professional development in the teaching of reading and writing.

Additions and Changes to the Program

We are committed to using the Fountas & Pinnell benchmark assessments to gauge student growth in reading. We have added a phonics/word study component to our literacy block and we have hired a literacy specialist in order to assist students identified as in need of academic intervention. We have hired a Dean of Student Culture to address preventative behavior intervention and support our classrooms.

ENGLISH LANGUAGE ARTS

Goal 1: Comparative Measures

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English language arts exam will be greater than that of students in the same tested grades in the local school District 30 starting in the 2013-2014 school year as the school will have children in third grade.

Results

The Academy of the City Charter School aggregate performance index for April 2014 ELA is 30.

English Language Arts 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
41	22	8	11	0

$$\begin{array}{rclclclclclcl}
 41 & & & & & & & & & & \\
 & & \text{PI} & = & 8 & + & 11 & + & 0 & = & 19 \\
 & & & & & & 11 & + & 0 & = & \underline{11} \\
 & & & & & & & & \text{PLI} & = & 30
 \end{array}$$

Evaluation

AoC aggregate performance index of 30 did not meet the 2013-2014 AMO for elementary schools on the State ELA exam.

Additional Evidence

2014 Was the first year that AoC administered state exams. We did not meet AMO. We have no performance comparison against the local district prior to 2014.

**2013-14 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	23%	41	34%	3022
4	-	-	-	-
5	-	-	-	-
All	23%	41	34%	3022

**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					
	2011-12		2012-13		2013-14	
	Academy of the City Charter School	Local District 30	Academy of the City Charter School	Local District 30	Academy of the City Charter School	Local District 30
3	n/a	53%	n/a	31%	23%	34%
4	-		-	-	-	-
5	-		-	-	-	-
All	n/a	53%	n/a	31%	23%	34%

ENGLISH LANGUAGE ARTS
Goal 1: Comparative Measures
Each year, the school will exceed its predicted level of performance on the state English language arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar 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 2013-14 analyses are not yet available. Academy of the City Charter School did not administer NYS ELA exams in the 2012-2013 school year. As a result, no data is available for analysis.

ENGLISH LANGUAGE ARTS
Growth Measures
Starting in the 2014-2015 school year, as the school will have children in fourth grade, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state English language arts exam and 75 percent at or above Level 3 on the current year's state English language arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.

Results:

Academy of the City Charter School did not have a fourth grade in SY2013-2014.

ENGLISH LANGUAGE ARTS

Growth Measures

Each year, on the Measures of Academic Performance from Northwest Evaluation Association reading assessment, all grade-level cohorts of students (in grades 2 and higher) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

Method

During the spring of each year students in grade 2 thru 3 in the Academy of the City Charter School students take NWEA *MAP for Primary Grades* online examinations. The scores are reported as NCE (Normal Curve Equivalent) scores.

The Normal Curve Equivalent, or NCE, is a way of measuring where a student falls along the normal curve. The numbers on the NCE line run from 1-99, similar to percentile ranks, which indicate an individual's rank, or how many students out of 100 had a lower score. NCE scores have a major advantage over percentiles in that they can be averaged. That is an important characteristic when studying overall school performance, and in measuring school-wide gains and losses in student achievement.

In a normally distributed population, if all students were to make exactly one year of progress after one year of instruction, then their NCE scores would remain exactly the same and their NCE gain would be zero.

Some cohorts will make more than a year's progress in that time and will have a net gain in NCE score, which means that those students have learned more, or at least have made more progress in the areas tested than the general population. Other cohorts, while making progress in their skills, may progress more slowly than the general population and will show a net loss in their NCE ranks. As with many other scales related to the normal curve, the average NCE, by definition is 50.

Cohort	Number in subgroup	NCE Average June 2013	NCE Average June 2014	Target met	Net Gain
Cohort 1/Grade 3	48	48.68	50	Yes	+1.32
Cohort 2/Grade 2	46	48.59	52.48	Yes	+3.89

Results

We report that we have made gains in our overall learning from year 2013 to year 2014 in both grade cohorts.

Evaluation

AoC met this growth measure. Cohort 1 is the target group of students who were with AoC at least 2 years and took the state ELA exam for the first time in 2014. While this cohort did not attend kindergarten at AoC and initially tested with an NCE lower than 50, within a year the same group achieved a positive net gain of +1.32, which is more than one year of educational growth.

Cohort 2, are in second grade SY2013-2014. Cohort 2 students were initially tested as first graders in 2012. This group, with 85% of students in their second year at AoC showed a net gain of +3.89 NCE, which is considered educationally significant growth.

Summary of the English Language Arts Goals

As set forth in the Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees, the single most important factor that the Charter Schools Institute and the SUNY Board of Trustees consider in making renewal determinations is the school's record in of progress towards student achievement as outlined in the schools Accountability Plan. The following documents results achieved by Academy of the City Charter School during the third year of operation.

GOAL I: ENGLISH LANGUAGE ARTS

Academy of the City Charter School's students will meet or exceed Common Core and New York State Learning Standards for their grade level in all aspects of literacy, including reading, writing, speaking and listening. The English Language Arts curriculum at Academy of the City Charter School is designed to ensure that students learn to read with interest and understanding, write to communicate clearly, speak confidently and expressively, and listen with attention and understanding. The school's English Language Arts curriculum is closely aligned to the Common Core Standards and New York State English Language Arts Standards.

Type	Measure	Outcome
Absolute Measure	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts exam starting in the 2013-2014 school year as the school will have children in third grade.	Did not meet
Absolute Measure	Each year, the school's aggregate Performance Index (PI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did not meet
Comparative Measure	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or	Did not meet

	above Level 3 on the state English language arts exam will be greater than that of students in the same tested grades in the local school District 30 starting in the 2013-2014 school year as the school will have children in third grade.	
Comparative Measure	Each year, the school will exceed its predicted level of performance on the state English language arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.	Data not Available
Growth Measure	Starting in the 2014-2015 school year, as the school will have children in fourth grade, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state English language arts exam and 75 percent at or above Level 3 on the current year's state English language arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.	N/A
Growth measure	Each year, on the Measures of Academic Performance from Northwest Evaluation Association reading assessment, all grade-level cohorts of students (in grades 2 and higher) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds and NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	Met

Action Plan

Academy of the City Charter School will continue to work toward achieving or exceeding the above mentioned accountability measures. Six assessments annually with results that are validated by NWEA *MAP for Primary Grades* testing will continue to assist us in identifying students who are at risk of failure. Using that data, we will continue to dispatch intervention services to assist in remediating the deficiencies. In the coming school year, we will be using the *Fountas & Pinnell Leveled Literacy Intervention System (LLI)* for at-risk intervention group, which research has shown to be effective for remediation.

Reading workshop

Our upper grade level readers will benefit from our use of the newly revised *Units of Study for Teaching Reading, Grades 3-5*. We will deepen the level of questioning and are moving toward teaching to standards and close textual analysis. School wide, we will work with our educational consulting firm to vertically align our curriculum in order to make sure that the same strategies are not being recycled year after year. We are also committed to developing

ways to track meaningful progress in nonfiction reading and upper-level interpretation and analytical skills across any kind of text.

As of August 2014 all teachers have attended professional development sessions on using the Fountas and Pinnell Benchmark Assessment for running records and interpretation of results. Follow-up sessions are also planned for September 8th and 11th, 2014.

Teacher collection of data will also be revised and the updated benchmarks for promotion issued by Fountas & Pinnell will be used to determine whether students are reading on grade level or not. Our newly hired learning specialist will work in small groups and one-on-one with struggling readers. Independent reading will continue, as will guided reading groups. Our leveled reading library has been enhanced with technology by the use of web-based *Raz-kids* for reading and comprehension skill building.

Writers' Workshop

Our upper grade writers will benefit from the revised *Units of Study* in K-8 Opinion/Argument, Information and Narrative Writing. We have contracted a literacy consultant who will support classroom teachers using classroom as learning laboratory approach to professional development sessions for the writing process. Special attention is being paid to literary essay for upper grades and responding to literature for lower grades.

Closing the gap for our Children with Special Needs

School wide, 17% of our population are children identified as students with disabilities. Children in this group receive the mandated SETSS services each day. Four of the 5 students scored a level 1 on the ELA. We will continue to provide direct reading instruction as well as homework assistance in order to close the achievement gap. We invested in a special education consultant to help our teachers learn strategies to differentiate instruction. We also provided our staff with opportunities to attend conferences and workshops through the Special Education Collaborative. We are using RTi interventions for tier 2 and tier 3 students in direct reading instruction. Our students with special needs are served on a one-to-one basis during the after school program.

Closing the gap for our ELL population

School wide, 20% of our population are ELLs. Sixteen percent of the 2013-2014 accountability cohort are ELLs. Our ELLs receive 360 minutes of educational services per week. The primary goal of ELL instruction at Academy of the City Charter School has been oral and aural skill development as is appropriate for primary school language acquisition followed by language arts skills. We are adopting the Leveled Language Intensive instruction for ELL students who are not reading on grade level or for whom comprehension is challenging.

GOAL II: MATHEMATICS

Academy of the City Charter School students will meet or exceed Common Core and New York State Learning Standards for their grade level in mathematics. The mathematics curriculum at Academy of the City Charter School is designed to ensure that students have a sound base in numeration and number sense on which the mathematics skills can be rooted.

Background

Since its founding in 2011, Academy of the City Charter School has used TERC investigations in mathematics, plus the use of games, songs, chants, diverse representations, movement, journaling, word work, literature and daily routines to provide a firm foundation for mathematical learning. Instruction has been delivered by teacher whole group modeling, partner work or independent student practice and group sharing. We enjoy working with TERC as it is rich in experiences for children that assist in building numeracy skills; however we have found that assessment in arithmetic and other computation skills is minimal with TERC. In response, during SY'13-14 we began to integrate GoMath into our K-3 curriculum. TERC was the primary mathematics program and was partially supported by parts of GoMath, including the beginning, middle and end-of-year assessments from GoMath. Going forward, we have committed to using GoMath as the primary program; which will be supported by TERC. Academy of the City Charter School formally assesses students with an assessment battery for mathematics included a math interview and a summative math test.

Mathematics

Absolute Measures

Starting in the 2013-2014 school year, as the school will have children in third grade, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics exam starting in the 2013-2014 school year as the school will have children in third grade.

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd grade in April 2014. 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.

**2013-14 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁵			Total Enrolled
		IEP	ELL	Absent	
3	56	-	-	-	56
4	-	-	-	-	-
5	-	-	-	-	-
All	56	-	-	-	56

Results

All third grade students took the Math exam.

**Performance on 2013-14 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	100%	56	73%	41
4	-	-	-	-
5	-	-	-	-
All	100%	56	73%	41

Evaluation

Our accountability cohort consists of 41 of our 56 third graders. Thirteen of the 41 students performed at proficiency.

Additional Evidence

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the school's instructional program.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	-	-	-	-	32%	41
4	-	-	-	-	-	-

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.

5	-	-	-	-	-	-
All	-	-	-	-	32%	41

Mathematics

Absolute Measures

Each year, the school's aggregate Performance Index (PI) on the state mathematics exam will meet that year's 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 2013-14 mathematics AMO of 86. 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

Results

Academy of the City Charter School did not meet AMO this year.

Mathematics 2013-14 Performance Level Index (PLI)

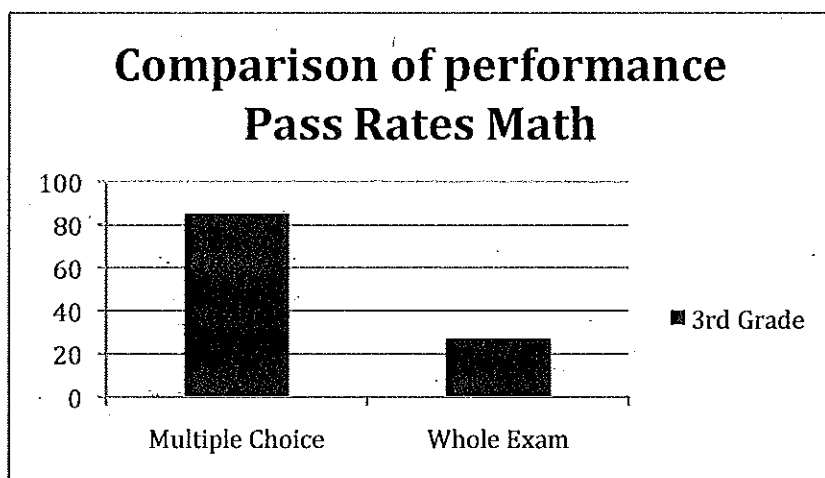
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
56	26	15	10	5

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 15 & + & 10 & + & 5 & = & 30 \\
 & & & & 10 & + & 5 & = & \underline{15} \\
 & & & & & & \text{PLI} & = & 45
 \end{array}$$

Evaluation

See next page.

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



On July 23, 2014 NYSED released reports on the multiple-choice portion of the exams. From those results, we learned that our students scored performed well on the multiple-choice section of the ELA with 85% having met standard. Results from the test as a whole were significantly lower, with 27% of students at level 3. The task of analyzing our student performance on the test is taking place. We are working with teachers to determine the best approach in developing integrating more diagnostic, ongoing and summative assessments into our curriculum.

Results in context to the school's program

Our responses to the results of the 2014 math results address the following areas as previously noted on page 7 of this report: planning, feedback, professional development, resources and programmatic changes. Our math committee met in 2012 and began to research possible alternatives to TERC. After a rigorous vetting process, it was decided that GoMath would meet the goals of our math program. We began to move toward partial integration of GoMath over a year ago. A part of the partial integration was staff development with teachers gaining experience using the components of the new program. The rate of adoption was appropriate as we learned that our program goals were not being met by TERC. We fully expect that with full integration, the results of future exams will meet the goals specified on our accountability report.

Mathematics
Comparative Measures
Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of students in the same tested grades in the local school District 30 starting in the 2013-2014 school year as the school will have children in third grade.

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.⁷

Results

AoC aggregate performance index of 30 did not meet the 2013-2014 AMO for elementary schools on the State ELA exam.

2013-14 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	27%	41	42%	3087
4	-	-	-	-
5	-	-	-	-
All	27%	41	42%	3087

Evaluation

Academy of the City Charter School did not meet this goal.

Additional Evidence

No additional evidence exists since 2014 was our first test administration.

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					
	2011-12		2012-13		2013-14	
	Academy of the City Charter School	Local District 30	Academy of the City Charter School	Local District 30	Academy of the City Charter School	Local District 30
3	n/a	64%	n/a	35%	27%	42%
4	-	-	-	-	-	-
5	-	-	-	-	-	-
All	-	64%	-	35%	27%	42%

⁷ 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](#).

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

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar 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 2013-14 analyses are not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

2014 was the first year of state exam administration. No data is available for comparison.

Mathematics
Growth Measures
Starting in the 2014-2015 school year, as the school will have children in fourth grade, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state mathematics exam and 75 percent at or above Level 3 on the current year's state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.

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 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean 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 2013-14 analysis is not yet available. No other information is available at this time.⁸

Mathematics
Growth Measures
Each year, on the Measures of Academic Performance from Northwest Evaluation Association mathematics assessment, all grade-level cohorts of students (in grades 2 and above) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

Method

During the spring of each year students in grade 2 thru 3 in the Academy of the City Charter School students take NWEA *MAP for Primary Grades* online assessments. The scores are reported as NCE (Normal Curve Equivalent) scores.

The Normal Curve Equivalent, or NCE, is a way of measuring where a student falls along the normal curve. The numbers on the NCE line run from 1-99, similar to percentile ranks, which indicate an

⁸ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

individual's rank, or how many students out of 100 had a lower score. NCE scores have a major advantage over percentiles in that they can be averaged. That is an important characteristic when studying overall school performance, and in measuring school-wide gains and losses in student achievement.

In a normally distributed population, if all students were to make exactly one year of progress after one year of instruction, then their NCE scores would remain exactly the same and their NCE gain would be zero.

Some cohorts will make more than a year's progress in that time and will have a net gain in NCE score, which means that those students have learned more, or at least have made more progress in the areas tested than the general population. Other cohorts, while making progress in their skills, may progress more slowly than the general population and will show a net loss in their NCE ranks. As with many other scales related to the normal curve, the average NCE, by definition is 50.

Cohort	Number in subgroup	NCE Average June 2013	NCE Average June 2014	Target met	Net Gain
Cohort 1/Grade 3	48	54.44	55.86	Yes	+1.42
Cohort 2/Grade 2	46	50	53.33	Yes	+3.33

Results

AoC met this growth measure. Cohort 1 is the target group of students who were with AoC at least 2 years and took the state Math exam for the first time in 2014. From Spring 2013 to Spring 2014--within a year--the accountability cohort achieved a positive net gain of +1.42 on the *assessment*.

Cohort 2, are in second grade SY2013-2014. Cohort 2 students were initially tested as first graders in 2012. This group, with 85% of students in their second year at AoC showed a net gain of +3.33 NCE.

Summary of the Mathematics Goals

GOAL II: MATHEMATICS

Academy of the City Charter School students will meet or exceed Common Core and New York State Learning Standards for their grade level in mathematics. The mathematics curriculum at Academy of the City Charter School is designed to ensure that students have a sound base in numeration and number sense on which the mathematics skills can be rooted.

Type	Measure	Outcome
Absolute Measure	Starting in the 2013-2014 school year, as the school will have children in third grade, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics exam starting in the 2013-2014 school year as the school will have children in third grade.	Did Not meet
Absolute Measure	Each year, the school's aggregate Performance Index (PI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Meet
Comparative Measure	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of students in the same tested grades in the local school District 30 starting in the 2013-2014 school year as the school will have children in third grade.	Did Not Meet
Comparative Measure	Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.	Data not available
Growth Measure	Starting in the 2014-2015 school year, as the school will have children in fourth grade, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state mathematics exam and 75 percent at or above Level 3 on the current year's state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.	Did Not Meet
Growth Measure	Each year, on the Measures of Academic Performance from Northwest Evaluation Association mathematics assessment, all grade-level cohorts of students (in grades 2 and above) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	Met

Action Plan:

Academy of the City Charter School will continue to work toward achieving or exceeding the above mentioned accountability measures.

We have adopted and are fully implementing GoMath for all grade levels. We have invested in classroom and student materials, professional development and on-site coaching to assist our teachers in delivering instruction. Additionally, diagnostic, ongoing and summative assessments will be used to guide instructional practices and to deliver intervention services to students who are not making gains in mathematics. Students identified as at-risk of failure will be served by our learning specialist using Rti Tier 2 and 3 interventions. All of our ELL students and those students with disabilities will be supported using the Rti interventions provided by GoMath.

GOAL III: SCIENCE

Academy of the City Charter School's students will meet or exceed the New York State core curriculum standards and National Education standards for their grade level. The Science curriculum is designed to ensure that students collect and record first-hand data, to represent and analyze it using the scientific method. Children will learn to identify patterns, describe relationships, make connections, develop models, pose questions, make predictions, check hypotheses and puzzle over answers using the scientific method.

Background

Academy of the City Charter School uses the FOSS Science curriculum, which is highly correlated to the New York State and Next Generation Science standards. Science instruction combines mastery of core vocabulary and conceptual knowledge with the application of scientific principles in laboratory settings.

Science instruction at Academy of the City Charter School will combine student mastery of core vocabulary and conceptual knowledge with the application of scientific principals in laboratory settings. Science assessments, for example, will include sections that focus on the key terms and ideas of a unit as well as a performance task component that will require students to synthesize and analyze data from laboratory experiments. Science teachers will also actively work to reinforce key mathematical concepts, especially graphing and measurement skills. This curriculum and teaching methods will serve as tools to meet the targeted proficiencies described below.

SCIENCE

Absolute Measures

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science exam starting in the 2014-2015 school year as the school will have children in fourth grade.

Results

Academy of the City Charter School students were not eligible for New York State examinations in 2013-2014.

SCIENCE

Comparative Measures

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on a state science exam will be greater than that of students in the same tested grades in the local school district 30.

Results

Kindergarten through third grade students at Academy of the City Charter School were not eligible for New York State examinations in 2013-2014.

Summary of the Science Goals

GOAL III: SCIENCE

Academy of the City Charter School's students will meet or exceed the New York State core curriculum standards and National Education standards for their grade level. The Science curriculum is designed to ensure that students collect and record first-hand data, to represent and analyze it using the scientific method. Children will learn to identify patterns, describe relationships, make connections, develop models, pose questions, make predictions, check hypotheses and puzzle over answers using the scientific method.

Type	Measure	Outcome
Absolute Measure	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science exam starting in the 2014-2015 school year as the school will have children in fourth grade.	N/A
Comparative Measure	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on a state science exam will be greater than that of students in the same tested grades in the local school district 30.	N/A

Action Plan:

Academy of the City Charter School will continue to work toward achieving or exceeding the above mentioned accountability measures.

GOAL IV: NCLB

The school will make Adequate Yearly Progress.

Type	Measure	Outcome
Absolute Measure	Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year	N/A

Action Plan:

Academy of the City Charter School will continue to work toward achieving or exceeding the above mentioned accountability measures.