



The Academy Charter School

**2016-17 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

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By Wayne Haughton

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Wayne Haughton, Executive Director prepared this 2016-17 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Rev. Barrington Goldson	Chair
Robert Stewart	Vice Chair
Hazelin Williams	Secretary
Dawn West-Bloise	Trustee
Peter Goodman	Trustee
Roderick Roberts	Trustee
Stephen Rowley	Trustee
Stephanie Gomez	Parent Representative
Shelia Dancy-Wilkins	Trustee

Wayne Haughton has served as the Executive Director since 2012.

INTRODUCTION

The Academy Charter School (“The Academy”) opened in the fall of 2009 with 165 students in grades K-2. Located in Hempstead, NY, a school district with approximately 70% free and reduced price lunch students, The Academy continues to successfully serve a student population with a large percentage of English language learners, special education students, and economically disadvantaged students. To further the mission, The Academy will expand in the 2016-17 school year to serve students in grades K-9.

The Academy improves student academic achievement by focusing on the development of three important areas of children’s growth: mastering core academic subjects, promoting character development, and fostering a lifelong behavior of giving back to the community. The Academy strives to have its children learn, lead, and serve.

The Mission of The Academy:

The Academy Charter School (“The Academy”) will offer an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. In addition to core subjects, our students will benefit from high expectations in physical education, health, and the arts. Our focus on character development and community service will cultivate a student body poised to be active, engaged and responsible members of the community. We will employ a committed staff whose teaching and high academic and behavioral expectations will promote the excellence we know our community’s children can achieve. Our students will graduate from The Academy with the content mastery and life skills needed to move into the top five percent of their middle and high school classes. We will create world class students who will learn today, lead tomorrow and serve in the future.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	Total
2012-13	81	82	80	81	50	48	N/A	N/A	N/A	N/A	422
2013-14	81	82	78	78	71	49	43	N/A	N/A	N/A	482
2014-15	109	111	79	77	81	75	78	47	N/A	N/A	657
2015-16	114	111	114	81	84	80	81	81	45	N/A	791
2016-17	107	108	107	108	77	81	80	83	77	117	945

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2013 state Accountability Cohort consists of students who entered the 9th grade in the 2013-14 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2016-17 school year, and either

HIGH SCHOOL COHORTS

remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's website for its accountability rules and cohort definitions:

www.p12.nysed.gov/accountability/)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled on BEDS Day in October and on June 30th.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2014-15	2011-12	2011	N/A	N/A	N/A
2015-16	2012-13	2012	N/A	N/A	N/A
2016-17	2013-14	2013	N/A	N/A	N/A

TOTAL COHORT FOR GRADUATION

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Additional Students Still in Cohort ¹ (b)	Graduation Cohort (a) + (b)
2014-15	2011-12	2011	N/A	N/A	N/A
2015-16	2012-13	2012	N/A	N/A	N/A
2016-17	2013-14	2013	N/A	N/A	N/A

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Additional Students Still in Cohort ² (b)	Graduation Cohort (a) + (b)
2014-15	2010-11	2010	N/A	N/A	N/A
2015-16	2011-12	2011	N/A	N/A	N/A
2016-17	2012-13	2012	N/A	N/A	N/A

¹ Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

² Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students at the school will become proficient in reading and writing of the English language

BACKGROUND

The Integrated Language Arts Program of The Academy Charter School is based on the premise that students come to school with a wide range of language abilities. To this end, speaking, listening, reading and writing form the basis for the curriculum in the English Language Arts. Through a developmentally appropriate and rigorous approach to Integrated English Language Arts, students develop their ability to communicate ideas, feelings, and facts effectively while honing their skills in reading and writing. The Academy Charter School uses a balanced learning approach whereby we incorporate research-based literacy programs along with the *New York State Next Generation Learning Standards* to ensure that our young people are prepared as they progress towards college and career readiness.

Teachers at every grade level plan and implement learning experiences aligned with the State Standards. Teachers utilize the *ReadyGen* (K-5), *My Perspectives* (6-8) and the *Holt McDougal Literature* (9-10) curriculums, and other standards-based supplementary texts from the *EngageNY* modules, the *Scholastic* Guided Reading Program®, and the *Heinemann* Fountas and Pinnell® systems. The *Teachers College Writers Workshop* as a resource. in their balanced learning approach to instruction.

Students (K-8) receive 135 minutes of instructional daily while students in grades 9-10 receive 90 minutes. At-risk students also received forty-five minutes of pullout instructions in small groups three times per week. Moreover in grades 6-8, all students received an additional forty five minutes of instruction 4-5 days per week with the primary focus on re-teaching, practice, and mastery. The school utilizes the assessment data provided by the *Renaissance* STAR Reading (K-8), *NWEA* MAP (9-10), curriculum related unit assessments and school-designed interim assessments to measure students' progress and inform instructional planning.

Students complete multiple learning experiences in which they are able to utilize their classroom library, school library, and various media sources connected through various mulita-media systems. Each classroom library is leveled in accordance with best practices and students are able to choose from multiple genres, levels, and content when completing assigned tasks and/or independent reading activities.

Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3 through 8 grade in April 2017. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

ENGLISH LANGUAGE ARTS

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2016-17 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ³				Total Enrolled
		IEP	ELL	Absent	Refused	
3	99	0	0	4	4	107
4	73	0	0	4	1	78
5	82	0	0	0	0	82
6	76	0	0	3	1	80
7	81	0	0	2	0	83
8	77	0	0	3	0	80
All	488	0	0	16	6	510

RESULTS

The following table presents the English language arts test results for all third through eighth grade students and for those third through sixth grade students enrolled in at least their second year at The Academy. Overall, 57.0% of students, and 58.1% of students enrolled in at least their second year at the school, achieved a level of proficiency on the 2016-17 English language arts assessment exam.

Performance on 2016-17 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	71.7%	99	70.9%	86
4	65.8%	73	72.9%	59
5	46.3%	82	47.3%	74
6	39.5%	76	39.1%	64
7	53.1%	81	54.9%	71
8	62.3%	77	61.8%	68
All	57.0%	488	58.1%	422

EVALUATION

The following table presents the English language arts test results for all third through eighth grade students and for those third through eighth grade students enrolled in at least their second year at The Academy. Overall, 57.0% of all students, and 58.1% of students enrolled in at least their second year at the school, achieved a level of proficiency on the 2016-17 English language arts assessment exam.

³ 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.

ADDITIONAL EVIDENCE

From the 2014-15 to 2016-17 school years, the overall percentage of students enrolled in at least their second year at the school performing at a proficient level increased over 26 percentage points on the English language arts exams. The most notable increase occurred in the 3rd and 4th grades where there was a 33.2 and 36.1 percentage point increase respectively.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	37.7%	61	61.3%	62	70.9%	86
4	36.8%	68	60.7%	61	72.9%	59
5	31.3%	64	42.9%	70	47.3%	74
6	15.2%	46	39.7%	63	39.1%	64
7	36.1%	36	38.2%	68	54.9%	71
8	N/A		46.2%	39	61.8%	68
All	32.0%	275	47.9%	363	58.1%	422

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Level Index (“PLI”) on the State English language arts exam will meet the Annual Measurable Objective (“AMO”) set forth in the state’s NCLB accountability system.

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 English language arts AMO of **111**. 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 200.⁴

RESULTS

The Academy achieved an aggregate PLI score of 148 on the English language arts exam in the 2016-17 school year.

English Language Arts 2016-17 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	9	34	39	18

⁴ In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.



EVALUATION

The Academy exceeded the PLI goal by 37 percentage points on the 2016-17 English language arts assessment exam.

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 school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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.⁵

RESULTS

The chart below shows the results of this year's assessment of students who were enrolled in at least their second year at The Academy as compared to all tested students in the surrounding public school district, the Hempstead School District on the 2016-17 English language arts exam. The Academy's aggregate percentage of students enrolled in at least their second at the school testing at proficiency was 58.1%. The local district's average was 16.9%.

2016-17 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 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	70.9%	86	20.5%	615
4	72.9%	59	30.5%	515
5	47.3%	74	15.6%	461
6	39.1%	64	5.5%	440
7	54.9%	71	11.8%	408
8	61.8%	68	13.1%	396
All	58.1%	422	16.9%	2835

⁵ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

EVALUATION

The Academy met this measure. The school’s aggregate percentage of students performing at a proficient level on the English language arts exam was 41.2 percentage points above the Hempstead School District.

ADDITIONAL EVIDENCE

As shown through the chart below, The Academy has had a significantly higher overall percentage of students enrolled in at least their second year at the school performing at a proficient level on the state English language arts exam for the past three years when compared to the Hempstead School District. Additionally, the percentage of students performing at a proficient level at each individual grade level has far exceeded the district average at every grade level over the past three years.

English Language Arts Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	37.7%	10.8%	61.3%	19%	70.9%	20.5%
4	36.8%	7.4%	60.7%	14%	72.9%	30.5%
5	31.3%	9.2%	42.9%	8%	47.3%	15.6%
6	15.2%	4.6%	39.7%	5%	39.1%	5.5%
7	36.1%	3.6%	38.2%	6%	54.9%	11.8%
8	N/A		46.2%	11%	61.8%	13.1%
All	32.0%	7.3%	47.9%	9.5%	58.1%	16.9%

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

ENGLISH LANGUAGE ARTS

RESULTS

The effect size of The Academy's predicted level of performance on the state English language arts exam was 1.27, nearly one full point above the comparative goal of .3. Further, the school's third and fourth grades performed exceedingly well, scoring an Effect Size of well over one point above the state's goal for the school.

2015-16 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	81.5	74	65	31.9	33.1	1.84
4	79.8	80	61	30.9	30.1	1.76
5	76.3	81	43	25.5	17.5	1.19
6	82.7	80	38	23.2	14.8	0.93
7	81.5	78	37	23.2	13.8	0.84
8	84.4	44	43	28.0	15.0	0.91
All	80.7	437	48.0	27.0	21.1	1.27

School's Overall Comparative Performance:

Higher than expected to a large degree

EVALUATION

The Academy's aggregate Effect Size exceeded the comparative measure. This is largely attributable to the high performance at each grade level. Individually, each tested grade at The Academy performed well, exceeding the state's goal by an impressive margin.

ADDITIONAL EVIDENCE

The Academy has exceeded the state's Effect Size goal in each of the last three years by an impressive amount.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3-6	79.7	244	33.7	22.1	0.84
2014-15	3-7	86.2	357	30.7	17.7	1.04
2015-16	3-8	80.7	437	48.0	27.0	1.27

Goal 1: Growth Measure⁶

⁶ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

ENGLISH LANGUAGE ARTS

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2015-16 and also have a state exam score from 2014-15 including students who were retained in the same grade. Students with the same 2014-15 score are ranked by their 2015-16 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.⁷

RESULTS

School wide, and at each grade level, The Academy exceeded the statewide mean growth percentile.

2015-16 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	56.8	50.0
5	51.7	50.0
6	53.5	50.0
7	62.4	50.0
8	57.1	50.0
All	68.2	50.0

EVALUATION

The school exceeded the 50.0 stateside median in the mean growth percentile school wide, as well as at the fourth, fifth, sixth, seventh, and eighth grade levels.

ADDITIONAL EVIDENCE

The school's mean growth percentile increased overall and at each grade level, except the 4th grade, each year from the 2013-14 school year through the 2015-16 school year.

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

Grade	Mean Growth Percentile			Statewide Median
	2013-14	2014-15	2015-16	
4	47.4	50.7	56.8	50.0
5	54.8	55.3	51.7	50.0
6	45.3	43.3	53.5	50.0

⁷ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

ENGLISH LANGUAGE ARTS

7	N/A	51.8	62.4	50.0
8	N/A	N/A	57.1	50.0
All	58.9	60.1	68.2	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

The Academy achieved both comparative goals, one absolute goal, and its growth goal. The only goal the school did not achieve as the absolute goal of 75 percent of all students enrolled at the school in their second year perform at a proficient level on the State English language arts exam.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
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 school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 results.)	Achieved
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. (Using 2015-16 results.)	Achieved

ACTION PLAN

The Academy will maintain its academic performance by *strengthening* the English language arts curriculum to align with the New York State *Next Generation English Language Arts Learning Standards* and responsive to data. Strategic intervention will continue to occur based on going comprehensive data analysis from various sources including *Fountas and Pinnell*, *STAR Reading*, unit assessments, and in-house created interim assessments. The school will continue integrate reading and writing across content areas, and provide students with extended learning time to achieve its literacy goals.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the [Choose an item.] that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring 75 on the New York State Regents English exam or Level 4 (meeting Common Core expectations) on the Regents in Exam in English Language Arts (Common Core).⁸ This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

RESULTS

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

English Regents Passing Rate with a Score of 75 or Level 4 on Common Core Exam by Fourth Year Accountability Cohort⁹

Cohort Designation	Number in Cohort	Percent Passing with a score of 75 or Level 4 on Common Core exam
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

EVALUATION

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

ADDITIONAL EVIDENCE

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

English Regents Passing Rate with a score of 75 or Level 4 (Common Core) by Cohort and Year

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	N/A	N/A	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A	N/A	N/A

⁸ The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

⁹ Based on the highest score for each student on the English Regents exam

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2015			N/A	N/A	N/A	N/A
2016					N/A	N/A

Goal 1: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

RESULTS

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

English Regents Passing Rate with a Score of 75 or Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁰

Cohort Designation	Number in Cohort	Percent Passing with a score of 75 or Level 4 on Common Core exam
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

EVALUATION

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

ADDITIONAL EVIDENCE

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Goal 1: Absolute Measure

¹⁰ Based on the highest score for each student on the English Regents exam

ENGLISH LANGUAGE ARTS

Each year, the Accountability Performance Level (“APL”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (“AMO”) set forth in the state’s NCLB accountability system.

METHOD

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:

www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2016-17 English language arts AMO of **178**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exam in Comprehensive English is scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core Examination in English is scored on a scale from 0 to 100; 0 to 64 is level 1, 65 to 78 is level 2; 79 to 84 is level 3, and 85 to 100 is level 4.

RESULTS

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

English Language Arts Accountability Performance Level (APL)
For the 2013 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level								
	Level 1	Level 2	Level 3	Level 4					
	N/A	N/A	N/A	N/A					
	PI	=	N/A	+	N/A	+	N/A	=	N/A
					N/A	+	N/A	=	N/A
					APL			=	N/A

EVALUATION

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

ADDITIONAL EVIDENCE

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Goal 1: Comparative Measure

ENGLISH LANGUAGE ARTS

Each year, the Accountability Performance Level (“APL”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

English Regents Accountability Performance Level (APL)¹¹
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2011	N/A	N/A	N/A	N/A
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A

EVALUATION

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

ADDITIONAL EVIDENCE

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL ¹²

P In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common	N/A

¹¹ For an explanation of the procedure to calculate the school’s APL, see page 31.

¹² If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

ENGLISH LANGUAGE ARTS

	Core)) by the completion of their fourth year in the cohort.	
Absolute	Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the school district of comparison. (Using 2015-16 school district results.)	N/A

ACTION PLAN

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students and students did not participate in the Regents exam. Thus, this measurement is not applicable to the school for this school year.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

All students at the school will demonstrate competency in the understanding and application of mathematics computation and problem solving.

BACKGROUND

The Mathematics program at The Academy Charter School is based on the premise that students come to school with a wide range of abilities. Through a developmentally appropriate and rigorous approach in Mathematics, students develop their ability to communicate ideas, feelings, and facts effectively while honing their skills in Mathematics. The Academy Charter School (K-8) uses *Envision 2.0*, a research-based curriculum, and supplementary materials from the *EngageNY* modules in meeting the *New York State Next Generation Learning Standards*. In the high school *Amsco* series and the *EngageNY* modules are utilized. Students complete multiple learning experiences in which they are able to utilize their classroom technology centers, and manipulatives for practice. Students (K-10) receive 90 minutes of instructional daily. At-risk students also received forty-five minutes of pullout instructions in small groups three times per week. Moreover in grades 6-8, all students received an additional forty five minutes of instruction 4-5 days per week with the primary focus on re-teaching, practice, and mastery. The school utilizes the assessment data provided by the *Renaissance* STAR Math (K-8), *NWEA* MAP (9-10), unit assessments and school-designed interim assessments to measure students’ progress and inform instructional planning.

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in April 2017. 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.

2016-17 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹³				Total Enrolled
		IEP	ELL	Absent	Refused	
3	102	0	0	3	2	107
4	72	0	0	4	2	78
5	81	0	0	0	1	82

¹³ 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.

6	72	0	0	2	6	80
7	79	0	0	1	3	83
8	76	0	0	3	1	80
All	482	0	0	13	15	510

RESULTS

The following table presents the mathematics assessment results for all third through eighth grade students and for those third through eighth grade students enrolled in at least their second year at The Academy. Overall, 51.7% of the students who took the 2016-17 state mathematics exam performed at a proficient level. 50.9% of students enrolled in at least their second year performed at the school tested at a proficient level.

Performance on 2016-17 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	72.6%	102	73.0%	89
4	48.6%	72	55.2%	58
5	43.2%	81	40.2%	82
6	51.4%	72	48.4%	62
7	43.0%	79	41.4%	70
8	44.7%	76	43.3%	67
All	51.7%	482	50.9%	428

EVALUATION

Academy’s students performed at a proficient level on the 2016-17 mathematics assessment exam. 50.9% of students in at least their second year scored at or above level three on the state mathematics assessment exam. The school missed its goal of 75% proficiency by 24.1 percentage points.

ADDITIONAL EVIDENCE

The Academy showed a slight overall decrease in the percentage of students performing at a proficient level on the state mathematics assessment exam from the previous year. However, from the 2015-16 school year to the 2016-17 school year, there was a notable increase in the percentage of the school’s students testing at a proficient level in the third grade, a nearly 18 percentage point improvement. Additionally, there was a slight improvement in the cohort of students who took the mathematics exam as 3rd grade students in the 2015-16 school year when that cohort took the exam as 4th grade students in the 2016-17 school year.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency		
	2014-15	2015-16	2016-17

	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	40.0%	60	55.1%	69	73.0%	89
4	54.4%	68	61.0%	59	55.2%	58
5	58.7%	63	55.7%	70	40.2%	82
6	47.7%	44	63.3%	60	48.4%	62
7	61.1%	36	41.5%	65	41.4%	70
8	N/A		47.5%	40	43.3%	67
All	52.0%	271	54.3%	363	50.9%	428

Goal 2: Absolute Measure

Each year, the school’s aggregate Performance Level Index (“PLI”) on the State mathematics exam will meet the Annual Measurable Objective (“AMO”) set forth in the state’s NCLB accountability system.

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 mathematics AMO of **109**. 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 200.¹⁴

RESULTS

The Academy achieved an aggregate PLI score of 140 in mathematics in the 2014-15 school year.

Mathematics 2016-17 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	12	36	30	21

$$\begin{array}{r}
 \text{PI} \\
 36 \\
 + \\
 31 \\
 + \\
 31 \\
 + \\
 21 \\
 + \\
 21 \\
 \hline
 \text{PLI} \\
 140
 \end{array}
 =
 \begin{array}{r}
 36 \\
 + \\
 31 \\
 + \\
 31 \\
 + \\
 21 \\
 + \\
 21 \\
 \hline
 140
 \end{array}$$

EVALUATION

The Academy exceeded the state’s goal of a PLI of 109 by 31 points on the 2016-17 state mathematics exam.

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 school district of comparison.

¹⁴ In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. 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.¹⁵

RESULTS

The chart below shows the percentage of students performing at or above level three on the state mathematics assessment exam enrolled in at least their second year at The Academy as compared to the average of all tested students in the surrounding public school district, the Hempstead School District.

2016-17 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	73.0%	89	28.6%	632
4	55.2%	58	28.3%	544
5	40.2%	82	20.4%	480
6	48.4%	62	6.8%	441
7	41.4%	70	7.6%	433
8	43.3%	67	.4%	237
All	50.9%	428	17.9%	2767

EVALUATION

The Academy met this measure. The school's aggregate percentage of students performing at a proficient level on the 2016-17 state mathematics assessment exam exceeded the district average by an impressive 33 percentage points. Additionally, each grade level tested at The Academy had a significantly higher percentage of students performing at a proficient level when compared to the Hempstead School District.

ADDITIONAL EVIDENCE

As shown through the chart below, The Academy has had a significantly higher overall percentage of students performing at a proficient level on the state mathematics exam for the past three years compared to the Hempstead School District. Additionally, the percentage of students performing at a proficient level at each individual grade level has far exceeded the district average at every grade level over the past three years.

¹⁵ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

Mathematics 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					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	40.0%	17.3%	55.1%	24%	73.0%	28.6%
4	54.4%	14.6%	61.0%	18%	55.2%	28.3%
5	58.7%	13.9%	55.7%	14%	40.2%	20.4%
6	47.7%	5.5%	63.3%	4%	48.4%	6.8%
7	61.1%	2.1%	41.5%	5%	41.4%	7.6%
8	N/A		47.5%	3%	43.3%	.4%
All	52.0%	11.2%	54.3%	12.4%	50.9%	17.9%

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

The Effect Size of The Academy’s predicted level of performance on the state mathematics exam 1.41 points above the predicted comparative performance goal.

2015-16 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	81.5	73	63	34.3	28.7	1.33
4	79.8	79	61	33.9	27.1	1.42
5	76.3	81	56	30.3	25.7	1.45
6	82.7	79	59	25.7	33.3	1.62
7	81.5	72	40	20.3	19.7	1.02
8	84.4	44	45	14.8	30.2	1.69
All	80.7	428	54.8	27.5	27.3	1.41

School's Overall Comparative Performance:

Higher than expected to a large degree

EVALUATION

The Academy's aggregate Effect Size exceeded the comparative measure. This is largely attributable to the high performance at each grade level. Individually, each tested grade at The Academy performed well, exceeding the state's goal by an impressive margin.

ADDITIONAL EVIDENCE

As the table below shows, The Academy has exceeded the state's Effect Size goal in each of the last three years by an impressive amount.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3-6	79.6	242	61.4	30.6	1.58
2014-15	3-7	86.2	357	49.1	25.1	1.38
2015-16	3-8	80.7	428	54.8	27.3	1.41

Goal 2: Growth Measure¹⁶

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

¹⁶ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

previous year. The analysis only includes students who took the state exam in 2015-16 and also have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2014-15 scores are ranked by their 2015-16 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.¹⁷

School wide, and at each individual grade level, The Academy exceeded the statewide mean growth percentile.

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	61.5	50.0
5	51.0	50.0
6	55.0	50.0
7	51.1	50.0
8	53.1	50.0
All	54.6	50.0

EVALUATION

The Academy's overall mean growth percentile was above the statewide average. Additionally, the fourth, fifth, sixth, seventh, and eighth grade mean growth percentile was also above the statewide median.

ADDITIONAL EVIDENCE

Overall, The Academy's mean growth percentile has increased each year from the 2013-14 school year. Additionally, there was an overall increase of the school's mean growth percentile at each grade level from the 2013-14 school year to the 2015-16 school year, except at the sixth grade. Moreover, there was 6.6 percentile point increase in the cohort of students who took the mathematics exam as 5th grade students in the 2013-14 school year when they took the exam as 7th graders in the 2015-16 school year.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Statewide Median
	2013-14	2015-16	2015-16	
4	61	51.3	61.5	50.0
5	44.5	45.8	51.0	50.0
6	59.5	59.8	55.0	50.0
7	49	48.8	51.1	50.0

¹⁷ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

8	<u>N/A</u>	0	53.1	50.0
All	<u>53.5</u>	<u>54.5</u>	<u>54.6</u>	50.0

SUMMARY OF THE MATHEMATICS GOAL

On the 2016-17 accountability plan progress report, The Academy achieved of its both comparative goals and its growth goal. The only goal the school did not achieve as the absolute goal of 75 percent of all students enrolled at the school in their second year perform at a proficient level on the State English language arts exam.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
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 school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 school district results.)	Achieved
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	Achieved

ACTION PLAN

The school will use the *Envision 2.0* curriculum beginning the 2017-2018 school year as the primary curriculum. Teachers will incorporate materials from other sources including the *EngageNY* modules where necessary. There will be much focus on curriculum mapping and teachers will continue to use the data from *Renaissance* STAR assessments (K-8) and interim assessments (3-8) to measure student progress and inform instruction. Teachers will engage in re-teaching strategies with more frequency to ensure mastery. There will be more focus on professional development based on review of data gleaned from item skills analysis report from various sources. Moreover, during the extended learning time (After School and Saturday School), there will be a greater focus on supporting struggling students in Mathematics.

HIGH SCHOOL MATHEMATICS

Goal 2: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common Core expectations on a Regents Common Core mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the New York State Regents Algebra I (Common Core), Geometry, Geometry (Common Core), Algebra 2/Trigonometry, and/or Algebra II (Common Core) exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the college and career readiness standard as scoring 80 or Level 4 on a Common Core exam (fully meeting Common Core expectations).¹⁸ This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

RESULTS

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Mathematics Regents Passing Rate with a Score of 80 or Level 4 on Common Core Exam by Fourth Year Accountability Cohort¹⁹

Cohort Designation	Number in Cohort	Percent Passing with a score of 80 or Level 4 on Common Core exam
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

EVALUATION

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

ADDITIONAL EVIDENCE

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

¹⁸ The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

¹⁹ Based on the highest score for each student on the Mathematics Regents exam

Mathematics Regents Passing Rate with a score of 80 or Level 4(Common Core) by Cohort and Year

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	N/A	N/A	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A	N/A	N/A
2015			N/A	N/A	N/A	N/A
2016					115	22.4%

Goal 2: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common Core expectations on a Regents Common Core mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for the college and career readiness standard.

RESULTS

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Mathematics Regents Passing Rate with a Score of 80 or Level 4 on Common Core exam among Students Who Were Not Proficient in 8th Grade by Fourth Year Accountability Cohort ²⁰

Cohort Designation	Number in Cohort	Percent Passing with a score of 80 or Level 4 on Common Core exam
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

EVALUATION

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

ADDITIONAL EVIDENCE

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

²⁰ Based on the highest score for each student on the Mathematics Regents exam

Goal 2: Absolute Measure

Each year, the Accountability Performance Level (“APL”) on a Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

METHOD

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2016-17 mathematics AMO of **165**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core exams in mathematics are scored on a scale from 0 to 100; 0 to 64 is level 1; 65 to 73 is level 2, 74 to 84 is level 3, and 85 to 100 is level 4.

RESULTS

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Mathematics Accountability Performance Level (APL)
For the 2013 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	N/A	N/A	N/A	N/A

PI	=	N/A	+	N/A	+	N/A	=	N/A
				N/A	+	N/A	=	N/A
						APL	=	N/A

EVALUATION

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

ADDITIONAL EVIDENCE

In the 2016-2017 school year, a cohort of 102 students were administered the NYSED Common Core Algebra 1 Regents Examination—of which 79 students passed. The pass rate for students who were administered the Common Core Algebra 1 Regents Examination was 77%. In the 2016-2017 school

year, 14 students in the same cohort were administered the NYSED Common Core Geometry Regents Examination—of which 5 students passed. The pass rate for students who were administered the Common Core Geometry Regents Examination was 36%. The students in the above referenced cohort are in the first year of their cohort. In the 2017-2018 school year, the Academy will continue to provide Academic Intervention Services (AIS) to students who require additional support in the area of mathematics. Students in this cohort who passed the Regents examination, but did not achieve a score above 75 will be encouraged to the next sitting of the examination.

Goal 2: Comparative Measure

Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Mathematics Accountability Performance Level (APL)
of Fourth-Year Accountability Cohorts by Charter School and School District²¹

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2011	N/A	N/A	N/A	N/A
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A

EVALUATION

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

ADDITIONAL EVIDENCE

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

²¹ See page 39 above for an explanation of the APL.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL ²²

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Type	Measures	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam OR fully meeting Common Core expectations on a Regents Common Core mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam OR fully meeting Common Core expectations on a Regents Common Core mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	N/A
Comparative	Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the school district of comparison. (Using 2015-16 school district results.)	N/A

ACTION PLAN

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

GOAL 3: SCIENCE

Goal 3: Science

All students at the school will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

The science curriculum used by the school during the 2016 – 2017 school year was the Macmillan/McGraw-Hill, *A Closer Look* textbook series in grades K-6, *New York Science* in grades 7-8 and *Biology by Miller and Levine*, for Living Environment in the high school. Students in grade K-8 receive three (3) forty-five minutes of instruction per week; one period is dedicated to lab activity and two (2) periods for theory. In the high school, students are scheduled for one (1) forty-five minutes period of theory instruction per day, one (1) period of lab per week.

²² If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2017. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS

70.6% of The Academy’s students in at least their second year at the school – 98.3% of 4th grade students and 46.3% of 8th grade students – tested at a proficient level on the New York State Science exam.

Charter School Performance on 2016-17 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 District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	98.3%	59	N/A	N/A
8	46.3%	67	N/A	N/A
All	70.6%	126	N/A	N/A

EVALUATION

The Academy did not achieve this goal. 70.6% of The Academy’s students in at least their second year at the school tested at a proficient level on the State Science exam, 4.4 percentage points above the stated goal. However, the school’s fourth grade students who took the 2016-17 science exam, 98.3% tested at a proficient level.

ADDITIONAL EVIDENCE

In the years in which the State Science exam scores have been available, the percentage of The Academy’s students testing at a proficient level and enrolled in at least their second greatly exceeded the stated goal of 75% in two of the previous three years. Although The Academy did not meet their overall goal of 75% proficiency in the 2016-17 school year, this was solely because of the 8th grade results. Since the 2014-15 school year, the 2016-17 8th grade is the only cohort who did not meet the goal of 75% proficiency on the state science exam.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2014-15		2015-16		2016-17	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested

MATH

4	92.5%	80	98.3%	58	98.3%	59
8	N/A	N/A	76.9%	39	46.3%	67
All	92.5%	80	89.7%	97	70.6%	126

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 school district of comparison.

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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 school district of comparison.

RESULTS

At the time of this report's submission, the district state science exam results were not available.

2016-17 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		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	98.3%	59	N/A	N/A
8	46.3%	67	N/A	N/A
All	70.6%	126	N/A	N/A

EVALUATION

At the time of this report's submission, the district state science exam results were not available.

ADDITIONAL EVIDENCE

At the time of this report's submission, the district state science exam results were not 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					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
4	92.5%	N/A	98.3%	N/A	98.3%	59
8	N/A	N/A	76.9%	N/A	46.3%	67
All	92.5%	N/A	89.7%	N/A	70.6%	126

SUMMARY OF THE SCIENCE GOAL

The Academy partially achieved it’s absolute goal. The district’s Science score was not available at the time this report was written. Thus, the comparative goal cannot be measured.

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.	Partially 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 school district of comparison.	N/A
	[Write in optional measure here]	

ACTION PLAN

For the 2016-2017 school year, the school will adopt a new curriculum in both the seventh and eighth grades; New York Science (2016) by McGraw-Hill will be utilized. Though students in the 4th grade performed very well, students in the 8th grade did not. The quality of instruction in the 8th grade, particularly lab activities was weak. Thus, for the 2017 – 2018 school year, the following changes will take place in grades 6-8: improve the quality of instruction by changing personnel, increase the number of lab periods, improved the quality of the lab equipment by using the *Delta Education* kits, engage students in frequent assessment and respond to the data by informing instructional planning, and by offering intervention services with greater frequency.

HIGH SCHOOL SCIENCE

Goal 3: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, Chemistry and Physics. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

RESULTS

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Science Regents Passing Rate with a Score of 65

by Fourth Year Accountability Cohort²³

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

EVALUATION

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

ADDITIONAL EVIDENCE

In the 2016-2017 school year, the Academy administered the NYSED Living Environment Regents Examination to a cohort of 103 in their first year. Sixty-two (62) students in the cohort passed the Living Environment Regents with a pass rate of 60.2%. In the 2017-2018 school year, Academic Intervention Services (AIS) will be provided to those students who did not pass the Living Environment Regents Examination administered in 2017 as well as those students currently enrolled Living Environment who are identified as needing additional support. Students in this cohort who passed the Regents examination, but did not achieve a score above 75 will be encouraged to the next sitting of the examination.

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	N/A	N/A	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A	N/A	N/A
2015			N/A	N/A	N/A	N/A
2016					103	60.2%

Goal 3: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

²³ Based on the highest score for each student on any science Regents exam

RESULTS

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Science Regents Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2011	N/A	N/A	N/A	N/A
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A

EVALUATION

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

ADDITIONAL EVIDENCE

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

GOAL 4: SOCIAL STUDIES

Goal 4: Social Studies

All students at the school will demonstrate competency in the understanding and application of historic reasoning.

Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁴

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

²⁴ Based on the highest score for each student on a science Regents exam

EVALUATION

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

ADDITIONAL EVIDENCE

In the 2016-2017 school year, the Academy administered the NYSED United States History & Government Regents Examination to a cohort of 106 in their first year. Sixty-six (66) students in the cohort passed the United States History & Government Regents with a pass rate of 62.7%. In the 2017-2018 school year, additional instruction will be provided to those students who did not pass the United States History & Government Regents Examination administered in 2017 as well as those students currently enrolled United States History & Government who are identified as needing additional support during extended learning times provided by the Academy. Students in this cohort who passed the Regents examination, but did not achieve a score above 75 will be encouraged to the next sitting of the examination.

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	N/A	N/A	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A	N/A	N/A
2015			N/A	N/A	N/A	N/A
2016					106	62.7%

Goal 4: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

RESULTS

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

U.S. History Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size

2011	N/A	N/A	N/A	N/A
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A

EVALUATION

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

ADDITIONAL EVIDENCE

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort²⁵

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

EVALUATION

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

²⁵ Based on the highest score for each student on a science Regents exam

ADDITIONAL EVIDENCE

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	N/A	N/A	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A	N/A	N/A
2015			N/A	N/A	N/A	N/A
2016					N/A	N/A

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Global History Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2011	N/A	N/A	N/A	N/A
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A

EVALUATION

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

ADDITIONAL EVIDENCE

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

GOAL 5: NCLB

Goal 5: NCLB

The school will achieve Adequate Yearly Progress

Goal 5: Absolute Measure

Under the state’s NCLB accountability system, the school’s Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school’s status under the state’s No Child Left Behind (“NCLB”) accountability system.

RESULTS

The Academy is in Good Standing under New York State’s NCLB accountability system.

EVALUATION

The school has met the measure, and has met this measure in every year the school has been in operation.

ADDITIONAL EVIDENCE

The Academy has been in good academic standing since its first year of operation in the 2009-10 school year.

NCLB Status by Year

Year	Status
2014-15	Good Standing
2015-16	Good Standing
2016-17	Good Standing

GOAL 6: HIGH SCHOOL GRADUATION

GOAL 5: HIGH SCHOOL GRADUATION

All students will be prepared with the academic and technical skills to graduate high school.

Goal 6: Absolute Measure

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school’s promotion requirements, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

To qualify for high school graduation, students will be required to obtain a minimum of 22 units of credits distributed by content area as follows: English (4 cr.), Social Studies (4 cr.), Science (3 cr.), Mathematics (3 cr.), Languages Other than English (1 cr.), Art [Visual, Music, Dance or Theater] (1 cr.), Physical Education (2 cr.), Health (0.5 cr.), Electives (3.5 cr.). Additionally, students will be required to pass a minimum of 4 Regents examinations plus 1 additional Regents examination or CDOS credit distributed by content area as follows: English (1), Social Studies (1), Science (1), Mathematics (1), additional Regents exam or CDOS credit (1).

RESULTS

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2016-17

Cohort Designation	Number in Cohort	Percent promoted
2015	N/A	N/A
2016	102	92.2%

EVALUATION

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

ADDITIONAL EVIDENCE

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Goal 6: Absolute Measure
 Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2017, the 2015 cohort will have completed its second year.

RESULTS

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2013	N/A	N/A
2014	N/A	N/A
2015	N/A	N/A

EVALUATION

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

ADDITIONAL EVIDENCE

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Goal 6: Absolute Measure
 Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2013 cohort and graduated four years later and those who entered as members of the 2012 cohort and graduated five years later. At a minimum, these students have

COLLEGE PREPARATION

passed five Regents exams required for high school graduation in English language arts, mathematics, science, U.S. History and Global History or met the requirements for the 4+1 pathway to graduation.²⁶ Students have through the summer at the end of their fourth year to complete graduation requirements.

The school's graduation requirements appear above under the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

RESULTS

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Percent of Students in the Graduation Cohort who have Graduated After Four Years

Cohort Designation	Number in Cohort	Percent Graduating
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

Percent of Students in Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	Number in Cohort	Percent Graduating
2010	N/A	N/A
2011	N/A	N/A
2012	N/A	N/A

EVALUATION

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

ADDITIONAL EVIDENCE

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of

²⁶ The state's guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciaj/multiple-pathways/>.

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comparison²⁷. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

RESULTS

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2011	N/A	N/A	N/A	N/A
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A

EVALUATION

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

ADDITIONAL EVIDENCE

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	N/A
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	N/A

²⁷ Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

COLLEGE PREPARATION

Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	N/A
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	N/A

ACTION PLAN

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

GOAL 7: COLLEGE PREPARATION

GOAL 7: COLLEGE PREPARATION

All students will be prepared with the necessary academic and technical skills for college.

Goal 7: Comparative Measure

Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

METHOD

This measure tracks student performance one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student’s highest score on each subsection. Compare school averages to the New York State average for all 10th grade (sophomore) test takers in the given year.

RESULTS

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2014-15	0	0	0	0	0	0
2015-16	0	0	0	0	0	0
2016-17	0	0	0	0	0	0

EVALUATION

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

ADDITIONAL EVIDENCE

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Goal 7: Comparative Measure

Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

APPENDIX B: SUPPLEMENTARY TABLES

METHOD

This measure tracks student performance on one of the most commonly used high school college prep assessments.

For the SAT include this description: The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 2400 as the highest possible score. As students may choose to take the test multiple times during the year, the school only reports a student’s highest score. The school will compare its averages the New York State average for all 12th grade test takers in the given year.

For the ACT include this description: The ACT is a national college admissions and placement examination. Students receive scaled scores in reading, mathematics, English and science. Scaled scores range from 1 to 36 on each section; the school averages the three separate scores to calculate a student’s composite score. As students may choose to take the test multiple times during the year, the school reports on only a student’s highest scaled score for each section. The school will compare its average to the New York State average for all 12th grade test takers in the given year.

RESULTS

[Provide a brief narrative highlighting results in the data tables that directly address the measure.]

12th Grade SAT/ACT Performance by School Year

School Year	Number of Students in the 12 th Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2014-15	0	0	0	0	0	0
2015-16	0	0	0	0	0	0
2016-17	0	0	0	0	0	0

EVALUATION

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

ADDITIONAL EVIDENCE

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Goal 7: Comparative

The percent of graduating students that meets the state’s aspirational performance measure (“APM”), currently defined as the percentage of students in a cohort who graduate with a score meeting the college and career readiness standard on a math Regents exam AND an English Regents exam, will exceed the statewide average.

METHOD

Recognizing that remediation rates in New York’s colleges are far too high, the Board of Regents has reviewed data showing the gap between high school expectations and college attainment. They reviewed data comparing the graduation rate for the 2005 cohort with the "college and career ready" graduation rate – defined as the percentage of students in the cohort who graduated with a score meeting the college and career readiness standard on a math Regents exam and on an English Regents exam. The Regents view these data as an important indicator of future student success. Students who graduate high school – but do so with scores below the college and career readiness standard – are likely to require remediation in college.

RESULTS

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Percent of Graduates Meeting the Aspirational Performance Measure²⁸

Cohort	Charter School	Statewide ²⁹
2011	N/A	40.0
2012	N/A	N/A
2013	N/A	N/A

EVALUATION

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Goal 7: Comparative

The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the district of comparison.

METHOD

In establishing measures to be used by schools, districts and parents to better inform them of the progress of their students, the Regents have also set as an additional aspirational measure of achievement the percent of graduating students who earned a Regents diploma with Advanced Designation (i.e., earned 22 units of course credit; passed seven-to-nine Regents exams with a score of 65 or above; and took advanced course sequences in Career and Technical Education, the arts, or a language other than English).

RESULTS

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

²⁸ Schools can retrieve state level graduation rates from the SED’s Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

²⁹ Statewide results for the 2013 cohort are not yet available.

APPENDIX B: SUPPLEMENTARY TABLES

Percent of Graduates with a Regents Diploma with Advanced Designation³⁰

Cohort	Charter School	School District ³¹
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

EVALUATION

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Goal 7: Absolute

Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (“AP”) exam, a College Level Examination Program (“CLEP”) exam or a college level course.

METHOD

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

RESULTS

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Graduates Passing a Course Demonstrating College Preparation

Cohort	Number of Graduates	Percent Passing the Equivalent OF a College Level Course ³²
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

EVALUATION

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Goal 7: Absolute

³⁰ Schools can retrieve information about diplomas conferred from the SED’s Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

³¹ District results for the 2013 cohort are not yet available.

³² Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

APPENDIX B: SUPPLEMENTARY TABLES

Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.

METHOD

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

RESULTS

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

EVALUATION

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

SUMMARY OF THE COLLEGE PREPARATION GOAL

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	N/A
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	N/A
	The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.	N/A
	Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.	N/A
	Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	N/A
	Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	N/A

ACTION PLAN

In the 2016-17 school year, the Academy was in its first year of offering high school classes and only served 9th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.