



The Academy Charter School

**2017-18 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Wayne Haughton

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The Academy Charter School

APPENDIX A: OPTIONAL GOALS

Wayne Haughton, Executive Director, prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Bishop Barrington Goldson	Chair; Finance, Judicial, Grievance, and Compliance Committees
Robert Stewart	Vice Chair; Technology and Instruction Committee
Dawn West-Bloise	Trustee; Community Relations Committee
Steven Rowley	Trustee; Finance and Academic Committees
Peter J. Goodman	Trustee; Legal/Real Estate Committee
Roderick Roberts	Trustee; Fundraising and Community Relations Committee
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Donovan Henry	Trustee
Beth McKenzie	Trustee
Marie Graham	Trustee
Dale James	Trustee
Roger Ball	Trustee
Dorothy Atkinson	Trustee

Wayne Haughton has served as the Executive Director since 2012.

APPENDIX A: OPTIONAL GOALS

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 expanded to serve students in grades K-10 in the 2017-18 school year.

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.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-14	81	82	78	78	71	49	43	N/A	N/A	N/A	N/A	N/A	N/A	482
2014-15	109	111	79	77	81	75	78	47	N/A	N/A	N/A	N/A	N/A	657
2015-16	114	111	114	81	84	80	81	81	45	N/A	N/A	N/A	N/A	791
2016-17	107	108	107	108	77	81	80	83	77	117	N/A	N/A	N/A	945
2017-18	100	109	110	104	109	78	82	79	87	117	109	N/A	N/A	1,084

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2014 state Accountability Cohort consists of students who entered the 9th grade anywhere in the 2014-15 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2017-18 school

APPENDIX A: OPTIONAL GOALS

year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

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
2015-16	2012-13	2012	N/A	N/A	N/A
2016-17	2013-14	2013	N/A	N/A	N/A
2017-18	2014-15	2014	N/A	N/A	N/A

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) 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. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: 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 are deceased.

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)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2015-16	2012-13	2012	N/A	N/A	N/A
2016-17	2013-14	2013	N/A	N/A	N/A
2017-18	2014-15	2014	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)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2015-16	2011-12	2011	N/A	N/A	N/A

APPENDIX A: OPTIONAL GOALS

2016-17	2012-13	2012	N/A	N/A	N/A
2017-18	2013-14	2013	N/A	N/A	N/A

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

All students at the school will graduate from high school.

Goal 1: Leading Indicator

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 the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

Promotion decisions for scholars in grades 9-12 are based on credit accumulation, successful completion of coursework, and passing of Regents exams.

Our promotion in doubt process provides families with formal notifications (promotion in doubt letters) that their child is at risk of not meeting promotion standards and being retained in the same grade for the upcoming school year. This notification will occur at the conclusion of the first semester (mid-year) and will be provided along with the second quarter report cards.

Throughout the course of the school year, several parent-teacher conferences are held in which parents are able to discuss student progress with their child's teacher. Report cards are also distributed at the conclusion of each academic quarter. Additionally, school counselors monitor the academic progress of the students within their assigned cohorts and meet with both, students and parents, to discuss the supports necessary to ensure successful completion of the school year.

The school principal, in consultation with counselors, makes promotion decisions for all students in mid-June. Promotion decisions are communicated to scholars and families by the end of the school year. High school scholars who do not meet promotion requirements in June have the right to attend summer school and be promoted in August if promotion standards are met at that time.

The following are the grade-by-grade promotion standards for the Academy Charter High School and reflect the minimum criteria for promotion from the scholar's current grade to the next grade.

Grade	Units of Credit	Passed Regents
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APPENDIX A: OPTIONAL GOALS

9	5	1
10	11	3
11	17	4
12	22	5

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. For these two graduation cohorts the Academy achieved this measure.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2017-18

Cohort Designation	Number in Cohort	Percent promoted
2016	110	96.4%
2017	119	75.6%

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. For these two graduation cohorts the Academy achieved this measure.

Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient 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 Graduation Cohort have passed at least three Regents exams by their second year in the cohort. In August of 2018, the 2016 cohort will have completed its second year.

RESULTS AND EVALUATION

The school met its goal of having over 75% of students in the 2016 and 2017 cohort earn at least five credits each year.

57.3 percent of The Academy's students in the 2016 cohort scored at or above proficient on at least three different New York State Regents exams required for graduation. This cohort didn't meet the goal of 75 percent of students in the second year of high school scoring at or above proficient on at least three different New York State Regents exams required for graduation.

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

Cohort Designation	Number in Cohort	Percent Passing Three
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APPENDIX A: OPTIONAL GOALS

		Regents
2014	N/A	N/A
2015	N/A	N/A
2016	110	57.3%

ADDITIONAL EVIDENCE

After every Regents administration period, the individual trajectories of every student are reviewed. In addition, the item analysis of each examination is reviewed as a component of evaluation of the instructional program. These reviews have resulted in the percentage of students in this cohort scoring at or above proficient on at least three different New York State Regents exams required for graduation increased over eight percentage points from the 2016-17 school year to the 2017-18 school year. It should also be noted that the instructional changes implemented have resulted in the 2017 Cohort having 65.5% of it's students passing 3 or more Regents after only one year.

Goal 1: Absolute Measures

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 2014 cohort and graduated four years later and those who entered as members of the 2013 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

The school's graduation requirements appear in this document below the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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 have Graduated After Four Years

Cohort Designation	Number in Cohort	Percent Graduating
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

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

Cohort Designation	Number in Cohort	Percent Graduating
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¹ The state's guidance for the 4+1 graduation pathway can be found here:

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

APPENDIX A: OPTIONAL GOALS

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

ADDITIONAL EVIDENCE

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

Goal 1: 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 comparison.² 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 AND EVALUATION

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

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
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

² 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](#).

APPENDIX A: OPTIONAL GOALS

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates below.

RESULTS AND EVALUATION

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

Percentage of the 2014 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing =[(b)/(a)]* 100
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
Overall	N/A	N/A	N/A

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	Number in Cohort	Percent Passing a Pathway Exam
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

ADDITIONAL EVIDENCE

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The Academy met one of two leading indicator goals. Because the school only served 9th and 10th grade in the 2017-18 school year, the absolute and comparative measures in this section do not apply.

Type	Measure	Outcome
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APPENDIX A: OPTIONAL GOALS

Leading Indicator	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.	Met
Leading Indicator	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.	Not Met
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	N/A
Absolute	Each year, 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
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

ACTION PLAN

To meet its goal of 75 percent of students in their second year scoring proficient on at least three different NYS Regents exams required for graduation, the school provides students the opportunity to complete three regents exams by the end of their 9th grade year (one in math, one in science, and one in social studies). Students will have the additional opportunity to complete these exams during their August and January administration following their 9th grade year. At the conclusion of the 10th grade year, students will have the opportunity to complete two additional Regents examinations (one in math and one in science) for a total of 5 Regents examinations offered by the conclusion of their second year.

The teachers work with instructional leadership to align course goals with student achievement data collected during previous administration of regents examinations. Students requiring academic supports, based on Regents examination data, qualify and receive academic intervention services. Additional learning time and academic intervention services is provided in-school, after school, on Saturdays, and during the Summer months.

The school has also departmentalized instruction and made provisions for instructional coaching to include content leads and two Assistant Principals. Assistant Principals have been given specific content areas of instructional oversight and work with content leads to support student achievement through instructional practice.

To ensure on-time graduation for scholars, the school provides curriculum and support for students to complete Regents examination requirements by the conclusion of their 11th grade

APPENDIX A: OPTIONAL GOALS

year. For students requiring additional assistance in meeting the graduation requirements on time, the school provides additional learning time and academic intervention services in-school, after school, on Saturdays, and through credit recovery programming. To ensure students have multiple pathways to graduate on time, the school will also be providing students with Career and Technical Education (CTE) coursework.

Further, the school's counselors monitor student progress toward graduation regularly. They work with school principal, assistant principals, students and families to identify the supports needed to assist students in graduating on time.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

All students will be prepared to attend college.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT; or,
- Earning a Regents diploma with advanced designation; or,

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant measures, and the overall percentage achieving the measure.

APPENDIX A: OPTIONAL GOALS

RESULTS AND EVALUATION

This measurement does not apply to The Academy because the school does not serve students graduating in the 2017-18 school year.

Percentage of the 2014 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
Overall	N/A	N/A	N/A

ADDITIONAL EVIDENCE

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

The state’s recently finalized ESSA plan includes a College, Career, and Civic Readiness Index that measures the rate of completion among the Total Cohort of a variety of indicators of readiness for the next step after high school. Indicators that are more rigorous and that are therefore more difficult to attain receive greater weight in the new CCCRI (e.g., attaining a Regents diploma and a score of 4 or higher on an IB exam). Conversely, some less rigorous indicators that were not included in the College and Career Readiness Index under the state’s NCLB accountability system are included in the CCCRI (e.g., completion of a high school equivalency program).³

To achieve this measure, the school must have a CCCRI value that equals or exceeds the 2017-18 CCCRI MIP for all students. The state will calculate and disseminate the MIP in the summer of

³ For more detail about the weighting of college readiness methods for calculation of the CCCRI, see page 64 of the state’s finalized ESSA plan here: www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf

APPENDIX A: OPTIONAL GOALS

2018. The CCCRI is calculated by multiplying the number of students in the cohort demonstrating college and career readiness by the weighting for the method by which the student demonstrated college and career readiness, divided by the number of students in the cohort. The highest possible CCCRI is 200.

RESULTS AND EVALUATION

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

CCCRI Performance by Cohort Year

Graduation Year	Cohort	Number of Students in Cohort	MIP	School CCCRI
2015-16	2012	N/A	N/A	N/A
2016-17	2013	N/A	N/A	N/A
2017-18	2014	N/A	TBD	N/A

ADDITIONAL EVIDENCE

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

Goal 2: Comparative Measure

Each year, the school's CCCRI for the Total Cohort will exceed that of the district of comparison's Total Cohort.

METHOD

The school compares the CCCRI of students from the fourth year in the charter school Total Cohort to that of the respective cohort of students in the school district of comparison.

RESULTS AND EVALUATION

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

CCCRI of Fourth-Year Total Cohort by Charter School and School District

Cohort	Charter School	School District
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

Goal 2: Absolute Measure

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

APPENDIX A: OPTIONAL GOALS

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the fall following graduation.

RESULTS AND EVALUATION

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

Matriculation Rate of Graduates by Year

Cohort	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Fall (b)	Matriculation Rate = $[(b)/(a)]*100$
2012	N/A	N/A	N/A
2013	N/A	N/A	N/A
2014	N/A	N/A	N/A

SUMMARY OF THE COLLEGE PREPARATION GOAL

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	N/A
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	N/A

ACTION PLAN

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

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

APPENDIX A: OPTIONAL GOALS

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.

Students in grade 9 receive 90 minutes of instruction daily while students in grades 10-11 receive 45 minutes. At-risk students also received forty-five minutes of pullout instructions in small groups two times per week. The school utilizes the assessment data provided by the, *NWEA* MAP diagnostic and progress monitoring assessment, unit assessments and school-designed interim assessments to measure students' progress and inform instructional planning.

Goal 3: 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 2018. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

APPENDIX A: OPTIONAL GOALS

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).

2017-18 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁴				Total Enrolled
		IEP	ELL	Absent	Refused	
3	109	0	0	0	1	110
4	103	0	0	1	4	108
5	77	0	0	2	1	80
6	79	0	0	2	0	81
7	79	0	0	3	0	82
8	84	0	0	2	0	86
All	531	0	0	10	6	547

RESULTS AND 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, 67.8% of students, and 74.8% of students enrolled in at least their second year at the school, achieved a level of proficiency on the 2017-18 English language arts assessment exam.

Performance on 2017-18 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	74.3%	109	77.0%	87
4	71.8%	103	76.1%	88
5	51.9%	77	56.9%	58
6	72.1%	79	75.8%	66
7	56.9%	79	63.1%	65
8	75.0%	84	75.0%	57
All	67.8%	531	74.8%	421

ADDITIONAL EVIDENCE

From the 2015-16 to 2017-18 school years, the overall percentage of students enrolled in at least their second year at the school performing at a proficient level increased nearly 27 percentage points on the English language arts exams. The most notable increase occurred in the 5th through 8th grades where there was a 14, 36.1, 24.9, and 28.8 percentage point increase respectively.

ELA Performance by Grade Level and Year

⁴ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or a absence for at least some part of the exam.

APPENDIX A: OPTIONAL GOALS

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	61.3%	62	70.9%	86	77.0%	87
4	60.7%	61	72.9%	59	76.1%	88
5	42.9%	70	47.3%	74	56.9%	58
6	39.7%	63	39.1%	64	75.8%	66
7	38.2%	68	54.9%	71	63.1%	65
8	46.2%	39	61.8%	68	75.0%	57
All	47.9%	363	58.1%	422	74.8%	421

Goal 3: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

The Academy's PI in the 2017-18 school year was 175.5. SUNY did not release the MIP, so evolution is not possible at this time.

English Language Arts 2017-18 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	6	26	41	27

$$\begin{array}{rcl}
 \text{PI} & = & 26 + 41 + 27 \\
 & & 41 + 27 \\
 & & + (.5) * [27] \\
 & & \text{PI} \\
 & = & 94 \\
 & & 68 \\
 & & 13.5 \\
 & = & 175.5
 \end{array}$$

Goal 3: Comparative Measure

APPENDIX A: OPTIONAL GOALS

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 AND EVALUATION

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 2017-18 English language arts exam. The Academy's aggregate percentage of students enrolled in at least their second at the school testing at proficiency was 74.8%. The local district's average was 24.4%.

The Academy met this measure. The school's aggregate percentage of students performing at a proficient level on the English language arts exam was 50.4 percentage points above the Hempstead School District.

2017-18 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	77.0%	87	29%	583
4	76.1%	88	30%	614
5	56.9%	58	24%	497
6	75.8%	66	21%	428
7	63.1%	65	16%	419
8	75.0%	57	22%	404
All	74.8%	421	24.4%	2945

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.

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](#).

APPENDIX A: OPTIONAL GOALS

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					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	61.3%	19%	70.9%	20.5%	77.0%	29%
4	60.7%	14%	72.9%	30.5%	76.1%	30%
5	42.9%	8%	47.3%	15.6%	56.9%	24%
6	39.7%	5%	39.1%	5.5%	75.8%	21%
7	38.2%	6%	54.9%	11.8%	63.1%	16%
8	46.2%	11%	61.8%	13.1%	75.0%	22%
All	47.9%	9.5%	58.1%	16.9%	74.8%	24.4%

Goal 3: 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 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

The effect size of The Academy’s predicted level of performance on the state English language arts exam was 2.04, nearly two 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 two points above the state’s goal for the school.

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.

APPENDIX A: OPTIONAL GOALS

2016-17 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	94.4	99	72	27.1	44.9	2.53
4	90.9	73	66	26.5	39.5	2.53
5	95.1	82	46	19.0	27.0	2.03
6	93.8	76	39	16.5	22.5	1.90
7	92.8	81	53	25.3	27.7	1.67
8	93.5	77	62	30.4	31.6	1.79
All	93.5	488	56.9	24.2	32.6	2.04

School's Overall Comparative Performance:

Higher than expected to large degree

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 Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
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
2016-17	3-8	93.5	488	56.9	24.2	2.04

Goal 3: Growth Measure⁶

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 target of 50.

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 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 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 target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁷

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

APPENDIX A: OPTIONAL GOALS

RESULTS AND EVALUATION

School wide, and at the 6th, 7th, and 8th grade level, The Academy exceeded the statewide mean growth percentile. The Academy's 4th grade missed the stated goal by less than one percentage point. The school's 5th grade missed the stated goal by 2.3 percentage points.

2016-17 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	49.1	50.0
5	47.7	50.0
6	51.9	50.0
7	56.5	50.0
8	61.5	50.0
All	53.5	50.0

ADDITIONAL EVIDENCE

The school's mean growth percentile increased overall and at each grade level, except the 4th grade, in the 2016-17 school year, 5th grade in the 2016-17 school year, and the 6th grade in the 2014-15 school year..

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	50.7	56.8	49.1	50.0
5	55.3	51.7	47.7	50.0
6	43.3	53.5	51.9	50.0
7	51.8	62.4	56.5	50.0
8	N/A	57.1	61.5	50.0
All	60.1	68.2	53.5	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.	Not Met
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
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	Met

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

APPENDIX A: OPTIONAL GOALS

	exam will be greater than that of students in the same tested grades in the school district of comparison.	
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 2016-17 results.)	Met
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 target of 50. (Using 2016-17 results.)	Met

ACTION PLAN

The Academy will continue to improve 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*, and writing samples, 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 goal in English Language Arts.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered a Regents English exam 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 at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core).⁸ This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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 Scoring at Least Level 4 on Regents English Common Core Exam

⁸ Students in the 2014 and 2015 high school Accountability Cohorts may have taken the Regents Comprehensive English exam. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 75 (the previous target for college and career readiness) on that exam as having met the target for this measure.

APPENDIX A: OPTIONAL GOALS

by Fourth Year Accountability Cohort⁹

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4 on Common Core exam (or Percent Scoring at Least 75 if student took the Regents Comprehensive English Exam)
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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 Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014	N/A	N/A	N/A	N/A	N/A	N/A
2015	N/A	N/A	N/A	N/A	N/A	N/A
2016			N/A	N/A	N/A	N/A
2017					N/A	N/A

Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered a Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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 Scoring at Least Level 3 on Regents English Common Core Exam

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

APPENDIX A: OPTIONAL GOALS

by Fourth Year Accountability Cohort¹⁰

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on the Regents English Exam
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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 Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	N/A	N/A	N/A	N/A	N/A	N/A
2015	N/A	N/A	N/A	N/A	N/A	N/A
2016			N/A	N/A	N/A	N/A
2017					N/A	N/A

Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

The state’s finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.¹¹ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Total Cohort for Graduation. The Regents Examination in English Language Arts (Common Core) is scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 78 is Accountability Level 2; 79 to 84 is Accountability Level 3, and 85 to 100 is Accountability Level 4.

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

¹¹ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

APPENDIX A: OPTIONAL GOALS

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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 Performance Index (PI) For the 2014 High School Accountability Cohort				
Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
	[?]	[?]	[?]	[?]
	PI	=	[?]	+
			[?]	+
				+
				(.5)*[?]
				PI
				=
				[?]
				[?]
				[?]
				[?]

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. 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 AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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 Achieving Performance Level 4 or Higher on English Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012	N/A	N/A	N/A	N/A

APPENDIX A: OPTIONAL GOALS

2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). 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 AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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 Achieving Performance Level 3 or Higher on English Regents
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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: Comparative Measure

APPENDIX A: OPTIONAL GOALS

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that 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 AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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 Performance Index (PI)¹²
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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: Growth Measure

Each year, 50 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 at Performance Level 4 and 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.

¹² For an explanation of the procedure to calculate the school’s PI, see page 28.

APPENDIX A: OPTIONAL GOALS

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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 Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹³

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core exam (or Scoring at Least 75 on the Regents Comprehensive English Exam)
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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: Growth Measure

Each year, 75 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 at least partially meet Common Core expectations (currently scoring at Performance Level 3 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 graduation.

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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 Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁴

Cohort	Number in	Percent Achieving Level 3
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¹³ Based on the highest score for each student on the English Regents exam

¹⁴ Based on the highest score for each student on the English Regents exam

APPENDIX A: OPTIONAL GOALS

Designation	Cohort	on Regents English Exam
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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 ¹⁵

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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 or exceed Common Core expectations (currently scoring at or above Performance Level 4 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, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 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 Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English	N/A

¹⁵ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

APPENDIX A: OPTIONAL GOALS

	language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
--	--	--

ACTION PLAN

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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: MATHEMATICS

Goal 4: 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 uses a combination of the *Envision 2.0 and Eureka Math* in grades K-8; and *Amsco* series in grades 9-10, and supplementary materials from the *EngageNY* modules in meeting the *New York State Next Generation Learning Standards*. Students complete multiple learning experiences in which they are able to utilize their classroom technology, and manipulatives for practice. Students in grades K-8 receive 90 minutes of instruction daily; and at the high school, Algebra 1 receive 90 minutes of instructional daily while students in other mathematics courses receive 45 minutes of instruction daily. At-risk students also received forty-five minutes of pullout instructions in small groups at least two times per week. The school utilizes the assessment data provided by the STAR and NWEA MAP diagnostic and progress monitoring assessment, unit assessments and school-designed interim assessments to measure students' progress and inform instructional planning.

Goal 4: 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 3 through 9 grade in April 2018. 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.

APPENDIX A: OPTIONAL GOALS

2017-18 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3	108	0	0	1	1	110
4	103	0	0	1	4	108
5	77	0	0	2	1	80
6	79	0	0	1	1	81
7	80	0	0	2	0	82
8	83	0	0	2	1	86
All	530	0	0	9	8	547

RESULTS AND EVALUATION

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, 71.3% of the students who took the 2017-18 state mathematics exam performed at a proficient level. 68.5% of students enrolled in at least their second year performed at the school tested at a proficient level.

The Academy's students performed at a proficient level on the 2017-18 mathematics assessment exam. 71.3% 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 3.7 percentage points.

Performance on 2017-18 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	82.4%	108	87.1%	85
4	67.9%	103	70.1%	87
5	50.6%	77	61.4%	57
6	64.5%	79	65.2%	69
7	66.3%	80	68.2%	66
8	73.4%	83	70.1%	75
All	68.5%	530	71.3%	439

ADDITIONAL EVIDENCE

The Academy showed a significant overall increase in the percentage of students performing at a proficient level on the state mathematics assessment exam from the previous year, both overall and at each individual grade level.

¹⁶ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or a absence for at least some part of the exam.

APPENDIX A: OPTIONAL GOALS

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	55.1%	69	73.0%	89	87.1%	85
4	61.0%	59	55.2%	58	70.1%	87
5	55.7%	70	40.2%	82	61.4%	57
6	63.3%	60	48.4%	62	65.2%	69
7	41.5%	65	41.4%	70	68.2%	66
8	47.5%	40	43.3%	67	70.1%	75
All	54.3%	363	50.9%	428	71.3%	439

Goal 4: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

The Academy's PI in the 2017-18 school year was 178. SUNY did not release the MIP, so evolution is not possible at this time.

Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	8	23	35	34

$$\begin{array}{r}
 \text{PI} = 23 + 35 + 34 \\
 \quad \quad \quad + 35 + (.5) * [34] \\
 \text{PI} = 178
 \end{array}$$

Goal 4: Comparative Measure

APPENDIX A: OPTIONAL GOALS

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.

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.¹⁷

RESULTS AND EVALUATION

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.

The Academy met this measure. The school's aggregate percentage of students performing at a proficient level on the 2017-18 state mathematics assessment exam exceeded the district average by an impressive 49.3 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.

2017-18 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	87.1%	85	33%	592
4	70.1%	87	26%	626
5	61.4%	57	29%	510
6	65.2%	69	11%	430
7	68.2%	66	14%	427
8	70.1%	75	1%	218
All	71.3%	439	22%	2803

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.

¹⁷ 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](#).

APPENDIX A: OPTIONAL GOALS

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					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	55.1%	24%	73.0%	28.6%	87.1%	33%
4	61.0%	18%	55.2%	28.3%	70.1%	26%
5	55.7%	14%	40.2%	20.4%	61.4%	29%
6	63.3%	4%	48.4%	6.8%	65.2%	11%
7	41.5%	5%	41.4%	7.6%	68.2%	14%
8	47.5%	3%	43.3%	.4%	70.1%	1%
All	54.3%	12.4%	50.9%	17.9%	71.3%	22%

Goal 4: 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 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

The Effect Size of The Academy's predicted level of performance on the state mathematics exam 1.67 points above the predicted comparative performance goal.

2016-17 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	94.4	102	73	32.2	40.8	1.98
4	90.9	72	49	26.1	22.9	1.19

APPENDIX A: OPTIONAL GOALS

5	95.1	81	43	23.1	19.9	1.17
6	93.8	72	51	18.9	32.1	2.01
7	92.8	79	43	16.9	26.1	1.51
8	93.5	76	45	12.1	32.9	1.99
All	93.5	482	51.8	22.1	29.7	1.67

School's Overall Comparative Performance:

Higher than expected to large degree

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 Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
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
2016-17	3-8	93.5	482	51.8	22.1	1.67

Goal 4: Growth Measure¹⁸

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 target of 50.

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 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 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 meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.¹⁹

RESULTS AND EVALUATION

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

¹⁸ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹⁹ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

APPENDIX A: OPTIONAL GOALS

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	45.6	50.0
5	38.1	50.0
6	49.0	50.0
7	49.2	50.0
8	74.8	50.0
All	50.8	50.0

ADDITIONAL EVIDENCE

Overall, The Academy's mean growth percentile has exceeded the state's target in each of the last three school years.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	51.3	61.5	45.6	50.0
5	45.8	51.0	38.1	50.0
6	59.8	55.0	49.0	50.0
7	48.8	51.1	49.2	50.0
8	0	53.1	74.8	50.0
All	54.5	54.6	50.8	50.0

SUMMARY OF THE MATHEMATICS GOAL

On the 2017-18 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.	Not met
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	
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.	Met
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	Met

APPENDIX A: OPTIONAL GOALS

	schools in New York State. (Using 2016-17 results.)	
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 target of 50. (Using the 2016-17 results.)	Met

ACTION PLAN

The school will continue to use the existing curriculums during the 2018-2019 school year. 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 hands 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 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) 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 at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams.²⁰ This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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 Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort²¹

²⁰ Students in the 2014 and 2015 high school Accountability Cohorts may have taken the non-Common Core mathematics exams. As such, for 2017-18 and 2018-19, the Institute will continue to count a ny student who achieved at least a scale score of 80 (the previous target for college and career readiness) on that exam as having met the target for this measure.

²¹ Based on the highest score for each student on a mathematics Regents exam

APPENDIX A: OPTIONAL GOALS

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. While, this measurement is not applicable to the school for this Accountability Report, the school is monitoring this indicator for the 2016 and 2017 Cohorts and increasing the rigor where required to have more students meet this benchmark.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014	N/A	N/A	N/A	N/A	N/A	N/A
2015	N/A	N/A	N/A	N/A	N/A	N/A
2016			N/A	N/A	110	5.5%
2017					119	7.6%

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. It should be noted, however, that the Academy's 2016 and 2017 Cohorts have already met this measure. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort²²

²² Based on the highest score for each student on a mathematics Regents exam

APPENDIX A: OPTIONAL GOALS

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on a Regents Mathematics Exam
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

ADDITIONAL EVIDENCE

As shown in the chart below, the school's 2016 and 2017 cohorts both had over 80 percent of students partially meeting Common Core expectations, scoring at Level 3 on a Regents mathematics exam, by the completion of their fourth year in the cohort.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	N/A	N/A	N/A	N/A	N/A	N/A
2015	N/A	N/A	N/A	N/A	N/A	N/A
2016			115	73.0%	110	80.9%
2017					119	80.7%

Goal 4: Absolute Measure

Each year, the Performance Index ("PI") on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

The state's finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.²³ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school's fourth year Total Cohort for Graduation. Regents Common Core mathematics exams are scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 79 is Accountability Level 2 (65 to 77 for Algebra II); 80 to 84 is Accountability Level 3 (78 to 84 for Algebra II), and 85 to 100 is Accountability Level 4.

²³ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

APPENDIX A: OPTIONAL GOALS

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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 Performance Index (PI)
For the 2014 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
	[?]	[?]	[?]	[?]

$$\begin{array}{cccccccc}
 \text{PI} & = & [?] & + & [?] & + & [?] & = & [?] \\
 & & & & [?] & + & [?] & & [?] \\
 & & & & & & (.5)*[?] & & [?] \\
 & & & & & & \text{PI} & & [?]
 \end{array}$$

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. 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 AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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 Achieving Performance Level 4 or Higher on a Mathematics Regents
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

APPENDIX A: OPTIONAL GOALS

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). 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 AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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 Achieving Performance Level 3 or Higher on a Mathematics Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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: Comparative Measure

Each year, the Performance Index ("PI") in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

APPENDIX A: OPTIONAL GOALS

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 AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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 Performance Index (PI)²⁴
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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: Growth Measure

Each year, 50 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 readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents 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 grow to meeting the mathematics requirement for the college and career readiness standard.

²⁴ For an explanation of the procedure to calculate the school's PI, see page 46.

APPENDIX A: OPTIONAL GOALS

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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 Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²⁵

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core Exam
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents 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 move to meeting the English requirement for graduation.

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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 Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²⁶

Cohort Designation	Number in Cohort	Percent Achieving Level 3
2012	N/A	N/A

²⁵ Based on the highest score for each student on the English Regents exam

²⁶ Based on the highest score for each student on the mathematics Regents exam

APPENDIX A: OPTIONAL GOALS

2013	N/A	N/A
2014	N/A	N/A

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. While this measurement is not applicable to the school, it should be noted that the school is monitoring students for whom we have grade 8 scores. The chart below displays their current status:

Cohort	# of Student in Cohort	# of Grade 8 Math Scores Available	# of Students Scoring Level 1 or 8 in Grade 8	# of Students Scoring Level 3 or Above on Math Regents	% of Students Scoring Level 3 or Above on Math Regents
2016	110	30	15	13	86.7
2017	119	83	55	42	76.1

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL ²⁷

The Academy met the only absolute goal for which it could be measure as a result of the school's current grade configuration.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or	N/A

²⁷ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

APPENDIX A: OPTIONAL GOALS

	above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	NA

ACTION PLAN

The Academy has departmentalized instruction. Each assistant principal has been given specific areas of instructional oversight. Content leads have been assigned for each area and work closely with the assistant principals to change and improve academic programming.

Additionally, the Academy has increased the opportunities for teacher collaboration and co-teaching to implement the math program. Academic intervention services are being provided three times per week through the specific design and implementation of additional math courses through the collaborative effort of math teachers and school leadership.

GOAL 5: 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 2017 – 2018 school year was the Macmillan/McGraw-Hill, *A Closer Look* textbook series in grades K-5, *New York Science* in grades 6-8, 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, the Science program at The Academy Charter School utilizes *Biology by Miller and Levine*, for Living Environment, *Chemistry by Pearson* for Chemistry, *Earth Science: The Physical Setting by Perfection Learning* for Earth Science, and *Marine Science by Pearson* for Marine Biology to implement instruction. Students receive six (6) forty-five minute periods of instruction per week; one period is dedicated to lab activity and five (5) periods for theory. Unit assessments and school-designed interim assessments are used to measure students' progress and inform instructional planning.

Goal 5: 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 science examination.

APPENDIX A: OPTIONAL GOALS

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2018. 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 AND EVALUATION

91.3% of The Academy's students in at least their second year at the school – 95.3% of 4th grade students and 86.7% of 8th grade students – tested at a proficient level on the New York State Science exam.

The Academy achieved this goal. 91.3% of The Academy's students in at least their second year at the school tested at a proficient level on the State Science exam, 16.3 percentage points above the stated goal.

Charter School Performance on 2017-18 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	95.3%	86	N/A	N/A
8	86.7%	75	N/A	N/A
All	91.3%	161	N/A	N/A

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 2015-16 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					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	98.3%	58	98.3%	59	95.3%	86
8	76.9%	39	46.3%	67	86.7%	75
All	89.7%	97	70.6%	126	91.3%	161

Goal 5: Comparative Measure

APPENDIX A: OPTIONAL GOALS

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. Given the timing of the state's release of district science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district's **2016-17** data.

RESULTS AND EVALUATION

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

2017-18 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 ²⁸	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	95.3%	86	N/A	N/A
8	86.7%	75	N/A	N/A
All	91.3%	161	N/A	N/A

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					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
4	98.3%	N/A	98.3%	59	95.3%	N/A
8	76.9%	N/A	46.3%	67	86.7%	N/A
All	89.7%	N/A	70.6%	126	91.3%	N/A

SUMMARY OF THE SCIENCE GOAL

The Academy met the absolute goal and the comparative goal could not be measured because the district's science score was not available at the time of this report's submission.

²⁸ This table uses the prior year's results as 2017-18 district science scores are not yet available.

APPENDIX A: OPTIONAL GOALS

Type	Measure	Outcome
Absolute	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 examination.	Met
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

ACTION PLAN

For the 2018-2019 school year, the school will continue to use *New York Science* in grades 6-8 but adopt the Mc Graw-Hill, *Inspire Science* in grades K-5 which are more clearly aligned to the *Next Generation Science Standards*. For the 2018 – 2019 school year, the school (K-8) will continue improve the quality of instruction by focusing more on lab instruction.

HIGH SCHOOL SCIENCE

Goal 5: 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. 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 AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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 Cohort²⁹

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

²⁹ Based on the highest score for each student on any science Regents exam

APPENDIX A: OPTIONAL GOALS

ADDITIONAL EVIDENCE

As shown in the chart below, The Academy's 2017 student cohort is already meeting this goal and the 2016 student cohort is less than ten percentage points below the goal of 75 percent proficiency.

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

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	N/A	N/A	N/A	N/A	N/A	N/A
2015	N/A	N/A	N/A	N/A	N/A	N/A
2016			N/A	N/A	110	65.5%
2017					119	76.5%

Goal 5: Comparative Measure

Each year, the percent of 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.

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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: SOCIAL STUDIES

Goal 6: Social Studies

All students at the school will demonstrate competency in the understanding and application of social studies.

The Social Studies program at The Academy Charter School *utilizes United States History by Pearson* for United States History and *World History by Pearson* for Global History 1 and Global History 2 to implement instruction. Students receive forty-five minutes of daily instruction in Social Studies. Unit assessments and school-designed interim assessments are used to measure students' progress and inform instructional planning.

Goal 6: 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 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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 Cohort³⁰

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 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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.

³⁰ Based on the highest score for each student on a science Regents exam

APPENDIX A: OPTIONAL GOALS

ADDITIONAL EVIDENCE

As shown in the chart below, The Academy's 2017 student cohort is already meeting this goal and the 2016 student cohort is 12.3 percentage points below the goal of 75 percent proficiency.

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	110	62.7%
2016					119	80.7%

Goal 6: 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 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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.

APPENDIX A: OPTIONAL GOALS

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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 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 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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 Cohort³¹

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 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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

³¹ Based on the highest score for each student on a science Regents exam

APPENDIX A: OPTIONAL GOALS

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 6: 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 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th 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.

APPENDIX A: OPTIONAL GOALS

GOAL 7: ESSA

Goal 7: ESSA

The Academy will be in good standing pursuant to the state's ESSA accountability system

Goal 7: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

The school met its goal of good standing for the 2017-18 school year.

ADDITIONAL EVIDENCE

The Academy has been in good standing in each of the last three school years.

Accountability Status by Year

Year	Status
2015-16	Good standing
2016-17	Good standing
2017-18	Good standing

