



# **New York City Charter School of the Arts**

## **2016-17 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Jamie Davidson

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## INTRODUCTION

Jamie Davidson, Principal prepared this 2016-17 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Danal Abrams	Chair, Finance Committee
Laura Blankfein	Vice Chair, Nominating Committee
Matthias Ederer	Treasurer, Finance Committee
Benjamin Gliklich	Secretary
Jim Chu	Member, Real Estate Committee
Jose De Jesus	Member, Program Committee
Adam Falkner	Member, Program Committee
Daniel Hew	Member, Program Committee
Randall Iserman	Member, Program and Nominating Committees

**Jamie Davidson has served as the Principal since January 4, 2016.**

## INTRODUCTION

New York City Charter School of the Arts (CSA) opened in August 2016, serving four sections of 6<sup>th</sup> Grade students from CSD 02 and surrounding neighborhoods. The mission of CSA is to inspire a community of young people to engage with the arts as a pathway to rich and rigorous academic scholarships and a creative, purposeful life. As the only non-selective arts-based charter middle school in Manhattan, CSA aims to make rigorous, creative learning experiences available to a wide array of learners. In addition, we aim to serve a deliberately diverse student body. Of the 102 students enrolled during our first year of operation, 16% were students with IEP's, and 48% were students from economically disadvantaged families. The racial demographics of our student body broke down to 21% White, 28% African American, 30% Hispanic, 3% Asian, 1% Native American, and 11% mixed race/other.

### **Curriculum, Teaching, and Learning at CSA**

Teachers and leaders at CSA believe fervently in the power of the arts to impact students' learning experiences and improve academic outcomes for all kids. The arts have been proven to act as a lifeline for students who struggle to master standards in traditional settings, supporting exceptional academic outcomes for English Language Learners (ELLs) and students with learning differences. In addition to alignment with Common Core State Standards (CCSS), academic classes at City School of the Arts are designed to meet National Core Arts Standards (NCAS), which overlap with CCSS at over 400 points of convergence. Our arts-infused humanities curriculum integrates the NY State ELA and Social Studies standards in extended Humanities blocks, and with two Humanities teachers per grade level, students are exposed to rich and rigorous content and learning experiences, using a wide range of best practices for literacy instruction in 100 minute blocks. Students analyze grade level fiction and nonfiction texts in historical and comparative contexts, and while students do not participate in any test prep programming, they are well-prepared and practiced to demonstrate proficiency on the NY State ELA exam. Our 90-minute math blocks follow Pearson's problem-based, Common Core aligned Connected Math Program (MCP3), and science classes follow the Full Option Science System (FOSS) curriculum, which uses active investigation and individualized assessment tools to engage with complex scientific content. Students engage in both math and science lab investigations to gain exposure to new concepts in real-world contexts.

CSA's academic program is supported by our comprehensive artistic program. All sixth grade students study Piano and complete an artistic jury requiring them to be fluent in reading music by the time they graduate; 35% of them participated in NYSSMA, a state-wide artistic jury, and of the students who participated, 90% of them passed with distinction. All seventh grade students study visual art and voice, and eighth grade students pursue advanced study in their chosen artistic major. 2017-18 is the first year Choir and Visual Arts was offered, and next year, the passions and interests of our founding class of 8<sup>th</sup> graders will determine what majors are offered to students. Each afternoon, students have opportunities for expanded artistic study as well as academic remediation.

With intervention methods grounded in the arts, we leverage student engagement to provide targeted academic supports to kids who are struggling, and creative extensions to those who are ready for more challenging work. Our full-time Special Education teachers work closely with our Dean of Students and School Social Worker to ensure that all academic and artistic staff members are trained and prepared to use a wide range of strategies to close gaps in learning.

### **Building Capacity**

To achieve our mission, we rely on an inspired, innovative team of talented and collaborative educators. Our weekly differentiated Professional Development sessions prepare our artistic and

## INTRODUCTION

academic teachers to equip students with a cross-disciplinary framework of creative and academic skills. Teachers collaborate across disciplines by co-planning units, sharing lesson plans online and regularly observing colleagues' classes. Data analysis sessions, facilitated by the Achievement Network, follow each A-Net interim assessment and support teachers in the agile and responsive use of data. Our one-month "Innovation Institute" fosters innovative co-planning, and our emphasis on building leadership skills amongst all staff ensures that growth is sustainable. CSA built on the Danielson Framework to develop an evaluation tool that allows us to support teachers in the integration of the arts and other disciplines in their lessons, and identify specific growth areas that can be addressed through coaching and outsourced professional development through organizations like the Harvard Graduate School of Education, Lincoln Center Education, and Bank Street.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2012-13										
2013-14										
2014-15										
2015-16										
2016-17							99	0	0	99

## ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

Students will demonstrate high levels of achievement in English Language Arts.

#### BACKGROUND

New York City Charter School of the Arts utilizes an integrated model of ELA and Social Studies, as opposed to departmentalizing reading, writing, and social studies. We have developed an arts-infused thematically based Humanities curriculum that helps students develop creative and critical capacity across disciplines, with a strong emphasis on reading, writing, speaking and listening for both historical and fiction texts. Our balanced literacy program seeks to maximize students' exposure to a wide array of literature, primary source documents, and non-narrative non-fiction texts. Students read multiple genres to support their mastery of literacy-related efficiently, and with exposure to multiple texts, students are able to practice reading strategies in the context of content-rich Social Studies lessons that incentivize students to develop reading skills such as noticing text structures and developing vocabulary because they act as keys for unlocking high-interest content knowledge.

Using planning resources such as Engage NY and Discovery Education, and primary sources carefully curated, we have developed a suite of resources, project ideas, books, and primary sources to aid teachers in their planning. Lessons, materials and units will grow out of Wiggins & McTighe's Understanding by Design (UbD) framework, and teachers are given ample time to complete extensive UbD plans.

#### Assessment

All incoming 6<sup>th</sup> graders completed the first ANet assessments in September, serving as diagnostic assessments to address growth areas and support inherent strengths early.

Throughout the year, teachers were provided with a number of diverse methods of assessing progress toward mastery of skills content on a daily basis. Formative assessment tools included exit tickets, quizzes, class-work, homework, writing blog posts, oral presentations, public debate, and participation in Socratic seminars.

Students take four ANet interim assessments in ELA before the New York State exam, including the baseline diagnostic test, and data from these exams is used by teachers and school leaders to improve instruction by targeting specific skills and standards. In the first year of operation, the Principal served as the primary facilitator, but all leaders and teachers are expected to take ownership in using both formative and summative assessments.

#### Goal 1: Absolute Measure

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

## ENGLISH LANGUAGE ARTS

### METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 6<sup>th</sup> grade in April 2017. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

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

Grade	Total Tested	Not Tested <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5						
6	94	0	0	1	4	99
7						
8						
All	94	0	0	1	4	99

### RESULTS

Of the 99 students enrolled in the school at the time of ELA testing, 94 took the exam and 36% received a score of 3 or 4. 2016-17 was the first year of operation for the school, so attainment of this goal cannot be measured.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6	36%	94	N/A	N/A
7				
8				
All	36%	94	N/A	N/A

<sup>1</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## EVALUATION

As the 2016-17 school year was the first year of operation for the school, we are unable to fully evaluate our progress towards meeting this absolute measure as no students are in their second year of enrollment. Our scores were consistent with the New York City average, however, and the passage rate for Black, Hispanic, and Economically Disadvantaged students at CSA was almost double the passage rate of their NYC counterparts. Further, we were encouraged by the number of students who were on the cusp of proficiency. A more extensive analysis of the test results for these high level 2 scorers showed that a high number of them might have moved to a Level 3 with more targeted attention to specific skill gaps and responsiveness to interim data.

## ADDITIONAL EVIDENCE

As 2016-17 was New York City Charter School for the Arts' first year of operation, we are unable to analyze year-to-year trends or discuss progress over time.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5						
6					N/A	N/A
7						
8						
All					N/A	N/A

### Goal 1: Absolute Measure

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

## METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 English language arts AMO of **111**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>2</sup>

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

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## RESULTS

New York City Charter School for the Arts' Performance Level Index for 2016-17 is 121.

### English Language Arts 2016-17 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	15	49	20	16

$$\begin{array}{rcccccccc}
 \text{PI} & = & 49 & + & 20 & + & 16 & = & 85 \\
 & & & & 20 & + & 16 & = & \underline{36} \\
 & & & & & & \text{PLI} & = & 121
 \end{array}$$

## EVALUATION

City School of the Arts exceeded the AMO goal for this measure by 10 points. This can be attributed to the low number of students (15%) who received a Level 1 score.

### Goal 1: Comparative Measure

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

## METHOD

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

## RESULTS

As 2016-17 was City School of the Arts' first year of operation, we are unable to compare the scores of students in at least their second year of enrollment at the school with the scores of their peers in NYC CSD 2.

### 2016-17 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested

<sup>3</sup> 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](#).



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3				
4				
5				
6	N/A	N/A	59%	2,457
7				
8				
All	N/A	N/A	59%	2,457

### EVALUATION

This performance measure cannot be evaluated as the school is only in its first year of operation, and no students have been enrolled for at least two years.

### ADDITIONAL EVIDENCE

Not Applicable.

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3						
4						
5						
6					N/A	59%
7						
8						
All					N/A	59%

#### Goal 1: Comparative Measure

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

### METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged

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statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

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

### RESULTS

As New York City Charter School of the Arts is only in its first year of operation, no student performance data is available for 2015-16.

#### 2015-16 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6						
7						
8						
All						

#### School's Overall Comparative Performance:

*Not Applicable*

### EVALUATION

Not Applicable as 2016-17 was the first year of operation for City School of the Arts.

### ADDITIONAL EVIDENCE

Not Applicable as 2016-17 was the first year of operation for City School of the Arts.

#### English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14						
2014-15						
2015-16						

## ENGLISH LANGUAGE ARTS

### Goal 1: Growth Measure<sup>4</sup>

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

### METHOD

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

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.<sup>5</sup>

### RESULTS

Not Applicable as 2016-17 was the first year of operation for City School of the Arts.

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

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5		50.0
6		50.0
7		50.0
8		50.0
All		50.0

### EVALUATION

Not Applicable as 2016-17 was the first year of operation for City School of the Arts.

### ADDITIONAL EVIDENCE

Not Applicable as 2016-17 was the first year of operation for City School of the Arts.

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

<sup>5</sup> Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

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

Grade	Mean Growth Percentile			
	2013-14	2014-15	2015-16	Statewide Median
4				50.0
5				50.0
6				50.0
7				50.0
8				50.0
All				50.0

<b>Goal 1: Optional Measure</b>
Not Applicable
<b>METHOD:</b>
<b>RESULTS:</b>
<b>EVALUATION:</b>
<b>ADDITIONAL EVIDENCE:</b>

## SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Because this was our first year of operation, New York City Charter School of the Arts cannot yet measure whether or not it is meeting its accountability goals at this time.

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.	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 exam will be greater than that of students in the same tested grades in the school district of comparison.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 results.)	N/A

Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile. (Using 2015-16 results.)	N/A
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## ACTION PLAN

To increase the rate at which CSA students pass the New York State ELA exam next year, we have recommitted to using interim assessment data to target micro literacy skills more directly, while also continuing to use a holistic reading approach. We will support teachers in developing action plans for students that have clearer outcomes and goals attached, and set lofty yet realistic goals for proficiency and growth on both ANet assessments and state tests alike.

To support goals and programs like this, we have hired a Director of Teaching and Learning who has been charged with leading our schoolwide effort to increase intentionality of lessons delivered and support a mindset of using student achievement data to inform instruction. Upon reflection on this first year of operation, we have identified better systems for collecting data about how students are growing, and will continue to identify and plan collaboratively to serve our students who are at risk of academic failure.

In conjunction with and informed by our more deliberate use of data, we will increase our implementation of targeted interventions and small group instruction for our Level 2 scorers throughout the year to address identified gaps and move them to attain Level 3 performance. Level 1 scorers will also receive an increase in remedial, individualized instruction to be delivered on an ongoing basis to address lags in understanding and raise their level of performance to match their peers.

We have also identified ways to increase the rigor of 6<sup>th</sup> and 7<sup>th</sup> grade Humanities curriculum through more efficient differentiation, deliberate class groupings, and finer tuned home-grown curricula. To implement the final step, we provided stipends to two highly effective Humanities teachers to develop additional and updated curricular materials that can be used and shared in perpetuity.

## MATHEMATICS

### Goal 2: Mathematics

Students will demonstrate high levels of achievement in Mathematics.

#### BACKGROUND

To support the provision of high quality instruction in Mathematics, City School of the Arts uses Pearson’s inquiry-based Connected Math Program (CMP3). This program is Common Core-aligned, provides clear road maps for teachers, students, and families, and builds in comprehensive checks for understanding so that teachers have the tools needed to monitor mastery and re-teach, remediate, or enrich when appropriate. In addition, CMP3 utilizes a problem-based learning approach to teaching complex standards that helps students develop the dexterity to understand numbers as stories, processing mathematical language to derive a solution.

In each of the grades from 6<sup>th</sup> – 8<sup>th</sup>, CMP3 divides every year of mathematical learning into eight units designed to increase in complexity while also providing the in-depth learning necessary for student mastery of each skill and concept. Each lesson in CMP’s scope and sequence is divided into a teacher-directed launching phase, student exploration, and whole-class summarizing. This problem-solving focus naturally allows students to debate the best strategies to solve the problem, rather than assert the right answer and move on—explicitly bringing verbal reasoning into the math classroom and underscoring the interdisciplinary nature of learning. In order to support all learners, CMP3 provides seamless differentiation resources to be used in the lessons themselves and through supplementation to provide scaffolding when needed and create authentic extension activities for students who are excelling.

Aiming for all eighth grade students to be successful on the Algebra Regents Exam, we will ensure that students receive rigorous instruction, but also learn how to think with numbers and bear a heavy cognitive load. While math study will follow CMP’s projected curriculum without much projected deviation, teachers will be encouraged to highlight alignment with grade-level themes and underscore cross-curricular connections wherever possible and appropriate.

#### **Diagnostic Assessments**

By the end of September, all students take a diagnostic Achievement Network (ANet) exam in Math. The exam enables school leaders and teachers to collect data about student competencies and establish an initial baseline to inform instruction and measure progress. ANet exams are aligned to New York State summative assessments and crafted not only to assess progress toward mastery of standards but also to provide information about why students are struggling in particular areas. Data reports are returned quickly and are easy to interpret.

#### **Formative Assessments**

Including CMP3 tools and internally generated resources, teachers utilize several methods of assessing progress toward mastery of Math skills and content on a daily basis. Formative assessment tools include exit tickets, quizzes, class-work, and homework.

## MATHEMATICS

In addition, students take four ANet interim assessments in Math before the New York State exam, including the baseline diagnostic test, and data from these exams is used by teachers and school leaders to improve instruction by targeting specific skills and standards. The Principal serves as the primary facilitator, but all leaders and teachers are expected to take ownership in using these formative assessments.

Students received a daily block of math instruction for 55 minutes three days per week and for 110 minutes two days per week. During double blocks, teachers implement exploratory practices for introducing new math concepts and students work in groups to support with adopting the new information. During the 55 minute blocks, students practice their new skills, extend their learning, ask clarifying questions, and participate in a myriad of assessments to track growth. Math accounts for 380 minutes of instructional time weekly.

### Goal 2: Absolute Measure

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

### METHOD

The school administered the New York State Testing Program mathematics assessment to students in 6<sup>th</sup> Grade in April 2017. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

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

Grade	Total Tested	Not Tested <sup>6</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5						
6	90	0	0	0	9	99
7						
8						
All	90	0	0	0	9	99

<sup>6</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

# MATHEMATICS

## RESULTS

Of the 99 students enrolled in the school at the time of Math testing, 90 took the exam and 34% received a score of 3 or 4. 2016-17 was the first year of operation for the school, so attainment of this goal cannot be measured.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6	34%	90	N/A	N/A
7				
8				
All	34%	90	N/A	N/A

## EVALUATION

As the 2016-17 school year was the first year of operation for the school, we are unable to fully evaluate our progress toward meeting this absolute measure. Our schools were consistent with the New York City average, however. Similar to the ELA exams, our analysis showed that many of our students who scored a Level 2 were on the cusp of proficiency. A more extensive analysis of the test results for these high level 2 scorers showed that a high number of them might have moved to a Level 3 with more targeted attention to specific skill gaps and responsiveness to interim data.

## ADDITIONAL EVIDENCE

As 2016-17 was CSA's first year of operation, we are unable to analyze year-to-year trends or discuss progress over time.

### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5						
6					N/A	N/A
7						



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8						
All					N/A	N/A

### Goal 2: Absolute Measure

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

### METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 mathematics AMO of **109**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>7</sup>

### RESULTS

New York City Charter School for the Arts' Performance Level Index for 2016-17 is 115.

Mathematics 2016-17 Performance Level Index (PLI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
90	19	47	25	9

  

PI	=	47	+	25	+	9	=	81
				25	+	9	=	<u>34</u>
						PLI	=	115

### EVALUATION

City School of the Arts exceeded the AMO goal for this measure by 6 points. This can be attributed to the low number of students (19%) who received a Level 1 score.

### Goal 2: Comparative Measure

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

<sup>7</sup> In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

# MATHEMATICS

## 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.<sup>8</sup>

## RESULTS

As 2016-17 was City School of the Arts' first year of operation, we are unable to compare the scores of students in at least their second year of enrollment at the school with the scores of their peers in NYC CSD 2.

2016-17 State Mathematics Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6	N/A	N/A	68%	2,484
7				
8				
All	<u>N/A</u>	N/A	<u>68%</u>	2,484

## EVALUATION

This performance measure cannot be evaluated as the school is only in its first year of operation, and no students have been enrolled for at least two years.

## ADDITIONAL EVIDENCE

Not Applicable

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<sup>8</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

## Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3						
4						
5						
6					N/A	68%
7						
8						
All					N/A	68%

### Goal 2: Comparative Measure

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

### METHOD

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

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

### RESULTS

As City School of the Arts is only in its first year of operation, no student performance data is available for 2015-16.

# MATHEMATICS

## 2015-16 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6						
7						
8						
All						

### School's Overall Comparative Performance:

*Not Applicable.*

## EVALUATION

Not Applicable as 2016-2017 was the first year of operation for City School of the Arts.

## ADDITIONAL EVIDENCE

Not Applicable as 2016-2017 was the first year of operation for City School of the Arts.

## Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14						
2014-15						
2015-16						

### Goal 2: Growth Measure<sup>9</sup>

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

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

## METHOD

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

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.<sup>10</sup>

Not Applicable as 2016-17 was the first year of operation for City School of the Arts.

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5		50.0
6		50.0
7		50.0
8		50.0
All		50.0

## EVALUATION

Not Applicable as 2016-17 was the first year of operation for City School of the Arts.

## ADDITIONAL EVIDENCE

Not Applicable as 2016-17 was the first year of operation for City School of the Arts.

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<sup>10</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

# MATHEMATICS

## Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Statewide Median
	2013-14	2015-16	2015-16	
4				50.0
5				50.0
6				50.0
7				50.0
8				50.0
All				50.0

<b>Goal 2: Optional Measure</b>
[Include additional measures that are part of the Accountability Plan.]
<b>METHOD:</b>
<b>RESULTS:</b>
<b>EVALUATION:</b>
<b>ADDITIONAL EVIDENCE:</b>

## SUMMARY OF THE MATHEMATICS GOAL

At this time, New York City Charter School of the Arts cannot yet measure whether or not it is meeting its accountability as 2016-17 was only the first year of operation for the school.

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.	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 mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 school district results.)	N/A

## MATHEMATICS

Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	N/A
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### ACTION PLAN

In response to our 2017 Math exam scores, our efforts to improve student achievement in Math in the 2017-18 school year are similar to the strategies we are employing for ELA. The most substantive improvement underway is increased accountability for school leaders and teachers regarding responsiveness to student data. While we built consistent systems for assessing students and tracking growth in their classes, we are committed to improving the strategies we use to respond to data and hold students and teachers accountable to producing strong results. The newly-hired Director of Teaching and Learning will lead our effort to be more deliberate and intentional in how ongoing student achievement data is used to inform instruction. To enable us to identify and address specific skills gaps earlier in the year, we are also revising the assessment schedule and reordered the standards and skills that are taught to align better with the interim assessments that we administer.

In conjunction with and informed by our more deliberate use of data, we will be implementing more targeted interventions and small group instruction for our Level 2 scorers throughout the year to address identified gaps. Level 1 scorers will receive more remedial, individualized instruction on an ongoing basis to address basic lags in understanding.

Finally, we identified that many of our students, even those who performed well on interim assessments, lacked the stamina needed for the State Math exams. Rarely did our students practice completing long problem sets comparable to those on the state exam – even if similar in style and rigor. Therefore, we are developing and implementing specific activities designed to increase stamina without resorting to an overreliance on test preparation.

## SCIENCE

### Goal 3: Science

Students will demonstrate high levels of achievement in Science.

#### BACKGROUND

Science instruction at New York City Charter School of the Arts emphasizes applied topics and includes three instructional periods each week, including one lab block. We use the Full Option Science System (FOSS) curriculum, a research-based program developed at the University of California, Berkeley, to provide meaningful science education culminating in the Grade 8 Earth Science Regents. The program is common core aligned, provides clear road maps for teachers, students, and families, and builds in comprehensive checks for understanding. Using the FOSS curriculum as a guide, students explore inquiry standards such as formulating a testable hypothesis, designing and conducting an experiment, analyzing and presenting data and findings in multiple modalities, and making inferences based on patterns or trends in the data when they conducts experiments in and outside of school on their extended lab day, a three-hour block.

Like Math teachers, Science teachers at City School of the Arts follow the sequence of our purchased curriculum while also ensuring that theme-alignment and cross-curricular understandings are woven in whenever appropriate. Sixth graders begin with an introduction to Physical Science, moving on to chemistry, diverse ecosystems, the human body, and geology. They explore how scientists before them used systems to organize ideas and push through entrenched systematic thinking to discover new concepts, and preview content and concepts which they will study in greater depth in 7<sup>th</sup> and 8<sup>th</sup> grade.

Students have Science three times per week, and one period per week is a 3-hour lab block. Labs allow students to perform hands-on experiments and analyze findings using skills and competencies practiced in Math (creating and analyzing graphs, charts, and statistical information, for example) and Humanities (reading, writing, and speaking to master Science standards). Science accounts for 275 minutes of instructional time weekly.

#### Goal 3: Absolute Measure

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

#### METHOD

New York City Charter School of the Arts has not yet administered the New York State Testing Program science assessment, as only 6<sup>th</sup> Grade students were enrolled in 2016-2017.



## SCIENCE

### RESULTS

Not Applicable.

#### Charter School Performance on 2016-17 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8				
All				

### EVALUATION

Not Applicable. City School of the Arts did not enroll any students in 4<sup>th</sup> or 8<sup>th</sup> Grade in 2016-2017.

### ADDITIONAL EVIDENCE

Not Applicable. City School of the Arts did not enroll any students in 4<sup>th</sup> or 8<sup>th</sup> Grade in 2016-2017.

#### Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2014-15		2015-16		2016-17	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4						
8						
All						

#### Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

### METHOD

New York City Charter School of the Arts has not yet administered the New York State Testing Program science assessment, as only 6<sup>th</sup> Grade students were enrolled in 2016-2017.

### RESULTS

Not Applicable. City School of the Arts did not enroll any students in 4<sup>th</sup> or 8<sup>th</sup> Grade in 2016-2017.

# SCIENCE

## 2016-17 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8				
All				

### EVALUATION

Not Applicable. City School of the Arts did not enroll any students in 4<sup>th</sup> or 8<sup>th</sup> Grade in 2016-2017.

### ADDITIONAL EVIDENCE

Not Applicable. City School of the Arts did not enroll any students in 4<sup>th</sup> or 8<sup>th</sup> Grade in 2016-2017.

## Science Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
4						
8						
All						

### Goal 3: Optional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD:

RESULTS:

EVALUATION:

ADDITIONAL EVIDENCE:

SUMMARY OF THE SCIENCE GOAL

New York City Charter School of the Arts has not yet administered the New York State Testing Program science assessment, as only 6<sup>th</sup> Grade students were enrolled in 2016-2017. Therefore, attainment of this Accountability Plan goal cannot be measured.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	N/A
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

New York City Charter School of the Arts will not be making any substantial changes to the Science program in the 2017-18 school year.

## B: SUMMARY TABLES

### NCLB

#### Goal 4: NCLB

The school will make Adequate Yearly Progress and maintain a Good Standing status.

#### Goal 4: Absolute Measure

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

#### METHOD

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

#### RESULTS

A state issued School Report Card has not yet been provided for 2016-17.

#### EVALUATION

Not Applicable.

#### ADDITIONAL EVIDENCE

Not Applicable.

NCLB Status by Year

Year	Status
2014-15	
2015-16	
2016-17	