



Appendix A: Progress Toward Goals

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Page 1

Charter School Name:

1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>) which captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<http://data.nysed.gov/profile.php?instid=800000067015>

2. APPENDIX A: PROGRESS TOWARD CHARTER GOALS

The following tables reflect formatting in the online portal required for Board of Regents-authorized charter schools and NYCDOE-authorized charter schools only. Schools should list Progress Toward Charter Goals by August 1, 2015. If the goals are based on student performance data that the school will not have access to before August 1, 2015 (e.g., the NYS Assessment results), explain this in the "2014-2015 Progress Toward Attainment of Goal" column. The information can be updated when available. Appendix A must be fully completed no later than November 1, 2015.

2a. ACADEMIC STUDENT PERFORMANCE GOALS

2014-15 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2014-2015 Progress Toward Attainment of Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 1	Throughout the course of the school's next charter term, it will earn a score of B or better in "Performance" section of the citywide Progress Report.	This report no longer exists.	N/A	
Academic Goal 2	Throughout the course of the school's next charter term, the school will show progress towards achieving earning 75 percent of 3rd – 8th graders who have been enrolled at the school on	NYS ELA Exam	REACS did not achieve this measure. Grade-----Percent at 3 or 4 3-----10% 4-----11%	The Rochdale Early Advantage Charter School has not demonstrated growth from the 2014-2015 school year in the area of ELA. The results indicate a 7% decrease for students

BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State ELA examination.

5-----17%
All-----13%

enrolled at REACS for 2 consecutive BEDS days. The first phase of our action plan is to engage our teachers in explicit data analysis. The REACS Administrative team has provided teachers with Data Analysis professional development to assist with looking at data and creating data driven decisions to support our ELA curriculum. Our teachers have engaged in professional development both in whole group and grade level, content area and professional learning communities (PLC). Through data and item skills analysis of the results we were able to identify that the area of higher-order thinking and evidence-based text across all grade levels required additional attention and support. The second phase was analyzing students' ability to support responses through text evidence to drive instruction in the classrooms, guide teaching points, providing teachers with a clear understanding of the different needs within their classroom and possible next steps to support their students. To support our writing curriculum we have generated school wide rubrics and checklists to help students self-monitor their responses and writing to keep them on track with grade level expectations. Exit slips and small groups are used as an informal assessment to monitor student understanding on content taught within all content areas. The correlation between student reading comprehension ability and writing is emerging so our focus continues to be in tracking and monitoring student reading ability and progress and ensuring all students are meeting grade level expectations. We are holding students accountable for their independent and guided reading through on-going progress monitoring. This is to increase their reading

and writing stamina and comprehension skills. To reinforce student accountability for guided and independent reading, REACS has offered morning intervention, after school tutoring, and Saturday academy to induce student growth. REACS will continue to ensure that our best practices are effective and are meeting our students' needs in the area of reading comprehension and writing.

The assessment results for the NYS Math examination demonstrate a decrease in students obtaining a level 3 or 4 on the 2014-15 exam. This indicates that REACS has not made significant progress in achieving our academic goal for the 2014-15 school year. In an effort to reverse this current trend and begin to make the necessary strides towards our goals we have enhanced our math program as follows: Implementing a revised GO Math! curriculum in place of the previous curriculum for grades Kindergarten through 5th, offered a three day professional development to introduce effective lesson delivery for the revised GO Math! Curriculum and implemented content specific instruction in the area of Mathematics for testing grades 4-5. We have mandated morning intervention, after school tutoring and Saturday academy for our testing students who scored a level 2 or below on the State examination. REACS continues to provide professional development in Go Math! and within our PLC once a week. REACS has embedded math-planning meetings facilitated by our math lead teacher. These weekly meetings provide teachers with guidance and curricular support to ensure standards are addressed.

REACS did not achieve this measure.

Grade	Percent at 3 or 4
4	
3	29%
4	30%
5	41%
All	33%

				<p>and writing stamina and comprehension skills. To reinforce student accountability for guided and independent reading, REACS has offered morning intervention, after school tutoring, and Saturday academy to induce student growth. REACS will continue to ensure that our best practices are effective and are meeting our students' needs in the area of reading comprehension and writing.</p>												
<p>Academic Goal 3</p>	<p>Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 3rd – 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State Mathematics examination.</p>	<p>NYS ELA Exam</p>	<p>REACS did not achieve this measure.</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Percent at 3 or 4</th> </tr> </thead> <tbody> <tr> <td>4</td> <td></td> </tr> <tr> <td>3</td> <td>29%</td> </tr> <tr> <td>4</td> <td>30%</td> </tr> <tr> <td>5</td> <td>41%</td> </tr> <tr> <td>All</td> <td>33%</td> </tr> </tbody> </table>	Grade	Percent at 3 or 4	4		3	29%	4	30%	5	41%	All	33%	<p>The assessment results for the NYS Math examination demonstrate a decrease in students obtaining a level 3 or 4 on the 2014-15 exam. This indicates that REACS has not made significant progress in achieving our academic goal for the 2014-15 school year. In an effort to reverse this current trend and begin to make the necessary strides towards our goals we have enhanced our math program as follows: Implementing a revised GO Math! curriculum in place of the previous curriculum for grades Kindergarten through 5th, offered a three day professional development to introduce effective lesson delivery for the revised GO Math! Curriculum and implemented content specific instruction in the area of Mathematics for testing grades 4-5. We have mandated morning intervention, after school tutoring and Saturday academy for our testing students who scored a level 2 or below on the State examination. REACS continues to provide professional development in Go Math! and within our PLC once a week. REACS has embedded math-planning meetings facilitated by our math lead teacher. These weekly meetings provide teachers with guidance and curricular support to ensure standards are addressed.</p>
Grade	Percent at 3 or 4															
4																
3	29%															
4	30%															
5	41%															
All	33%															
<p>Academic Goal 4</p>	<p>Throughout the course of the school's next charter</p>	<p>NYS Science 4 Exam</p>	<p>REACS met this measure.</p>													

	<p>term, the school will show progress towards achieving 75 percent of 3rd – 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State Science examination.</p>		<p>85 percent of students in at least their second year at the school scored at standards 3 & 4 on the NYS Science 4 exam.</p>													
Academic Goal 5	<p>Throughout the course of the school's next charter term, the school will show progress towards earning a score of B or better on the "Progress" section of the citywide Progress Report.</p>	<p>This report no longer exists.</p>	N/A													
Academic Goal 6	<p>Throughout the next charter term, each grade-level cohort of the same students (i.e. students who are in the school for two years in a row) will reduce by a quarter the gap between the percent at or above Level 3 on the previous year's State ELA exam (baseline) and 75 percent at or above Level 3 on the current year's State ELA exam. For schools in which the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's ELA exam, the school is expected to demonstrate some growth (above 75 percent) in the current year.</p>	<p>NYS ELA exam results 2014 and 2015</p>	<p>This ELA goal was not met.</p> <table border="0"> <tr> <td>-----2014-----</td> <td>2015</td> </tr> <tr> <td>-2015 -----%</td> <td>at -----% at</td> </tr> <tr> <td>Grade -----3 & 4-----</td> <td>3 & 4</td> </tr> <tr> <td>-4-----</td> <td>15%-----11%</td> </tr> <tr> <td>-5-----</td> <td>24%-----</td> </tr> <tr> <td></td> <td>17%</td> </tr> </table>	-----2014-----	2015	-2015 -----%	at -----% at	Grade -----3 & 4-----	3 & 4	-4-----	15%-----11%	-5-----	24%-----		17%	<p>REACS's school wide instructional goals and action plan in helping us attain this benchmark are focusing on promoting student independence and accountability through implementation of instruction which requires higher-order thinking, evidence-based responses, constant checks for prior knowledge school wide procedures and protocols, data checklists and exit slips across all content areas. The instructional focus for this school year is reading comprehension and text-evidence writing. This is an area as well as student comprehension that required additional support. Through our plan of action we are addressing the areas of concern within our ELA program, which directly impacts the progress of our students. The administration and literacy team which consists of our Literacy Interventionist, SETTS provider and Lead Teachers in ELA have analyzed our literacy program and have focused on our current classroom practices and learning content. We have reflected on the best practices and have enhanced our instruction. Our instructional practices have been created through the use of assessments and analyzing student progress. We have increased the frequency of informal assessments in reading. Our literacy assessments</p>
-----2014-----	2015															
-2015 -----%	at -----% at															
Grade -----3 & 4-----	3 & 4															
-4-----	15%-----11%															
-5-----	24%-----															
	17%															

now assess students reading fluency and comprehension of text. Comprehension is the focal point of the reading assessment and which independent student reading levels are solely based. We have analyzed the correlation between student reading levels and the state results to gain additional insight on students' progress. We have continued other instructional practices such as increasing student reading stamina, reading across the content areas as well as embedding 90-minute literacy blocks into the schedule. We have continued to also embed common planning times for grade level teams to support teacher growth. The common planning is observed by the Administration to supervise and support teachers while the planning classroom of instruction for units of study and analyzing student work. Teachers continue to use the Danielson rubric to self reflect on their classroom practices and in setting their pedagogical goals as one of several strategies to increase student progress. The administration has deemed this necessary for our teachers to become more actively engaged in their own teaching practices. The overall goal is for teachers to take a more active approach to improving themselves as they become more proficient in implementing the common core standards within student centered classrooms. We continue to educate our families about the rapid change to learning standards and the importance of understanding how they will impact the progress of their children. In taking this into consideration, we are ensuring that the academic rigor and implementation of our higher learning standards are clearly understood by the entire school. As we focus on

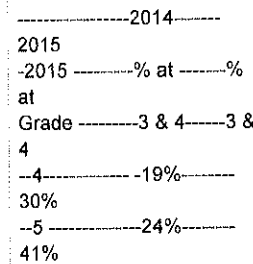
reducing the gap between student learning and their individual progress, we will begin vertical collaboration amongst teachers to devise strategic plans and goals for individual students and for each grade level. All of these efforts to ensure that teachers understand the expectations and standards for their respective grade levels and for adjoining grade levels above and below them. With these instructional goals in place we will begin to see the reduction of the gap between grade level cohorts.

Academic Goal 7

For years 2 through 5 of the proposed charter, each grade-level cohort of the same students will reduce by a quarter between the percent at or above Level 3 on the previous year's State Math exam (baseline) and 75 percent at or above Level 3 on the current year's State Math exam. For schools in which the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's Math exam, the school is expected to demonstrate growth (above 75 percent) in the current year.

NYS Math exam results 2014 and 2015

This Math goal was partially met. Grade 5's improvement is greater than a quarter of the difference to 75% at scoring at standards 3 and 4.



Our school wide instructional plan for the 2015-16 school year was based on addressing the gaps in curriculum due to the shifts mandated by the common core math standards. Based on our data analysis dialogue of our results and student progress in mathematics it is an area that continues to need further attention. To address this area we continued to have delegated blocks of time within the schedules of our math teachers to collaborate and discuss instructional content and to specifically identify the gaps in math instruction. Our math team and Administration have also taken a deeper look into the resources we have used and have recommended the hiring of a Math Interventionist to align instruction with the Common Core modules that have been created. For the 2015-16 school year we have modified instruction to mirror the revised Go Math! curriculum for grades K-5. Our focus has also been to look more in-depth into our early grades and the improvement of the acquisition of specific math skills in order to accelerate student learning and progress. This was deemed necessary by the administration and the math team to address individual student progress for students who have been

identified as at-risk according to state level testing results and/or teacher recommendations. This has become a best practice for REACS and will directly improve student individual progress. Enrichment is also essential in accelerating student progress. Enrichment is provided through daily as a method of re-teaching for struggling students. As the school administration and math team closely monitor all student progress and as we follow grade-level cohorts we are confident that the instructional focuses we have implemented will yield the desired results pertaining to student growth and the acquisition of proficient math skills.

<p>Academic Goal 8</p>	<p>Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of the Community School District in which the school is located. This will be measured by an analysis of performance compared to CSDs conducted by NYC DOE.</p>	<p>NYS ELA Exam</p>	<p>This ELA goal was not met.</p> <p>-----REACS----- Dist. 38 -----% at -----% at Grade -----3 & 4-----3 & 4 -3-----10%----- 35% -4-----11%----- 34% -5-----17%----- 35% ALL-----13%----- 35%</p>	<p>REACS's school wide instructional goals and action plan in helping us attain this benchmark are focusing on promoting student independence and accountability through implementation of instruction which requires higher-order thinking, evidence-based responses, constant checks for prior knowledge school wide procedures and protocols, data checklists and exit slips across all content areas. The instructional focus for this school year is reading comprehension and text-evidence writing. This is an area as well as student comprehension that required additional support. Through our plan of action we are addressing the areas of concern within our ELA program, which directly impacts the progress of our students. The administration and literacy team which consists of our Literacy Interventionist, SETTS provider and Lead Teachers in ELA have analyzed our literacy program and have focused on our current classroom practices and learning content. We have reflected on the best practices and have enhanced our instruction. Our</p>
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instructional practices have been created through the use of assessments and analyzing student progress. We have increased the frequency of informal assessments in reading. Our literacy assessments now assess students reading fluency and comprehension of text. Comprehension is the focal point of the reading assessment and which independent student reading levels are solely based. We have analyzed the correlation between student reading levels and the state results to gain additional insight on students' progress. We have continued other instructional practices such as increasing student reading stamina, reading across the content areas as well as embedding 90-minute literacy blocks into the schedule. We have continued to also embed common planning times for grade level teams to support teacher growth. The common planning is observed by the Administration to supervise and support teachers while the planning classroom of instruction for units of study and analyzing student work. Teachers continue to use the Danielson rubric to self reflect on their classroom practices and in setting their pedagogical goals as one of several strategies to increase student progress. The administration has deemed this necessary for our teachers to become more actively engaged in their own teaching practices. The overall goal is for teachers to take a more active approach to improving themselves as they become more proficient in implementing the common core standards within student centered classrooms. We continue to educate our families about the rapid change to learning standards and the importance of understanding how they will impact the progress of their

children. In taking this into consideration, we are ensuring that the academic rigor and implementation of our higher learning standards are clearly understood by the entire school. As we focus on reducing the gap between student learning and their individual progress, we will begin vertical collaboration amongst teachers to devise strategic plans and goals for individual students and for each grade level. All of these efforts to ensure that teachers understand the expectations and standards for their respective grade levels and for adjoining grade levels above and below them. With these instructional goals in place we will begin to see the reduction of the gap between grade level cohorts. REACS will continue to analyze the data from other Charter Schools with similar demographics in an effort to support of refine best practices.

2a1. Do have more academic goals to add?

Yes

2014-15 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Measure Used to Evaluate Progress Toward Attainment of Goal - Met, Partially Met, Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 9	Each year, the percent of students performing at or above Level 3 on the State Math exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of the Community School District in which the school is located. This will be measured by an analysis of performance compared to CSDs conducted by NYC DOE.	NYS Math Exam	<p>This Math goal was not met.</p> <p>-----REACS----- Dist. 38 -----% at -----% at Grade -----3 & 4-----3 & 4 -3----- 29%----- 43% -4----- 30%----- 43% -5----- 41%----- 46% ALL ----- 33%----- 44%</p>	Our school wide instructional plan for the 2015-16 school year was based on addressing the gaps in curriculum due to the shifts mandated by the common core math standards. Based on our data analysis dialogue of our results and student progress in mathematics it is an area that continues to need further attention. To address this area we continued to have delegated blocks of time within the schedules of our math teachers to collaborate and discuss instructional content and to

specifically identify the gaps in math instruction. Our math team and Administration have also taken a deeper look into the resources we have used and have recommended the hiring of a Math Interventionist to align instruction with the Common Core modules that have been created. For the 2015-16 school year we have modified instruction to mirror the revised Go Math! curriculum for grades K-5. Our focus has also been to look more in-depth into our early grades and the improvement of the acquisition of specific math skills in order to accelerate student learning and progress. This was deemed necessary by the administration and the math team to address individual student progress for students who have been identified as at-risk according to state level testing results and/or teacher recommendations. This has become a best practice for REACS and will directly improve student individual progress. Enrichment is also essential in accelerating student progress. Enrichment is provided through daily as a method of re-teaching for struggling students. As the school administration and math team closely monitor all student progress and as we follow grade-level cohorts we are confident that the instructional focuses we have implemented will yield the desired results pertaining to student growth and the acquisition of proficient math skills. REACS will continue to analyze the data from other Charter Schools with similar demographics in an effort to support of refine best practices.

Academic Goal 10			
Academic Goal 11			
Academic Goal 12			
Academic Goal 13			

Academic Goal 14			
Academic Goal 15			
Academic Goal 16			

2a2. Do have more academic goals to add?

No

Page 2**2b. ORGANIZATIONAL GOALS****2014-15 Progress Toward Attainment of Organizational Goals**

	Organizational Goal	Measure Used to Evaluate Progress	2014-15 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Org Goal 1	Each year, the school will have an average daily student attendance rate of at least 95 percent.	School Records	This measure was met. The attendance rate was 95 percent in 2014-15.	
Org Goal 2	Each year, 95 percent of all students enrolled on the last day of the school year will return the following September.	School Records	Pending until September	
Org Goal 3	Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.	BOT Reports	Achieved	
Org Goal 4	Per the 2010 amendment to the Charter Schools Act, the school shall demonstrate good faith efforts to attract, retain, and meet or exceeded enrollment and retention targets as prescribed by the Board of Regents through the State Education of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program.	School Outreach	Achieved Please see Appendix H	

Org Goal 5	Each year, the board will organize at least two events, programs, partnerships, and/or fundraisers that support the strategic goals and mission of the school.	School Record of Events	<p>Achieved</p> <p>1) EQUAL: The Rochdale Early Advantage Charter School partnered with Empowerment Queens United Action Leadership (EQUAL) to assist and coordinate parent participation throughout the school year.</p> <p>2)International day The Rochdale Early Advantage Charter School held its annual international day. On this day, we invite the community and neighborhood schools to participate with us as we celebrate and explore different cultures in society. A select number of schools provide their marching and steel bands to lead us.</p>
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2b.1 Do you have more organizational goals to add?

Yes

2014-15 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2014-2015 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Org Goal 6	Each year, parents will express satisfaction with the school's program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more parents participate in the survey.	NYCDOE School Survey	<p>Achieved</p> <p>Although the survey format has changed, 93 percent of the parents who responded to the survey answered positively.</p>	
Org Goal 7	Each year, teachers will express satisfaction with school leadership and professional development opportunities as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety	NYCDOE School Survey	<p>Achieved</p> <p>Although the survey format has changed, 89 percent of the teachers who responded to the survey answered positively.</p>	

and Respect. The school will only have met this goal if 50% or more teachers participate in the survey.

Org Goal 8

Org Goal 9

Org Goal 10

Org Goal 11

Org Goal 12

Org Goal 13

Org Goal 14

Org Goal 15

2c. FINANCIAL GOALS

2014-15 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	2014-2015 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Financial Goal 1	Per the charter agreement, each year, student enrollment will be at or within 15% below full enrollment as delineated in the approved renewal application.	ATS & School Records	Achieved	
Financial Goal 2	The school will undergo an annual, independent financial audit that will result in an unqualified opinion and no major findings.	Official Audit Report	Achieved	
Financial Goal 3	Each year, the school will operate on a balanced budget and maintain a stable cash flow.	School Records & Official Audit	Achieved	
Financial Goal 4				
Financial Goal 5				