

New York State Education Department

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Utica Academy of Science Charter School

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Date of Report: January 19, 2018

CONTENTS

| | |
|--|---|
| SCHOOL DESCRIPTION..... | 2 |
| METHODOLOGY..... | 4 |
| BENCHMARK ANALYSIS..... | 6 |
| Summary of Findings..... | 8 |
| Benchmark 1: Student Performance | 9 |

Renewal Outcomes

The following renewal outcomes are possible:

- x **Full Term Renewal:** A charter may be renewed for the maximum term of five years. For a school to be eligible for a full term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance be

- x Current organizational chart
- x A master school schedule
- x Map of school with room numbers and teacher names
- x Board materials (roster, minutes, and self-evaluation form)
- x Board self-evaluation processes and documents
- x Student/family handbook
- x Staff handbook and personnel policies
- x A list of major assessments
- x Teacher and administrator evaluation processes
- x Interventions offered at the school
- x

ELA proficiency rose by 10%, from 12% to 22% so that in 2017, economically disadvantaged students exceeded the local district in both content areas.

2.b.i. Proficiency Aggregate School Level Proficiency for All Students: See Table 1 below.

Between 2015 and 2017, the growth in ELA proficiency at UAS outpaced the growth at both the local district and across the state. With a 10% increase in proficiency, the variance in ELA student proficiency between UACS and NYS has decreased from 18% to 16%, where the local district variance has increased from 16% to 18%. In math, between 2015 and 2017, the variance in student proficiency between UAS and NYS has widened from 2% to 6%, while the variance in student proficiency between the local district and NYS average has improved from 17% to 16%. Although the UAS variance from the NYS average has widened at a

Table 2: Elementary/Middle School Assessment Proficiency Outcomes by Subgroup t
 Students with Disabilities: **School District & NYS Level Aggregates**

| Students with Disabilities | ELA | | | Math | | | | | |
|----------------------------|---|----------------------------|--|------|-----------------|---|----------------------------|--|-----|
| | Utica Academy of Science Charter School | Utica City School District | Variance to Utica City School District | NYS | Variance to NYS | Utica Academy of Science Charter School | Utica City School District | Variance to Utica City School District | NYS |

2.b.iii. Proficiency t Grade Level Proficiency See Table 5

Table 7: Grade Level Proficiency for All Students: 2016 ~~2017~~

| | ELA | | | | Math | | | |
|----------------------|---|----------------------------|--|-----|-----------------|---|----------------------------|--|
| 2016 2017 | Utica Academy of Science Charter School | Utica City School District | Variance to Utica City School District | NYS | Variance to NYS | Utica Academy of Science Charter School | Utica City School District | |

Table 8: Annual Regents Outcomes t Aggregate

| | 2013 2014 | | | 2014 2015 | | | 2015 2016 | | |
|--|-----------|-----|----------|-----------|-----|----------|-----------|-----|----------|
| | CS | NYS | Variance | CS | NYS | Variance | CS | NYS | Variance |

Algebra 2 / Trigome

Note:

Continuity Ratio = Students served in the fall of 2016 divided by students who left between the fall of 2015 and the fall of 2016 and Students served in the fall of 2016.

Benchmark2: Teachingan

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The school leaders indicate that they provide training for teachers as well as professional time each summer and throughout the school year to meet with their content and grade level colleagues, to review the curricula and make adaptations. During classroom observations, reviewers analyzed more than 25 lesson plans across all grade levels to confirm that teachers develop lessons aligned to the standards and require complex materials and higher order thinking to accomplish the clearly defined learning targets. While lesson plans contain differentiation strategies, adaptations for various learning needs, and extensive classroom activities to stimulate active engagement, variable effectiveness was observed in meeting the specific learning needs of some students, especially students with disBT1 0 0 1 4381 489.7 61

approach while observing classrooms, where each environment was physically and emotionally safe wherein students challenged ideas, collaborated on projects, and celebrated each other's learning accomplishments.

Parents and school leaders also reported in focus groups that the school staff uses a variety of methods to share school and student information including websites, public forums, home visits, community

current ratio of 2.3.

Unrestricted cash measures, in days, whether the charter school can meet operating expenses without receiving new income. Charter schools typically strive to maintain at least 90 days of cash on hand. For fiscal year 2016-2017, Utica Academy of Science Charter School operated with 57 days of unrestricted cash.

Enrollment maximization measures whether or not a charter school is meeting its enrollment projections, thereby generating sufficient revenue to fund ongoing operations. Actual enrollment that is over 85 percent is considered reasonable. Utica Academy of Science Charter School's enrollment stability for 2016-2017 was at 93 percent.

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Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long range financial plan, appropriate internal controls and procedures and in accordance with state law and generally accepted accounting practices.

Finding: Meets

Renewal is based on evidence that the following indicators are generally present:

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success.

The board further provides accountability for all school staff through the recent addition of an Assistant Superin

Benchmark7: Organizational Capacity

The school has established a well functioning organization

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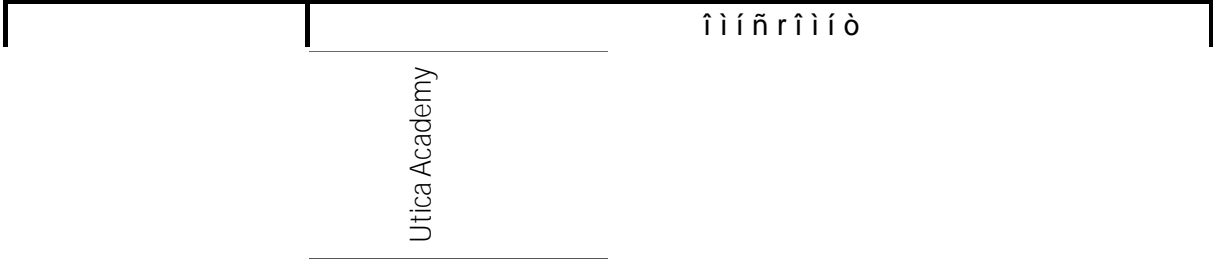
Summative Evidence for Benchmark 7:

With the recent reorganization of the supervisory structure in the middle school and high school, the superintendent is supported by a team consisting of the regional director of academics, and two assistant superintendents, according to the school leaders. This team oversees all academic, operational, and accountability aspects at each school. The leaders have clearly outlined the roles and responsibilities of each member of their teams, and implemented mechanisms to hold staff accountable for meeting the • Z } } expectations.

Both a dean and an operations manager lead the middle and high schools, where they also supervise specialized faculty and



Student Persistence (2015) (% of Students who remained enrolled in the school)



Summative Evidence for Benchmark 9:

The school has consistently increased overall enrollment since opening and has recently had a waiting list for the first time. The NYSED CSO found that the school has 96% enrollment stability and only four enrolled students were retained in the same grade level this year.

The school leaders reported that staff engages in extensive outreach and communication with several cultural and community groups across the region, resulting in the enrollment of additional English language learners. However, even as ELLs are added to the school roster, current students are expanding their language skills in the extensive ELL services offered and in turn are exiting ELL status, which contributes to a static ELL enrollment percentage for the past two years.

The school leaders stated that they have had setbacks in re

