

Accountability Plan Progress Reports for the 2006-07 School Year

Reader's Guide

SUNY Authorized Charter Schools

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the State University Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. In order to determine whether a school has met that high standard, **each charter school that the State University Board of Trustees authorizes is required to enter into an accountability agreement, known as an Accountability Plan**, which ultimately becomes part of its charter.

The Charter Schools Institute closely monitors each school's progress toward achieving the goals outlined in its Accountability Plan.

In addition, as part of its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.** The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular state exam. Each year, the state administers English language arts and mathematics tests to 3rd through 8th grade, science tests to the 4th and 8th grades, and social studies tests to the 5th and 8th grades.

Important Note: **The Accountability Plan Progress Report is authored by the charter school.** In reporting school progress toward meeting the outcome measures set forth in the Accountability Plan, schools are encouraged to build a case for the effectiveness of their program, and to lay the groundwork for writing a Renewal Application and ultimately for charter renewal. **The school's evaluation of its own progress does not necessarily reflect the conclusions of the Institute.** Further, the Institute does not affirm the completeness or accuracy of the report's data and may not endorse the school's characterization of the progress it has made toward achieving its Accountability Plan goals. Throughout the life of the school's charter, the Institute will visit each school, generating Institute School Visit Reports, and at the end of each charter period, a Renewal Report (select the <back> button in your browser to return to the school profile to see any/all available reports). These reports include detailed summaries of the Institute's observations of the school, as well as its evaluation of student performance and progress toward meeting the academic subject goals in its Accountability Plan.

The United Federation of Teachers Charter School

Accountability Plan Progress Report

July 2007

The UFT Charter School

Elementary Campus
300 Wyona Street
Brooklyn, NY 11207
(718) 922-0438
(718) 922-0543 (Fax)

Secondary Campus
800 Van Siclen Avenue
Brooklyn, NY 11207
(718) 649-0650
(718) 649-0653 (Fax)

The State Education Department
The University of the State of New York
Office of School Improvement (Regional)
Public School Choice Programs
462 EBA
Albany, New York 12234
518-474-1762

Charter School Annual Report
2006-2007

Charter School Information

Name of Charter School: The UFT Charter School BEDS # 331900860891

Elementary Campus

**Address: 300 Wyona Street
Brooklyn, NY 11207**

Telephone: 718-922-0438

Fax: 718-922-0543

Secondary Campus

**Address: 800 Van Siclen Avenue
Brooklyn, NY 11207**

Telephone: 718-649-0650

Fax: 718-649-0653

District (or CSD) of Location: District 19

Heads of School:

Rita Danis, Elementary Campus

Drew Goodman, Secondary Campus

Board President: Randi Weingarten

E-mail addresses of Heads of School and Board President:

rdanis@uftcs.org dgoodman@uftscs.org rweingarten@uft.org

Charter Authorizer: State University of New York (SUNY)

Name, Title and Affiliation of Person Preparing Report (if different from Head of School):

Telephone/Fax Numbers and E-mail Address of Person Preparing Report (if different from Heads of School):

I. GOALS RELATING TO THE SCHOOL'S ACADEMIC SUCCESS

The UFT Charter School completed its second year of operation in 2006-2007 as a Kindergarten through Second Grade and Sixth Grade school. The School opened in September 2005 as a Kindergarten through first grade school, adding the second and sixth grades in its second year of operation. Each subsequent year, one grade will be added to

each campus, with the end goal being a K-12 school housed in two campuses: an Elementary Campus encompassing Kindergarten through fifth grades, and a Secondary Campus containing grades six through twelve.

The mission of The UFT Charter School is to prepare all students to achieve academic and personal excellence. The Elementary Campus will graduate students fully prepared for a demanding secondary education. The Secondary Campus of the UFT Charter School will graduate students fully prepared for a demanding college education. Both academies will help prepare students for meaningful lives as full democratic citizens in a free society.

The UFT Charter School is located in the East New York neighborhood of Brooklyn. Community statistics are disheartening at first glance: 89 percent of the public school students who live in the neighborhood (served by Community School District 19) live in poverty. In 2006, only 40.4 percent of 4th grade students in CSD met or surpassed the state standards on the state English Language Arts assessment. Given that East New York is educationally underserved, we believe it is a critical place to dedicate our efforts and operate an outstanding school that does its part to close the achievement gap.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2004-05	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2005-06	71	79	0	0	0	0	0	0	0	0	0	0	0	150
2006-07	73	76	68	0	0	0	127	0	0	0	0	0	0	344

2006-07 Characteristics of Student Population

Characteristic	Percent	Number
American Indian, Alaskan, Asian or Pacific Islander	1.16%	4
Black	83.14%	286
White	0.87%	3
Hispanic	14.83%	51
Low-Income	79.65%	274
Special Education	6.39%	22
Limited English Proficient	2.03%	7

English Language Arts

Academic Assessment Goal 1: *Students will meet or exceed the New York State Elementary and Secondary Standards in English Language Arts as indicated by New York State Assessments.*

In the 2006-2007 school year, the Elementary Campus enrolled kindergarteners, first graders and second graders. As there are no State assessments in these grades to determine the trajectory of student progress towards meeting the benchmark, we administered the Terra Nova assessment in reading to give us baseline data in first grade and to determine growth throughout the years. We will use the results to compare our students with a nationally normed sample.

In the 2006-2007 school year, the Secondary Campus enrolled sixth graders. These students took the New York State ELA assessment in January 2007. This exam is a cumulative assessment, measuring student mastery of skills and knowledge during the course of their schooling. These students also took the Terra Nova assessment to determine the trajectory of student progress towards the benchmark.

1. Outcome measure

By the 2008-2009 school year, 75 percent of the 3rd – 8th graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State ELA examination.

Each year, the school's aggregate Performance Index on the State ELA examination will meet its Annual Measurable Objective set forth in the state's NCLB accountability system.

A. Finding for Each Measure under the Goal

Measure – Terra Nova

a. Method

As the students at the Elementary Campus will not be assessed by the New York State Assessments until grade 3 in the 2007-2008 school year, the Terra Nova was administered to determine the performance levels of our students in English Language Arts. The Terra Nova is a standardized achievement test designed to compare an individual student's performance with the performance of all other students nationwide taking the same test. It tests achievement in reading and language arts. Uniform directions were given within a timed segment for all students to respond to the same questions. Because of this format it provides valid and reliable comparisons of achievement based on what first and second grade students should know and be able to do at the time of the assessment. The skills and abilities within the test reflect a broad national thinking on what is considered to be important instructional content. This multiple choice test was machine scored by CTB/McGraw-Hill and the results were reported to the school in several forms.

The Secondary Campus also administered the Terra Nova assessments for grade six. This assessment will assist in the development of curriculum for the sixth grade so as to allow the Secondary Campus' students to attain grade level proficiency as soon as possible.

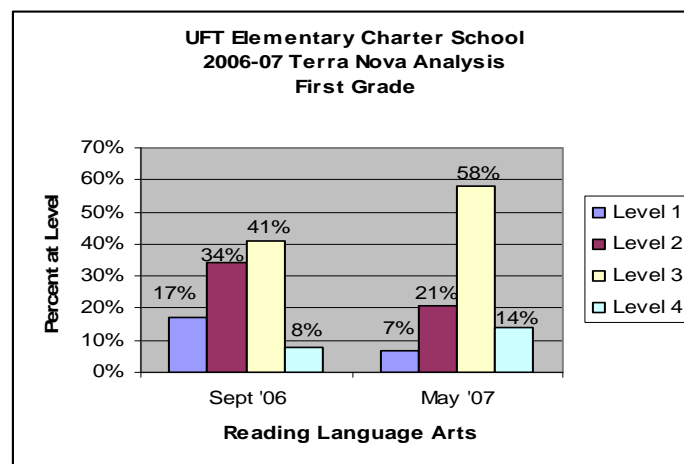
b. Results

The Elementary Campus has completed its second year of operation, and thus has one set of student cohorts eligible for this measure. Future 3rd grade New York State ELA results should approach acceptable levels. The tables below present the Terra Nova ELA results for the Elementary Campus students in attendance during the 2006-2007 school year.

First Grade

2006-2007	Terra Nova ELA Results				
	Level 1	Level 2	Level 3	Level 4	Number Tested
ECS Grade 1 - Sept '06	13	26	31	6	76
ECS Grade 1 - May '07	5	16	44	11	76

2006-2007	Terra Nova ELA Results - % Levels			
	Level 1	Level 2	Level 3	Level 4
ECS Grade 1 - Sept '06	17%	34%	41%	8%
ECS Grade 1 - May '07	7%	21%	58%	14%



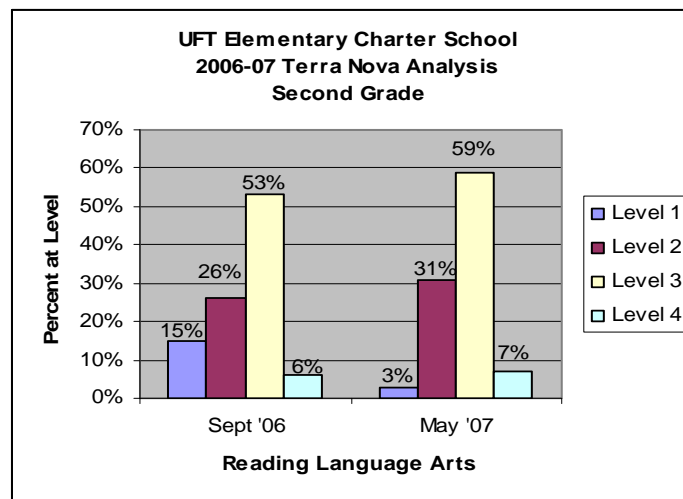
First Grade results were rather promising with a significant increase in levels 3 and 4 noted from the first assessment to the second. Increasing from 49% in levels 3 and 4 in

September to 72% percent at or above grade level proficiency indicates that the majority of first grade students at the Elementary Campus have made academic gains in Reading and Language Arts skills.

Second Grade

2006-2007	Terra Nova ELA Results				
	Level 1	Level 2	Level 3	Level 4	Number Tested
ECS Grade 2 - Sept '06	10	18	36	4	68
ECS Grade 2 - May '07	2	21	40	5	68

2006-2007	Terra Nova ELA Results - % Levels			
	Level 1	Level 2	Level 3	Level 4
ECS Grade 2 - Sept '06	15%	26%	53%	6%
ECS Grade 2 - May '07	3%	31%	59%	7%



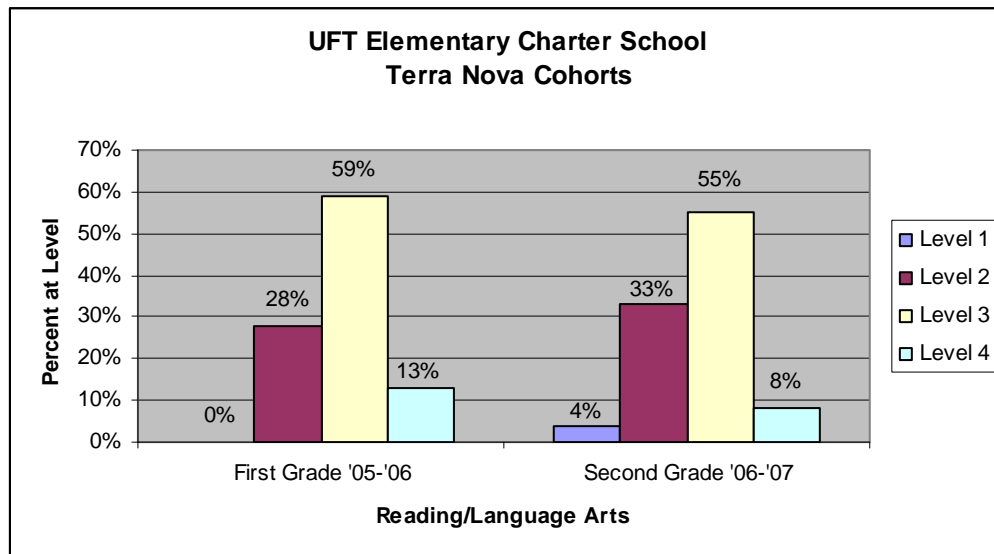
Second Grade results were promising with an increase in levels 3 and 4 noted from the first assessment to the second. Increasing from 59% in levels 3 and 4 in September to 66% percent at or above grade level proficiency indicates that many of the second grade students at the Elementary Campus continue to make academic gains in Reading and Language Arts skills.

Second Grade Cohort

The Elementary Campus Second Grade Cohort (those current second graders with first grade Terra Nova scores) consisted of 53 students who returned for their second year of instruction at the UFT Charter School.

Cohort	Terra Nova RLA Results				
	Level 1	Level 2	Level 3	Level 4	Number Tested
First Grade ('05-'06)	0	15	31	7	53
Second Grade ('06-'07)	2	15	33	3	53

Cohort	Terra Nova RLA Results - % Levels			
	Level 1	Level 2	Level 3	Level 4
First Grade ('05-'06)	0%	28%	59%	13%
Second Grade ('06-'07)	4%	33%	55%	8%



Cohort results were concerning with a decrease in levels 3 and 4 noted from the first assessment to the second. Even with the decrease from 72% in levels 3 and 4 in first grade to 63% percent at or above grade level proficiency in the second grade, the data

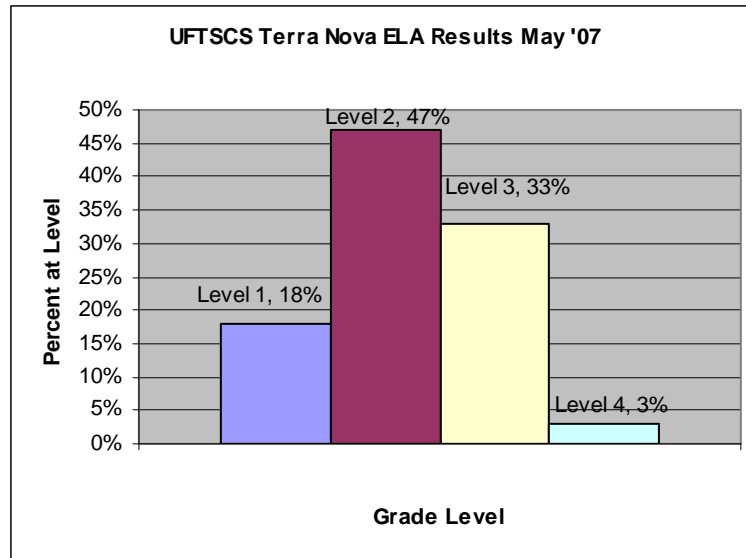
indicates that many of the second grade students at the Elementary Campus have made academic gains in Reading and Language Arts skills.

Sixth Grade

The Secondary Campus offered the Terra Nova assessment to its students in mid-November 2006, and again at the end of May 2007. The results were used to adapt and change the curriculum, aimed at the preparation of the sixth grade students for the New York State English Language Arts examination. The Terra Nova results follow below (the NYS ELA results follow):

2006-2007	Terra Nova ELA Results				
	Level 1	Level 2	Level 3	Level 4	Number Tested
UFT Secondary Charter School Nov. '06	34	64	23	0	121
UFT Secondary Charter School May '07	22	57	40	4	121

2006-2007	Terra Nova ELA Results - % Levels			
	Level 1	Level 2	Level 3	Level 4
UFT Secondary Charter School Nov. '06	28%	53%	19%	0%
UFT Secondary Charter School May '07	18%	47%	33%	3%



Sixth Grade results were promising with a increase in levels 3 and 4 noted from the first assessment to the second. Increasing from 19% in levels 3 and 4 in September to 42% percent at or above grade level proficiency indicates that many of the sixth grade students at the Secondary Campus have made academic gains in Reading and Language Arts skills.

c. Evaluation

Based on the Terra Nova assessment results, 72.4% of our first graders, 66.2% of second graders and 36.3% of sixth graders achieved a Level 3 or Level 4. The Elementary Campus results indicate that our students are making adequate progress towards meeting the benchmark of 75% attainment of levels 3 and 4 by the 2007-08 school year. The Secondary Campus results indicate that our students are making progress in reading and the trajectory indicates that the students of the Secondary Campus should approach 75% attainment of levels 3 and 4 by the 2008-09 school year.

d. Further Evidence

As this is the Secondary Campus' first year of operation, there is no data from previous years to make a comparison of trends and patterns. The students of the Elementary Campus have been given a strong foundational education in preparing them for the 3rd grade New York State ELA examination. Terra Nova results show over 66% of second grade students at level 3 and above, with the second grade students on a trajectory to meet the benchmark of 75% at level 3 or higher on the 2007-08 3rd Grade New York State ELA examination.

Measure – Daily Indicators of Basic Early Literacy Skills (DIBELS)

a. Method

DIBELS are a set of standardized, individually administered measures of early literacy development. It is a Reading First assessment tool that was developed at the University

of Oregon by Dr. Roland Good. They are designed to be short one-minute fluency measures used to regularly monitor the development of pre-reading and early-reading skills. The measurements are initial sounds fluency, letter naming fluency, phonemes segmentation fluency, nonsense word fluency, and oral reading fluency. We administered the assessments four times a year given at three month intervals starting in September. Benchmark 1 was administered in September, Benchmark 2 was administered in December, Benchmark 3 was administered in March, and Benchmark 4 was administered in June to track student progress towards benchmark as determined by this assessment.

b. Results

In September, 2006 seventy-three kindergartners, seventy-six first graders and sixty-eight second graders were given the first benchmark assessments. In June, 2007, seventy-three kindergartners, seventy-six first graders and sixty-eight second graders were given the last benchmark assessment. The following results were indicated:

FALL, 2006

Kindergarten

Intensive Support – 5% (4 students)
Strategic Support – 29% (21 students)
Benchmark – 66% (48 students)

First Grade

Intensive Support – 13% (10 students)
Strategic Support – 23% (17 students)
Benchmark - 64% (49 students)

Second Grade

Intensive Support – 12% (8 students)
Strategic Support – 17% (12 students)
Benchmark - 71% (48 students)

SPRING, 2007

Kindergarten

Intensive Support– 4% (3 students)
Strategic Support-16% (12 students)
Benchmark- 79% (58 students)

First Grade

Intensive Support– 5% (4 students)
Strategic Support– 38% (29 students)
Benchmark - 57% (43 students)

Second Grade

Intensive Support– 34% (23 students)
Strategic Support– 32% (22 students)
Benchmark - 34% (23 students)

c. Evaluation

In each benchmark period, different assessments are given as students progress through the academic year. The expectation levels increase with every benchmark. As a result of the data, students were identified who were in need of intensive support. These students were monitored to determine the causal factors. Progress monitoring was informally administered and student progress was noted. In some cases a formal referral process was implemented to determine any learning disabilities. Given these results kindergarten and first grade students who are in the strategic and benchmark levels are making adequate progress towards attaining the skills necessary to be on grade readers by third grade. Therefore, based on the number of students in both strategic and benchmark groups, 95% of kindergartners and 95% of first graders are developing the necessary skills to become on grade readers. It is also important to note that a few kindergartners are not developmentally ready to read but are working towards developing the skills and will receive the additional support in first grade. Given the results of second grade students

who are in the strategic and benchmark levels 66% are making adequate progress towards attaining the skills necessary to be on grade readers by third grade. Based on the number of students at intensive level, 34% of our second grade students need to receive additional support services. It is important to note that DIBELS is a timed assessment and some students have not developed the automaticity needed to attain benchmark level. However, when these discrete skills are applied while reading actual texts and without the timed restrictions, the majority of second grade students are reading at grade level.

d. Further evidence

The students of the Elementary Campus have been given a strong foundational education in preparing them for the 3rd grade New York State ELA examination. DIBELS results show over 66% of second grade students at level 3 and above, with the second grade students on a trajectory to meet the benchmark of 75% at level 3 or higher on the 2007-08 3rd Grade New York State ELA examination.

Measure – WRAP (Writing and Reading Assessment Profile)

a. Method

WRAP is an informal reading assessment, designed by Pacific Learning, a publishing company in New Zealand. It is an assessment tool designed to help teachers establish initial reading levels for students, assess the application of decoding and comprehension strategies that students are using, and analyze student writing as a response to literature. In addition, it provides information about which teaching strategies will meet specific students' instructional needs. WRAP measurements consist of identification of letters and sounds, phonemic awareness, high frequency word knowledge, concepts about print, accuracy of oral reading, fluency, and comprehension. WRAP is an assessment tool that provides an authentic reading experience. Students were required to read books independently and then apply those strategies and isolated skills that they have been taught. It revealed whether the students had not only the knowledge of the skill, but the ability to use it to make meaning of the text that they were independently reading.

b. Results

In June 2007, seventy-three kindergarteners, seventy-five first graders and sixty-eight second graders were given the WRAP assessment to determine their reading levels.

Grade Level	Below Benchmark	Approaching Benchmark	Meeting Benchmark	Above Benchmark	Number of Students
Kindergarten Benchmark = Level B	13	10	7	43	73
First Grade Benchmark = Level I	13	19	20	24	76
Second Grade Benchmark = Level L	3	8	13	44	68

Grade Level	Level 1	Level 2	Level 3	Level 4
Kindergarten	18%	13%	10%	59%
First Grade	17%	25%	26%	32%
Second Grade	4%	12%	19%	65%

c. Evaluation

It is important to note that fluency needs to be measured both quantitatively and qualitatively. Students' fluency norms are measured by DIBELS through calculating correct words per minute. Yet reading rate alone is not a sufficient measure of fluency, and thus WRAP was utilized as well. Those qualitative behaviors (comprehension, smoothness, phrasing and pace) are assessed through WRAP. More specifically, reading independently with comprehension is the ultimate reading goal for our students. Good readers construct meaning as they read and we wanted an assessment that captured such "real life reading" data (predicting, inferring, asking questions and evaluating text). WRAP uses retelling and question prompts to assess comprehension. Rather than expecting students to read and rely on recall, the students have the text on hand to refer to at any time. This eliminates time (as in the Terra Nova) and memory from the equation and enables the student to process the text by referring to it when responding to the comprehension prompts. Comprehension prompts determine whether students recall information, make inferences, determine main ideas, and synthesize information independently.

Using the WRAP benchmark reading levels for each grade (which are aligned with Fountas & Pinnell), students' reading levels were determined. Based upon the WRAP end of year assessment, 69% of kindergarteners, 58% of first graders, and 84% of the second graders are reading at benchmark levels. It is also apparent that some of our students in kindergarten and first grade need more time to develop their decoding skills and comprehension strategies. However, our second grade students are able to apply their decoding and comprehension strategies when provided the necessary time to process the texts they are reading.

WRAP was used as a complement to the other assessments, the Terra Nova (a norm referenced reading test) and DIBELS (which assesses discrete skills that have a high probability to predict reading success) to assess student achievement in attaining the necessary literacy skills. It enabled teachers to gather a reading profile on individual children in order to group, instruct meaningfully and monitor progress. This on-going cycle of planning and assessment allowed us to follow students' progress and provide for their changing instructional needs.

d. Further Evidence

The students at the Elementary Campus were given a variety of reading assessments to determine literacy skill acquisition and reading ability in order to predict their success on the third grade New York State English Language Arts examination. Based on student performance on WRAP, our kindergarten and first grade students are developing at an appropriate rate and our second grade students are demonstrating the necessary reading strategies and skills to comprehend grade level reading passages. This outcome based

assessment is a good predictor of how students will perform on the third grade state assessment.

Measure – NYS ELA Examination

a. Method

For the students at the Secondary Campus, New York State administers an annual English Language Arts (ELA) exam to students in grades six to eight. This exam is a cumulative assessment measuring student mastery of skills and knowledge at each grade level as determined by the New York State ELA Standards. Individual student performance is reported as both a scale score and a performance level, as determined by the state. Performance levels range from 1 to 4 with Level 3 being proficient and Level 4 being advanced. Evaluation of this outcome measure is based on the percentage of students who are enrolled in at least their second year, that is, students who have been enrolled since at least BEDS day of the previous school year and score at Levels 3 and 4.

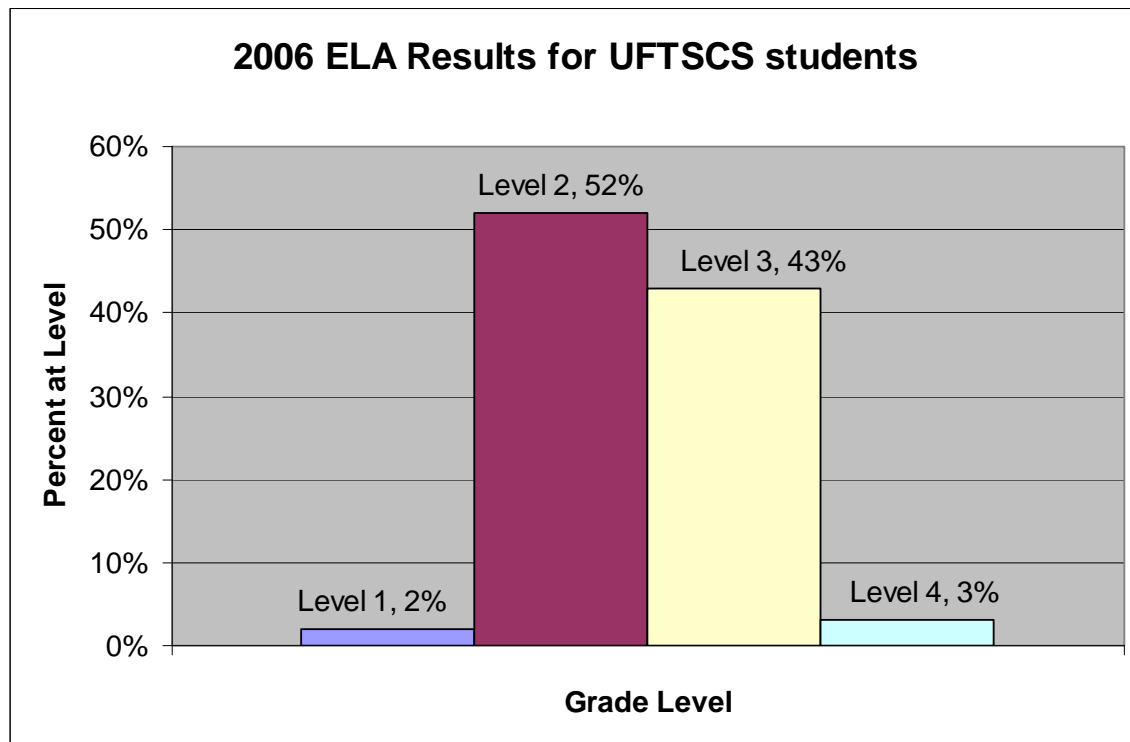
b. Results

Although the Secondary Campus has only completed one year of operation, and thus does not yet have a cohort of students eligible for this measure, 6th grade New York State ELA results approached acceptable levels. The tables below present the state ELA results for the Secondary Campus students in attendance during the 2006-2007 school year.

2006-2007	NYS ELA Results				
	Level 1	Level 2	Level 3	Level 4	Number Tested
UFT Secondary Charter School 6th Grade	2	66	54	4	126

2006-2007	NYS ELA Results - % Levels			
	Level 1	Level 2	Level 3	Level 4
UFT Secondary Charter School 6th Grade	2%	52%	43%	3%

The following chart shows the performance of the UFT Charter School Secondary Campus in the 2007 6th Grade New York State ELA Assessment.



With 46 percent of students scoring at Level 3 or above, the school was 29 percentage points below the target of 75 percent proficient and therefore did not meet the measure. When the Secondary Campus' Performance Index (PI) results are viewed, the required state Annual Measure Objective (AMO) was surpassed.

For the 2006-2007 school year, the Secondary Campus' Performance Index was 143. The PI is calculated by adding the sum of the percent of students at Level 2 and above with the sum of the percent of students at Level 3 and above. Thus, the PI for the Secondary Campus is equal to:

$$\begin{array}{rclcl} \text{Sum of Levels 2-4:} & 52 + & 43 + & 3 = & 97 \\ \text{Sum of Levels 3-4:} & & 43 + & 3 = & \underline{46} \end{array}$$

$$\text{PI} = 143$$

The New York State ELA Annual Measurable Objective for the 2006-2007 school year was 122.

c. Evaluation

Based on the New York State ELA assessment, 46% of our sixth graders have achieved a Level 3 or Level 4. These results indicate that our students are making progress in

reading and are on trajectory to approach the benchmark of 75% attainment of levels 3 and 4 by the 2008-2009 school year.

d. Further evidence

As this was the Secondary Campus' first year of operation, there is no data from previous years to make this comparison of trends and patterns.

B. Summary

The English Language Arts goal applies to students starting in third grade and is not applicable for the student body of the Elementary Academy. The results on Terra Nova and DIBELS assessments provide the baseline data point for our students.

In examining the DIBELS measures, the Terra Nova results and the WRAP grade level benchmarks towards meeting the goal of 75% of our students at levels 3 and 4, it appears that the students of the Elementary Campus are attaining the necessary literacy skills to meet the benchmarks. We are taking steps to address the needs of students who are not making adequate progress, including those second grade students who have not progressed nearly as far as they did in first grade.

To address this we will closely monitor those students who are in need of intensive support in English Language Arts. We will implement a more comprehensive, systematic Progress Monitoring system with at-risk students. In order to assess applied interventions and to evaluate student growth, we will have monthly meetings using the compilation of this data. This information will be timely in addressing students' needs in developing the necessary literacy skills to become proficient readers. Parent meetings will be held to address individual student needs with suggestions for additional activities for home study to reinforce the instruction that occurs during the school day.

The English Language Arts goal applies to the students of the Secondary Academy. The results on the New York State ELA examination, in addition to the Terra Nova results, provide baseline data points for the continued academic growth of our students. In examining the State ELA examination and Terra Nova assessment results, it appears that many of the students at the Secondary Campus are attaining the necessary literacy skills to meet the benchmarks. We are taking steps to address the needs of those students who are not making adequate progress towards the benchmark of 75% at levels 3 and 4.

To address this we will closely monitor those students who are in need of intensive support. We will use the Progress Monitoring component to assess if interventions are addressing the student need to develop necessary literacy skills. Parent meetings will be held to address individual student needs with suggestions for additional activities for home study to reinforce the instruction that occurs during the school day.

C. Action Plan

Based on the results of the Terra Nova, DIBELS, WRAP and New York State ELA assessments, we will continue to monitor student progress. At the Elementary Campus,

we will continue to assess students using DIBELS in kindergarten through third grade three times in the upcoming year. At both the Elementary and Secondary Academies, we will institute a baseline Terra Nova assessment in the fall and administer an end of the year Terra Nova assessment to determine the growth for the year, as well as compare data from previous years.

Students in need of intervention have been identified using the data from these assessments this year. At the Elementary Campus, students' academic progress will be followed closely and analyzed during monthly Student Study Team Meetings. Student Study Team members include the school leader, special education coordinator, Teacher Center staff, guidance counselor, and classroom teachers. Students identified as "at-risk" will receive academic intervention services by the special education coordinator during the instructional school day. In addition, we are looking to incorporate tutorial services for students through our extended time program. The YET (Youth Education for Tomorrow) Literacy Program model, which was developed in Philadelphia, will be implemented during our extended time program. The curriculum includes student and teacher reading, oral language and comprehension activities, writing, and reading games.

At the Secondary Campus, students' academic progress will be followed closely and analyzed during weekly Pupil Personnel Committee Meetings. Pupil Personnel Committee members include the school leader, special education coordinator, Teacher Center staff, social worker, and classroom teachers. Subsequent interventions will be identified and implemented in order to target specific student needs including additional small group instruction, one to one tutoring, and home study activities. In addition, summer reading packets were distributed to all students to help them maintain their knowledge and skills in literacy.

The School Leaders will meet with classroom teachers after each benchmark assessment is given to discuss the results. At these collaborative meetings, teachers will share other assessment data collected as well as the interventions utilized to target deficient areas. Action plans for "at-risk" students will be developed with classroom teachers to address student needs. Accessing school resources, using time and personnel in different ways, adjusting academic goals, and using different teaching strategies will be considered as ways to differentiate and accelerate student learning.

At both campuses, the use of Collaborative Team teaching was continued this year. This structure was used to group students for small group instruction to target learning needs. We are exploring new ways of using various Collaborative Team Teaching models to effectively address our "at-risk" student population. Professional development will continue to focus on effective ways to use this structure to differentiate instruction.

Each Campus will hold a summer institute that will focus on deepening teacher knowledge on the implementation of its literacy programs, the Elementary Campus utilizing the Harcourt Reading Program while the Secondary Campus will use the EMC Masterpiece Series for sixth grade and Glencoe Literature Program for seventh grade students, as well as planning for guided reading, and continuing to develop the Writer's

Workshop. Professional development will continue throughout the year in these areas during our weekly sessions. The Teacher Center staff developer at each campus will work with teachers in classrooms to model lessons, look at student work and assessment results, as well as provide coaching to refine teaching practices.

Mathematics

Academic Assessment Goal 1: *Students will meet or exceed the New York State Elementary and Secondary Standards in Mathematics as indicated by New York State Assessments.*

In the 2006-2007 school year, the Elementary Campus enrolled kindergarteners, first graders and second graders. As there are no State assessments in these grades to determine the trajectory of student progress towards meeting the benchmark, we administered the Terra Nova assessment in mathematics to give us baseline data in first grade and to determine growth throughout the years. We will use the results to compare our students with a nationally normed sample.

In the 2006-2007 school year, the Secondary Campus enrolled sixth graders. These students took the New York State Mathematics assessment in March 2007. This exam is a cumulative assessment, measuring student mastery of skills and knowledge during the course of their schooling. These students also took the Terra Nova assessment to determine the trajectory of student progress towards the benchmark.

1. Outcome measure

By the 2008-2009 school year, 75 percent of the 3rd – 8th graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Mathematics examination.

Each year, the school's aggregate Performance Index on the State Mathematics examination will meet its Annual Measurable Objective set forth in the state's NCLB accountability system.

A. Finding for Each Measure under the Goal

Measure – Terra Nova

a. Method

As the students at the Elementary Campus will not be assessed by the New York State Assessments until grade 3 in the 2007-2008 school year, the Terra Nova was administered to determine the performance levels of our students in Mathematics. The Terra Nova is a standardized achievement test designed to compare an individual student's performance with the performance of all other students nationwide taking the same test. It tests achievement in mathematics. Uniform directions were given within a timed segment for all students to respond to the same questions. Because of this format it

provides valid and reliable comparisons of achievement based on what first and second grade students should know and be able to do at the time of the assessment. The skills and abilities within the test reflect a broad national thinking on what is considered to be important instructional content. This multiple choice test was machine scored by CTB/McGraw-Hill and the results were reported to the school in several forms.

The Secondary Campus also administered the Terra Nova assessments for grade six. This assessment will assist in the development of curriculum for the sixth grade so as to allow the Secondary Campus' students to attain grade level proficiency as soon as possible.

b. Results

Seventy-six first graders and sixty-eight second graders took this assessment, which represents a one hundred percent participation rate. Based on the Terra Nova data, future 3rd grade New York State Mathematics results should approach expected levels. The tables below present the Terra Nova Mathematics results for the Elementary Campus students in attendance during the 2006-2007 school year.

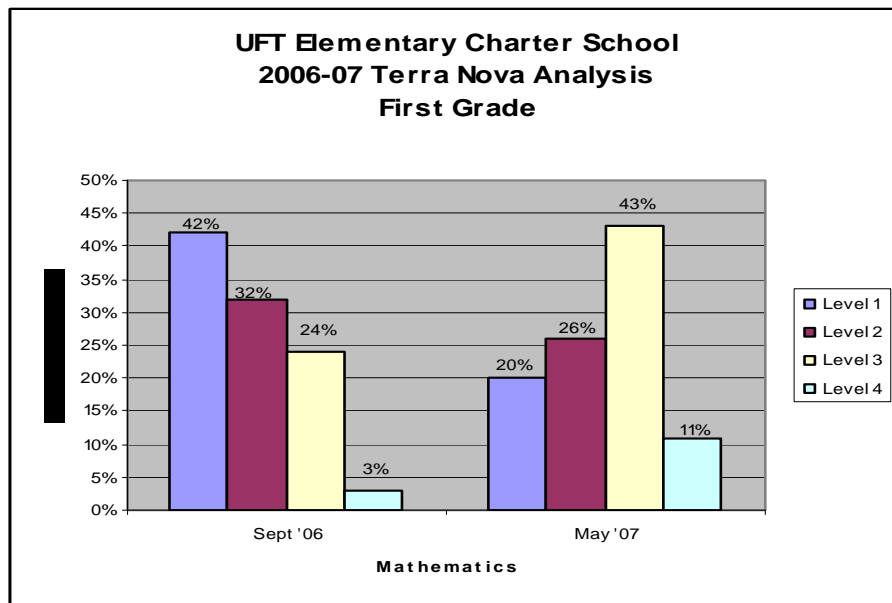
First Grade

2006-2007	Terra Nova Math Results				
	Level 1	Level 2	Level 3	Level 4	Number Tested
ECS Grade 1 - Sept '06	32	24	18	2	76
ECS Grade 1 - May '07	15	20	33	8	76

2006-2007	Terra Nova Math Results - % Levels			
	Level 1	Level 2	Level 3	Level 4
ECS Grade 1 - Sept '06	42%	32%	24%	3%
ECS Grade 1 - May '07	20%	26%	43%	11%

First Grade results were rather promising with a significant increase in levels 3 and 4 noted from the first assessment to the second. Increasing from 27% in levels 3 and 4 in

September to 54% percent at or above grade level proficiency indicates that many first grade students at the Elementary Campus have made significant academic gains in Mathematics skills.



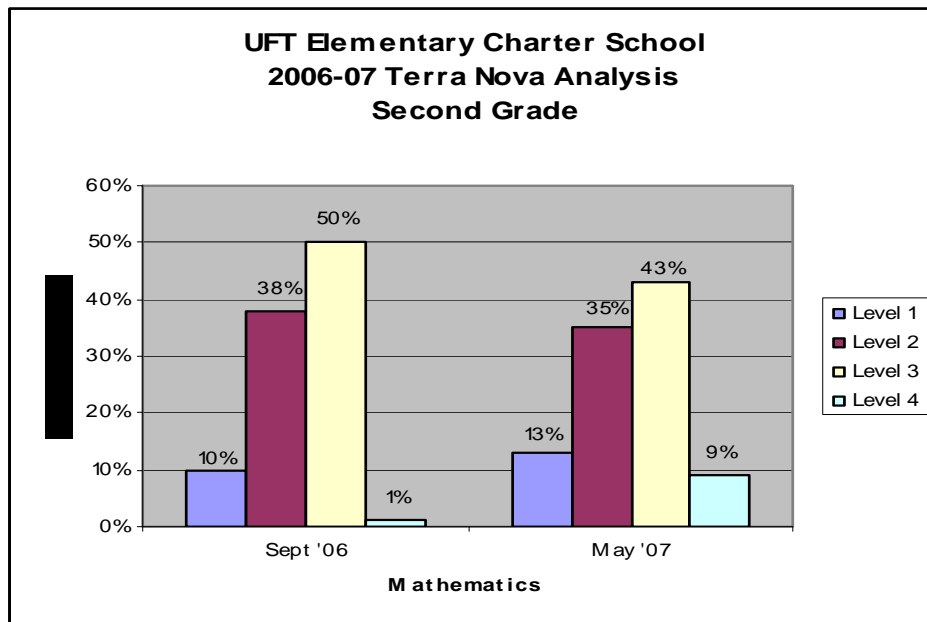
Second Grade

2006-2007	Terra Nova Math Results				
	Level 1	Level 2	Level 3	Level 4	Number Tested
ECS Grade 2 - Sept '06	7	26	34	1	68
ECS Grade 2 - May '07	9	24	29	6	68

2006-2007	Terra Nova Math Results - % Levels			
	Level 1	Level 2	Level 3	Level 4
ECS Grade 2 - Sept '06	10%	38%	50%	1%
ECS Grade 2 - May '07	13%	35%	43%	9%

Second Grade results indicate a slight increase in levels 3 and 4 noted from the first assessment to the second. Increasing from 51% in levels 3 and 4 in September to 52%

percent at or above grade level proficiency indicates that many second grade students at the Elementary Campus have made significant academic gains in Mathematics skills.

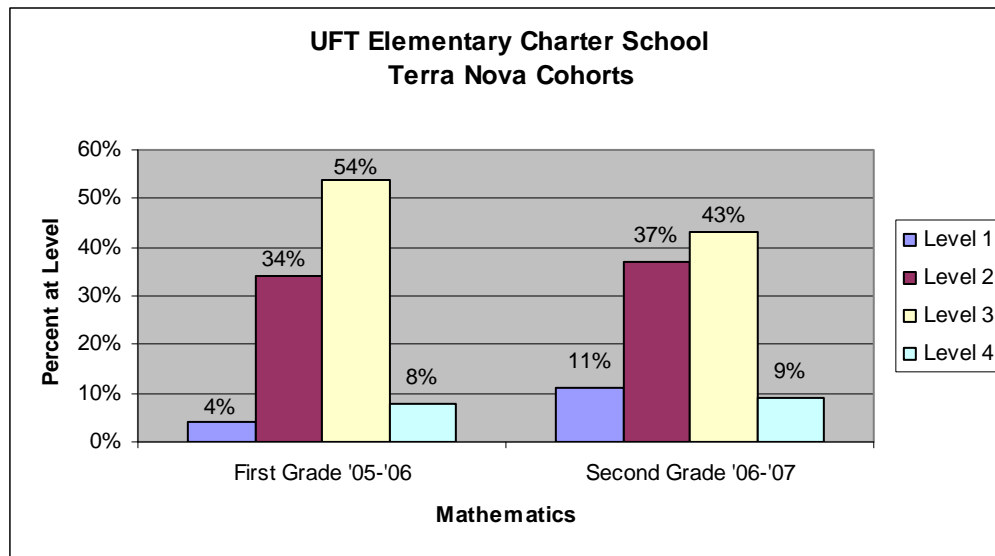


Second Grade Cohort

The Elementary Campus has completed its second year of operation, and has one set of student cohort data for this measure. Current second graders with first grade Terra Nova scores consists of fifty-three students who returned for their second year of instruction at The UFT Charter School.

Cohort	Terra Nova Math Results				
	Level 1	Level 2	Level 3	Level 4	Number Tested
First Grade ('05-'06)	2	18	29	4	53
Second Grade ('06-'07)	6	19	23	5	53

Cohort	Terra Nova Math Results - % Levels			
	Level 1	Level 2	Level 3	Level 4
First Grade ('05-'06)	4%	34%	54%	8%
Second Grade ('06-'07)	11%	37%	43%	9%



Cohort results were concerning with a decrease in levels 3 and 4 noted from the first assessment to the second. Even with the decrease from 62% in levels 3 and 4 in first grade to 52% percent at or above grade level proficiency in the second grade, the data indicates that many of the second grade students at the Elementary Campus have made academic gains in Mathematics skills.

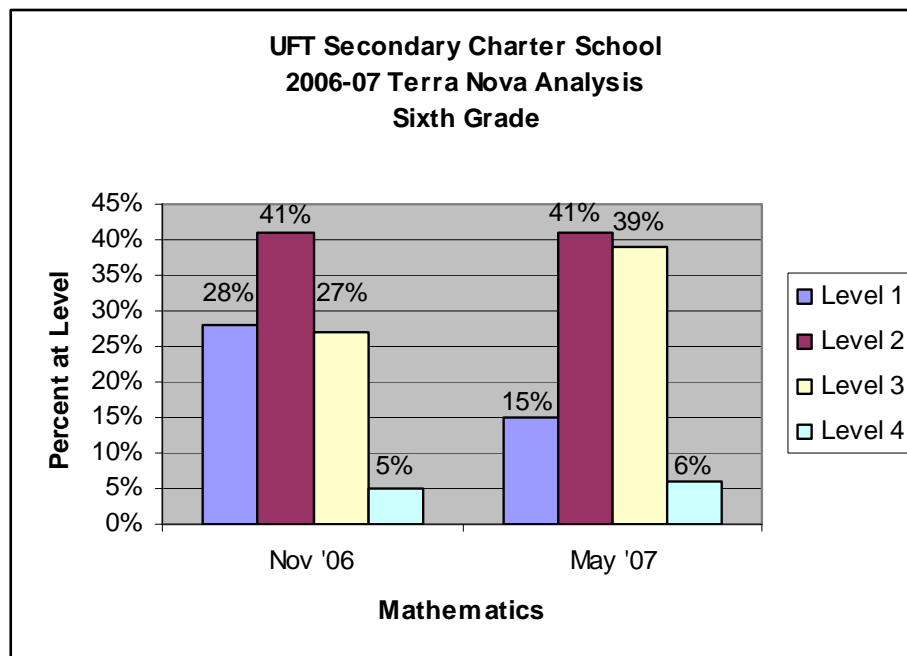
Sixth Grade

The Secondary Campus offered the Terra Nova assessment to its students in mid-November 2006, and again at the end of May 2007. The results were used to adapt and change the curriculum, aimed at the preparation of the sixth grade students for the New York State Mathematics examination. The Terra Nova results follow below (the NYS Mathematics results follow):

2006-2007	Terra Nova Math Results				
	Level 1	Level 2	Level 3	Level 4	Number Tested
UFT Secondary Charter School Nov. '06	32	47	31	6	116
UFT Secondary Charter School May '07	17	48	45	7	116

2006-2007	Terra Nova Math Results - % Levels			
	Level 1	Level 2	Level 3	Level 4
UFT Secondary Charter School May '07	28%	41%	27%	5%
UFT Secondary Charter School May '07	15%	41%	39%	6%

Sixth Grade results were promising with a slight increase in levels 3 and 4 noted from the first assessment to the second. Increasing from 32% in levels 3 and 4 in September to 45% percent at or above grade level proficiency indicates that many sixth grade students at the Secondary Campus have made academic gains in Mathematics skills.



c. Evaluation

Based on the Terra Nova assessment results, 54% of our first graders, 52% of second graders and 45% of sixth graders achieved a Level 3 or Level 4. The Elementary Campus results indicate that our students are making progress towards meeting the benchmark of 75% attainment of levels 3 and 4 by the 2007-08 school year. The Secondary Campus results indicate that our students are making progress in mathematics and the trajectory indicates that the students of the Secondary Campus should approach 75% attainment of levels 3 and 4 by the 2008-09 school year.

d. Further Evidence

As this is the Secondary Campus' first year of operation, there is no data from previous years to make a comparison of trends and patterns. The students of the Elementary Campus have been given a mathematical foundation to prepare them for the 3rd grade New York State Mathematics examination. Terra Nova results indicate that 52% of second grade students at level 3 and above, show progress towards meeting the benchmark of 75% at level 3 or higher on the 2007-08 3rd Grade New York State Mathematics examination. In addition, results from Everyday Math program assessments and teacher observations and tests indicate that 72.77% of kindergarteners, 73.22% of first graders and 78.50% of second graders met or exceeded grade level standards as reported on end of term report cards.

Measure – NYS Mathematics Examination

a. Method

For the students at the Secondary Campus, New York State administers an annual Mathematics exam to students in grades six through eight. This exam is a cumulative assessment measuring student mastery of skills and knowledge at each grade level as determined by the New York State Mathematics Standards. Individual student performance is reported as both a scale score and a performance level, as determined by the state. Performance levels range from 1 to 4 with Level 3 being proficient and Level 4 being advanced. Evaluation of this outcome measure is based on the percentage of students who are enrolled in at least their second year, that is, students who have been enrolled since at least BEDS day of the previous school year and score at Levels 3 and 4.

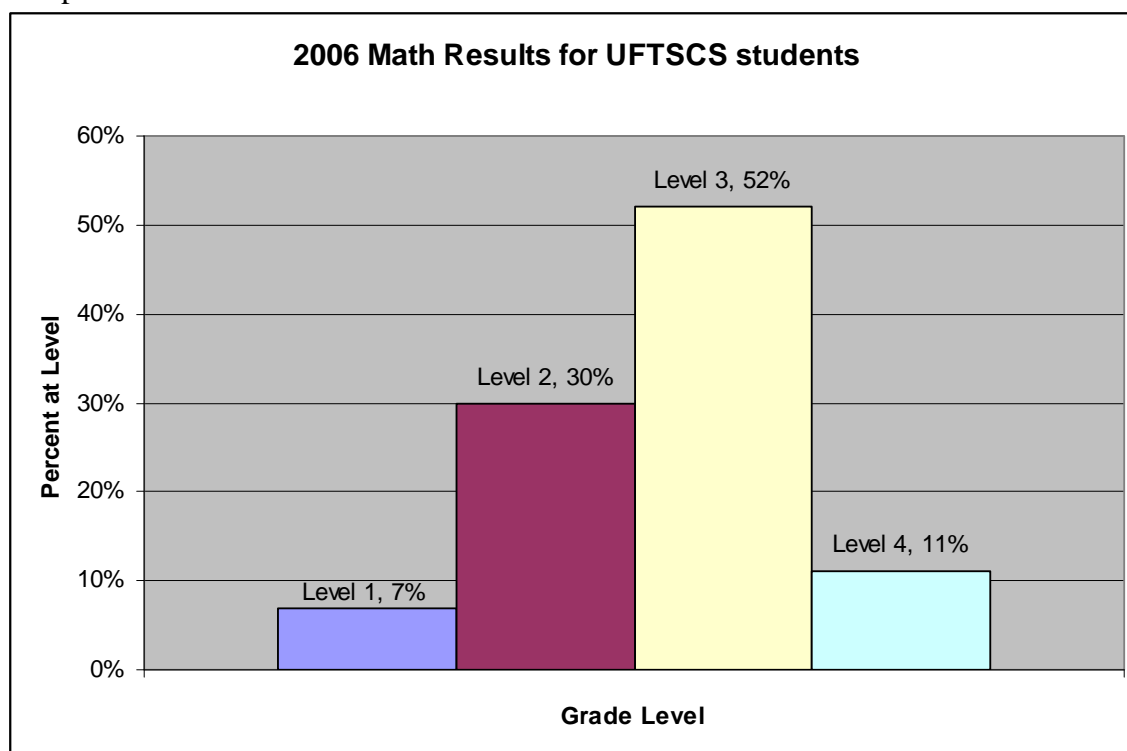
b. Results

Although the Secondary Campus has only completed one year of operation, and thus does not yet have a cohort of students eligible for this measure, 6th grade New York State Mathematics results approached acceptable levels. The tables below present the state Mathematics results for the Secondary Campus students in attendance during the 2006-2007 school year.

2006-2007	NYS Math Results				
	Level 1	Level 2	Level 3	Level 4	Number Tested
UFT Secondary Charter School 6th Grade	9	37	64	13	123

2006-2007	NYS Math Results - % Levels			
	Level 1	Level 2	Level 3	Level 4
UFT Secondary Charter School 6th Grade	7%	30%	52%	11%

The following chart shows the performance of the UFT Charter School Secondary Campus in the 2007 6th Grade New York State Mathematics Assessment.



With 63 percent of students scoring at Level 3 or above, the school was 12 percentage points below the target of 75 percent proficient and therefore did not meet the measure. When the Secondary Campus Performance Index (PI) results are viewed, the required state Annual Measure Objective (AMO) was surpassed.

For the 2006-2007 school year, the Secondary Campus' Performance Index was 156. The PI is calculated by adding the sum of the percent of students at Level 2 and above

with the sum of the percent of students at Level 3 and above. Thus, the PI for the Secondary Campus is equal to:

$$\begin{array}{lclclcl} \text{Sum of Levels 2-4:} & 30 & + & 52 & + & 11 & = & 93 \\ \text{Sum of Levels 3-4:} & & & 52 & + & 11 & = & 63 \end{array}$$

$$\text{PI} = 156$$

The New York State ELA Annual Measurable Objective for the 2006-2007 school year was 122.

c. Evaluation

Based on the New York State Mathematics assessment, 63% of our sixth graders have achieved a Level 3 or Level 4. These results indicate that our students are making progress in mathematics and are on trajectory to approach the benchmark of 75% attainment of levels 3 and 4 by the 2008-2009 school year.

d. Further Evidence

As this was the Secondary Campus' first year of operation, there is no data from previous years to make this comparison of trends and patterns.

Absolute Proficiency

Required outcome measures

Each year, 75 percent of fourth and eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Mathematics examination.

NO DATA AVAILABLE

Comparative Proficiency on State Exams

Required outcome measure

Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Mathematics exam will be greater than that of the local school district.

NO DATA AVAILABLE

B. Summary

The Mathematics goal applies to students starting in third grade and is not applicable for the student body of the Elementary Campus. The results on Terra Nova assessments provide the baseline data point for our students.

In examining the Terra Nova results for this goal, it appears that the students of the Elementary Campus are making progress towards meeting the necessary mathematics skills to meet the benchmarks. We are taking steps to address the needs of students who are not making adequate progress, including those second grade students who have not progressed nearly as far as they did in first grade.

To address this we will closely monitor “at-risk” students who are in need of intensive support. At a school-wide level we will systematically use M-class math to measure discrete mathematical skill attainment as well as implementing the Progress Monitoring component. M-class is a research based formative assessment developed by Dr. Herbert Ginsburg, professor at Columbia University’s Teachers’ College. This data will determine appropriate interventions that address the “at-risk” students’ needs in order to develop the necessary mathematics skills. Parent meetings will be held to address individual student needs with suggestions for additional activities for home study to reinforce the instruction that occurs during the school day.

The Mathematics goal applies to the students of the Secondary Academy. The results on the New York State Mathematics examination, in addition to the Terra Nova results, provide baseline data points for the continued academic growth of our students. In examining the State Mathematics examination and Terra Nova assessment results, it appears that many of the students at the Secondary Campus are attaining the necessary literacy skills to meet the benchmarks. We are taking steps to address the needs of those students who are not making adequate progress towards the benchmark of 75% at levels 3 and 4.

To address this we will closely monitor those students who are in need of intensive support. We will use the Progress Monitoring component to assess if interventions are addressing the student need to develop necessary mathematics skills. Parent meetings will be held to address individual student needs with suggestions for additional activities for home study to reinforce the instruction that occurs during the school day.

C. Action Plan

Based on the results of the Terra Nova, M-class Math, and New York State Mathematics assessments, we will continue to monitor student progress. At the Elementary Campus, we will continue to assess students using the program assessments from Everyday Mathematics and teacher assessments in kindergarten through third grade. At both the Elementary and Secondary Academies, we will institute a baseline Terra Nova assessment in the fall and administer an end of the year Terra Nova assessment to determine the growth for the year, as well as compare data from previous years.

At the Elementary Campus, mathematical instruction was increased to an hour of instruction daily. Based on an analysis of the data, it appears that our students need additional time to apply mathematical understandings. A school-wide implementation of a thirty minute period focusing on developing and strengthening mathematical skills and problem solving abilities will occur daily each morning. Students in need of intervention

have been identified using the data from these assessments this year. Their academic progress will be followed closely and analyzed during monthly Student Study Team Meetings. Students identified as “at-risk” will receive academic intervention services provided by student support personnel during the instructional school day. In addition, we are looking to incorporate tutorial services for students through our extended time program.

At the Secondary Campus, students’ academic progress will be followed closely and analyzed during weekly Pupil Personnel Committee Meetings. Subsequent interventions will be identified and implemented in order to target specific student needs through the use of data-driven instruction. In addition, small group instruction will occur during After School extended time to develop and strengthen mathematic skills and abilities. The Teacher Center mathematical specialist will continue to assist teachers in the implementation of differentiated instruction so as to help students of all modalities of learning to achieve. Parents will be invited to participate in evening Mathematics classes designed to help parents to assist struggling mathematics students. The School Leaders will meet with classroom teachers after each benchmark assessment is given to discuss the results. At these collaborative meetings, teachers will share other assessment data collected as well as the interventions utilized to target deficient areas. Action plans for “at-risk” students will be developed with classroom teachers to address student needs. Accessing school resources, using time and personnel in different ways, adjusting academic goals, and using different teaching strategies will be considered as ways to differentiate and accelerate student learning.

At both campuses, the use of Collaborative Team teaching was continued this year. This structure was used to group students for small group instruction to target learning needs. We are exploring new ways of using various Collaborative Team Teaching models to effectively address our “at-risk” student population. Professional development will continue to focus on effective ways to use this structure to differentiate instruction. The Teacher Center mathematical specialist will assist teachers in developing lessons that incorporate the use of manipulatives, include the development of mathematical discourse, and provide opportunities for students to solve problems in multiple ways. Monthly professional development sessions, as well as full day professional development sessions, will focus on training teachers in the use of the new Mathematical Assessment, M-class Math, increase mathematical content knowledge, and incorporate effective ways for teaching concepts to young children.

Each Campus will hold a summer institute that will focus on deepening teacher knowledge on the implementation of its mathematics programs, the Elementary Campus utilizing the Everyday Mathematics while the Secondary Campus will use the Prentice Hall Mathematics program. Professional development will continue throughout the year in these areas during our weekly sessions. The Teacher Center staff developer at each campus will continue to work with teachers in classrooms to model lessons, look at student work and assessment results, as well as provide coaching to refine teaching practices.

Science

I. Major Goal: *Students will meet or exceed the New York Standards in Science as indicated by New York State Standardized Assessments.*

New York State offers statewide science assessments in grades 4 and 8. As the Elementary Campus does not have students in grade 4, and the Secondary Campus does not yet have students in grade 8, we have substituted alternate assessments.

a. Method:

Consistent with our charter, units of study were designed in alignment with New York State Standards. The units of study were categorized into three areas: Life Science, Earth Science, and Physical Science. The kindergarten unit topics were Living and Non-Living Things, Kinds of Animals, About our Earth, Objects Around Us, and Plants. The first grade unit topics included All About Plants, All About Animals, The Changing Earth, Matter, Energy, Forces and Machines, Plants and Animals Living Together. The second grade unit topics included Exploring Earth's Surface, Living Things Grow and Change, Space and Weather, Exploring Matter, Energy in Motion, and Homes for Living Things. The sixth grade unit topics included Environmental Science, Weather, Motion, Forces and Energy, and Biodiversity. The assessments used to determine student attainment of knowledge and skills consisted of culminating projects, student writing samples, teacher made assessments and tests, and observational anecdotes.

b. Results

Students were assessed on the New York State Standards based curriculum. The curriculum and assessments were designed during professional development sessions. Teachers assessed the quality of the student work to judge the mastery of content and skills. In addition, tests were designed and administered at the end of monthly units of study. On report cards, rating scales of one to four were used to mirror the New York State Standards with Level 1 indicating a need to still meet the standard, Level 2 Approaching the Standard, Level 3 Meeting the Standard, and Level 4 Exceeding the Standard.

2006-2007	ECS Science Results			
	Level 1	Level 2	Level 3	Level 4
Kindergarten	4%	20%	69%	7%
First Grade	2%	16%	56%	27%
Second Grade	2%	23%	65%	10%

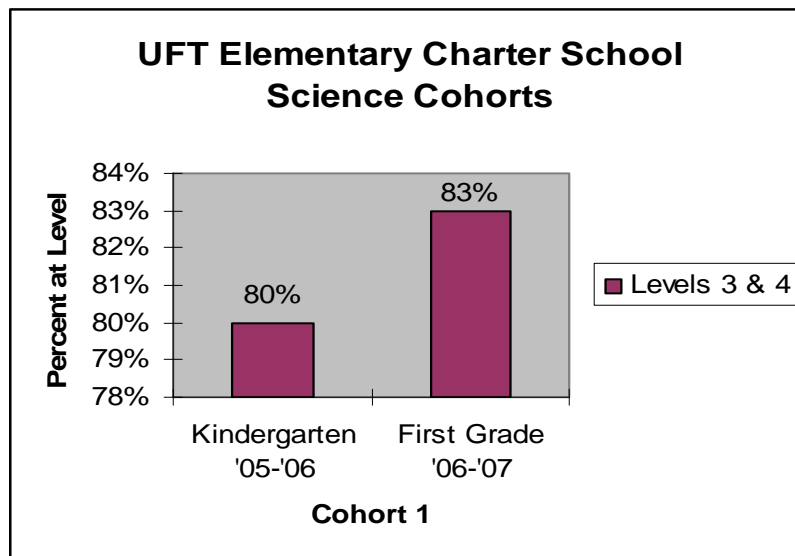
At the Elementary Campus (as seen above), 76% of kindergarteners, 83% of first graders, and 75% of second graders were at Levels 3 and 4, which indicates that they have met or exceeded the standard.

2006-2007	SCS Science Results			
	Level 1	Level 2	Level 3	Level 4
Sixth Grade	15%	32%	24%	29%

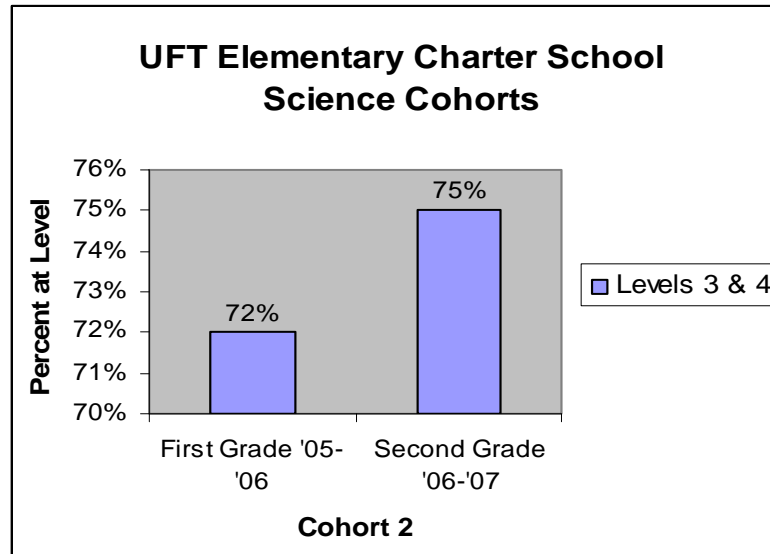
At the Secondary Campus (above), 53% of students were at Levels 3 and 4, indicating that they have met or exceeded the standards.

c. Evaluation

The results of the kindergarten students at the Elementary Campus are without cohort data, and will act as a baseline for future data. In the 2005-06 school year, 80% of kindergarten students (this year's first graders) were assessed to be in levels 3 & 4, while 72% of first graders (this year's second graders) were assessed to be in levels 3 & 4.



Cohort 1, made up of current first grade students, had a baseline of 80% as kindergarten students at levels 3 & 4 in science achievement last school year. This school year, as first graders, 83% achieved at levels 3 & 4.



Cohort 2, made up of current second grade students, had a baseline of 72% as first grade students at levels 3 & 4 in science achievement last school year. This school year, as second graders, 75% achieved at levels 3 & 4.

The Secondary Campus results will act as a baseline point for future data. Next year, we will use this data to determine if our students are making adequate progress in science and are on trajectory to meet the benchmark of 75% attainment of Levels 3 and 4 by the 2008-2009 school year.

d. Further evidence

The students of the Elementary Campus have been given a foundational education in science to prepare them for the 4th grade New York State Science examination. Teacher assessments results show over 75% of second grade students at level 3 and above, with the second grade students working towards meeting the benchmark of 75% at level 3 or higher on the 2008-09 4th Grade New York State Science examination.

At the Secondary Campus, there is no data from previous years to make this comparison of trends and patterns.

Absolute Proficiency

Required outcome measures

Each year, 75 percent of fourth and eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science examination.

NO DATA AVAILABLE

Comparative Proficiency on State Exams

Required outcome measure

Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Science exam will be greater than that of the local school district.

NO DATA AVAILABLE

B. Summary

In examining the results of teacher observations and student performance on project based assessments, and end of unit tests, we can conclude at the Elementary Campus that 76% of kindergarten students, 82% of first graders and 75% of second graders are mastering the science content. Addressing the 24% of kindergarteners, 18% of first graders, and 25% of second graders who are at Levels 1 and 2, we plan to provide additional support in order for students to meet grade level standards..

At the Secondary Campus, the results of student performance in project based assessments, teacher observations and end of unit examinations, we can conclude that 52% of sixth graders have mastered the science content. Addressing the 48% of students who are at Levels 1 & 2, we also plan to systematize the implementation of the science curriculum.

C. Action Plan

As we work to refine our curriculum units of study we will develop a school wide plan to systematically assess our students' knowledge in content and skills in science. Additional resource books have been added to classroom libraries in both Campuses as another content source of information. Internet accessibility and Smart Boards will provide an additional resource in each classroom.

At the Elementary Campus, we will continue to monitor student progress will be monitored in the acquisition of science knowledge and skills using teacher made assessments and tests. The School Leader will meet with classroom partnerships to discuss the results of various assessments. Specific interventions will be determined for those students in need of additional instructional support during Student Support Meetings. Additionally, the integration of reading in the content area of science will occur during the daily literacy block.

At the Secondary Campus, unit tests will be developed in conjunction with the New York State Science Standards and the Pearson/Prentice Hall Middle School Science program. Student progress will be tracked in the acquisition of science skills and content knowledge through the use of teacher-created assessments. The School Leader and Staff Developer will meet with the Science teachers to discuss the use and results of various assessments, as well as to differentiate lessons according to the students' needs. Those students who require additional support will receive specifically-tailored interventions.

Professional development sessions will support teachers in evaluating student work in a uniform way at both Campuses.

Social Studies

I. Major Goal: *Students will meet or exceed the New York Standards in Social Studies as indicated by New York State Standardized Assessments.*

New York State offers statewide science assessments in grades 5 and 8. As the Elementary Campus does not have students in grade 5, and the Secondary Campus does not yet have students in grade 8, we have substituted alternate assessments.

a. Method:

Consistent with our charter, units of study were designed in alignment with New York State Standards. The kindergarten unit topics were Citizenship, All About Me, Self Awareness, My Family, My School, My Neighborhood. The first grade unit topics include Citizenship, Our Families, Community and Family, and Community Economics. The second grade unit topics include Citizenship, Urban Communities, Rural Communities, and Suburban Communities, and Geography. The sixth grade unit topics include Ancient Egypt, Ancient China, Ancient India, Greek and Roman Civilizations. The assessments used to determine student attainment of knowledge and skills consisted of culminating projects, student writing samples, teacher made assessments, and observational anecdotes and tests.

b. Results

Students were assessed on the New York State Standards based curriculum. The curriculum and assessments were designed during professional development sessions. In addition, tests were administered at the end of monthly units of study. Teachers assessed the quality of the student work to judge the mastery of content and skills. On report cards, rating scales of one to four were used to mirror the New York State Standards with Level 1 indicating a need to still meet the standard, Level 2 Approaching the Standard, Level 3 Meeting the Standard, and Level 4 Exceeding the Standard.

2006-2007	ECS Social Studies Results			
	Level 1	Level 2	Level 3	Level 4
Kindergarten	5%	21%	69%	5%
First Grade	2%	18%	43%	37%
Second Grade	1%	20%	67%	12%

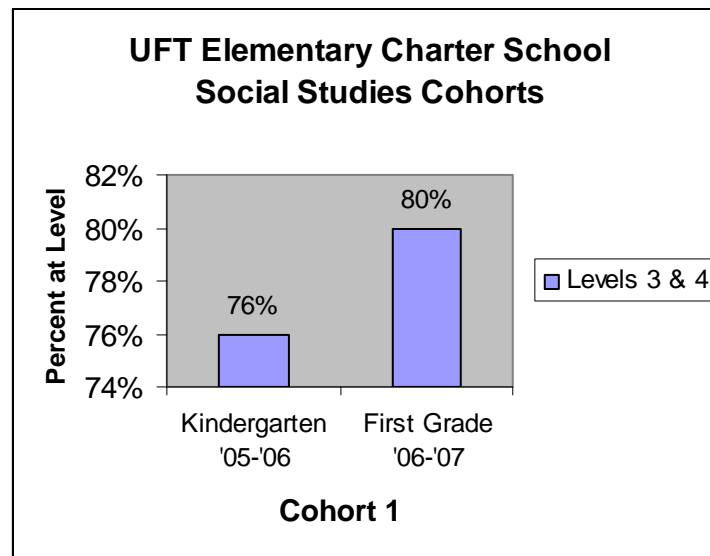
At the Elementary Campus (as seen above), 71% of kindergarteners, 80% of first graders, and 79% of second graders were at Levels 3 and 4, which indicates that they have met or exceeded the standard.

2006-2007	SCS Social Studies Results			
	Level 1	Level 2	Level 3	Level 4
Sixth Grade	8%	17%	21%	54%

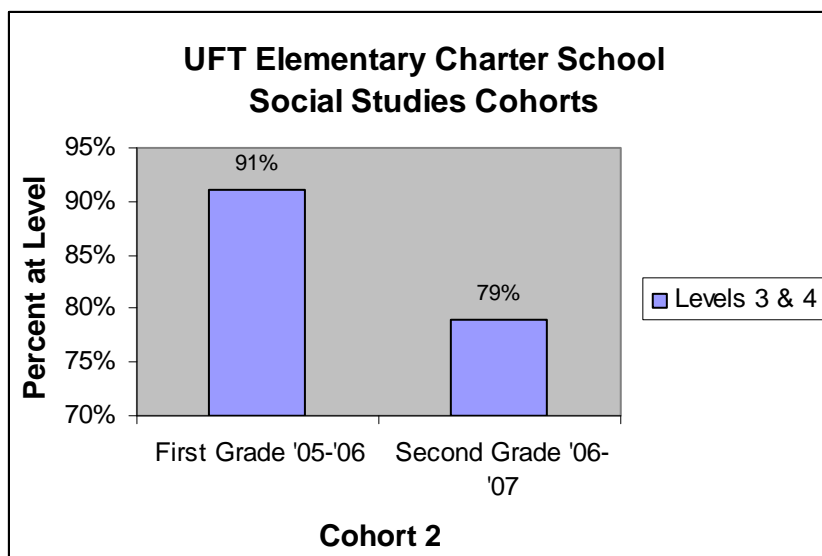
At the Secondary Campus (above), 75% of students were at Levels 3 and 4, indicating that they have met or exceeded the standards.

c. Evaluation

The results of the kindergarten students at the Elementary Campus are without cohort data, and will act as a baseline for future data. In the 2005-06 school year, 76% of kindergarten students (this year's first graders) were assessed to be in levels 3 & 4, while 91% of first graders (this year's second graders) were assessed to be in levels 3 & 4.



Cohort 1, made up of current first grade students, had a baseline of 76% as kindergarten students at levels 3 & 4 in social studies achievement last school year. This school year, as first graders, 80% achieved at levels 3 & 4.



Cohort 2, made up of current second grade students, had a baseline of 91% as first grade students at levels 3 & 4 in social studies achievement last school year. This school year, as second graders, 79% achieved at levels 3 & 4.

The Secondary Campus results will act as a baseline point for future data. Next year, we will use this data to determine if our students are making adequate progress in science and are on trajectory to meet the benchmark of 75% attainment of Levels 3 and 4 by the 2008-2009 school year.

d. Further evidence

The kindergarten and first grade students of the Elementary Campus have been given a foundational education in social studies to prepare them for the 5th grade New York State Social Studies examination. While the second grade students are at or near benchmark, it is noted that there was a decrease in Cohort Two. It is important to note that the assessments last year were not as rigorous or developed as this year's assessments were. This could contribute to the decrease in the percentages of students achieving levels 3 and 4. Teacher assessments show over 79% of second grade students at level 3 and above, with the second grade students making progress towards meeting the benchmark of 75% at level 3 or higher on the 2009-10 5th Grade New York State Social Studies examination.

At the Secondary Campus, there is no data from previous years to make this comparison of trends and patterns.

Absolute Proficiency Required outcome measures

Each year, 75 percent of fourth and eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Social Studies examination.

NO DATA AVAILABLE

Comparative Proficiency on State Exams Required outcome measure

Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Social Studies exam will be greater than that of the local school district.

NO DATA AVAILABLE

B. Summary

In examining the results of teacher observations and student performance on project based assessments, and end of unit tests, we can conclude at the Elementary Campus that 74% of kindergarten students, 80% of first graders and 79% of second graders are mastering the social studies content. Addressing the 26% of kindergarteners, 20% of first graders, and 21% of second graders who are at Levels 1 and 2, we plan to provide additional support in order for students to meet grade level standards.

At the Secondary Campus, the results of student performance in project based assessments, teacher observations and end of unit examinations, we can conclude that 76% of sixth graders have mastered the social studies content. Addressing the 24% of students who are at Levels 1 & 2, we also plan to systematize the implementation of the social studies curriculum.

C. Action Plan

As we work to refine our curriculum units of study we will develop a school wide plan to systematically assess our students' knowledge in content and skills in social studies. Additional resource books have been added to classroom libraries in both Campuses as another content source of information. Internet accessibility and Smart Boards will provide an additional resource in each classroom.

At the Elementary Campus, teacher made unit tests in the second grade will be analyzed and refined using the framework of the New York State Standards. We will monitor student progress in the acquisition of social studies knowledge and skills using teacher made assessments and tests; however, in second grade we will ensure that the tests measure the content knowledge and skills taught as defined by the New York State Standards. The School Leader will continue to meet with classroom partnerships to discuss the results of various assessments. Specific interventions will be determined for those students in need of additional instructional support during grade, classroom and Student Support Meetings. Additionally, the integration of reading in the content area of social studies will occur during the daily literacy block.

At the Secondary Campus, unit tests will be developed in conjunction with the New York State Social Studies Standards and the McGraw-Hill American History program. Student

progress will be tracked in the acquisition of social studies skills and content knowledge through the use of teacher-created assessments and data-driven instruction. The School Leader and Staff Developer will meet with the Social Studies teachers to discuss the use and results of various assessments, as well as to differentiate lessons according to student needs. Those students who require additional support will receive specifically-tailored interventions.

Professional development sessions will support teachers in evaluating student work in a uniform way at both Campuses.

Additional Required Academic Measure

Required outcome measure

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.