

Accountability Plan Progress Reports for the 2008-09 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, up through 2009-10, 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 UFT
CHARTER SCHOOL**

**2008-09
ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 3, 2009

By Michelle Bodden

300 Wyona Street
Brooklyn, NY 11207

Name(s) prepared this 2008-09 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position
Name	Office (e.g. chair, treasurer, secretary), committees (e.g. finance, executive)
Name	Office, Committees
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Yellow Highlight = explanation or guidance for an entry in the Progress Report

Green Highlight = a sample entry which may be modified

Delete this box from your final report.

INTRODUCTION

I. School Background

The UFT Charter School was founded on the belief that teacher leadership and quality, collaboration, and professionalism are together the surest path to sustained student achievement. Over the past four years, the challenges inherent to the launch of a new school have tested this proposition. Yet despite these challenges, the school has established a solid foundation, has demonstrated by and large strong student achievement, and has a leadership team and faculty that is poised to exemplify the school's philosophy and meet its mission of preparing students for success in college and life.

A. School Mission Statement and Key Design Elements

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

Key Design Elements: Academic Design Elements

The UFT Charter School is committed to providing students with intensive support to reach proficiency and beyond and has developed a rich academic program that includes several key program elements that contribute to the school's success.

CREST Values: Central to the school are the core principles upon which the school culture is built, the acronym of which is CREST (Community, Respect, Excellence, Scholarship, Trustworthiness). Each campus has developed a set of rituals and routines and a code of conduct that serves to inculcate students with the habits of mind and habits of thought critical to being a successful student and citizen.

Co-Teaching Elementary Model: Students benefit from a low student-teacher ratio as a result of the Elementary School's co-teaching model that starts in Kindergarten continues through 3rd grade. The two teacher model enables teachers to personalize and differentiate instruction, providing the necessary supports for students in small groups, one-on-one student conferencing and intervention and enrichment activities within the classroom.

AIS Services: The school has a strong system of support for students through its AIS services. Each campus has one staff person who is responsible for ensuring that the AIS program meets students' needs on an ongoing basis. This AIS Coordinator is responsible for working with teachers to provide additional support to teachers so that they can meet students' needs in the classroom.

Excellence Academy: Students that are identified as needing help—based on the school's various interim assessments as well as teachers' assessment of student performance in the classroom—are enrolled in an after-school enrichment program. At the elementary campus students meet during after school program hours. At the secondary campus students meet during an extra period at the end of the day.

Key Design Elements: Professional Growth

In addition to the school's academic program, the UFT Charter School prides itself on the role teachers' play within the school. The school has sought to develop a professional community in which teachers are held to high standards and play a central role in the school's decision-making. As such, it has in place several key structures and resources that are intended to provide support and guidance to teachers such that they can meet the needs of their students.

Teacher-Led School Design

The UFT is committed to a school model in which teachers are central decision makers. This is based on the belief that teachers are best positioned to know what their students need, and what they themselves need. In turn, while each school has instructional leadership who are responsible for the management and guidance of the school, teachers are at the table when key decisions are made that will have an impact on their practice or their students’ learning. Teachers participate in committees at each school focused on various aspects of school life (e.g. curriculum, citizenship and culture, assessment

Teacher Center

Each campus benefits from the experience and expertise of a seasoned educator through the UFT Teacher Center whose sole role is to provide teachers with ongoing support and professional development, and help teachers individually on an as-needed basis. The Teacher Center specialists have played a unique and critical role in developing teacher capacity at each campus. They are core to the school’s development of curriculum, assessments, and unit and lesson plans. Working in partnership with the principal, the aim of the Teacher Center specialists is to provide differentiated support to teachers on an as-needed basis in addition to providing more uniform professional development.

Weekly or Bi-Weekly Professional Development

Teachers participate in regular professional development focused on lesson-plan writing, study of student work, analysis of assessment data, instructional strategies and methods for increasing student performance, and addressing other school-wide instructional issues. The sessions occur weekly for three hours at the Secondary Academy and for 100 minutes every two weeks at the Elementary Academy.

Summer Institute

Each summer the faculty meets for two weeks to plan curriculum and set goals for the upcoming school-year. Two days of summer institute is dedicated to the two campuses coming together to set campus-wide goals and to build community among current and new faculty members.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2005-06	75	75												150
2006-07	75	71	75				125							346
2007-08	100	73	74	65			125	121						558
2008-09	100	89	74	62	57		104	118	107					711

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will meet or exceed the New York State Elementary and Secondary Standards in English Language Arts as indicated by New York State Assessments.

Background

The UFT Charter School has invested significant resources and time into ensuring that its literacy program meets the needs of its students. The school’s goal is to ensure that all students are fully capable of speaking, reading and writing with meaning. The elementary school has developed a literacy program that incorporates the use of read-alouds, phonics, phonemic awareness strategies, guided reading, and writing. The Elementary Academy’s two-teacher model results in low student-to-teacher ratio, with guided reading groups of 6:1 meeting three times per week. The school also employs DEAR (Drop Everything and Read) as part of the literacy block, providing time for students to practice their reading skills. The Secondary Academy has employed a genre study across all three grades.

Based on diagnostic exams taken of incoming elementary students, very few students are at grade level at the time of enrollment. Many students entering the school in Kindergarten are unable to identify letters or decode words. By the time they are third and fourth grade students, these children are outperforming students and the district citywide, and the school achieved the accountability goal of a rate of 75% proficiency.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts examination.

Method

The school administered the New York State Testing Program English language arts assessment to students in three, four, six, seven and eight grade in January 2009. Each student’s raw score has been converted to a grade-specific scaled score and a performance level and. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

**2008-09 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	62	0	0	0	62
4	57	0	0	0	57

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

5					
6	104	0	0	0	104
7	118	0	0	0	118
8	107	0	0	0	107
All	448	0	0	0	448

**Charter School Performance on 2008-09 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					# Tested
		Level 1	Level 2	Level 3	Level 4	Levels 3 & 4	
Grade 3	All Students	0%	52%	47%	2%	49%	62
	All Students in At Least 2nd Year	0%	52%	47%	2%	49%	62
Grade 4	All Students	0%	25%	73%	2%	76%	57
	All Students in At Least 2nd Year	0%	25%	74%	2%	76%	56
Grade 5	All Students	-	-	-	-	-	-
	All Students in At Least 2nd Year	-	-	-	-	-	-
Grade 6	All Students	0%	25%	75%	0%	75%	104
	All Students in At Least 2nd Year	-	-	-	-	-	-
Grade 7	All Students	0%	24%	75%	1%	76%	118
	All Students in At Least 2nd Year	0%	24%	75%	1%	76%	118
Grade 8	All Students	0%	41%	54%	5%	59%	107
	All Students in At Least 2nd Year	0%	40%	55%	5%	60%	107
All	All Students	0%	32%	66%	2%	68%	329
	All Students in At Least 2nd Year	0%	32%	65%	3%	68%	225

Evaluation

As these data show, many non-baseline² grades met the school's accountability goal of 75% of students meeting or exceeding state standards and since the inception of the school, the UFT Charter School has made strides in building student mastery. The first students tested were 6th graders who had entered the school in the 2006-07 year below grade level. With just a half a year of instruction at the school prior to the exam only 46% reached proficiency. Based on this result, the school invested significant resources into supporting teachers in the instruction of reading and writing. The following year, both the 6th and 7th grades performed at 60% and 62% respectively, a huge gain for one year, with 6th graders performing 25% better than the prior year's 6th graders, and the 7th graders showing a 35% in the number of students reaching proficiency (62% compared with 46% the year prior).

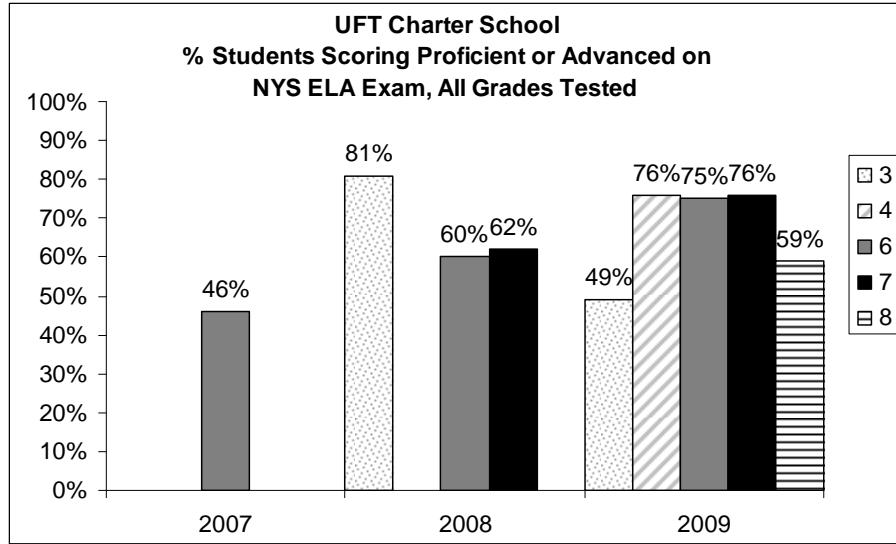
Of the first group of elementary school students tested—grade 3 testing in 2008—81% attained proficiency or above. This same group subsequently met the accountability goal, with 76% of students demonstrating proficiency and above.

In 2009, only half of this year's 3rd grade students attained proficiency—a striking and anomalous outcome given previous years' level of achievement. Upon release of the test results this year, the principal met with the third grade team to conduct a “post-mortem” analysis of the year's instruction and benchmark data. As a result of these meetings, the third grade team:

- Diagnosed the problem: The team spent the remaining weeks of the 2009-10 year closely reviewing its units, lesson plans and assignments from this year to understand where they might strengthen their instruction next year.
- Made plans to improve interventions for following year: The school's Assessment Coordinator and Teacher Center staff person were assigned by the principal to work closely with this team in the remaining weeks of the school year and through the Summer Institute, focusing on the use of data to refine instructional strategies and decisions. The school's instructional leadership will ensure that there that there is close alignment of the curriculum to the NYS standards, and that teachers are equipped with the instructional strategies they need to meet the needs of their students.

This year's 8th grade students started at 46% proficiency as sixth grader their first year. These students entered the school functioning several years below grade level. In their second year they showed a 16% increase, although this year the same cohort slipped slightly, by 3%. In response to this leveling in achievement, the school will implement a course focused on reading and writing across the curriculum, providing these students with additional support.

² It should be noted that the achievement of entering 6th grade students is more a reflection on their prior education than on instruction and achievement while enrolled at UFT Charter School.



Description of Chart (Above): The chart shows the percentage of students at proficiency or above across all grades, of students who have been at the UFT Charter School for at least two years. Aside from the baseline performance of 6th graders in the first year of the Secondary Academy, the most disappointing performance was that of 3rd graders in 2009. Following the exam results, the administration met with the third grade team to identify possible causes for this underperformance. Subsequently, each principal and Teacher Center specialist will work with the team to audit their curriculum and lesson plans for the purposes of ensuring they are aligned to the stat standards. In addition, next year, the school will strengthen its support of curriculum development for this third grade team.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3					81	60	49	62
4								
5								
6								
7					62	114	76	115
8								
All								

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2008-09 is 144. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

Evaluation

New York State’s NCLB 2008-2009 target ELA Annual Measurable Objective for grades 3 through 8 is 117. Since our attained aggregated performance index value was 168, the school exceeded the objective for this outcome measure by a 44% margin. In fact, the UFT Charter School has met its AMO each year since it began testing in 2006 – 2007; the UFT Charter School has met its AMO each year.

English Language Arts Performance Index (PI) and Annual Measurable Objective (AMO) by School Year

Year	Grades ³	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	n/a	n/a	n/a	n/a	n/a	n/a	122	
2006-07	6	126	2%	52%	43%	3%	143	
2007-08	3,6,7	290	1%	34%	43%	3%	143	
2008-09	3,4,6,7,8	448	0%	32%	66%	2%	168	

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

Results

As the charts below show, students at the UFT Charter School outperform their peers attending schools in the neighboring district, District 19.

³ Beginning in 2005-06 the state administered tests in grades 3-8 and a single AMO was set for the aggregate PI of all tested students in those grades.

**2008-09 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	49%	62	62.1%	2,226
4	76%	56	59.4%	2,223
5	N/A	N/A		
6	75%	104	38.1%	2,065
7	76%	118	57.3%	2,015
8	59%	106	42.9%	2,080
All	68%	225	58.9%	12,697

Evaluation

The UFT Charter School met the accountability goal of outperforming the district. Students within cohorts have also demonstrated that they outperform their peers over time.

Additional Evidence

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state’s release of poverty data, the 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

Results

Comparative Performance Analysis
New York State 2007-08 English Language Arts (ELA) Examination

Grade	Percent of Free and Reduced Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3&4		Difference Between Actual and Predicted	Effect Size
			Actual	Predicted		
3	-	60	81.60	57.71	23.89	1.82
6	-	116	60.30	50.26	10.04	0.60
7	-	114	62.30	54.95	7.35	0.46
All	70.86	290	65.49	53.65	11.85	0.80

School's Overall Comparative Performance
Higher than expected to a large degree

Evaluation

The UFT Charter school met this outcome measure, with an Effect Size in 2007-08 of 0.80. The Effect Size metric demonstrates that the UFT Charter School is poised to have a high impact on the students it serves and shows a significant improvement over the prior year for which the results of the school's prior comparative performance. Specifically, the entering baseline effect size for the entering 6th grade class in 2006-2007 was -0.22. However, as the chart above illustrates, in the following year (the year for which the data is listed above) the same class of students met the Effect Size threshold as 7th graders. Also, the new 6th grade showed dramatic improvement, a reflection of the strengthening of teaching and learning in the second year of the school.

Goal 1: Growth Measure

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state English language arts exam and 75 percent at or above Level 3 on the current year's state English language arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show

some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

Cohort Growth on State English Language Arts Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
4	60	81	82	76	NO
5	N/A	N/A	N/A	N/A	N/A
6	1*	0	50	0	NO
7	108	49	62	62	YES
8	N/A	N/A	N/A	N/A	N/A
All	109	48.6	62	61.5	NO

Evaluation

While cohorts have demonstrated growth, overall, the school has not met this accountability goal, with only 68% of students attaining proficiency in 2008 – 2009 while the target for growth was 83%. Yet, the seventh grade proficiency increased to 76% from 60%, an improvement rate of 25%, a significant demonstration of growth toward this goal.

Summary of the English Language Arts Goal

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved/
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved/
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved/
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s State exam and 75 percent at or above Level 3 on the current year’s State exam.	Did Not Achieve
	Write in optional measure here	Achieved/ Did Not Achieve

Action Plan

In 2009, only half of this year's 3rd grade students attained proficiency—a striking and anomalous outcome given previous years' level of achievement. Upon release of the test results this year, the principal met with the third grade team to conduct a “post-mortem” analysis of the year's instruction and benchmark data. As a result of these meetings, the third grade team:

- Diagnosed the problem: The team spent the remaining weeks of the 2009-10 year closely reviewing its units, lesson plans and assignments from this year to understand where they might strengthen their instruction next year.
- Made plans to improve interventions for following year: The school's Assessment Coordinator and Teacher Center staff person were assigned by the principal to work closely with this team in the remaining weeks of the school year and through the Summer Institute, focusing on the use of data to refine instructional strategies and decisions. The school's instructional leadership will ensure that there that there is close alignment of the curriculum to the NYS standards, and that teachers are equipped with the instructional strategies they need to meet the needs of their students.

This year's 8th grade students started at 46% proficiency as sixth grader their first year. These students entered the school functioning several years below grade level. In their second year they showed a 16% increase, although this year the same cohort slipped slightly, by 3%. In response to this leveling in achievement, the school will implement a course focused on reading and writing across the curriculum, providing these students with additional support.

MATHEMATICS

Goal 2: Mathematics

Students will meet or exceed the New York State Elementary and Secondary Standards in Mathematics as indicated by New York State Assessments.

Background

The Elementary Academy uses the Everyday Mathematics program to plan daily mathematics instruction that teachers align to the NYS learning standards. Focusing on the five content strands, number sense and operations, algebra, geometry, measurement, and statistics and probability, lessons also incorporate the five process strands, problem solving, reasoning, communications, connections, and representation. Mathematics instruction incorporates hands-on activities, cooperative learning through partner and small group instruction, problem solving opportunities, and skill development through mathematical games.

The Everyday Math unit assessments are used to monitor student progress along with M-class mathematics assessment. Benchmark scores in kindergarten and first grade were used to identify students in need of intensive, strategic academic support. This information is also used to identify areas for re-teaching. In addition to the core math curriculum, the Elementary Academy uses a daily thirty minute block of math warm ups to provide additional targeted time on mathematical concepts and problem. These questions are developed by the math team who meets regularly to design activities that help students master the NYS standards.

The Secondary Academy utilizes units of study developed in alignment with New York State learning standards by the math department. Teachers participate in two hours of professional development weekly and meet by department with the Teacher Center staff person to assess student progress and refine curriculum and instructional strategies accordingly. This year's focus with math teachers was on examining varied forms of assessment, with an emphasis on how to use data to design lesson plans that address student needs. In addition, the Teacher Center specialist provides in class support and assistance to teachers on an as needed basis. This year she worked intensively with one new math teacher. Math teachers also participated in a lesson study cycle with the goal of using formative and summative assessment to inform instruction. During these sessions, teachers co-developed a common lesson plan and then conducted classroom observations of one another, providing post-observation feedback and conducting an analysis of the lesson once it was implemented.

Some programmatic changes have resulted from ongoing analysis of student performance. For example, the Secondary Academy increased the time spent on math instruction following the 1st 6th grade class' performance data, from 5 periods of math to 8 in the seventh grade. In addition, the school developed an intensive accelerated math program for 24 8th graders that resulted in improvements in cohort performance and 22 students earned a 65 or better on the NYS Integrated Algebra regents exam. The Secondary campus also used the Excellence Academy time to provide small group instruction and support to targeted students. In January, the school led a simulation of the NYS math exam, analyzed results and refined the curriculum to ensure that teachers were focusing on strands that were in need of being further addressed.

Goal 2: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

Method

The school administered the New York State Testing Program mathematics assessment to students in third, fourth, sixth, seventh and eighth grades in March 2009. Each student’s raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

**2008-09 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁴			Total Enrolled
		IEP	ELL	Absent	
3	61	0	0	0	61
4	57	0	0	0	57
5					
6	104	0	0	0	104
7	119	0	0	0	119
8	106	0	0	0	106
All	447	0	0	0	447

Results

School Performance on 2008- 2009 State Mathematics Exam

Grade	Population	Percent at Each Performance Level					# Tested
		Level 1	Level 2	Level 3	Level 4	Levels 3 & 4	
Grade 3	All Students	0%	5%	84%	11%	95%	61
	All Students in At Least 2nd Year	0%	5%	84%	11%	95%	61
Grade 4	All Students	0%	7%	65%	28%	93%	57
	All Students in At Least 2nd Year					0%	56
Grade 6	All Students	3%	28%	63%	6%	69%	104
	All Students in At Least 2nd Year	n/a	n/a	n/a	n/a	n/a	n/a
Grade 7	All Students	1%	24%	75%	1%	76%	119
	All Students in At Least 2nd Year	1%	24%	75%	1%	76%	119
Grade 8	All Students	0%	21%	77%	2%	79%	106
	All Students in At Least 2nd Year	0%	21%	77%	2%	79%	106
All	All Students	1%	17%	73%	9%	82%	447

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

	All Students in At Least 2nd Year	1%	17%	73%	9%	82%	343
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Evaluation

In aggregate, the school’s students demonstrate consistent growth over the course of their three years of instruction. This increase was concurrent with the increase in the number of testing grades each year. In the most recent year, 82% of students achieved proficiency and beyond, meeting the school’s goal of 75% proficient. The growth is a reflection of the refinements the school has made in its curriculum since its first year, as well as the fact that since the first year of testing, the number of students tested have been enrolled in the school for more than two years has increased. During the first year of testing, the only students tested were 6th graders who had been enrolled in the school for just one year.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3					98	59	95	61
4								
5								
6								
7					68	108	83	118
8								
All								

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s Mathematics AMO, which for 2008-09 is 119. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

Calculation of 2008-09 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level	Number
--------	---	--------

	Level 1	Level 2	Level 3	Level 4	Tested
3,4,6,7,8	0	32	66	2	448

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 32 & + & 66 & + & 2 & = & 100 \\
 & & & + & 66 & + & 2 & = & 68 \\
 & & & & & & \text{PI} & = & \mathbf{168}
 \end{array}$$

Evaluation

New York State’s NCLB 2008-2009 target ELA Annual Measurable Objective for grades 3 through 8 is 117. Since our attained aggregated performance index value was 168, the school exceeded the objective for this outcome measure by a 44% margin. In fact, the UFT Charter School has met its AMO each year since it began testing in 2006 – 2007; the UFT Charter School has met its AMO each year.

Additional Evidence

Mathematics Performance Index (PI) and Annual Measurable Objective (AMO) by School Year

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	n/a	n/a	n/a	n/a	n/a	n/a	86	
2006-07	6	123	7	30	52	11	156	86
2007-08	3,6,7	293	2	25	59	14	171	102
2008-09	3,4,6,7,8	448	0	32	66	2	168	119

Goal 2: Comparative Measure

Each year, the percent of all tested 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 all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for the corresponding grades in the school district.

Results

2008-09 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested

3	95	61	90.2	2,045
4	93	57	78.8	1,780
5	n/a	n/a	n/a	n/a
6	n/a	n/a	n/a	n/a
7	76	109	70	1,433
8	79	106	58.4	1,224
All	83.3	333	76.6	6,482

Evaluation

Based on comparative analysis of a weighted average of the performance of students enrolled at the UFT Charter School and those students served by District 19 in the same grades, the UFT Charter School has met this accountability measure. Students outperformed the district, with 83.3% achieving a 3 or 4 compared with 76.6% of students in the district achieving a 3 or 4.

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state’s release of poverty data, the 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

Results

2007-08 Mathematics Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		59	98.3	84.69	13.61	1.20
4						
5						
6		117	65.00	67.23	-2.23	-0.12
7		117	67.50	64.75	2.75	0.25
8						

All	70.86	293	72.70	69.76	2.95	0.25
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School's Overall Comparative Performance:
<i>About the Same as Expected</i>

Evaluation

The UFT Charter School missed achieving this outcome measure by just 0.05, though the school performed as CSI expected. The school believes that it can meet this outcome measure moving forward, as the school has shown growth in performance over the term of its charter.

Goal 2: Growth Measure

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state mathematics exam and 75 percent at or above Level 3 on the current year's state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

Cohort Growth on State Mathematics Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
4	59	98	98+	93	NO
					YES/NO
6	N/A	N/A	N/A	N/A	N/A
7	119	65	70	83	YES
8	106	68	72	79	YES
All	273	75	78	84	YES

Evaluation

Overall, the UFT Charter School has done well at increasing student proficiency. The school has continued to demonstrate growth over the three years during which it has been testing

Summary of the Mathematics Goal

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved/
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved/
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved/
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Did Not Achieve
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state exam and 75 percent at or above Level 3 on the current year’s State exam.	Did Not Achieve
		Achieved/ Did Not Achieve

Action Plan

Each of the UFT Charter School Academies uses assessment data regularly. They each administer a range of interim assessments and work in grade level (elementary) and department (secondary) teams to make meaning of student performance. This occurs during teacher meetings as well as individually, with the Assessment Coordinator who is charged with working with teachers following a round of assessments to analyze student performance, and plan for change in instructional approaches accordingly.

As the school expands, the academies recognize the need to vertically align the curriculum, particularly in literacy and math. Beginning summer 2009 and the 2009 – 2010 school-year, the teams will meet twice a year to plan for transition from the elementary to middle school.

In addition, grade level teams of teachers are working with the School Leader and Teacher Center Specialist to refine math lessons with the goal of increasing the amount of challenging work given to students. This is to address the slight slippage we saw this year with grade four moving from 98% to 93 % proficiency at levels 3 -4.

SCIENCE

Goal 3: Science

Write the school's Accountability Plan science goal here.

Background

Brief narrative discussing science curriculum, instruction, assessment and professional development at the school and any important changes to the science program or staff.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science examination.

Method

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

Science

This year, the school administered its first NYS social studies exam. As of the writing of this report, scores for this exam had not yet been released.

Social Studies

This year, the school administered its first NYS social studies exam. As of the writing of this report, scores for this exam had not yet been released.

NCLB

Goal 5: NCLB

Under the state’s NCLB accountability system, the school will be in “Good Standing” each year.

Goal 5: Absolute Measure

Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school’s status under the state’s NCLB accountability system. For a school’s status to be “Good Standing” it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

Results

Narrative stating the school’s NCLB status this year.

Evaluation

Narrative explicitly stating whether or not the measure was met, and any changes over time.

Additional Evidence

Narrative reviewing the school’s NCLB status during each year of the current Accountability Period.

NCLB Status by Year

Year	Status
2005-06	Good Standing/School in Need of Improvement
2006-07	Good Standing/School in Need of Improvement
2007-08	Good Standing/School in Need of Improvement
2008-09	Good Standing/School in Need of Improvement

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

Note: The following section should be added to the Progress Report Introduction section.

High School Cohorts

Accountability Cohort

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after having entered the ninth grade. For example, the 2005 state Accountability Cohort is comprised of students who entered the 9th grade in the 2005-06 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2008-09 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's website for their accountability rules and cohort definitions: <http://www.emsc.nysed.gov/irts/accountability/home.shtml>)

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2006-07	2003-04	2003	??	??	??
2007-08	2004-05	2004	??	??	??
2008-09	2005-06	2005	??	??	??

Graduation Cohort

Students are included in the Graduation Cohort based on the year they first enter the 9th grade. However, students who have spent at least five months in the school after entering the 9th grade are part of the Graduation Cohort unless they transfer to another diploma-granting program. A student will be included in the school's Graduation Cohort if the student's reason for discharge is *not* transfer to another district or school, died, transferred by court order, or left the U.S.

Fourth Year High School Graduation Cohorts

Fourth Year Cohort	Year Entered 9 th Grade	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Additional Students Still in Cohort ⁵ (b)	Graduation Cohort (a) + (b)
2006-07	2003-04	2003	??	??	??
2007-08	2004-05	2004	??	??	??
2008-09	2005-06	2005	??	??	??

⁵ Number of students who had been enrolled for at least five months prior to leaving the school and who were discharged for unacceptable reasons.

Fifth Year High School Graduation Cohorts

Fifth Year Cohort	Year Entered 9 th Grade	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Additional Students Still in Cohort ⁶ (b)	Graduation Cohort (a) + (b)
2007-08	2003-04	2003	??	??	??
2008-09	2004-05	2004	??	??	??

ENGLISH LANGUAGE ARTS

The following measures should be included under the Accountability Plan English language arts goal.

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. Regents are scored on a scale from 0 to 100, and students must score at least 65 to pass. This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

Results

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2004 Cohort who have passed the exam.

English Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	Number in Cohort	Percent at Each Level ⁷				Percent Passing ⁸
		Level 1	Level 2	Level 3	Level 4	
2003						
2004						
2005						

Evaluation

Narrative explicitly stating whether the measure was met and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts. This section can also be used to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

⁶ Number of students who had been enrolled for at least five months prior to leaving the school and who were discharged for unacceptable reasons

⁷ Level 1 = less than 55; Level 2= at least 55, but less than 65; Level 3 at least 65, but less than 85; Level 4 = at least 85.

⁸ With a score of at least 65

Additional Evidence

Narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year. This is an opportunity to show the school is making progress towards meeting the measure’s target.

English Regents Passing Rate by Cohort and Year

Cohort Designation	2005-06		2006-07		2007-08		2008-09	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2003								
2004								
2005								
2006								
2007								
2008								

Goal 1: Absolute Measure
 Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English language arts. To achieve this measure, all tested students in the Accountability Cohort must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2008-09 is 171. The PI is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 with the sum of the percent of students at Level 3 and 4. Thus, the highest possible PI is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 54 is Level 1, 55 to 64 is Level 2, 65 to 84 is Level 3, and 85 to 100 is Level 4.

Results

Brief narrative highlighting results in the data tables that directly address the measure.

**English Language Arts Performance Index (PI)
 of 2005 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	?	?	?	?

$$\begin{array}{rccccccccc}
 \text{PI} & = & ? & + & ? & + & ? & = & ? \\
 & & & & ? & + & ? & = & ? \\
 & & & & & & \text{PI} & = & ?
 \end{array}$$

Evaluation

Narrative explicitly stating whether the measure was met and discussing by how much the school fell short of or exceeded the measure. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

English Performance Index (PI) and Annual Measurable Objective (AMO) by School Year

Cohort Designation	Number in Cohort	Percent of Students at Each Performance Level				PI	AMO
		Level 1	Level 2	Level 3	Level 4		
2003						159	
2004						165	
2005						171	

Goal 1: Comparative Measure

Each year, the percent to students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the most recently available district results are presented.

Results

Brief narrative highlighting results in the data tables that directly address the measure.

English Regents Passing Rate of Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2003				
2004				
2005				

Evaluation

Narrative explicitly stating whether the measure was met and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. This

section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

(§) Goal 1: Growth Measure

Each year, the group of students in their second year of high school who have taken a norm-referenced reading test for two years will reduce by one-half the difference between their previous year’s average NCE and an NCE of 50. Groups that have already achieved an NCE of 50 in the previous year will show an increase in their average NCE.

Method

This measure examines the change in performance of the same group of students from their first year in high school to their second year on a norm referenced reading test. Each cohort consists of those students who took a norm-referenced reading test in their second year of high school in 2008-09 and also have a score from their first year in 2007-08. It includes students who repeated the grade. The criterion for achieving this measure is for the cohort to reduce by half the difference between average NCE in 2007-08 and the 50th NCE in 2008-09. If a cohort has already achieved an average NCE of 50 in 2007-08, it is expected to show some positive growth in the subsequent year.

Include a brief narrative that describes the type of test administered, to which grades, the date of administrations, etc.

Results

Brief narrative highlighting results in the data tables that directly address the measure, e.g. the number of cohorts that achieved their target, and overall performance.

First to Second Year Cohort Growth on the Norm Referenced Reading Test

Cohort Designation	Number in Cohort	Average NCE			Target Achieved
		First Year Baseline	Second Year Target	Second Year Result	
2006					YES/NO
2007					YES/NO
2008					YES/NO

Evaluation

Narrative explicitly stating whether or not the measure was met, i.e. whether all of the cohorts achieved their targets. In addition, the evaluation may include how close each cohort came to its

target, which cohorts' performance increased or decreased, and the overall performance of all cohorts.

Additional Evidence

Narrative provides an analysis of year-to-year cohort performance including the previous year.

Cohort Performance on the Norm Referenced Reading Test by School Year

School Year	Cohort met target?
2006-07	
2007-08	
2008-09	

MATHEMATICS

The following measures should be included under the Accountability Plan mathematics goal.

Goal 2: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Math A, Math B, Geometry, Integrated Algebra and Algebra 2 exams. Regents are scored on a scale from 0 to 100, and students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams; once they passed a mathematics exam, their performance on subsequent exams did not affect their status as passing. Students have until the summer of their fourth year to pass a mathematics exam.

Results

Brief narrative highlighting results in the data tables that directly addresses the measure.

Mathematics Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort⁹

Cohort Designation	Number in Cohort	Percent at Each Level ¹⁰				Percent Passing ¹¹
		Level 1	Level 2	Level 3	Level 4	

⁹ Based on the highest score for each student on any mathematics Regents exam

¹⁰ Level 1 = less than 55; Level 2= at least 55, but less than 65; Level 3 at least 65, but less than 85; Level 4 = at least 85.

2003						
2004						
2005						

Evaluation

Narrative explicitly stating whether the measure was met and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Narrative discussing passing rates on individual assessments, and additional analysis of the data such as performance of cohorts that have not yet completed their fourth year. This is an opportunity to show the school is making progress towards meeting the measure’s target. An optional table for this section on performance disaggregated by cohort and mathematics exam can be used. The table shell can be found on page 57 in the Appendix.

Regents Mathematics Passing Rate by Cohort and Year

Cohort Designation	2005-06		2006-07		2007-08		2008-09	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2003								
2004								
2005								
2006								
2007								
2008								

Goal 2: Absolute Measure
 Each year, the Performance Index (PI) on the Regents mathematics exams of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in mathematics. To achieve this measure, all tested students in the Accountability Cohort must have a Performance Index (PI) value that equals or exceeds this year’s mathematics AMO,

¹¹ With a score of at least 65

which for 2008-09 is 165. The PI is calculated by adding the sum of the percent of students at Levels 2 through 4 with the sum of the percent of students at Level 3 and 4. Thus, the highest possible PI is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 54 is Level 1, 55 to 64 is Level 2, 65 to 84 is Level 3, and 85 to 100 is Level 4.

Results

Brief narrative highlighting results in the data tables that directly address the measure.

**Mathematics Performance Index (PI)
of 2005 High School Accountability Cohort**

Cohort Size	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	?	?	?	?

$$\begin{array}{ccccccccc}
 \text{PI} & = & ? & + & ? & + & ? & = & ? \\
 & & & & & + & ? & = & ? \\
 & & & & & & \text{PI} & = & ?
 \end{array}$$

Evaluation

Narrative explicitly stating whether the measure was met and discussing by how much the school fell short of or exceeded the measure. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

**Mathematics Performance Index (PI) and
Annual Measurable Objective (AMO) by School Year**

Cohort	Cohort Size	Percent of Students at Each Performance Level				PI	AMO
		Level 1	Level 2	Level 3	Level 4		
2003						153	
2004						159	
2005						165	

Goal 2: Comparative Measure

Each year, the percent to students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above will exceed that of the high school accountability cohort from the local school district.

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the most recently available district results are presented.

Results

Brief narrative highlighting results in the data tables that directly address the measure.

**Mathematics Regents Passing Rate
by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2003				
2004				
2005				

Evaluation

Narrative explicitly stating whether the measure was met and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

(§) Goal 2: Growth Measure

Each year, the group of students in their second year of high school who have taken a norm-referenced mathematics test for two years will reduce by one-half the difference between their previous year’s average NCE and an NCE of 50. Groups that have already achieved an NCE of 50 in the previous year will show an increase in their average NCE.

Method

This measure examines the change in performance of the same group of students from their first year in high school to their second year on a norm referenced mathematics test. Each cohort consists of those students who took a norm-referenced mathematics test in their second year of high school in 2008-09 and also have a score from their first year in 2007-08. It includes students who repeated the grade. The criterion for achieving this measure is for the cohort to reduce by half the difference between average NCE in 2007-08 and the 50th NCE in 2008-09. If a cohort has already achieved an average NCE of 50 in 2007-08, it is expected to show some positive growth in the subsequent year.

Include a brief narrative that describes the type of test administered, to which grades, the date of administrations, etc.

Results

Brief narrative highlighting results in the data tables that directly address the measure, e.g. the number of cohorts that achieved their target, and overall performance.

First to Second Year Cohort Growth on the Norm Referenced Mathematics Test

Cohort Designation	Number in Cohort	Average NCE			Target Achieved
		First Year Baseline	Second Year Target	Second Year Result	
2006					YES/NO
2007					YES/NO
2008					YES/NO

Evaluation

Narrative explicitly stating whether or not the measure was met, i.e. whether all of the cohorts achieved their targets. In addition, the evaluation may include how close each cohort came to its target, which cohorts’ performance increased or decreased, and the overall performance of all cohorts.

Additional Evidence

Narrative provides an analysis of year-to-year cohort performance including the previous year.

Cohort Performance on the Norm Referenced Mathematics Test by School Year

School Year	Cohort met target?
2006-07	
2007-08	
2008-09	

SCIENCE

The following measures should be included under the Accountability Plan science goal.

Goal 3: Absolute Measure
 Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

Method

New York State administers multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered **Living Environment, Earth Science, Chemistry and Physics**. Regents are scored on a scale from 0 to 100, and students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams; once they passed a science exam, their performance on subsequent exams did not affect their status as passing. Students had until the summer of their fourth year to pass a science exam.

Results

Brief narrative highlighting results in the data tables that directly addresses the measure.

Science Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort¹²

Cohort Designation	Number in Cohort	Percent at Each Level				Percent Passing
		Level 1	Level 2	Level 3	Level 4	
2003						
2004						
2005						

Evaluation

Narrative explicitly stating whether the measure was met and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Narrative discussing passing rates on individual assessments, and additional analysis of the data such as performance on individual tests and of cohorts that have not yet completed their fourth year. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Science Regents Passing Rate by Cohort and Year

Cohort Designation	2005-06		2006-07		2007-08		2008-09	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2003								
2004								
2005								
2006								
2007								
2008								

¹² Based on the highest score for each student on any science Regents exam

(§) Goal 3: Comparative Measure

Each year, the percent to students in the high school Accountability Cohort passing a Regents Science exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the most recently available district results are presented.

Results

Brief narrative highlighting results in the data tables that directly address the measure.

**Science Passing Rate
of Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2003				
2004				
2005				

Evaluation

Narrative explicitly stating whether the measure was met and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year. This is an opportunity to show the school is making progress towards or maintaining a high level of performance. An optional table for this section on performance disaggregated by cohort and science exam can be used. The table shell can be found on page 57 in the Appendix.

SOCIAL STUDIES

The following measures should be included under the Accountability Plan social studies goal.

Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

Method

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the U.S. History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students passed it, performance on subsequent administrations of the same exam did not affect their status as passing. Cohorts are labeled by the year in which the students entered the 9th grade, and in 2008-09 the 2004 Cohort finished its fourth year.

Results

Brief narrative highlighting results in the data tables that directly addresses the measure.

**U.S. History Regents Performance Level
and Passing Rate by Fourth Year Accountability Cohort**

Cohort Designation	Number in Cohort	Percent at Each Level				Percent Passing
		Level 1	Level 2	Level 3	Level 4	
2003						
2004						
2005						

Evaluation

Narrative explicitly stating whether the measure was met and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific grades and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Narrative discussing additional analysis of the state data such as performance of cohorts that have not yet completed their fourth year. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Regents U.S. History Passing Rate by Accountability Cohort and Year

Cohort Designation	2005-06		2006-07		2007-08		2008-09	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2003								
2004								
2005								

2006								
2007								
2008								

(§) Goal 4: Comparative Measure

Each year, the percent to students in the high school Accountability Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the most recently available district results are presented.

Results

Brief narrative highlighting results in the data tables that directly address the measure.

**U.S. History Passing Rate
of Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2003				
2004				
2005				

Evaluation

Narrative explicitly stating whether the measure was met and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

Method

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students passed it, performance on subsequent administrations of the same exam did not affect their status as passing. Cohorts are labeled by the year in which the students entered the 9th grade, and in 2008-09 the 2005 Cohort finished its fourth year.

Results

Brief narrative highlighting results in the data tables that directly addresses the measure.

**Global History Regents Performance Level
and Passing Rate by Fourth Year Accountability Cohort**

Cohort Designation	Number in Cohort	Percent at Each Level				Percent Passing
		Level 1	Level 2	Level 3	Level 4	
2003						
2004						
2005						

Evaluation

Narrative explicitly stating whether the measure was met and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific grades and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Narrative discussing additional analysis of the state data such as performance of cohorts that have not yet completed their fourth year. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Regents Global History Passing Rate by Accountability Cohort and Year

Cohort Designation	2005-06		2006-07		2007-08		2008-09	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2003								
2004								
2005								
2006								
2007								

2008								
------	--	--	--	--	--	--	--	--

(§) Goal 4: Comparative Measure

Each year, the percent to students in the high school Accountability Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the most recently available district results are presented.

Results

Brief narrative highlighting results in the data tables that directly address the measure.

**Global History Passing Rate
of Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2003				
2004				
2005				

Evaluation

Narrative explicitly stating whether the measure was met and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

HIGH SCHOOL GRADUATION

Reporting on this goal should be included following the portion of the report addressing the school’s Social Studies Accountability Plan goal.

GOAL 5: HIGH SCHOOL GRADUATION

Write the school's graduation goal here.

(§) Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.

Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of students in each cohort are promoted to the next grade by the end of August.

Write in school's promotion requirements here; include a list of all core academic subjects and other relevant information.

Results

Brief narrative highlighting results in the data tables that directly address the measure.

Percent of Students Promoted by Cohort in 2008-09

Cohort Designation	Number in Cohort	Percent promoted
2006		
2007		
2008		

Evaluation

Narrative explicitly stating whether the measure was met and discussing by how much the school fell short of or exceeded the measure, and notable performance. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Narrative discussing results from previous years and analysis of trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

(§) Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.

Method

This measure serves as a leading indicator of the performance of high school Cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Cohort have passed at least three Regents exams by their second year in the cohort. In August of 2008-09, the 2007 cohort will have completed its second year.

Results

Brief narrative highlighting results in the data tables that directly address the measure.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2005		
2006		
2007		

Evaluation

Narrative explicitly stating whether the measure was met and discussing by how much the school fell short of or exceeded the measure, and notable performance. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Present a narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Graduation Cohort will graduate after the completion of their fourth year in the cohort.

Method

This measure examines students in the high school Graduation Cohort who enter the 9th grade in the same year and graduate four years later. In 2008-09 the 2005 Cohort completed its fourth year of high school. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students had until the summer of their fourth year to complete their graduation requirements.

Write in school's graduation requirements here.

Results

Brief narrative highlighting results in the data tables that directly address the measure.

Percent of Students in Graduation Cohort who have Graduated After Four Years

Cohort Designation	Number in Cohort	Percent Graduating
2003		
2004		
2005		

Evaluation

Narrative explicitly stating whether the measure was met and discussing by how much the school fell short of or exceeded the measure, and notable performance. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

(§) Goal 5: Absolute Measure

Each year, 95 percent of students in the high school Graduation Cohort will graduate after the completion of their fifth year in the cohort.

Method

This measure examines students in the high school Graduation Cohort who enter the 9th grade in the same year and graduate four years later. In 2008-09 the 2004 Cohort completed its fifth year of high school. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History.

Write in school’s graduation requirements here.

Results

Brief narrative highlighting results in the data tables that directly address the measure.

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

Cohort Designation	Number in Cohort	Percent Graduating
2003		
2004		
2005		

Evaluation

Narrative explicitly stating whether the measure was met and discussing by how much the school fell short of or exceeded the measure, and notable performance. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 5: Comparative Measure

Each year, the percent of students in the high school Graduation Cohort graduating after the completion of their fourth year will exceed that of the Graduation Cohort from the local school district.

Method

The graduation rate of students completing their fourth year in the charter school accountability cohort is compared to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, district results for the current year are generally not available at this time.

Results

Brief narrative highlighting results in the data tables that directly address the measure.

Percent of Students in the Graduation Cohort who Graduate in Four Years Compared to Local District

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2003				
2004				
2005				

Evaluation

Narrative explicitly stating whether the measure was met and discussing by how much the school fell short of or exceeded the measure, and notable performance. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Summary

Narrative discussing which measures were and were not achieved, and then whether the school met, came close to meeting or did not meet the overall goal in the Accountability Plan.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.	Achieved/ Did Not Achieve/ Not Applicable
Absolute	Each year, 75 percent of students in the high school Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Achieved/ Did Not Achieve/ Not Applicable
Absolute	Each year, 75 percent of students in the high school Graduation Cohort will graduate after the completion of their fourth year in the cohort.	Achieved/ Did Not Achieve/ Not Applicable
Absolute	Each year, 95 percent of students in the high school Graduation Cohort will graduate after the completion of their fifth year in the cohort.	Achieved/ Did Not Achieve/ Not Applicable
Comparative	Each year, the percent of students in the high school Graduation Cohort graduating after the completion of their fourth year will exceed that of the Graduation Cohort from the local school district.	Achieved/ Did Not Achieve/ Not Applicable
	Write in optional measure here	Achieved/ Did Not Achieve

Action Plan

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the specific results and patterns associated with this goal, focusing in particular on strategic interventions including providing special support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

COLLEGE PREPARATION

Reporting on this goal should be included following the portion of the report addressing the school’s High School Graduation Accountability Plan goal.

(§) GOAL 6: COLLEGE PREPARATION

Write the school's college preparation goal here.

(§) Goal 6: Comparative Measure
 Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

Method

This measure tracks student performance one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1800 as the highest possible score. As students may choose to take the test multiple times during the year, only the highest scores on each subsection are considered when reporting on this measure. School averages are compared to the New York State average for all 10th grade (sophomore) test takers in the given year.

Results

Brief narrative highlighting results in the data tables that directly address the measure.

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2006-07						
2007-08						
2008-09						

Evaluation

Narrative explicitly stating whether the measure was met and discussing by how much the school fell short of or exceeded the measure, and notable performance. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

(§) Goal 6: Comparative Measure
 Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

Method

This measure tracks student performance on one of the most commonly used high school college prep assessments.

For the SAT include this description: The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1800 as the highest possible score. As students may choose to take the test multiple times during the year, only the highest scores are considered when reporting on this measure. School averages are compared to the New York State average for all 12th grade (senior) test takers in the given year.

For the ACT include this description: The ACT is a national college admissions and placement examination. Students receive scaled scores in reading, mathematics, English and Science. Scaled scores range from 1 to 36 on each section and are averaged to calculate a student’s composite score.. As students may choose to take the test multiple times during the year, only the highest scaled scores for each section are considered when reporting on this measure. School averages are compared to the New York State average for all 12th grade (senior) test takers in the given year.

Results

Brief narrative highlighting results in the data tables that directly address the measure.

12th Grade SAT/ACT Performance by School Year

School Year	Number of Students in the 12 th Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2003-04						
2004-05						
2006-07						
2007-08						
2008-09						

Evaluation

Narrative explicitly stating whether the measure was met and discussing by how much the school fell short of or exceeded the measure, and notable performance. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

(§) Goal 6: School Created College Prep Measure

Each Year, the school will demonstrate the preparation of its students for college through at least one measure of its own design.

Method

Brief Description of the measure.

Results

Brief narrative highlighting results in the data tables that directly address the measure.

Evaluation

Narrative explicitly stating whether the measure was met and discussing by how much the school fell short of or exceeded the measure, and notable performance. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

(§) Goal 6: School Created Measure

Each Year, the school will demonstrate college attendance or achievement through at least one measure of its own design.

Method

Brief Description of the measure.

Results

Brief narrative highlighting results in the data tables that directly address the measure.

Evaluation

Narrative explicitly stating whether the measure was met and discussing by how much the school fell short of or exceeded the measure, and notable performance. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Summary

Narrative discussing which measures were and were not achieved, and then whether the school met, came close to meeting or did not meet the overall goal in the Accountability Plan.

Type	Measure	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Achieved/ Did Not Achieve/ Not Applicable
Comparative	Each year, the average performance of students in the	Achieved/

	12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Did Not Achieve/ Not Applicable
Absolute/Comparative/Growth	Each Year, the school will demonstrate the preparation of its students for college through at least one measure of its own design.	Achieved/ Did Not Achieve/ Not Applicable
Absolute/Comparative/Growth	Each Year, the school will demonstrate college attendance or achievement through at least one measure of its own design.	Achieved/ Did Not Achieve/ Not Applicable
	Write in optional measure here	Achieved/ Did Not Achieve

Action Plan

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the specific results and patterns associated with this goal, focusing in particular on strategic interventions including providing special support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

APPENDIX B: OPTIONAL GOALS

The following sections are for optional goals; data tables are provided for commonly used optional measures.

Goal 6: Parent Satisfaction

Goal 6: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school’s program based on a parent satisfaction survey.

Method

Parent Survey Data

At the end of each academic year, the school administers a survey to parents of students at both Academies. The evaluation is administered and analyzed using generally accepted evaluation methods, taking place toward the end of each academic year (typically in May), allowing for anonymity, and resulting in a response rate of 72% to 80%. This survey has demonstrated high levels of satisfaction with the school. An excerpt of the key questions and respective results from this survey is listed below.

Results

2008-09 Parent Satisfaction Survey Responses

Number of Responses	Number of Families	Response Rate
328	435	75.4%

2008-09 Parent Satisfaction on Key Survey Results

Question	Strongly Agree	Tend to Agree	Strongly Agree + Tend to Agree
The UFT Secondary Charter School has high academic standards for my child.	76%	18 %	94%
The school’s teachers are knowledgeable	71%	20%	91%
I feel welcome at the school	78%	13%	91%
The school does a good job of communicating with parents	71%	18%	89%

The school is clear about its discipline policy	69%	22%	91%

Evaluation

The accountability measure has been met. Parents express satisfaction with the academic program of the school as well as the tone of order and discipline. They feel respected and listened to.

Goal 6: Absolute Measure
 Each year, 90 percent of all students enrolled during the course of the year return the following September.

Method

Narrative explaining how students are tracked year to year

Results

Narrative describing number of students in various categories and the retention rate.

2008-09 Student Retention Rate

2007-08 Enrollment	Number of Students Who Graduated in 2007-08	Number of Students Who Returned in 2008-09	Retention Rate 2008-09 Re-enrollment ÷ (2007-08 Enrollment – Graduates)
#	#	#	%

Evaluation

Narrative explicitly stating whether or not the measure was met and how close the retention rate was to the target.

Additional Evidence

Year	Retention Rate
2005-06	%
2006-07	%

2007-08	%
2008-09	

Goal 6: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

Method

Narrative explaining how student attendance is tracked and daily attendance rate calculated.

Results

Narrative describing parents responses.

2008-09 Attendance

Grade	Average Daily Attendance Rate
1	%
2	%
3	%
4	%
5	%
6	%
7	%
8	%
Overall	%

Evaluation

Narrative explicitly stating whether or not the measure was met, and how close the attendance rate was to the target.

Additional Evidence

Year	Average Daily Attendance Rate
2005-06	%
2006-07	%
2007-08	%
2008-09	%

APPENDIX C: ADDITIONAL EVIDENCE

The following optional tables may be used in the Additional Evidence sections. They are organized by subject and measure. Table titles need to be adapted to reflect the appropriate subject area, i.e. English language arts, mathematics, etc.

Additional Data Tables for English Language Arts and Mathematics

Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.

This table examines whether performance changes the longer students are enrolled in the school. In a successful school, student performance should increase with prolonged participation in the academic program.

2008-09 English Language Arts Performance by Grade Level and Years Attending the School

Grade	Percent of Students at Levels 3 and 4 According to Number of Years Enrolled							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5								
6								
7								
8								
All								

Comparative Measure

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

While schools are required to compare themselves to the local school district, there may be individual schools that also provide a compelling comparison. These might be schools in the same neighborhood, with the same demographics, or having similar programs. Two tables are provided: one featuring a grade level breakdown for 2008-09, the other with annual aggregate results over time.

**2008-09 English Language Arts Performance of
Charter School and Comparison Schools by Grade Level**

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools							
	Charter School		District School 1	District School 2	District School 3			
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5								
6								
7								
8								
All								

**English Language Arts Performance of
School and Comparison Schools by School Year**

School Year	Grades	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools							
		Charter School		District School 1	District School 2	District School 3			
		Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
2005-06									
2006-07									
2007-08									
2008-09									

Growth Measure

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state exam and 75 percent at or above Level 3 on the current year's state exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

This table provides the opportunity to examine year-to-year changes in the same students' performance levels. It shows how many students in a particular performance level in 2007-08 remained at the same level, moved to a higher level, or moved to a lower level in 2008-09. It shows the number of students, not percentages. Students in the upper right quadrant are those who moved from below proficiency in 2007-08 to proficiency in 2008-09. Do not include students who were tested in one year but not in the other. Multiple tables could be used for individual grades.

Change in English Language Arts Performance Levels from 2007-08 to 2008-09

		Number of Students at Each Performance Level				
		2008-09				
		Level 1	Level 2	Level 3	Level 4	Total Number
2007-08	Level 1					
	Level 2					
	Level 3					
	Level 4					
	Total Number					

If the school has administered a norm referenced test, e.g. Terra Nova, ITBS, Stanford 10, it should report cohort growth results in a similar fashion to the growth measure based on state tests. Make sure to include a methods narrative that describes the type of test administered, to which grades, date of administrations, etc. Also include the dates of the pre- and post-tests.

Cohort Growth on ??? Test from Spring 2008 to Spring 2009

Grade	Cohort Size	Average NCE			Target Achieved
		2007-08	Target	2008-09	
K					YES/NO
1					YES/NO
2					YES/NO
3					YES/NO
4					YES/NO
5					YES/NO
6					YES/NO
7					YES/NO
8					YES/NO
9					YES/NO
10					YES/NO
11					YES/NO
12					YES/NO
All					YES/NO

Cohort Performance on ??? Test by School Year

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2005-06	?-?		
2006-07	?-?		
2007-08	?-?		
2008-09	?-?		

Additional Data Tables for Science

Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.

**2008-09 Science Performance
by Grade Level and Years Attending the School**

	Percent of Students at Levels 3 and 4 According to Number of Years in School							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4								
8								

Additional Data Tables for Social Studies

Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.

**2008-09 Social Studies Performance
by Grade Level and Years Attending the School**

	Percent of Students at Levels 3 and 4 According to Number of Years in School							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5								
8								

Additional Data Tables for High School Measures

Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

Cohort Passing Rate by Regents Mathematics Exam

Exam	Cohort		
	2003	2004	2005
Math A			
Math B			
Integrated Algebra			
Geometry			
Algebra 2			

Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

Cohort Passing Rate by Regents Science Exam

Exam	Cohort		
	2003	2004	2005
Living Environment			
Earth Science			
Chemistry			
Physics			