



Charter Schools Institute
The State University of New York

Initial Renewal Report

UFT Charter School

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Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
518/427-6510 (fax)
www.newyorkcharters.org

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The final version of Institute renewal reports should be broadly shared by the school with the entire school community. This report will be posted on the Institute’s website at: www.newyorkcharters.org/pubsReportsRenewals.htm.

REPORT INTRODUCTION

This report is the primary means by which the Charter Schools Institute (the “Institute”) transmits to the Board of Trustees of the State University of New York (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Renewal, and more broadly, details the merits of a school’s case for renewal. This report has been created and issued pursuant to the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees* (the “SUNY Renewal Practices”).¹

Information about the SUNY renewal process, including the Institute’s comprehensive Charter Renewal Handbook and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”), are available on the Institute’s website at: www.newyorkcharters.org/schoolsRenewOverview.htm.

RECOMMENDATION AND SUMMARY DISCUSSION

Recommendation

Short-Term Renewal

The Charter Schools Institute recommends that the SUNY Trustees approve in part the Application for Renewal of the UFT Charter School and renew its charter for a period of three years with authority to provide instruction to students in kindergarten through 12th grade in such configuration as set forth in its application for renewal, with a maximum projected enrollment of 1,114 students.

The Institute also recommends that for the duration of the renewal charter term the SUNY Trustees continue to waive the school board membership restriction contained in the school’s charter agreement to the extent that no more than 49 percent of the school board may be affiliated with the United Federation of Teachers, a union of New York City teachers.

Background and Required Findings

In Initial Renewal reviews, the SUNY Trustees evaluate the strength and effectiveness of a school’s academic program by the degree to which the school has succeeded in meeting its academic Accountability Plan goals during the Accountability Period² and by the quality of the instructional program in place at the school during the charter period, as assessed using the Qualitative Education Benchmarks (a subset of the Renewal Benchmarks). In giving weight to both student achievement and the emergent program, this approach provides a balance between an outcome-based system of accountability in which a school is held accountable for meeting measurable student achievement results and a determination of the likelihood that the educational program will improve student learning and achievement going forward.

¹ The *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees* (revised September 15, 2009) are available at: <http://www.newyorkcharters.org/documents/renewalPractices.doc>.

² For the purpose of reporting student achievement results, the Accountability Period is defined in the SUNY Renewal Practices as the time the Accountability Plan was in effect. In the case of an Initial Renewal, the plan covers the first four years that the school was in operation during the charter period.

The UFT Charter School has applied for an Initial, Full-Term Renewal of five years. The SUNY Renewal Practices provide three possible renewal outcomes for the UFT Charter School: Full-Term Renewal; Short-Term Renewal; or Non-Renewal. In order to earn a Short-Term Renewal, the UFT Charter School must, in brief, have compiled either: 1) an ambiguous or mixed record of educational achievement but have in place an academic program of sufficient strength and effectiveness which will likely result in the school's being able to meet its academic goals with the additional time that renewal would permit; or 2) an overall record of meeting its academic Accountability Plan goals but have in place an educational program that is inadequate in multiple and material respects.³

Based on the Institute's review of the evidence it gathered and that UFT Charter School provided including, but not limited to, the school's Application for Renewal, evaluation visits conducted during the charter period, a renewal evaluation visit conducted by the Institute in the last year of the charter period, and the school's record of academic performance as determined by the extent to which it has met the academic goals in its Accountability Plan, the Institute finds that the school has compiled an ambiguous or mixed record of educational achievement in meeting its academic Accountability Plan goals, but has in place (a) an academic program of sufficient strength and effectiveness, as assessed using the Qualitative Education Benchmarks, that will likely result in the school's being able to meet or come close to meeting those goals with the additional time that renewal would permit, and (b) a governing board and organizational structures that have demonstrated the capacity to meet the school's academic Accountability Plan goals and to operate the school in an educationally and fiscally sound manner.

Based on all of the evidence, the Institute makes the following findings required by the Act. The UFT Charter School as described in the Application for Renewal meets the requirements of the Act and all other applicable laws, rules and regulations. The school has demonstrated the ability to operate in an educationally and fiscally sound manner in the next charter period. Finally, given the programs it will offer, its structure and its purpose, approving the school to operate for another three years is likely to improve student learning and achievement and materially further the purposes set out in Education Law subdivision 2850(2).

Therefore, in accordance with the standard for Initial Renewal found in the SUNY Renewal Practices, the Institute recommends that the SUNY Trustees approve that part of The UFT Charter School's Application for Charter Renewal that would permit the school to operate for three years and renew the charter for a Short-Term Renewal period of three years.

Consideration of School District Comments

In accordance with the Act, the Institute notified the school district in which the charter school is located regarding the school's Application for Renewal. As of the date of this report, no comments were received in response.

Summary Discussion

The UFT Charter School does not meet the standard for a Full-Term Renewal to the extent that it has not compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals. Rather, the school has compiled a mixed record of education achievement over the course of the charter period. Given changes to its organizational and leadership structures, improvements in its curriculum and assessment programs, strategies for supporting struggling students at some grade levels, and support for teachers, the Institute deems the school likely to meet

³ See the SUNY Renewal Practices for a full explanation of both short-term renewal options.

or come close to meeting its Accountability Plan goals with the additional time that a Short-Term Renewal of three years would permit. In addition, the strength of the instructional program in the school's upper grades, demonstrated at the time of the renewal visit, is likely to enable the school to meet its high school Accountability Plan goals. Further, the school's governing board has demonstrated the capacity to meet the school's academic goals and to operate the school in an educationally and fiscally sound fashion, notwithstanding several violations and challenges that need to be addressed.

Academic Success

The UFT Charter School has compiled a mixed record in meeting its key academic Accountability Plan goals in English language arts and mathematics. In 2007-08, when the school first enrolled students in at least their second year and many of the measures in the Accountability Plan first applied, the UFT Charter School met its English language arts goal. In the most recent year, because the school's absolute performance declined slightly and its performance relative to similar schools statewide declined substantially, the school did not meet its goal. With regard to mathematics, in 2007-08, the school was close to meeting its goal. In 2008-09, when the UFT Charter School improved its absolute performance, demonstrated some cohort growth and performed better than expected to a small degree in comparison to similar schools statewide, the school met its goal. The school came close to meeting its science goal and did not come close to meeting its social studies goal during the Accountability Period. According to the state's No Child Left Behind (NCLB) accountability system, the school is deemed to be in good standing.

Throughout its Accountability Period, the UFT Charter School's performance on the state English language arts exam has fluctuated and the school is currently not meeting its goal. In 2006-07, when only one of the measures included in its Accountability plan applied, the school performed worse than predicted in comparison to demographically similar schools statewide. In 2007-08, when the majority of the school's Accountability Plan measures first applied, while UFT Charter School failed to meet its absolute target, the school outperformed demographically similar schools and its local community school district. With respect to growth, the school's lone cohort made notable progress. In the most recent year, the school's absolute and relative performance declined. While the school outperformed its local district, it performed about the same as expected compared to demographically similar schools statewide and failed to meet its Effect Size target. Cohorts of students made some growth, although two of three cohorts declined from year to year.

During its initial charter term, the UFT Charter School's performance in mathematics has improved and the school is currently meeting its goal. In 2006-07, when the school first enrolled students in tested grades, they performed about the same as predicted in comparison to demographically similar schools, and failed to meet the Effect Size target. In 2007-08, when all the measures in the school's Accountability Plan first applied, the school exceeded its absolute target and outperformed its local community school district and performed better than predicted in comparison to similar schools. That year, the school's lone cohort showed growth and essentially met its target. In 2008-09, the school improved its absolute performance⁴ and again outperformed its local school district. In comparison to demographically similar schools, the UFT Charter School's relative performance

⁴ In interpreting a school's year-to-year changes in the absolute measure, the Institute puts the results in the context of overall state-wide changes. In general, the statewide proficiency rate on the mathematics exam increased by nearly six percent from 2006-07 to 2007-08 and by eight percent from 2007-08 to 2008-09. From a related perspective, the median school had a proficiency rate of 79.5 percent, 86.2 percent, and 90.8 percent during the three years respectively. These year-to-year changes in absolute results suggest the importance of the comparative measures included in the goal.

improved and the school exceeded its Effect Size target. With respect to growth, a majority of the school's cohorts achieved their targets and overall performance improved.

The strength of instructional leadership at the school has varied over the course of the charter period. Each of the current two principals is relatively new to the school; the elementary principal was in her second year at the time of the renewal visit, while the secondary principal was in his first. In addition, each academy has added a dean of faculty, dean of students, and an assessment coordinator in the last year of the charter period who, along with the principals, comprise the administrative teams at each location. In contrast to the school's third year of operation when an environment of high expectations had not been established by school leaders, at the time of the renewal visit school leaders espoused high expectations for student achievement and recognized the importance of demonstrable student outcomes. Established school priorities are consistent with these expectations. However, while the expectations of the leadership have changed, this sentiment had not been effectively instilled in all teachers at the time of the visit. In addition, the leaders are effectively monitoring and evaluating the academic program and have taken specific steps in response to identified deficiencies. While the school has had a formal process for evaluating teacher quality and effectiveness throughout the charter period, this system has not been used effectively to hold teachers accountable for high levels of instruction. For example, teacher evaluation documentation reviewed during the renewal visit was not consistent with observations of classroom instruction; few teachers were given a low rating in any of the assessed domains and all were deemed satisfactory overall despite what the observers noted as the low rigor of instruction and lack of student engagement in some classrooms.

Further, much of the school's instructional leadership responsibilities are shared between the administrative teams at each site and the UFT Teacher Center's ("Teacher Center") professional development specialists. Teachers have received substantial pedagogical support over the course of the charter period from Teacher Center staff, including frequent classroom observations with regular instructional feedback and specific training on a variety of instructional topics. Teacher Center specialists provide some differentiated support to teachers, namely a structured and effective system to mentor new teachers. In addition, they play an active role in curricular decisions, as well as serving as a general support for the school's faculty. Notably, the specialist serving at the secondary academy has been in her role since the academy's first year of operation, which was the second year of the charter period. Teachers have consistently praised her support and in many respects attribute the improvements in the academic program to her efforts, including the successful addition of one grade each year during the charter period.

At the elementary and secondary academies, school leaders have established effective structures to support instructional planning and reflection, vis-à-vis department and grade level meetings. In particular, elementary academy teachers have benefited from this process, which has cultivated a collaborative professional environment. In addition, late in the charter period, assessment coordinators at each site have provided significant support to teachers by assisting them in the use of assessment data to inform instruction and by observing teacher's efforts to differentiate classroom instruction based on instructional action plans at the secondary academy. This evidence suggests that the improvement in the quality of leadership is likely to allow for the school to improve student achievement as well as successfully implement of the remainder of the high school program.

The school has supported a sustained professional development program throughout the charter period. At both sites, sufficient time, personnel, materials, and funding to support a comprehensive and sustained professional development program have been provided, the central component of which is the Teacher Center described above. At the secondary academy, the professional

development program is informed by classroom observations, student assessment data, external school evaluations and staff interests. The current principal actively collaborates with faculty and the Teacher Center to determine professional development topics, as opposed to earlier in the charter period when “the staff developer was alone in identifying topics for staff development.”⁵ During the renewal visit, inspectors had an opportunity to observe a professional development workshop, which confirmed a constructive and collaborative professional culture noted throughout the visit. Teachers regularly related workshop topics to relevant classroom practice. Coupled with support from the Teacher Center, this collegial culture is likely to support the addition of new teachers to the school’s faculty.

At the elementary academy, while substantial time and resources are also allocated for professional development activities, follow-up to these activities is not as strong and not strategically targeted toward identified shortcomings in teachers’ pedagogical skills. For example, recently developed individual teacher growth plans are left to personal preference and not based on deliberate school priorities. However, the school does differentiate some professional development activities by grade level and subject area in its new-teacher mentoring program.

The school has an emerging system to gather assessment and evaluation data and uses it to improve student learning. This system includes the regular administration of useful assessments, including those that provide diagnostic, formative, and summative information. Through the effective use of the aforementioned assessment coordinators, the school has begun late in the charter period to implement systematic procedures for collecting and analyzing assessment results with some teachers effectively using these results to inform classroom instruction. Furthermore, school leaders at both academies adequately use assessment data to monitor and evaluate the academic program and make necessary changes. This is a departure from early in the charter period when secondary academy leaders did not use baseline assessment results to inform the instructional program for its first cohort of 6th grade students. The school regularly uses assessment data to identify students for remediation and enrichment, yet the programs at the secondary academy that are used to assist these students have not always been adequate as described below. Finally, parents receive information about student performance regularly, and the school has shared information about school-wide performance with the broader school community.

The UFT Charter School has curriculum frameworks for each grade and core subject area that are aligned to state learning standards. Teachers generally develop lesson plans using these frameworks, as well as other curricular resources, such as curriculum maps, scope and sequence documents, and commercial textbook materials. The school has effectively developed curricula at the secondary academy late in the charter period using the backward design model, with particular focus on developing new high school courses. Particularly noteworthy is the difference between this process and the state of curriculum development efforts early in the charter period at the secondary academy when “notably absent was a clearly articulated plan or system for monitoring, tracking, or documenting adjustments to the curriculum.”⁶ Curricular resources are also available to elementary academy teachers, which were developed in conjunction with significant changes to the curriculum prior to the last year of the charter period. These changes were deliberately made as a result of school leaders’ evaluation of the instructional program. However, teachers have yet to consistently implement these changes. The school has not ensured that the curriculum is aligned from grade-to-grade over the course of the charter period. While successful efforts in this regard appear to have

⁵ From the Institute’s 2006-07 School Evaluation Report of the UFT Charter School.

⁶ Evidence contained in the Institute’s 2006-07 School Evaluation Report of the UFT Charter School.

been established late in the charter period at the secondary academy, challenges persist for the school to ensure that the academic program is seamless across and within all grades at both sites.

The quality of instruction has varied at the UFT Charter School throughout the charter period. While significant improvement in the quality of instruction has been noted at the secondary academy, high quality instruction was not evident in all classrooms at the time of the renewal visit. However, lesson plans were aligned to the school's curriculum framework in most cases, and instruction was generally focused on clear learning objectives, which was not the case early in the charter period. Differentiation of instruction has been a school-wide priority at both the elementary and secondary academies, and the school is making progress in effectively implementing this initiative due in part to the strategic use of multiple adults in classrooms.

The rigor of whole-class instruction varied widely across the school during the renewal visit. In some cases, teachers did not employ effective questioning techniques and were not successful in cognitively engaging the majority of their students. Ninth grade classrooms at the secondary academy were noticeably different, with instruction both effectively planned and implemented. The strength of instruction in the school's most upper grade is particularly strong given that this was the first year the grade level has been offered at the school, and in contrast to the significant weaknesses in teacher content knowledge that were noted early in the charter period. The variance in the quality of instruction is consistent with the school not having effective structures to hold teachers accountable for implementing rigorous classroom activities, a phenomenon the Institute has noted throughout the charter period.

The school has developed programs and systems to help students who are struggling academically. It has clear procedures in place, primarily through the use of student support teams, to identify struggling students, including those with disabilities and English language learners. In response to the examination of trends among at-risk students, elementary academy leaders implemented in the last year of the charter period a response-to-intervention model within general classrooms. The secondary academy uses an academic intervention service program (AIS), along with the effective use of special education teachers in collaborative team teaching (CTT) classes, to meet the needs of struggling students. However, placement in the AIS classes is not fluid, as students are placed in the program for the entire year and progress is not systematically monitored to determine if they no longer need such assistance.

As referenced above, the school's efforts to assist struggling students is most notably manifest in the effective use of multiple adults in classrooms. At the elementary academy, co-teaching is used in the lower grades, while CTT classrooms are in place within the upper grades to effectively support struggling students through an inclusion model. At the secondary academy, CTT classes were effectively implemented during the visit, where special education teachers provided effective assistance to all students, not just those with disabilities.

A culture of learning and scholarship has been inconsistently observed across the school during the charter period. While both sites are generally safe, student behavior during whole-class transitions and public spaces at the secondary academy has consistently resulted in the loss of instructional time, negatively impacting the instructional program. The school has established core values that it strives to have students internalize known as the CREST Code (Community, Respect, Excellence, Scholarship, and Trustworthiness). Efforts to implement the CREST Code throughout the charter period have generally been successful as evidenced by morning meetings and chants at the elementary academy and several meaningful references to CREST during instruction in some

secondary academy classrooms. With the exception of the CREST Code, the school generally does not employ common routines and procedures. Notably, 9th grade teachers demonstrated particular strength in classroom management, where students were observed working collaboratively and using accountable talk during discussions.

Organizational Effectiveness and Viability

The UFT Charter School has generally been faithful to its mission statement over the course of the charter period. Stakeholders are aware of the school's mission statement and are able to articulate key elements of the school's design. At the time of the renewal visit, teachers across both the elementary and secondary academies reported their focus on preparing students for college and citizenship. Furthermore, the school has implemented most of the key design elements contained in its charter in pursuit of its mission. The school has adhered to its model of placing two teachers in each classroom for kindergarten through 3rd grades and collaborative team teaching in the upper grades. It has offered a full curriculum, including physical education, arts and foreign language as proposed in its original design, and has used the CREST values as the foundation for school culture. The school has also implemented structures and mechanisms to advance democratic governance, including teacher-led committees, caucus meetings, and teacher and parent representation on the board of trustees. The school has implemented service learning programs, including reading buddies between the two academies and high school service projects. Other key design elements, such as national board certification for teachers and development of "habits of mind" have not been successfully implemented.

Parents/guardians and students are generally satisfied with the school. Annual parent survey response rates have ranged between 60 and 80 percent, with the majority of parents expressing significant satisfaction. The school also attributes its low level of student attrition to the high level of satisfaction that families have with the education their child has received. Further evidence of satisfaction with, and interest in, the school is noted in the school's extensive waiting list. High levels of average daily student attendance are consistent with other key indicators of family satisfaction, ranging from 92 to 97 percent over the course of the charter period. Parents interviewed during the renewal visit from both academies were positive about the academic program and school culture. While they felt it was a safe school, some parents did note inconsistencies with respect to the implementation of the discipline policy. Several complaints were lodged against the former elementary school principal at the beginning of the charter period. More recently, some parents complained about the school's low achievement on the state English language arts exam. To the credit of the school, this evidence suggests that it has been successful in establishing structures and systems to keep parents informed about the performance of the school as a whole.

The school has improved its organizational capacity over the course of the charter period, and has begun to establish a structure that allows it to carry out the academic program. Several challenges were apparent early in the school's charter period, most notably the distinction between the two academies regardless of the fact that they are both contained within a single charter, making them a single school. School leaders, as well as ancillary and operational staff, at each of the campuses worked independently of one another, in spite of the school board's vision of a coordinated school community. In response to these challenges, the school has recently begun to implement the changes to its organizational structure proposed in its Application for Renewal and described in detail in the section of this report that describes the school's *Plans for the Future*. At the time of the renewal visit, the two academies shared a special education coordinator and director of operations, indications that the two programs are working collaboratively as a single school. In addition, in order to prepare

for the matriculation of the elementary academy's current 5th grade students to be the first cohort to enter the secondary academy's 6th grade, the school is engaging in discussions with parents of existing 5th grade students about the secondary academy curriculum.

For the most part, school operations are competently managed. The school has had adequate resources in which to effectively deliver the educational program with support from UFT personnel. However, while the school has benefited from services provided by the UFT, teachers have expressed concerns about the efficiency of some of these services.. For example, they have reported frustration about late deliveries of curriculum materials and the installation of technology. As a result, the school stated that it has begun a process of developing a clear contract with the UFT to further clarify roles and expectations for both parties with regard to school operations.

Most, though not all, teachers appeared competent in their subject area and/or grade level. A number of teachers, particularly in the 9th grade team, had significant experience in their field, including teaching, curriculum, and applied experience. The school has also hired many novice teachers, requiring significant support and training. At the time of the renewal visit, 42 percent of teachers had no more than two years of teaching experience prior to the current year. Notwithstanding the support provided to these novice teachers and the hiring of some experienced faculty, the school has struggled with teacher turnover throughout the charter period. A number of teachers have chosen to return to district schools in order to maintain their seniority in the district's system, which is permitted by the New York Charter Schools Act within three years of employment at a charter school. Several other current teachers reported their intent to do so as well. Consequently, few founding teachers remain on staff at the UFT Charter School.

The school has maintained adequate student enrollment over the course of the charter period. At the time of the renewal visit, the school reported an enrollment of 809 students, which is below but within the permissible limits of its chartered enrollment levels. In addition, the school reported a waitlist from the previous spring of 970 students, indicating substantial parental demand.

At the time of the renewal visit, the school's facilities located in New York City Department of Education space were adequate, but continue to present a number of challenges. Many teachers at the secondary academy are required to share a classroom with other teachers. However, the pervasive collegial attitude among staff has alleviated many of the challenges in this area. While the school has demonstrated the capacity to plan and implement an effective high school program, the facility presents natural challenges in establishing a school culture distinct from that of a middle school.

Early in the charter period, the school board was not formally evaluating the performance of the two principals. However, the board has since evaluated the leaders and begun to take steps to ensure that the school has strong leadership. Responding to concerns about the direction of the school, new principals were put in place just prior to the fourth and fifth year of the charter period for the elementary and secondary academies, respectively. With stronger leadership now in place, the school appears to be likely to meet its academic Accountability Plan goals with the time that a Short-Term Renewal would provide, including those that apply to the high school program.

The UFT Charter School's board of trustees has struggled to provide effective oversight of the school. While the board collectively has appropriate skill sets and experience, it has operated under an informal structure that has led to significant challenges. The board is intentionally large in an

effort to accommodate two “schools” under one charter⁷ where by design equal numbers of United Federation of Teachers, school faculty, parents, and community trustees jointly make decisions through service on two committees, one for each academy. A small number of individual trustees have assumed responsibility to handle issues associated with the school, including seeking to directly evaluate classrooms and the effectiveness of the educational program, as well as coordinating communication with parents.

The school board has a policy manual but many of the school’s policies and procedures are in need of updating. The board articulated an understanding of the need for board training. The board understands that its structure has inherent conflicts of interest but the UFT-affiliated members recuse themselves appropriately when UFT services are voted upon and teacher trustees adequately recuse themselves from votes related to teachers and school leadership. At the time of the renewal visit, the board stated that it is very deferential to outside counsel on conflict issues. The school board also policed its community membership by eliminating community trustees that did not participate in the school’s governance early in the charter term and replacing them with more active members. As part of the school’s original charter the SUNY Trustees granted the school board a waiver of its usual non-affiliation rule allowing more than 40 but less than 49 percent of the school board to be affiliated with the UFT.

The large school board’s lack of formality has at times resulted in violations of the New York Open Meetings Law. A review of the school board’s minutes revealed a meeting with no quorum with action taken, votes taken by written submission, executive session not being entered into properly and an inappropriate topic discussed in executive session and a lack of minutes for board committee meetings. The school board has no position of corporate secretary, a challenge the board should address.

The renewal visit yielded minor violations with respect to compliance with applicable laws, rules and regulations and the provisions of the school’s charter. Examples include one too many uncertified teachers, lack of proof of NCLB highly qualified status for some teachers and other minor violations. A relatively low number of English language learners (“ELLs”) attend the school. While some efforts have been made to attract and retain such students, the school board reported that efforts have not been exhaustive. With exceptions in the area of Open Meetings Law noted above, the school appeared to be in general and substantial compliance with the Charter Schools Act, other applicable state and federal law, and the terms of its charter throughout the charter period and at the time of the renewal visit.

Fiscal Soundness

The UFT Charter School has created realistic budgets over the course of the charter period that are monitored and adjusted when appropriate. Annual budgets are developed by the fiscal staff of the UFT with appropriate input from the principals of the school, key staff and members of the school board. Budget variances are routinely analyzed and material variances are discussed with the principals and the board on a quarterly basis. There is no permanently located staff member at the school with responsibilities for these functions, as all accounting and fiscal operations are conducted at the UFT. The school has benefited from economies of scale, purchasing power, and the UFT providing many of these services as in-kind contributions.

⁷ The school was originally chartered as the UFT Elementary Charter School and opened in the fall of 2005. The same founding board had sought a second charter for the secondary school, but New York State was at or near its charter cap. Therefore, prior to the start of the 2006-07 school year, the SUNY Trustees approved a charter revision approving the secondary program and changing the name to the current name.

The school has adopted UFT's written fiscal policies and procedures related to external and internal compliance for cash disbursements, cash receipts, bank reconciliations, payroll, fixed assets, grants/contributions, and the preparation of financial statements. UFT staff, in conjunction with the principal and school leadership team, ensures that policies and procedures are documented and followed by school staff. The school's fiscal year ("FY") 2008-09 audit report of internal controls—related to financial reporting and compliance with laws, regulations and grants—disclosed no material weaknesses, or instances of non-compliance. As is the case with all schools, the lack of other deficiencies in the reports provides some assurance that the school has maintained adequate internal controls and procedures.

The school has complied with financial reporting requirements during the charter period. Budget, quarterly and annual financial statement audit reports were filed in a timely, accurate and complete manner. Each of the school's annual financial statement audit reports followed generally accepted accounting principles as required and received an unqualified opinion, indicating that, in the auditor's opinion, the school's financial statements and notes fairly represent, in all material respects, the school's financial position, changes in net assets, and cash flows. The school board reviews and approves the annual financial statement audit report.

The school has minimally maintained adequate financial resources to ensure stable operations and has monitored and managed stringent cash flow. The Institute's review of the school's financial condition at the time of the renewal visit revealed that the school completed FY 2008-09 in relatively stable financial condition; however, both cash reserves and total net assets decreased. Actual expenses per pupil exceeded actual revenue per pupil in FY 2006-07 and 2007-08 contributing to a lack of cash reserves. This evidence suggests that the school has had difficulty balancing revenue and expenditures. Due to the limited cash available, the school has a negative working capital ratio, indicating it does may not have enough short-term assets to cover all immediate liabilities, short-term debt or any unforeseen expenditures that may arise. To date, the school has secured loans from the UFT to bridge any short-term expense gaps that may occur with policies in place for repayment of borrowed funds. The school has little short- or long-term debt and has no major investments due to the small amount of cash available and any cash is left in savings and/or money market accounts to help ensure the school has sufficient cash available to pay current bills and other payables that are due shortly. As noted below, there are current factors—including grade expansion—that could impact the school's future fiscal standing.

Plans for the Next Charter Period

The school has provided all of the key structural elements for a new school charter and they are deemed to be reasonable, feasible, and achievement. The school would maintain its current mission statement:

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.

The school would add one grade per year to its existing kindergarten through 9th grade program, growing to provide instruction to students in kindergarten through 12th grade in 2013-14, the final year of the recommended Short-Term Renewal period. Accordingly, the school's projected

enrollment would increase in each year of the charter period and would be 1074 in 2012-13. The school year and schedule would continue to follow the schedule established by the New York City Department of Education, consisting of 180 instructional days.

The expanded high school program would adopt a Coalition of Essential Schools (CES) model. All students would be required to develop a culminating project that they defend in front of a jury comprised of parents, teachers and peers. The school would also offer students the opportunity to earn an Advanced Regent's Diploma. The secondary curriculum would be divided into three phases: the Lower School (6th through 8th grades), the Upper School (9th and 10th grades), and the Senior Institute (11th and 12th grades). The ten elements of the CES model would shape the high school program include the following: learning to use one's mind well; less is more – depth over coverage; goals apply to students; personalization; student-as-worker, teacher-as-coach; demonstration of mastery; a one of decency and trust; commitment to the entire school; resources dedicated to teaching and learning; and democracy and equity.

Key design elements in the renewal charter period would be consistent with the school's original charter. However, additional design elements have been proposed by the school. The school would implement a Senior Institute described above to prepare students for college that includes post-secondary coursework taken by all students. In addition, the school intends to focus on creating one school with two campuses, as opposed to two academies operating separately.

In an effort to focus on creating one school with two campuses, the UFT Charter School would continue to implement significant changes to its organizational structure. The school would add a cross-academy staff and operational support in an effort to build the internal capacity necessary to support the school operationally, instructionally and fiscally. The school would hire an executive director to oversee all aspects of the organization and provided continuity to the elementary and secondary programs. In addition, the cross-academy staff would include a chief operating officer, cross-campus special education coordinator, and a director of assessment and evaluation. The positions of principal, dean of faculty, director of assessment, and dean of students would continue to be maintained at each campus.

The school would also make changes to its governance structure for the proposed renewal charter period; namely the school board would replace a UFT-affiliated teacher member (leaving one from the elementary and secondary academies) with an unaffiliated member, and a parent trustee would be replaced by a second school leader (one each for the elementary and secondary academies). The school board of trustees would continue to be comprised of members of the school communities (principals, teachers and parents), representatives of the United Federation of Teachers, and members that are unaffiliated with the UFT or school. The former president of the UFT and current president of the American Federation of Teachers would remain as the chairperson of the board of trustees during the next charter period. The Institute recommends that the school's waiver from the SUNY Trustees' 40 percent affiliation rule (whereby no more than 40 percent of the school board should be affiliated with any outside organization, in this case the UFT, other than another charter school) be continued during the renewal charter term to the same extent as the prior term, i.e., no more than 49 percent of the school board may be affiliated with the UFT.

The school would continue to be housed in two separate buildings. The elementary academy would continue to be located at 300 Wyona Street and the secondary academy would continue to be located at 800 Van Siclen Avenue, both in Brooklyn. While the school anticipates maximizing its existing no-cost facilities arrangement with the New York City Department of Education, long-term plans

include the development of a facilities fund to purchase, lease, or build a facility in order to place both academies in a single building. The school acknowledges that with the addition of the high school, additional space will be needed. This additional space will be critical to the school's success in the next charter period. The board has added a key member to strengthen its facility expertise and presence to assist in this planning.

The school has presented an aggressive fiscal plan that could be achievable, including an adequate budget for the next charter period that will need to be closely monitored to ensure fiscal stability. The school has assumed a five-percent increase in per-pupil funding each year of the new charter term. Due to the state deficit problems and the uncertainty of per-pupil funding, the school acknowledges that the per-pupil percentage increase they have anticipated is not assured. The school recognizes that it must also have in place a more strategic and conservative approach to budgeting and planning for the next charter period to ensure the school remains fiscally viable while meeting all of the student and faculty needs. Acknowledging that the school will need to work on developing working budgets that show both per-pupil funding increasing in smaller amounts, no more than two percent, over the years of the next charter term and also remaining flat at the 2009-10 per-pupil allocation, the school is in the process of developing more conservative contingency budgets that will be submitted to the Institute in the Request for Amendments process. Long-range fiscal projections are more susceptible to error than those for a single year. Such projections are subject to revision due to changes in local conditions, objectives, laws and state funding. The school will be required to continually develop and adopt annual budgets based on known per pupil amounts for the districts from which it draws enrollment.

Critical financial needs of the school will be dependent on the school meeting enrollment targets, which the school has historically demonstrated the ability to accomplish. The UFT fiscal staff has taken a strategic approach to analyzing the fiscal health of the entire school by providing for separate analysis of various programmatic components (elementary, middle and high) to evaluate the fiscal viability of each given that certain levels of education incur higher costs. The proposed changes to the school's organizational structure will help provide some of the much needed 'on the ground' support the school needs and will alleviate some of the duties the UFT performs as in-kind services.

The UFT Charter School has presented a plan for implementing an educational program during the period of the proposed charter period that would contribute to its meeting the goals contained in its Accountability Plan, including those that apply to the high school program. Its governing board has demonstrated the capacity to operate the school in an educationally and fiscally sound fashion during the next three years. In contrast to the lack of necessary structures in place to support the implementation of the academic program early in the charter period, the school now has in place a leadership team that has begun to implement an effective assessment system, pedagogical support for teachers, and an effective curriculum. With the continued implementation of its organizational structure, the school's leadership is likely to improve the rigor of classroom instruction. In turn, these improvements to the academic program are likely to result in the school's meeting or coming close to meeting the goals in its Accountability Plan with the additional time a Short-Term Renewal period would permit.

SCHOOL OVERVIEW

Opening Information

Date Initial Charter Approved by SUNY Trustees	July 15, 2005
Date Initial Charter Approved by Board of Regents	July 21, 2005
School Opening Date	September, 2005

Location

School Year(s)	Location(s)	Grades	District
2005-06	300 Wyona Street Brooklyn, NY	All	New York City CSD 19
2006-07 through present	300 Wyona Street Brooklyn, NY 800 Van Siclen Avenue Brooklyn, NY	Elementary Grades Middle Grades	New York City CSD 19

Partner Organizations

	Partner Name	Partner Type	Dates of Service
Current Partner	United Federation of Teachers Educational Foundation, Inc.,	Non-profit	2005-present

Current Mission Statement

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.

Current Key Design Elements

<ul style="list-style-type: none"> • high academic expectations; • rigorous college-prep curriculum that includes English, mathematics, science, social studies, foreign language, physical education and the arts; • two teachers per classroom in Kindergarten through third grades; • academic-based after school program run by a community based organization; • high-quality teachers; • National Board for Professional Teaching Standards certification; • balancing human resources with curriculum and school culture; • democratic governance; • professional development; • three parent seats on the school's board of trustees; • family-school partnership; • CREST core values (community, respect, scholarship, trustworthiness); and • "Habits for Thought" (Analysis, Breadth of Perspective, Connection, Discourse, and Evidence).

School Characteristics

School Year	Original Chartered Enrollment	Revised Charter Enrollment	Actual Enrollment ⁸	Original Chartered Grades	Revised Chartered Grades	Actual Grades	Days of Instruction
2005-06	150	N/A	138	K-1	N/A	K-1	180
2006-07	225	350	355	K-2	K-2, 6	K-2, 6	180
2007-08	300	525	547	K-3	K-3, 6-7	K-3, 6-7	180
2008-09	375	735	715	K-4	K-4, 6-8	K-4, 6-8	180
2009-10	450	860	805	K-5	K-9	K-9	180

Student Demographics

	2006-07 ⁹		2007-08 ¹⁰		2008-09	
	Percent of School Enrollment	Percent of NYC CSD 19 Enrollment	Percent of School Enrollment	Percent of NYC CSD 19 Enrollment	Percent of School Enrollment ¹¹	Percent of NYC CSD 19 Enrollment ¹²
Race/Ethnicity						
American Indian or Alaska Native	0%	0%	0%	1%	0%	N/A
Black or African American	84%	53%	82%	53%	81%	N/A
Hispanic	14%	40%	16%	39%	17%	N/A
Asian, Native Hawaiian, or Pacific Islander	1%	5%	1%	6%	2%	N/A
White	1%	1%	1%	1%	1%	N/A
Multiracial	0%	0%	0%	0%	0%	N/A
Special Populations						
Students with Disabilities ¹³	4%	N/A	4%	N/A	5%	N/A
Limited English Proficient	1%	12%	1%	13%	2%	N/A
Free/Reduced Lunch						
Eligible for Free Lunch	63%	84%	71%	80%	N/A	N/A
Eligible for Reduced-Price Lunch	17%	6%	17%	6%	N/A	N/A

⁸ Source: SUNY Charter School Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

⁹ Source: 2006-07 School Report Cards, New York State Education Department.

¹⁰ Source: 2007-08 School Report Cards, New York State Education Department.

¹¹ Source: 2008-09 Demographics and Limited English Proficient Percentages calculated from BEDS reports submitted at the beginning of the school year. This information is unverified by the schools. It also does not include Free/Reduced Lunch status, but rather categorizes students as "economically disadvantaged." UFT has 82% of students that fall into this category.

¹² Aggregated district data not yet available for 2008-09.

¹³ New York State Education Department does not report special education data. School data is school-reported from charter renewal applications. District-level data not available for NYC CSD 19.

Current Board of Trustees¹⁴

Board Member Name	Term Expires	Position/Committees
Deatrice Bacchus	6/30/2010	Educator Representative-UFT Secondary Academy
Michelle Bodden	None	School Principal-UFT Elementary Academy
Danny Wilcox	None	School Principal-UFT Secondary Academy
Dr. Leo Casey	6/30/2010	UFT Representative-Vice President of UFT
Cali Cole	6/30/2012	Community Representative
Evelyn DeJesus	6/30/2011	UFT Representative-District 2 Representative to the UFT
Jeffrey Leeds	6/30/2010	External/Community Representative-President and Co-Founder of Leeds Equity
Bertha Lewis	6/30/2010	External/Community Representative-CEO and Chief Organizer of ACORN
Zakiyah Shaakar-Ansari	6/30/2011	Parent Representative-UFT Elementary Academy
Randi Weingarten	6/30/2010	Chairperson, UFT Representative-Former President of the UFT, President of the AFT
Vacant	N/A	Secondary Academy Parent Representative
Vacant	N/A	External/Community Representative

School Leader(s)

School Year	School Leader(s) Name and Title
2005-06	Rita Danis (EA)
2006-07 and 2007-08	Rita Danis (EA) and Drew Goodman (SA)
2008-09	Michelle Bodden (EA) and Drew Goodman/Mary Butz (SA)
2009-10	Michelle Bodden (SA) and Danny Wilcox (SA)

School Visit History

School Year	Visit Type	Evaluator (Institute/External)	Date
2005-06	First-Year Visit	Institute	March 23, 2006
2006-07	Second-Year Visit	Institute	April 12, 2007
2007-08	Third-Year Visit	External (SchoolWorks)	May 5-6, 2008
2008-09	None	N/A	N/A
2009-10	Initial Renewal Visit	Institute	December 8-10, 2009

¹⁴ Source: Application for Renewal.

ACADEMIC ATTAINMENT AND IMPROVEMENT

Background

At the beginning of the charter period the school developed and adopted an Accountability Plan that set academic goals in the key subjects of English language arts and mathematics, as well as science and social studies. The plan also included an NCLB goal. For each goal in the Accountability Plan specific outcome measures define the level of performance necessary to meet that goal. Furthermore, the Institute has established a set of required outcome measures that include the following three types: 1) the absolute level of student performance on state examinations; 2) the comparative level of student performance on state examinations; and 3) the growth in student learning according to year-to-year comparisons of grade level cohorts. The following table shows the outcome measures currently required by the Institute in each subject area goal, as well as for the NCLB goal. Schools may have also elected to include additional optional goals and measures in their Accountability Plan.

Summary of Required Goals and Outcome Measures in Elementary/Middle School (K-8) Accountability Plans					
GOAL	Required Outcome Measures				
	Absolute		Comparative		Growth
	75 percent proficient on state exam	Performance Index (PI) meets Annual Measurable Objective (AMO)	Percent proficient greater than that of local school district	School exceeds predicted level of performance compared to similar public schools by small Effect Size	Grade-level cohorts reduce by half the gap between prior year's percent proficient and 75 percent
English Language Arts	✦	✦	✦	✦	✦
Mathematics	✦	✦	✦	✦	✦
Science	✦		✦		
Social Studies	✦		✦		
NCLB	School is deemed in "Good Standing" under state's NCLB accountability system				

The most important criterion for renewal is academic success, which is demonstrated in large part by meeting or coming close to meeting the goals in a school's Accountability Plan. The Institute determines the outcome of a goal by evaluating the multiple measures associated with that goal.

The following presentation indicates the outcome of each of the school's goals, as well as an analysis of the respective measures for each goal during the Accountability Period.¹⁵ Italicized text indicates goals or measures as written in the school's Accountability Plan; bold numbers appearing in the tables are the critical values for determining if a measure was achieved in a given year. Aside from required Accountability Plan measures, the following also presents the results of optional measures that the school may have included in its plan.

¹⁵ Because the renewal decision is made in the last year of a Charter Period, the Accountability Period ends in the next to last year of the Charter Period. For initial renewals, the Accountability Period is the first four years of the Charter Period. For subsequent renewals, the Accountability Period includes the last year of the previous Charter Period through the next to last year of the current Charter Period.

English Language Arts

Accountability Plan Goal: Students will meet or exceed the New York Elementary or Intermediate Standards (as applicable) in English Language Arts as indicated by New York State Assessments.

Outcome: The UFT charter school did not meet its English language arts goal.

Analysis of Accountability Plan Measures:

Absolute Measure: <i>For the 2007-2008 through 2009-2010 school years, 75 percent of 3rd – 5th graders and 75 percent of the 6th - 8th graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State ELA examination.</i>				
Results (in percents)				
Grade	School Year			
	2005-06¹⁶	2006-07 (Tested: 126)	2007-08 (Tested: 167)	2008-09 (Tested: 321)
3	-	-	80.7	50.8
4	-	-	-	75.0
5	-	-	-	-
6	-	-	0.0 ¹⁷	50.0 ¹⁸
7	-	-	62.4	78.4
8	-	-	-	58.8
All	-	-	68.3	65.4

The UFT Charter School's performance on the state's English language arts exam has varied throughout the Accountability Period and the school did not meet its absolute target in any year. In 2007-08, the UFT Charter School first tested students enrolled in their second year, and the Accountability Plan measure first applied, 68 percent of students were proficient and the school fell short of its target. In the most recent year, performance declined and 65 percent of students were proficient and the school again failed to exceed its target.

Absolute Measure: <i>Each year, the school's aggregate Performance Index on the State ELA exam will meet its Annual Measurable Objective set forth in the state's NCLB accountability system.</i>				
Results (in percents)				
Index	School Year			
	2005-06¹⁹	2006-07 (Tested: 126)	2007-08 (Tested: 290)	2008-09 (Tested: 448)
PI	-	144	165	168
AMO	122	122	133	144

The UFT Charter School has surpassed the English language arts Annual Measurable Objective (AMO) established by the state's NCLB accountability system during each year of its Accountability Period.

¹⁶ In 2005-06 New York State implemented English language arts and mathematics exams in grades 3-8. Prior to that, the exams in these subjects were administered only in grades 4 and 8.

¹⁷ Having been enrolled in the school for fewer than two years, the majority of 6th grade students' results are not included in this analysis. However, in 2007-08, one student repeated the 6th grade and was enrolled for two or more years; their score is reported here.

¹⁸ Having been enrolled in the school for fewer than two years, the majority of 6th grade students' results are not included in this analysis. However, in 2008-09, two student repeated the 6th grade and was enrolled for two or more years; their scores are reported here.

¹⁹ In 2005-06 English language arts and mathematics testing began in grades 3-8, and the Performance Index was henceforth calculated based on the aggregate of all tested students.

Comparative Measure: <i>Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of the local school district.</i>				
Results (in percents)				
Comparison	School Year			
	2005-06	2006-07 (Grade 6)	2007-08 (Grades 3,6-7)	2008-09 (Grades 3-4,6-8)
School	-	-	68.3	65.4
District	-	-	50.0	55.7

The UFT Charter School has outperformed its local community school district on the state's English language arts exam each year the measure applied. In the most recent year, the school outperformed the local community school district by nearly 10 percentage points.

Comparative Measure: <i>Each year, the school will exceed its expected level of performance on the State ELA exam by at least a small Effect Size (performing higher than expected to small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.</i>				
Results (in percents)				
Index	School Year			
	2005-06	2006-07 (Grade 6) (Tested: 126)	2007-08 (Grades 3,7) (Tested: 290)	2008-09 (Grades 3-4,7-8) (Tested: 448)
Predicted	-	49.8	53.6	66.1
Actual	-	46.0	65.5	67.9
Effect Size	-	-0.22	0.80	0.10

In comparison to demographically similar schools, the UFT Charter School's performance on the state English language arts exam has fluctuated. In 2006-07, when the school first tested students, the school's Effect Size was -0.22, well below its 0.3 target. In 2007-08, the school's relative performance improved considerably and the school's 0.8 Effect size exceeded its target by a wide margin. In the most recent year, the school's relative performance declined markedly and the school performed about the same as expected and failed to achieve its target.

Growth Measure: <i>For the 2008-2009 through 2009-2010 school years, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam.</i>				
Results (in percents)				
Percent Level 3 & 4	School Year			
	2005-06	2006-07²⁰	2007-08 (Grade 7) (N= 110)	2008-09 (Grades 4,7,8) (N=262)
Baseline	-	-	47.3	66.8
Target	-	-	61.2	70.9
Actual	-	-	61.8	70.2
Cohorts Made Target	-	-	(1 of 1)	(1 of 3)

²⁰ New York State began administering English language arts and mathematics exams in grades 3-8 in 2005-06, thus year-to-year growth could not be evaluated until 2006-07 when two years' of results were first available.

In 2007-08, two years of New York state test data for the UFT Charter School first became available for analysis. Prior to this point, the school enrolled students in untested elementary grades and baseline results were unavailable for the school's 6th grade class as they had been enrolled in the school for only one year. In 2007-08, the school's lone grade level cohort achieved its target. In 2008-09, one of the school's three cohorts achieved its target and overall performance improved slightly.

Mathematics

Accountability Plan Goal: Students will meet or exceed the New York Elementary or Intermediate Standards (as applicable) in Mathematics as indicated by New York State Standardized Assessments.

Outcome: The UFT Charter School has met its mathematics goal.

Analysis of Accountability Plan Measures:

Absolute Measure: <i>For the 2007-2008 through 2009-2010 school years, 75 percent of 3rd – 5th graders and 75 percent of 6th – 8th graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Mathematics examination.</i>				
Results (in percents)				
Grade	School Year			
	2005-06²¹	2006-07	2007-08	2008-09
		(Tested: 122)	(Tested: 165)	(Tested: 321)
3	-	-	98.2	94.9
4	-	-	-	92.9
5	-	-	-	-
6	-	-	0.0 ²²	50.0
7	-	-	69.4	84.5
8	-	-	-	79.2
All	-	-	78.8	86.0

The UFT Charter School has improved its performance on the state mathematics exam during the Accountability Period. In 2007-08, when the UFT Charter School first tested students enrolled in the at least their second year and its Accountability Plan measure first applied, 79 percent of students were proficient and the school exceeded its target. In 2008-09, the school improved its performance and 86 percent of students were proficient.

Absolute Measure: <i>Each year, the school's aggregate Performance Index on the State math exam will meet its Annual Measurable Objective set forth in the state's NCLB accountability system.</i>				
Results (in percents)				
Index	School Year			
	2005-06²³	2006-07	2007-08	2008-09
	(Tested:)	(Tested: 122)	(Tested: 293)	(Tested: 447)
PI	-	154	170	181
AMO	86	86	102	119

²¹ In 2005-06 New York State implemented English language arts and mathematics exams in grades 3-8. Prior to that, the exams in these subjects were administered only in grades 4 and 8.

²² Having been enrolled in the school for fewer than two years, the majority of 6th grade students' results are not included in this analysis. However, in 2007-08, one student repeated the 6th grade and was enrolled for two or more years; their score is reported here.

²³ In 2005-06 English language arts and mathematics testing began in grades 3-8, and the Performance Index was henceforth calculated based on the aggregate of all tested students.

The UFT Charter School has surpassed the mathematics Annual Measurable Objective (AMO) established by the state's NCLB accountability system during each year of its Accountability Period.

Comparative Measure: <i>Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Math exam in each tested grade will be greater than that of the local school district.</i>				
Results (in percents)				
Comparison	School Year			
	2005-06 (Grades)	2006-07 (Grade 6)	2007-08 (Grades 3,6-7)	2008-09 (Grades 3-4,7-8)
School	-	-	78.8	86.0
District	-	-	70.2	74.7

The UFT Charter School has outperformed its local community school district on the state's mathematics exam each year the measure applied. In the most recent year, the school outperformed the local community school district by over 10 percentage points.

Comparative Measure: <i>Each year, the school will exceed its expected level of performance on the State Math exam by at least a small Effect Size (performing higher than expected to small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.</i>				
Results (in percents)				
Index	School Year			
	2005-06	2006-07 (Grade 6) (Tested: 122)	2007-08 (Grades 3,6-7) (Tested: 293)	2008-09 (Grades 3-4,6-8) (Tested: 447)
Predicted	-	60.9	69.8	77.9
Actual	-	61.5	72.7	81.7
Effect Size	-	0.03	0.25	0.31

In comparison to demographically similar schools statewide, the UFT Charter School has demonstrated consistent improvement on the state mathematics exam and the school exceeded its Effect Size target for the first time in the current year. In 2006-07, the school's performed about the same as expected with an Effect Size of 0.03. In 2007-08, performance improved, somewhat, although the school still performed about the same as expected. In the most recent year, the UFT Charter School's relative performance improved somewhat and the school's 0.31 Effect Size exceeded its 0.3 target by a slim margin.

Growth Measure: <i>For the 2008-2009 through 2009-2010 school years, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Math exam and 75 percent at or above Level 3 on the current year's State Math exam.</i>				
Results (in percents)				
Percent Level 3 & 4	School Year			
	2005-06	2006-07²⁴	2007-08 (Grade 7) (N=109)	2008-09 (Grades 4,7,8) (N=267)
Baseline	-	-	64.2	73.0
Target	-	-	69.6	74.0
Actual	-	-	68.8	83.9
Cohorts Made	-	-	(0 of 1)	(2 of 3)
Target	-	-		

²⁴ New York State began administering English language arts and mathematics exams in grades 3-8 in 2005-06, thus year-to-year growth could not be evaluated until 2006-07 when two years' of results were first available.

In 2007-08, two years of New York state test data for the UFT Charter School first became available for analysis. Prior to this point, the school enrolled students in untested elementary grades and baseline results were unavailable for the school's 6th grade class as they had been enrolled in the school for only one year. In 2007-08, the school's lone grade level cohort did not achieve its target, and overall performance improved slightly. In 2008-09, two of the school's three cohorts achieved its target and overall performance improved slightly.

Science

Accountability Plan Goal: Students will meet or exceed the New York Elementary or Intermediate Standards (as applicable) in Science as indicated by New York State Standardized Assessments.

Outcome: Based on the limited data available, the school came close to meeting its science goal.

Analysis of Accountability Plan Measures:

Absolute Measure: <i>Each year, 75 percent of 4th graders and 75 percent of 8th graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science examination.</i>				
Results (in percents)				
Grade	School Year			
	2005-06	2006-07	2007-08	2008-09 (Tested: 163)
4	-	-	-	98.2
8	-	-	-	64.8

The UFT Charter School first enrolled students in tested grades in the 2008-09 school year; that year 98 percent of 4th grade students scored proficient on the state science examination and 65 percent of 8th graders did so and the school exceeded its target for 4th grade students, but not for 8th grade students.

Comparative Measure: <i>Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Science exam will be greater than that of the local school district.</i>				
Results (in percents)				
Comparison	School Year			
	2005-06	2006-07	2007-08	2008-09 (Grades 4,8)
School	-	-	-	76.1
District	-	53.8	47.8	NA

While district comparison data for the 2008-09 school year is yet unavailable, the UFT Charter School's 76 percent proficiency rate far exceeds the district's performance on the state science examination in each of the two previous years. Assuming district performance remained level, the school will have achieved its target.

Social Studies

Accountability Plan Goal: Students will meet or exceed the New York Elementary or Intermediate Standards (as applicable) in Social Studies as indicated by New York State Standardized Assessments.

Outcome: Based on the limited data available, the school did not meet its social studies goal.

Analysis of Accountability Plan Measures:

Absolute Measure: <i>Each year, 75 percent of 5th graders and 75 percent of 8th graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Social Studies examination.</i>				
Results (in percents)				
Grade	School Year			
	2005-06	2006-07	2007-08	2008-09 (Tested: 105)
5	-	-	-	-
8	-	-	-	38.1

The UFT Charter School first enrolled students in tested grades in the 2008-09 school year; that year 38 percent of 8th grade students scored proficient on the state social studies examination and the school fell well short of its 75 percent target.

Comparative Measure: <i>Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Social Studies exam will be greater than that of the local school district.</i>				
Results (in percents)				
Comparison	School Year			
	2005-06	2006-07	2007-08	2008-09 (Grade 8)
School	-	-	-	38.1
District	-	14.0	20.0	NA

While district comparison data for the 2008-09 school year is yet unavailable, the UFT Charter School's 38 percent proficiency rate exceeds the district's performance on the state social studies examination in each of the two previous years. Assuming district performance remained level, the school will have achieved its target.

NCLB

In addition to meeting its specific subject area goals, the school is expected under No Child Left Behind to make adequate yearly progress towards enabling all students to score at the proficient level on the state English language arts and mathematics exams. In holding charter schools to the same standards as other public schools, the state issues an annual school accountability report that indicates the school's status each year.

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

Outcome: The school met the goal. The UFT Charter School was deemed to be in good standing in each of the four years of the Accountability Period.

Absolute Measure: <i>Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.</i>				
Results				
Status	School Year			
	2005-06	2006-07	2007-08	2008-09
Good Standing	Yes	Yes	Yes	Yes

Analysis of Additional Evidence

The UFT Charter School received a letter grade of "B" on its 2007-08 New York City Department of Education (DOE) Progress Report. According to the DOE, overall Progress Report scores are based on school performance in three categories: School Environment, Student Performance and Student Progress, with the greatest emphasis placed on Student Progress. District schools and charter schools authorized by the DOE that receive As and Bs are eligible for rewards while schools that get Ds and Fs, or Cs over three years in a row, face possible consequences.

Consistent with the data presented for the Accountability Plan measures in English language arts and mathematics above, the UFT Charter School received a "B" in student performance and a "C" in the student progress sub categories. The student performance grade conflates the school's low English language arts scores and above average mathematics scores. The student progress grade reflects the school's low level of year-to-year growth in student proficiency from 2007-08 to 2008-09 on the English language arts exam and average growth on the mathematics exam.