

Accountability Plan Progress Reports for the 2009-10 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 SUNY 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 SUNY 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.

**Achievement First Bushwick
CHARTER SCHOOL**

**2009-10
ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 3, 2010

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for

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Lesley Esters Redwine prepared this 2009-10 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Deborah Shanley	Chair; Education and Accountability, Evaluation
Emerson Moore	Treasurer; Finance and Audit, Charter Management Agreement, Facilities
Jalak Jobanputra	Secretary; Finance and Audit, Charter Management Agreement, Facilities
Iris Chen	Trustee; Education and Accountability, Talent Development
Malda Hibri	Trustee; Education and Accountability
Harris Ferrell	Trustee; Achievement First Representative
Shannon Kete	Trustee; Finance and Audit
Judith Rodriguez	Trustee; Education and Accountability, Evaluation

INTRODUCTION

The mission of Achievement First Bushwick Charter School is to provide all of our students with the academic and character skills they need to excel in top colleges, succeed in a competitive world, and serve as the next generation of leaders in their communities. We accomplish this by ensuring that every student attending the school receives a college-preparatory education and is frequently assessed to ensure that she or he is making yearly progress made towards academic goals.

Achievement First Bushwick elementary academy opened in 2006 and in 2009-2010, served 424 students in grades K-4. Achievement First Bushwick middle academy opened in fall 2007 and in 2009-2010 served 257 students in grades 5-7. It will grow to serve students in grades 5-8. The student body is 61% Black and 38% Latino; 100% of the students are selected by a blind lottery process.

Core elements of the Achievement First model that support our ambitious goal of closing the achievement gap by preparing our students for success include:

- Unwavering focus on breakthrough student achievement
- Aggressive recruitment and retention of talent and diversity
- Consistent, proven, standards-based curriculum
- Disciplined, high-expectations achievement-oriented school culture
- Interim assessments & strategic use of data to drive instruction
- Principals with the power to lead and high-quality, focused training for leaders
- Parents as Partners

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														
2006-07	82	81												163
2007-08	84	87	83			87								341
2008-09	89	85	82	80		84	84							504
2009-10	88	91	87	86	72	94	89	74						681

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Absolute Proficiency

Each year through 2008-09, 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.

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State English language arts examination.

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

Comparative Proficiency on State Exams

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 ELA exam will be greater than that of students in the same tested grades in the local school district. Both AF Bushwick academies are located in New York City Community School District 32.

Each year, the school will exceed its predicted level of performance on the State ELA 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.

Value Added to Student Learning

Each year through 2008-09, 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.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10.

Background

Teaching students to read well is the critical task of elementary and middle schools. At the elementary level, AF Bushwick students spend almost four hours a day on reading and writing activities to attain a solid foundation in phonics and reading comprehension. At the K-1 level, literacy instruction focuses on helping scholars develop strong foundational reading skills that are essential for later reading success. Specifically, teachers focus on phonemic awareness, phonics and decoding skills, oral language skills, knowledge of concepts of print, knowledge of basic comprehension skills, and reading stamina. Beginning in 2nd grade, all students have a 20-30 minute independent reading class during which each teacher works to develop all students into avid, active readers.

At the middle school level, a continued focus on reinforcing and building on the fundamentals is critical. Of course, many of our 5th grade students come into the school with serious reading deficits, in some cases reading two or three years below grade level. Our middle school literature classes have thus served a dual purpose: rapidly developing basic skills—phonemic awareness, phonics and decoding skills, oral language skills, knowledge of concepts of print, knowledge of basic comprehension skills, and reading stamina—while ensuring students are also developing their higher level skills—modeling the habits of good readers, understanding key story elements, and the honing the ability to monitor their own comprehension and “fix” misunderstandings.

Goal 1: Absolute Measure

Each year through 2008-09, 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.

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 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 3rd through 7th grades in April 2010. Each student’s raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required 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. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

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.

**2009-10 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	83		3		86
4	71		1		72
5	88		5		94
6	80		4		88
7	70		0		74
8	-				-
All	392		13		414

Results

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.

The overall percentage of students in at least their second year scoring at or above a Scale Score of 650 is 76%, exceeding the benchmark set forth in the accountability plan.

**Charter School Performance on 2009-10 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above 650	Number Tested
3	All Students	75%	83
	Students in At Least 2 nd Year	75%	83
4	All Students	86%	71
	Students in At Least 2 nd Year	86%	70
5	All Students	66%	88
	Students in At Least 2 nd Year	40%	5
6	All Students	64%	80
	Students in At Least 2 nd Year	63%	71
7	All Students	81%	70
	Students in At Least 2 nd Year	81%	69
8	All Students	-	-
	Students in At Least 2 nd Year	-	-
All	All Students	74%	392
	Students in At Least 2 nd Year	76%	298

Evaluation

The school as a whole slightly exceeded the accountability benchmark with 76% of overall students in their second year of enrollment achieving a Scale Score of 650. This was up slightly from the benchmark met in 2008-09, when 75% of students in their second year enrollment that achieved level 3 or higher on the ELA examination.

While only 40% of students in the 5th grade who were enrolled in at least their second year achieved a scale score of 650, this group was only composed of five students who were retained to repeat fifth grade between 2008-09 and 2009-10. Given their record of academic challenge, evidenced by the grade-level retention, their lower percentage of achievement on this benchmark is understandable.

63% of 6th grade students in at least their second year met the benchmark of a Scale Score of 650. While not yet meeting the expected level of achievement, this group’s score was up dramatically from 40% the year before. In the 7th grade, 81% of students that were enrolled in at least their second year achieved the Scale Score of 650. This number was a strong improvement from the 67% proficiency that the same group of students had shown in the 2008-09 school year, demonstrating regular progress by students who remain enrolled at Achievement First Bushwick.

Additional Evidence

2009-10 marked the second year in which students in their second year of enrollment were eligible for the New York State ELA exam. Each grade that was tested in 2008-09 improved their

performance in the subsequent grade during the 2009-10 year. This trend suggests that as students are progressing within the Achievement First Bushwick school system their scores are improving. The grade levels comprised of students that have spent the most time within the school system (grades 4 and 7) are also the grade levels that have the highest percentage of students exceeding the benchmark.

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 through 2008-09 and a Scale Score of 650 in 2009-10							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	-		-		83	79	75	83
4	-		-		-		86	70
5	-		60	87	40	5	66	5
6	-		-		67	73	64	71
7	-		-		-		81	69
8	-		-		-		-	
All	-		60%	87	75%	157	76	298

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 2009-10 is 155.² 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

In 2009-10, five grade levels were eligible for the New York State ELA testing. Unfortunately, the PI for Achievement First Bushwick students was 120 and fell below this year’s AMO of 155.

Calculation of 2009-10 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level	Number
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² With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

	Level 1	Level 2	Level 3	Level 4	Tested
3-7	14%	52%	30%	4%	392

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 52 & + & 30 & + & 4 & = & 86 \\
 & & & + & 30 & + & 4 & = & 34 \\
 & & & & & & \text{PI} & = & \mathbf{120}
 \end{array}$$

Evaluation

The PI for 2009-10 ELA Exam test scores did not meet the AMO set by the State Education Department.

Additional Evidence

Achievement First Bushwick awaits the Department of Education’s revised AMO to evaluate this measure in conjunction with the change in proficiency scores. The change in Cut Scores for the 2009-10 New York State ELA exam resulted in a much higher percentage of students scoring in both Level 1 and 2. Given the increase in AMO from 2008-09, these lower scores resulted in a Performance Index that was well below the AMO, despite having well exceeded that measure in the two previous years in which AF Bushwick students were eligible for the exam.

English Language Arts 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		
2006-07	-	-	-	-	-	-	122	
2007-08	5	86	0%	40%	59%	1%	160	
2008-09	3, 5-6	253	0%	28%	66%	6%	172	
2009-10	3-7	392	14%	52%	30%	4%	155	

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

The overall percentage of Achievement First Bushwick students scoring Level 3 and 4 in 2009-10 is 36%. This exceeds the overall performance of students in Districts 32 of 34% in the same tested grades.

**2009-10 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	41%	83	39%	1311
4	43%	70	33%	1263
5	0%	5	38%	1343
6	23%	71	35%	1333
7	41%	69	32%	1501
8	-	-	29%	1553
All	36%	298	34%	8304

Evaluation

Overall, 36% of students in their second year of enrollment were in Levels 3 and 4 compared to 34% in District 32. This comparable success rate is largely due to strong results in grades 4 and 7, which strongly exceeded the results of their district counterparts.

Because the vast majority of Achievement First Bushwick students from the elementary and middle school begin as students in kindergarten and 5th grade, respectively, the strong results from 4th and 7th graders (i.e. the students who have been in the school system the longest) highlight the progress shown by students as they advance through the Achievement First school system.

While the chart shows 0% of students in the 5th grade who were enrolled in at least their second year achieving at or above level 3, this group was only composed of five students who were retained to repeat 5th grade between 2008-09 and 2009-10. Given their record of academic challenge, evidenced by the grade-level retention, this underwhelming performance against the district percentage of 38% is understandable.

Only 23% of 6th grade students in at least their second year achieved scores at Levels 3 and 4, not meeting the district level of 35%. Because 5th grade is an intake year at AF Bushwick, many students enter our school far below grade level. AF Bushwick anticipates these students outperforming their peers in District 32 by grades 7 and 8.

Additional Evidence

Achievement First Bushwick’s scores have continued to improve when measured against district results. Grades of students that have been in the school system for more than two years all exceed their district counterparts. While only one grade exceeded district results in 2008-09, now three grades are outperforming their district counterparts. Students in 4th grade demonstrated particularly impressive results, scoring ten percentage points above the local district.

While 6th graders scored 12 percentage points below the local district on the 2009-10 exam, they improved upon scores that were 30 percentage points below the local district in 2008-09. Achievement First Bushwick anticipates this cohort achieving scores that exceed their district peers

by 2010-11, as has been the case with all other classes that have been enrolled at AF Bushwick for three years or more.

**English Language Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	-	43%	-	46%	84%	53%	41%	39%
4	-	42%	-	48%	-	-	43%	33%
5	-	48%	60%	65%	40%	70%	0%	38%
6	-	38%	-	48%	67%	70%	23%	35%
7	-	40%	-	52%	-	-	41%	32%
8	-	29%	-	39%	-	-	-	29%
All		40%	60%	50%	75%	64%	36%	34%

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 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent ones available.

Result

In 2008-09 Achievement First Bushwick enrolled three grade-level cohorts that were eligible for the New York State English Language Arts examination. Their total percent of students at Levels 3 and 4 fell short of the predicted number by a slight 3.4% for an Effect Size of -0.36. On the individual grade level, strong results were achieved by 3rd graders, who exceed the predicted number of students achieving levels 3 and 4 by 11.4% for an Effect Size of 0.92.

2008-09 English Language Arts 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		80	82.6%	71.2%	11.4	0.92	
4		-	-	-	-		
5		85	65.9%	78.4%	-12.5	-1.20	
6		87	67.8%	75.9%	-8.1	-0.71	
7		-	-	-	-		
8		-	-	-	-		
All		55.2%	252	71.8%	75.2%	-3.4	-0.36

School's Overall Comparative Performance:
Lower than expected to a small degree.

Evaluation

The measure was not met, with the total Effect Size lower than expected to a small degree at -.36. 3rd graders, who in 2008-09 had been in the AF Bushwick school system longer than any other grade level at three years, achieved strong results with 11.4% more students reaching the proficiency standard than predicted for an Effect Size of 0.92.

While 5th grade students scored farthest below their predicted level, with the difference between actual and predicted proficiency at -12.5%, these students were only in their first year with at AF Bushwick. The school anticipates improved performance in 2009-10 and beyond, when these students have been at Achievement First for multiple years.

Additional Evidence

While Achievement First Bushwick failed to exceed the overall predicted proficiency measure, the school did make strong improvements upon the previous year's results, with actual proficiency over 7% higher and the Effect Size improved by .46 points. The school believes that improved performance will continue as students remain at Achievement First Bushwick for multiple years.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2006-07						
2007-08	5	61.45%	87	59.70%	70.42%	-0.82
2008-09	3, 5, 6	55%	252	71.8%	75.2%	-0.36
2009-10	3-7	-	-	-	-	-

Goal 1: Growth Measure

Each year through 2008-09, 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.
 In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10.

Method

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. 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. 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

Only one of the three eligible cohorts was able to improve upon the previous year’s results under the criteria stated in the growth measure. The 2009-10 4th grade cohort continued to perform well above the Cut Score of 650, but was not able to meet the very high target of 91% set the year before.

Cohort Growth on State English Language Arts Exam from 2008-09 to 2009-10

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
4	70	90%	91%+	86%	NO
5	88	-	-	66%	N/A
6	65	72%	73.5%	66%	NO
7	69	75%	76%+	81%	YES
8	-	-	-	-	-
All	204	79%	80%+	78%	NO

Evaluation

Overall results for eligible cohorts were only 1% below the 2008-09 results, missing the target by a slight 2%. The 4th grade cohort continued to achieve strong results on the ELA exam with 86% proficiency, but failed to meet the high target of 91%. The 7th grade cohort showed strong improvement, beating their target by five percentage points.

Additional Evidence

Achievement First Bushwick had three cohorts eligible for the State ELA Exam in 2009-10. Only one of these cohorts met the expected target, but this was an improvement from the one eligible cohort that had not met the measure in 2008-09. The cohort that met the target in 2009-10 was the

same cohort that had been eligible and missed their target in 2008-09. This progress suggests a trend toward proficiency as cohorts move into their 3rd year at Achievement First Bushwick.

**Cohort Performance on State English Language Arts Exam
Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	-		
2007-08	-		
2008-09	6	0	1
2009-10	4, 6, 7	1	3

Summary of the English Language Arts Goal

Achievement First Bushwick met the New York State English Language Arts exam absolute performance measures regarding percentage of students at or above a Scale Score of 650 and the comparative performance against students in the local school district. The school fell short of achieving a PI equal to the AMO set forth by the state as well as the predicted performance on the exam for the free lunch population. Overall improvement targets for all cohorts were also missed by a slight 2%.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 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.	Did Not Achieve
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 grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	Did Not Achieve

Action Plan

Achievement First Bushwick has been more successful developing reading skills at the elementary level than at the middle level, but there is room for growth across the board. AF Bushwick’s middle academy has also been developing the best levers to drive reading achievement. The school reviewed its performance and strategies from other high performing schools around the nation and decided to shift from teaching books to a concerted focus on teaching reading skills using books. The idea was that, in order to be prepared for college, students needed the skills to sustain proficiency year over year, rather than to quickly improve but plateau. There has been a very steep learning curve with the new program, which is reflected in the 2010 state ELA exam data: the 5th and 6th grade classes underperformed against the local district, while the 7th grade class outperformed

local district scores. Because 5th grade is an intake year in the middle academy, this rise in scores after three years also demonstrates the time it takes for many of the students who are not on grade level when they enroll at AF Bushwick to rise to the level of both state proficiency and our internal standards.

Because AF Bushwick generally met its ELA performance goals over the first three years of the charter term, the school leaders were surprised—but not stunned—by students' 2010 New York State test scores. In the long run, these unacceptable results will be regarded as a major turning point for AF Bushwick's students. AF Bushwick is raising the bar for its students, teachers, leaders, and trustees to deliver on the school's mission: to provide our students with the academic and character skills required to excel in top colleges, succeed in a competitive world, and return as the next generation of leaders in their communities.

MATHEMATICS

Goal 2: Mathematics

Absolute Proficiency (Required)

Each year through 2008-09, 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.

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State mathematics examination.

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

Comparative Proficiency on State Exams (Required)

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 Math exam will be greater than that of students in the same tested grades in the local school district. Both AF Bushwick academies are located in New York City Community School District 32.

Each year, the school will exceed its predicted level of performance on the State Math 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.

Value Added to Student Learning (Required)

Each year through 2008-09, 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.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10

Background

Students at Achievement First receive up to two hours of concentrated math instruction every day. The curriculum is designed to prepare students with basic facts knowledge and ease of procedure computation as well as a conceptual understanding of math concepts and ability to solve complex mathematical problems. In elementary school, students use the Saxon Mathematics curriculum, a highly effective curriculum to provide a strong foundation. Ultimately, Achievement First Bushwick academy aims to produce students who have mastered middle school mathematics and Algebra I by the end of 8th grade.

Goal 2: Absolute Measure

Each year through 2008-09, 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.

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State mathematics examination.

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 7th grade in May 2010. Each student’s raw score has been converted to a performance level and a grade-specific scaled score. Through 2008-09 the criterion for success on this measure required 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. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

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.

**2009-10 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
3	83		3		86
4	71		1		72
5	88		5		94
6	81		4		88
7	70		0		74
8	-				-
All	393		13		414

Results

Students at Achievement First Bushwick returned strong results on the 2010 New York State Mathematics exam in almost all grade levels. 98% of all students enrolled in at least their second year scored at or above a Scale Score of 650, meeting the measure set out in the accountability plan. Also, with the exception of the 5th grade, over 95% of students in each tested grade scored at or above a Scale Score of 650 achieved that benchmark.

**Charter School Performance on 2009-10 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

³ 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

Grade	Population	Percent Scoring at or above 650	Number Tested
3	All Students	100%	83
	Students in At Least 2 nd Year	100%	83
4	All Students	100%	71
	Students in At Least 2 nd Year	100%	70
5	All Students	88%	88
	Students in At Least 2 nd Year	40%	5
6	All Students	99%	81
	Students in At Least 2 nd Year	99%	72
7	All Students	96%	70
	Students in At Least 2 nd Year	96%	69
8	All Students	-	-
	Students in At Least 2 nd Year	-	-
All	All Students	96%	393
	Students in At Least 2 nd Year	98%	299

Evaluation

The absolute measure was achieved, with 98% of all tested students in their second year scoring at or above a Scale Score of 650. Performance was particularly strong in 3rd and 4th grades, where 100% of students met the benchmark. 6th and 7th grades also show very impressive results with 99% and 96% of students, respectively, meeting the benchmark. The only grade level that did not meet the benchmark was 5th grade, where only five students were enrolled in their second year and each of them had been retained from the 2008-09 school year to repeat 5th grade. Given their record of academic challenge, evidenced by the grade-level retention, this underwhelming performance of 40% is understandable. It is worth noting that in the entire 5th grade class, including the 83 students enrolled in their first year at the school, 88% of students met the benchmark. This strongly suggests that the low score for the five students in their second year of enrollment is not indicative of grade-level performance as a whole.

Additional Evidence

Achievement First Bushwick students in their second year of enrollment have increased already strong performances on their New York State Mathematics exams in almost all grades. Students in 3rd grade in 2008-09 continued their remarkable performance of 100% of students achieving the benchmark. 100% of incoming 3rd grade students also met the benchmark. Students in 6th grade in 2008-09 also increased their performance from 94% to 96% and 5th graders in 2008-09 raised their score from 86% to an impressive 99% as 6th graders in 2009-10. Again, the 40% of 5th grade students reaching the benchmark in 2009-10 was only representative of five tested students who had been retained to repeat 5th grade from the 2008-09 school 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
-------	--

	through 2008-09 and a Scale Score of 650 in 2009-10							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	-		-		100%	80	100%	83
4	-		-		-	-	100%	70
5	-	89	89%		83%	83	40%	5
6	-		-		94%	83	99%	72
7	-		-		-	-	96%	69
8	-		-		-	-	-	-
All		89	89%		92%	246	98%	299

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 2009-10 is 135⁴. 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

In 2009-10, five grade levels were eligible for the New York State Mathematics examination. Even with the changes in cut scores for 2010, 73% of students achieved levels 3 and 4, combining for a PI of 171.

Calculation of 2009-10 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-7	2%	25%	46%	27%	393

$$\begin{aligned}
 \text{PI} &= 25 + 46 + 27 = 98 \\
 &+ 46 + 27 = 73 \\
 \text{PI} &= 171
 \end{aligned}$$

Evaluation

The Performance Index of 171 exceeds the established Mathetmatics AMO of 135.

⁴ With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

Additional Evidence

Achievement First Bushwick awaits the Department of Education’s revised AMO to evaluate this measure in conjunction with the change in proficiency scores. This year’s PI did not meet the 2008-09 PI, but may exceed the AMO by an equal amount once that number is re-evaluated. The percentage of students in Level 1 increased from 0% to 2% and the percentage in Level 2 increased from 8% to 25%. Still, despite the higher standards, Achievement First Bushwick students still scored high enough for their Performance Index to far exceed the established Mathematics AMO.

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		
2006-07	-	-	-	-	-	-	86	
2007-08	5	85	0%	11%	69%	20%	189	
2008-09	3,5-6	247	0%	8%	61%	31%	192	
2009-10	3-7	393	2%	25%	46%	27%	171	

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

The average student performance on the State Math exam was 75% at AF Bushwick and only 46% in the local district CSD 32. AF Bushwick far exceed the performance of their district peers in every grade level except 5th grade, where the small sample size of five students tested was made up exclusively of students that had been retained to repeat 5th grade.

2009-10 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	73%	83	46 %	1339
4	77%	70	48 %	1298
5	20%	5	53 %	1372
6	72%	72	47 %	1374

7	83%	69	47 %	1525
8	-	-	37 %	1600
All	75%	299	46%	8508

Evaluation

The measure was met, with the average percentage of all AF Bushwick students enrolled in at least their second year and achieving Levels 3 and 4 on the Mathematics exam exceeding the average of all district students in their second year by an impressive 29 percentage points.

In addition to the overall percentage of students exceeding the district scores, four of the five grades tested far exceeded the district scores for their grade levels. 7th graders achieved particularly impressive results, with 36% more students achieving Levels 3 and 4 than their counterparts in the district. 3rd, 4th, and 6th graders all put in strong performances, as well, with each grade level scoring at least 25% higher than the district. Only 5th graders in their second year—a test group of only five students, all of whom had been retained from the 2008-09 school year to repeat 5th grade—achieved results below the district level, an understandable result consider their history of academic challenge.

Additional Evidence

While percentages were lower for both Achievement First Bushwick and schools within the district across the board, AF Bushwick increased its percentage gains in comparison to its district counterparts—both overall and in all grades other than 5th where, once again, the only students enrolled in their second year were five that had been retained from the previous year. Accordingly, fifth grade scores are not indicative of AF Bushwick performance at large, as demonstrated by the exceptionally strong performances by 6th graders in the last two years.

**Mathematics Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3		79%		86 %	100%	89%	73%	46 %
4		67%		75 %	-	82%	77%	48 %
5		66%		76 %	80%	84%	20%	53 %
6		59%		70 %	96%	75%	72%	47 %
7		44%		63 %	-	77%	83%	47 %
8		35%		52 %		68%	-	37 %
All		58%		70 %	97%	79%	75%	46%

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 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent ones available.

Results

In 2008-09 Achievement First Bushwick enrolled three grade-level cohorts that were eligible for the New York State Mathematics exam. Their total percent of students at Levels 3 and 4 exceeded the predicted number by 7.2% for an Effect Size of 0.72. 3rd graders were particularly strong, exceeding their predicted performance by 8.5% for an Effect Size of 1.27. 6th graders also showed strong improvement, exceeding their predicted performance by 15.4% for an Effect Size of 1.14

2008-09 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		80	100%	91.5%	8.5	1.27	
4		-	-	-	-	-	
5		83	83%	85.5%	-2.3	-0.22	
6		83	94%	78.5%	15.4	1.14	
7		-	-	-	-	-	
8		-	-	-	-	-	
All		55.2%	246	92%	85.1%	7.2	0.72

School’s Overall Comparative Performance:
Higher than expected to a medium degree.

Evaluation

This measure was met with an Effect Size of 0.73. The school’s overall comparative performance was higher than expected to a medium degree.

Additional Evidence

Achievement First Bushwick had three cohorts eligible for testing in 2008-09, up from only one the year before. Despite this increase, students maintained essentially the same comparative performance, with the Effect Size down the extremely small amount of 0.01 from 2007-08.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06						
2006-07						
2007-08	5	61.45	86	88.40	77.42	0.73
2008-09	3, 5, 6	55.2	246	92.3	85.1	0.72
2009-10	3-7	-	-	-	-	-

Goal 2: Growth Measure

Each year through 2008-09, 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.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10

Method

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. 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. 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

Each grade-level cohort improved upon or maintained their already strong performances, all of which previously exceeded 75% of students at or above a Scale Score of 650. The 2009-10 6th grade cohort met the growth measure by improving upon the previous year. The 2009-10 4th grade cohort maintained their strong performance of having 100% of students achieve the benchmark. Though the 2009-10 7th grade cohort did not improve the percentage of students exceeding the Scale Score of 650 benchmark, it did maintain its impressive results of 96% of students achieving the measure.

Cohort Growth on State Mathematics Exam from 2008-09 to 2009-10

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
4	70	100%	100%	100%	YES
5	88	-	-	88%	N/A
6	65	89%	90%+	98%	YES
7	69	96%	97%+	96%	NO

8	-	-	-	-	-
All	204	95%	96%+	98%	YES

Evaluation

The measure was achieved in two of the three applicable cohorts, as well as in the school as a whole. Overall, Achievement First Bushwick showed strong performances amongst cohorts looking to improve upon their already solid results on the New York State Mathematics test. Because all cohorts had already reached the benchmark of at least 75% of students scoring at or above a Scale Score of 650 in 2008-09, each cohort was expected to improve upon their previous year’s performance. This was achieved overall and in every cohort except for the cohort currently in 7th grade, where students maintained their previous performance, with an impressive 96% of students meeting or exceeding the benchmark. The cohort in 4th grade during the 2009-10 school year also did not technically show improvement, but only because they maintained their already perfect showing of 100% of students meeting the benchmark.

Additional Evidence

Achievement First Bushwick continued to show growth with the strong results from the three cohorts available for comparison, up from just one in 2008-09. While one cohort did not meet the measure for improvement, it did maintain incredibly strong results, with a steady 96% students in the cohort performing at or above the Scale Score of 650.

**Cohort Performance on Mathematics Exam
Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	-	-	-
2007-08	-	-	-
2008-09	6	1	1
2009-10	4, 6, 7	2	3

Summary of the Mathematics Goal

Math performance continued to be a significant strength for Achievement First Bushwick in 2009-10, with all but one measure being met, and that measure missed by an incredibly narrow margin. Over 95% of the students in each class enrolled in their second year, with the exception of the five 5th graders that had been retained from the previous year, scored at or above the Scale Score of 650. The only measure not achieved required students to improve upon their markedly high scores from the year before, and this measure was only narrowly missed.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 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	Achieved

	NCLB accountability system.	
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 grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	Did Not Achieve

Action Plan

Achievement First Bushwick will continue to implement its strong mathematics curriculum aligned to the New York State standards to prepare students for success on the New York State Math examination and beyond. As part of the instructional model, teachers will provide small group instruction or tutoring for any students with identified areas of deficiency.

SCIENCE

Goal 3: Science

Absolute Proficiency (Required)

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

Comparative Proficiency on State Exams (Required)

Each year in each tested grade, 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 students in the same respective grades in the local school district.

Background

Achievement First Bushwick uses the FOSS Science curriculum, which is highly correlated to the New York and national science standards. Science instruction combines mastery of core vocabulary and conceptual knowledge with the application of scientific principles in laboratory settings.

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 grade in spring 2010. No 8th graders were enrolled in Achievement First Bushwick at the time of the test. 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

Students at Achievement First Bushwick performed extremely well on the 2009-10 State Science exam, with 99% of all students performing at or above Level 3.

**Charter School Performance on 2009-10 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
4	All Students	0%	1%	40%	59%	99%	70
	Students in At Least 2 nd Year	0%	1%	40%	59%	99%	68
8	All Students						
	Students in At Least 2 nd Year						

Evaluation

In its first year with an applicable grade-level enrolled for the State Science exam, Achievement First Bushwick students strongly exceeded the measure indicated in the school’s accountability plan. 99% of all students achieved Levels 3 and 4. The majority of the students tested, an outstanding 59%, reached Level 4. Only 1% of students scored in Level 2 and no students scored in Level 1.

Additional Evidence

The 2009-10 school year was the first time that Achievement First students were eligible for the State Science exam. Accordingly, there is no comparative data against which to judge the strong results of these students on the 2009-10 examination.

**Science Performance
by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4					-	-	99%	68
8					-	-	-	-
All					-	-	99%	68

Goal 3: 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 science 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.

Results

District results are not currently available for the State Science exam. Accordingly, Achievement First Bushwick cannot report on this comparative measure.

**2009-10 State Science 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
4	99%	68	n/a	n/a
8				

Evaluation

N/A

Additional Evidence

N/A

Summary

Achievement First Bushwick students performed exceptionally well in their first year taking the State Science exam, with 99% of students performing at levels 3 and 4. This meets the goal stated in the Accountability Plan.

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
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.	N/A

Action Plan

Science instruction will continue as currently scheduled, in accordance with New York State learning standards. Achievement First Bushwick will work to maintain its strong results on the 2009-10 State Science exam.

SOCIAL STUDIES

Goal 4: Social Studies

Absolute Proficiency (Required)

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

Comparative Proficiency on State Exams (Required)

Each year in each tested grade, 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 students in the same respective grades in the local school district.

Background

Achievement First Bushwick Charter School uses the Core Knowledge program to present an engaging and challenging Social Studies curriculum. Students master key concepts and vocabulary, analyze primary sources, debate points of view, and make cause-and-effect connections.

Goal 4: 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 social studies examination.

Method

The school administered the New York State Testing Program social studies assessment to students in 5th grade in November 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

For years two, three, and four of the initial charter term, 5th grade was an intake grade at AF Bushwick. Fifth graders in their second year at AF Bushwick have therefore not taken the exam. Only five students were eligible for the exam in 2009-10, and this group was composed of students who were retained to repeat fifth grade from the 2008-09 school year. Given their record of academic challenge, evidenced by the grade-level retention, this underwhelming performance of 40% of students achieving levels 3 and 4 is understandable and not indicative of overall performance at the school. AF Bushwick has also not enrolled an 8th grade class, so no 8th graders have taken the test. In the 2010-2011 academic year, AF Bushwick will welcome its first class of 5th graders entering directly from the elementary academy, as well as and its first class of 8th graders.

**Charter School Performance on 2009-10 State Social Studies Exam
 By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	

5	All Students	40%	13%	42%	5%	47%	85
	Students in At Least 2 nd Year	60%	0%	40%	0%	40%	5
8	All Students	-	-	-	-	-	-
	Students in At Least 2 nd Year	-	-	-	-	-	-

Evaluation

Achievement First Bushwick did not meet the measure set out in the accountability plan. As stated above, the only students eligible for the exam were five students retained to repeat fifth grade from the 2008-09 school year. Accordingly, there has been no full grade-level evaluation and the only results available represent a small group of students with a history of academic challenge. Also, given that the State Social Studies test will no longer be administered, this evaluation offers an incomplete view of the effectiveness of the Achievement First Bushwick social studies curriculum.

Additional Evidence

2009-10 was the first year that any students at Achievement First Bushwick were eligible for the State Social Studies exam. Subsequently, there is no relevant data available for year-to-year comparison.

Goal 4: 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 social studies 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.

Results

District results are not currently available for the State Social Studies exam. Accordingly, Achievement First Bushwick cannot report on this comparative measure.

**2009-10 State Social Studies 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
5				
8				

Evaluation

N/A

Additional Evidence

N/A

Summary

Only five students in their second year were eligible for the State Social Studies exam at Achievement First Bushwick. These five students were retained to repeat fifth grade from the 2008-09 school year. Accordingly, there has been no full grade-level evaluation and the only results available represent a small group of students with a history of academic challenge. Given this unrepresentative sample size and the elimination of the Social Studies exam for the 2010-11 year, it is difficult to draw significant conclusions about the Social Studies performance of Achievement First Bushwick students from the available testing data.

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
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.	N/A

Action Plan

Achievement First Bushwick’s Social Studies instruction will continue as currently scheduled, in accordance with New York State learning standards.

NCLB

Goal 5: NCLB
Under the state’s NCLB accountability system, the school’s Accountability Status will be “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

Achievement First Bushwick is in “Good Standing” under the NCLB accountability system.

Evaluation

This meets the measure as stated in the AF Bushwick Accountability Plan.

Additional Evidence

Achievement First Bushwick Charter School has consistently maintained “Good Standing” since its opening in 2006-07.

NCLB Status by Year

Year	Status
2005-06	Good Standing
2006-07	Good Standing
2007-08	Good Standing
2008-09	Good Standing
2009-10	Good Standing

APPENDIX B: OPTIONAL GOALS

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

Goal 6: Parent Satisfaction

Based on a year-end survey, it is the school’s expectation that 80% or more parents will give the school an overall B or higher on the parent satisfaction survey.

Student attrition is less than 5% per year (not counting students who transfer to a different AF school, move out of the city/borough, move to a location where transportation issues make going to AF prohibitive, leave AF in grades 7-12 after gaining admission to a competitive/admissions-based school, leave an academy due to an issue with a sibling/relative at another AF academy, transfer to a competitive-admissions private or parochial school, or transfer to a highly-specialized school to meet specific, extreme IEP needs).

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

Goal 6: Absolute Measure

Based on a year-end survey, it is the school’s expectation that 80% or more parents will give the school an overall B or higher on the parent satisfaction survey.

Method

The parent survey is designed by Achievement First and distributed to all enrolled families in the students’ homework folders and made available at Report Card Night. 423 surveys were collected out of 559 students enrolled at the school at the time the survey was administered. Results were calculated based on the number of surveys returned.

Results

391 of 423 respondents (or 92.4%) rated the school with a grade of A+, A, or B on the parent satisfaction survey.

Please see the tables below for the overall ratings from parents as well as the attached survey results spreadsheet for a complete list of responses to the questionnaire

2009-10 Parent Satisfaction Survey Responses

Number of Responses	Number of Families	Response Rate
423	559	76%

2009-10 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
My child goes to a great school	93%
This school has delivered on its promises to parents	91%
I would recommend the school to parents of other students in the city	92%
I am pleased with my child's overall progress at the school	92%
I feel confident the school is doing all it can to prepare my child for success in college	91%

Evaluation

This high level of demonstrated parent satisfaction meets the standard established in the Accountability Plan.

Goal 6: Absolute Measure

Student attrition is less than 5% per year (not counting students who transfer to a different AF school, move out of the city/borough, move to a location where transportation issues make going to AF prohibitive, leave AF in grades 7-12 after gaining admission to a competitive/admissions-based school, leave an academy due to an issue with a sibling/relative at another AF academy, transfer to a competitive-admissions private or parochial school, or transfer to a highly-specialized school to meet specific, extreme IEP needs).

Method

All student withdrawals from Achievement First Bushwick Charter School are carefully tracked and monitored on the school's "Dashboard of Indicators," a document published bi-monthly for review by the Board of Trustees.

Results

16 students withdrew from Achievement First Bushwick Charter School altogether in 2009-2010. Two of the departures were due to family relocations or other transportation issues. The remaining 14 student withdrawals comprise only a 2.1% attrition rate.

Evaluation

The 2.1% attrition rate in 2009-2010 achieves the benchmark of less than 5% annual attrition.

Additional Evidence

N/A

Goal 6: Absolute Measure

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

Method

Attendance is tracked daily by homeroom teachers at Achievement First Bushwick and entered into an electronic student information system. Attendance totals are reported to the board of trustees on a bi-monthly schedule.

Results

Attendance rates were extremely strong at Achievement First Bushwick Charter School for 2009-2010, with an average of 97% daily attendance through the end of June 2010.

2009-10 Attendance

Grade	Average Daily Attendance Rate
KG	96%
1	96%
2	96%
3	96%
4	97%
5	98%
6	98%
7	98%
8	n/a
Overall	97%

Evaluation

The 97% average daily attendance rates meets the 95% attendance benchmark established in the school’s Accountability Plan

Additional Evidence

N/A

Goal 7: Fiscal Soundness
AF Bushwick will be fiscally sound.

Background

Maintaining fiscal soundness is of the utmost importance to Achievement First Bushwick insofar as it ensures the school’s ability to operate efficiently and provide educational services to its pupils. Financial metrics are established in partnership between the Chief Financial Officer of Achievement First and the school Principal and Director of Operations, who report bimonthly to the Board of Trustees.

Goal 7: Absolute Measure

Budget: Each year, AF Bushwick will operate on a balanced budget, meaning actual reserves will equal or exceed actual expenses.

Method

The annual budget is developed in partnership between the Chief Financial Officer of Achievement First and principal of AF Bushwick in consideration of available public funding and school-based needs. The budget is reviewed and ultimately approved by the Board of Trustees. The school conducts a monthly closing of its accounts with bimonthly report to the board.

Results

Unaudited records indicate that AF Bushwick closed the 2009-10 fiscal year under budget.

Evaluation

Final evaluation is pending audit results for AF Bushwick finances for fiscal year 2009-10. However, preliminary reports suggest that the benchmark regarding the budget has been met.

Goal 7: Absolute Measure

Audit: Each year, AF Bushwick will have a clean audit with no material findings.

Method

Each year Achievement First Bushwick is audited by independent auditor ERE, LLP. These results are reported to the Board of Trustees and shared with the school's authorizer for complete review.

Results

The 2009-2010 audit has not yet been completed, per annual timeline restrictions.

Evaluation

Evaluation is pending the completion of the audit process for 2009-2010.

Goal 7: Absolute Measure

Internal Controls and Compliance: Each year, AF Bushwick will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, SED, or the Institute.

Method

Achievement First Bushwick ensures that any deficiencies identified by auditor ERE, SED or the Charter Schools Institute will receive prompt attention and a response in writing to ensure immediate compliance. Responses will be direct by the Principal, Director of School Operations, or representative of the Achievement First charter management organization. Pertinent information will be shared with the Board of Trustees at the regular bimonthly meetings.

Results

The institute visited AF Bushwick for evaluation in May. We have not received a full evaluation report, but we have not received any notice of deficiencies from the Institute or SED. We are currently working with our external auditors on our financial statements for 2009-10. So far no deficiencies have been found.

Evaluation

Final evaluation of this metric is pending receipt of the Institute's 2009-10 evaluation report based on their May visit.