



**The UFT
CHARTER SCHOOL**

**2015-16 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute:

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Mr. Justin Davis, School Leader prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Selena Vargas	External Representative
Evelyn DeJesus	UFT Chairperson
Jackie Bennett	UFT Representative
Monique Davy	Secretary, Teacher Representative
Burton Sacks	Treasurer
Shirnette Oliver	Parent Representative
Atricia Faulkner	Parent Representative

INTRODUCTION

The UFT Charter School opened in 2005 serving grades K – 1. The school has grown every year and served grades K – 12 in the 2013–2014 school year. In July of 2015 the UFT Charter School closed grades k-8 leaving only grades 9-12 open. In August of 2015 the UFT Charter School was given a 3 year renewal for grades 9-12 by the Board of Trustees of the State University of New York. This term is valid through July 31, 2018.

At the UFT Charter School, each child’s intellectual capacity is respected and nurtured through Reading, Language Arts, Math, Social Studies, Science, and the Arts. Students are challenged to excel in rigorous and absorbing programs of study featuring: direct instruction in phonics and comprehension skills; immersion in various genres of classic and contemporary literature; math experiences that cultivate an intuitive sense of numbers and mathematical processes; and intentional inquiry into the Earth and its inhabitants.

It is the mission of the UFT Charter School to provide students with a high-quality education through a rigorous academic program that infuses character building, physical wellness and the arts. Students will graduate with the skills and knowledge necessary to succeed in higher learning institutions and have the capability to make a positive contribution to society.

Key elements of the schools’ educational program include: (1) an academic model with curriculum drawn from and aligned to the Common Core Learning Standards; (2) an aggressive diagnostic assessment program incorporated into the academic program; and, (3) a school-wide culture model that maintains high expectations for all members of the school community.

With the Common Core Standards driving the expectations for student proficiency, The UFT Charter School understands the rigor that is necessary and has developed a plan to meet these demands. The school has used the modules from Engage NY to teach the Common Core standards.

English Language Arts continues to be a stronger academic area for students at The UFT Charter School, as shown by the state test results in recent years. The UFT Charter School will be using Pearson-Gradpoint which is research-based programs aligned with the Common Core Standards, in conjunction with framework and modules posted on Engage NY.

Families are our most important partners in supporting student learning. They serve as classroom volunteers, event coordinators, and members of our dedicated Parent Teacher Association (PTA). They also serve on the Board of Trustees. Staff and families work together to help students develop character and build on our CREST values.

Our programs help students feel safe and respected, and teach the importance of good citizenship. All members of the community—staff, families, and students—adhere to the school’s core values of CREST: Community, Respect, Excellence, Scholarship, and Trustworthiness.

Our students gain knowledge and skills through experiential learning approaches using technology. We connect learning to the outside world and expand students' ambitions and opportunities through field trips and project learning opportunities. SMART Boards, I-pads, and laptops help our teachers bring learning to life while teaching our students.

As one of the original schools at the forefront of the charter movement, we are very proud of our accomplishments—many of which were made under the support of a teacher's union that strongly believes in teachers' ability to organize education for student success. We are very excited to make our vision of a strong and supportive high school a reality.

Teacher-Collaborative School Design

Our school is headed by a school leader who is responsible for the management and guidance of the school as an entity. Included in this design is this opportunity for non-administrative personnel – i.e. teaching personnel – to voice their needs, desires, and opinions within appropriate, decision-making situations. These opportunities present themselves in various venues across the schools. These venues include: seats within the Board of Trustees, department meetings, caucus, and formed committees.

Board of Trustees seats: There are three seats available for teacher personnel within the Board of Trustees. Two seats are reserved for one representative from each academy: K - 8 and Secondary. The final seat is for a representative jointly selected by both academies. Representatives are nominated and, if accept nomination, elected to the position by their peers for a term of no less or no longer than three (3) years. During this term, representatives attend all board meetings – executive and open – and cast ballots on motions put forth to a vote. These votes are to be reflective of the staff's voice from each representative's academy.

Department meetings: Each department is headed by one teacher from within the department teaching personnel. This leader is responsible for recording the agenda, overlooking the department events, ensuring vital data is recorded and passed on to the necessary personnel, as well as communicating information between administration and the department regarding student and curriculum needs, concerns at hand, and professional desires.

Committees: At times, a current need, concern, or desire may require more research and examination before appropriate and educated decisions can be made by the staff. These topics may be resultant from observations by administrative staff or derivative from conversations within caucus. Committees consist of available staff members who hold an interest or expertise in the topic at hand, and who volunteer their time and services towards the cause. Committees may either write a proposed course of action, or they may present the staff with several options ready for a vote. For example, a recently created committee was the school culture committee where representatives met to make decisions about our K – 8 combined school culture.

Multi-Faceted Professional Development Design

The school holds deeply that the development and realization of knowledge in students cannot commence without the development and realization of knowledge in school personnel. With this belief, the school organizes and provides a provision of activities designed to engage staff participants in effective, applicable, research-based professional topics. These topics align to the school's short- and long-term benchmarks of school performance and student academic achievement. To achieve our professional development goal, the school holds regularly scheduled professional development sessions throughout its academic calendar. In addition to this, the school also provides several opportunities for parents, guardians, and families to engage in sessions beneficial towards their own development as caregivers. The following professional development outlets allow the comprehensive and continuous process of growth that ultimately benefits the entire school community.

Summer Institute: In order to efficiently prepare and align objectives across the entire school, teaching personnel and administrators from both academies meet for a variety of engaging workshops on current, research-based strategies and participate in various, intensive data analysis regarding school-wide and grade-level trends prior to the start of the academic school calendar. These meetings help ensure that school-wide instructional, assessment, and performance goals are embedded within a resilient foundation shared by all personnel involved. This then allows a seamless transition for grade bands and academic departments to position their own pertinent focal point as they take a closer look at how the data applies to and shapes their specific domain's outlook for the upcoming year.

School driven PD: The school is fortunate to very dedicated faculty members who has expertise in a variety of educational areas. Our board has mandated that all of our teachers are licensed to teach by the state of New York allowing for opportunities for our staff to learn from each other. We are staffed with ESL teachers, Guidance Counselors, Secretaries, Deans, and Administrators. We were also able to incorporate into our current schedule opportunities for all core subject teachers to have daily opportunities to meet in order work collaboratively. We have also designed a PD schedule designed for teachers to meet collaboratively in departments and grade levels after school. We also have flexible weekly whole group PD every Monday that is differentiated by teacher need and directly connected to our instructional focus.

Instructional Leaders: The school has 3 licensed administrators (School Leader and 2 Assistant School Leaders), dedicated to the overview, development, and support of instruction and curriculum. The administrators consistently observe teachers to provide timely feedback while also helping the teacher in working toward their own professional goals. Administrators will also meet with departments and grades during their scheduled PD time in order to better understand the needs of the teachers.

Department Leaders: To ensure aligned academic and instructional goals, the UFT Charter School selects a point person for each core subject department. These point people teach within these areas and are respectively titled department leaders. These leaders are responsible for ensuring vital data is recorded and passed onto necessary personnel, as well as communicating information between administration and related staff regarding student and curriculum needs, concerns at hand, and professional desires. These leaders also communicate and coordinate any needed professional development needs with instructional leaders. This may lead to specialized professional development sessions during their scheduled grade or department meetings, or lead to a focus with scheduled school-wide workshops.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2010-11	86	46	91	82	75	55	128	87	90	71	74	N/A	N/A	885
2011-12	64	85	46	85	74	69	113	108	83	51	54	63	N/A	895
2012-13	73	91	77	51	93	76	102	125	105	84	51	52	61	1041
2013-14	83	77	92	70	48	77	56	83	98	104	76	39	49	952
2014-15	79	95	76	103	77	49	65	51	80	76	94	72	40	957
2015-16										89	88	95	72	355

High School Cohorts

Accountability Cohort

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2010 state Accountability Cohort consists of students who entered the 9th grade in the 2010-11 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2013-14 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s website for their accountability rules and cohort definitions:

<http://www.emsc.nysed.gov/irts/accountability/home.shtml>)

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2011-12	2008-09	2008	N/A	N/A	N/A
2012-13	2009-10	2009	61	0	61
2013-14	2010-11	2010	50	0	50
2014-15	2011-12	2011	35	4	32
2015-16	2012-13	2012	75	2	73

Total Cohort for Graduation

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9th grade. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9th grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled only one day in the school after entering the 9th grade are part of the school's Total Cohort for Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Additional Students Still in Cohort ¹ (b)	Graduation Cohort (a) + (b)
2011-12	2008-09	2008	N/A	N/A	N/A
2012-13	2009-10	2009	61	0	61
2013-14	2010-11	2010	50	0	50
2014-15	2011-12	2011	35	1	36
2015-16	2012-13	2012	75	0	75

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Additional Students Still in Cohort ¹ (b)	Graduation Cohort (a) + (b)
2011-12	2008-09	2008	N/A	N/A	N/A
2012-13	2009-10	2009	3	1	4
2013-14	2010-11	2010	4	0	4
2014-15	2011-2012	2011	2	3	5

¹ Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

Sixth Year Total Cohort for Graduation

Sixth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Sixth Year (a)	Additional Students Still in Cohort ² (b)	Graduation Cohort (a) + (b)
2012-13	2008-09	2008	N/A	N/A	N/A
2013-14	2009-10	2009	2	1	3
2014-15	2011-12	2010	2	0	2

Goal 1: English Language Arts

Students will meet or exceed the New York State Standards and the CCLS (as applicable) in English Language Arts as indicated by New York State Assessments and Regents Exams.

Goal 1: Absolute Measure

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

Method

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma; and scoring 75 to meet the college and career readiness standard.¹⁷ This measure examines the percent of the Accountability Cohort that were college ready by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

Results

The UFT Charter School's 2012 Accountability Cohort had 41.3% of students pass the English Regents exam with a 75 or higher.

English Regents Passing Rate with a Score of 75 by Fourth Year Accountability Cohort³

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2008	N/A	N/A
2009	61	47.5%
2010	50	58.0%
2011	36	51.4%
2012	75	41.3%

² Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason

³ Based on the highest score for each student on the English Regents exam

Evaluation

The UFT Charter School has not met the English Regents exam absolute measure of 65% of students with at least a score of 75.

Goal 1: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort who scored at Level 1 or 2 on their New York State 8th grade English Language Arts Exam will score at least 75 on the New York State Regents English exam by the completion of their fourth year in the cohort.

Method

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation with the college and career readiness standard.

Results

The UFT Charter School's 2012 Accountability Cohort had 23 out of 60 students or 38.33% who did not score proficient on their New York State 8th grade English Language Arts exam pass the English Regents exam with a 75 or higher.

English Regents Passing Rate with a Score of 75 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort⁴

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2008	N/A	N/A
2009	22	22.7%
2010	33	51.5%
2011	26	50.0%
2012	60	38.33%

Evaluation

The UFT Charter School has not met the English Regents exam absolute measure of an expected passing rate of 75 however over the past 2 accountability cohorts we have show the ability to help over 50% of our students who did not perform proficient on their New York State 8th grade English Language Arts Exam to score a 75 or higher.

⁴ Based on the highest score for each student on the English Regents exam

Goal 1: Absolute Measure

Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be its basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the **2015-16 English language arts AMO of 174.**

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4. **And, the Common Core Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 78 is Level 2, 79 to 84 is Level 3, and 84 to 100 is Level 4.**

Results

The UFT Charter School has an Accountability Performance Level of 129, which does not exceed the Annual measurable Objective set forth by the state’s NCLB accountability system of 174.

English Language Arts Accountability Performance Level (APL) for the 2011 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level								
	Level 1	Level 2	Level 3	Level 4					
75	11	49	36	4					
	PI	=	49	+	36	+	4	=	89
					36	+	4	=	<u>40</u>
							APL	=	129

Evaluation

The UFT Charter School has not met Annual Measurable Objective set forth by the state’s NCLB accountability system.

Goal 1: Comparative Measure

Each Year, the APL of students in the high school Accountability Cohort will exceed the APL of students from the local school district.

Method

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

Results

The UFT Charter School earned an 89% (92% adjusted for students in Special Education) Mathematics Regents Passing Rate. The 2015-16 New York State report cards has not been published and therefore school district data is unavailable.

English Regents Accountability Performance Level (APL) of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2008	N/A	N/A	N/A	N/A
2009	140	61	135	1706
2010	160	50	138	1435
2011	142	36	140	1371
2012	129	75		

Evaluation

The UFT Charter School earned APL of 129. The 2015-16 New York State report cards have not been published and therefore school district data is unavailable.

Goal 1: Growth Measure

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

Method

Data unavailable

Results

Leave Blank

Evaluation

Students were not tested

Summary of the High School English Language Arts Goal

The UFT Charter School met 0 out of the 4 English Language Arts measures that are currently able to be measured.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will score at least 75 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	Each year, 65 percent of students in the high school Accountability Cohort who scored at Level 1 or 2 on their New York State 8th grade English Language Arts Exam will score at least 75 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the APL of students in the high school Accountability Cohort will exceed the APL of students from the local school district.	District Data Unavailable
Growth	Each year, the group of students in their second year of high school who have taken a norm-referenced literacy test for two years will reduce by one-half the difference between their previous year's average NCE and an NCE of 50. Groups that already achieved an NCE of 50 in the previous year will show an increase in their average NCE.	Students were tested in Second Year but not tested in First Year

Action Plan

1. We have increased parent engagement and education concerning individualized graduation plans and other pertinent student information starting the year with a Freshman Parent Orientation.
2. We have continued revisions on our current Algebra, Geometry and English 9 curriculum frameworks to address the Common Core State Standards and include rigorous college and work preparation required for high school graduation.
3. We will provide extra-curricular and after-school programs to provide students with expanded learning during the week and on Saturday mornings.
4. We have increased the safety of our environment with an improved discipline policy focused on positive and progressive action steps

5. We have created a new course of study designed to increase student achievement in ELA and Math Regents examinations in grades 9-12.
6. Expanded advanced learning opportunities through our CollegeNow program for all qualifying students.
7. Counseling support and access to other resources are available to help students remain in school and graduate coupled with a re-designed Guidance Suite including resources, computers and a workspace for students.
8. We are providing weekly on-going professional development from our Administrative Team to our faculty with the strategies and skills to develop differentiated instruction.
9. Students with special needs will continue to receive student support services, special classes and instruction with accommodations. We have also dedicated a Resource room this year to support their academic success.
10. We have created thematic events and assemblies geared towards community, historical celebrations and exhibitions of creative work to support instructional expectations.
11. We have incorporated daily meetings amongst all departments to discuss ways of improving student achievement for all students (Cabinet, SLT, Guidance, Secretary, and School Aide meetings).

Goal 2: Mathematics

Students will meet or exceed the New York State Standards and CCLS (as applicable) in Mathematics as indicated by New York State Standardized Assessments and New York State Regents Examinations.

Goal 2: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will score at least 80 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Geometry, Integrated Algebra and Algebra 2 exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma and scoring 80 to meet the college and career readiness standard.⁵ This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

Results

The UFT Charter School's 2011 Accountability Cohort had 5 out of 75 students or 6.7% pass the Mathematics Regents exam with an 80 or higher.

Mathematics Regents Passing Rate with a Score of 80 by Fourth Year Accountability Cohort⁶

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2008	N/A	N/A
2009	61	25.7%
2010	50	32.0%
2011	36	17.0%
2012	75	6.7%

Evaluation

⁵ The statewide adaptation of the Common Core State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

⁶ Based on the highest score for each student on the Mathematics Regents exam

The UFT Charter School did not meet the Mathematics Regents exams college and career readiness Absolute Measure standard with a passing rate of 65%.

Goal 2: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort who scored at Level 1 or 2 on their New York State 8th grade mathematics exam will score at least 80 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

Method

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics college and career readiness standard.

Results

The UFT Charter School’s 2011 Accountability Cohort had 1 of 45 students or 2.2% of students who did not score proficient on their New York State 8th grade mathematics exam score at least 80 on a New York State Regents mathematics exam.

Mathematics Regents Passing Rate with a Score of 80 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort.⁷

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2008	N/A	N/A
2009	10	10.0%
2010	32	20.0%
2011	21	14.3%
2012	45	2.2%

Evaluation

The UFT Charter School failed to meet this measure.

Goal 2: Absolute Measure

Each year, the Accountability Performance Level (APL) on the Regents mathematics exams by students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective

⁷ Based on the highest score for each student on the Mathematics Regents exam

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be its basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds **2054-16 Mathematics AMO of 159.**

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents Exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4. **And, the Common Core Regents Exams in Algebra 1 and Algebra II are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 73 is Level 2, 74 to 84 is Level 3, and 85 to 100 is Level 4. Finally, Common Core Rregents Exams in Geometry are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 84 is Level 3, and 85 to 100 is Level 4**

Results

The UFT Charter School has an Accountability Performance Level of 93, which does not exceed the Annual measurable Objective set forth by the state’s NCLB accountability system of 159.

Mathematics Accountability Performance Level (APL) For the 2011 High School Accountability Cohort									
Number in Cohort	Percent of Students at Each Performance Level								
	Level 1	Level 2	Level 3	Level 4					
75	19	69	12	0					
	PI	=	69	+	12	+	0	=	81
					12	+	0	=	<u>12</u>
							APL	=	93

Evaluation

The UFT Charter School has not met the Annual Measurable Objective set forth by the state’s NCLB accountability system.

Goal 2: Comparative Measure

Each year, the APL of students in the high school Accountability Cohort will exceed the APL of students from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.²⁹

Results

The UFT Charter School earned an 89% (92% adjusted for students in Special Education) Mathematics Regents Passing Rate and an APL of 93. The 2015-16 New York State report cards has not been published and therefore school district data is unavailable.

Mathematics Accountability Performance Level (APL) of Fourth-Year Accountability Cohorts by Charter School and School District⁸

Cohort	Charter School		School District ⁹	
	APL	Cohort Size	APL	Cohort Size
2009	106	60	151	1,706
2010	134	50		1,435
2011	114	36		1,371
2012	93	75		

Evaluation

The UFT Charter School earned an APL of 93. The 2015-16 New York State report cards has not been published and therefore school district data is unavailable.

Goal 2: Growth Measure

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

Method

Data unavailable

Results

Leave Blank

⁸ See page 38 above for an explanation of the APL.

⁹ District results for the 2009 cohort are not yet available.

Evaluation

Students were not tested

Summary of the High School Mathematics Goal

The UFT Charter School met 0 out of the 4 Math measures that are currently able to be measured.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will score at least 80 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	Each year, 65 percent of students in the high school Accountability Cohort who scored at Level 1 or 2 on their New York State 8th grade mathematics exam will score at least 80 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	Each year, the Accountability Performance Level (APL) on the Regents mathematics exams by students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did not Achieve
Comparative	Each year, the APL of students in the high school Accountability Cohort will exceed the APL of students from the local school district.	District Data Unavailable
Growth	Each year, the group of students in their second year of high school who have taken a norm-referenced mathematics test for two years will reduce by one-half the difference between their previous year's average NCE and an NCE of 50. Groups that already achieved an NCE of 50 in the previous year will show an increase in their average NCE.	Students were tested in Second Year but not tested in First Year

Action Plan

1. We have increased parent engagement and education concerning individualized graduation plans and other pertinent student information starting the year with a Freshman Parent Orientation.
2. We have continued revisions on our current Algebra, Geometry and English 9 curriculum frameworks to address the Common Core State Standards and include rigorous college and work preparation required for high school graduation.
3. We will provide extra-curricular and after-school programs to provide students with expanded learning during the week and on Saturday mornings.

4. We have increased the safety of our environment with an improved discipline policy focused on positive and progressive action steps
5. We have created a new course of study designed to increase student achievement in ELA and Math Regents examinations in grades 9-12.
6. Expanded advanced learning opportunities through our CollegeNow program for all qualifying students.
7. Counseling support and access to other resources are available to help students remain in school and graduate coupled with a re-designed Guidance Suite including resources, computers and a workspace for students.
8. We are providing weekly on-going professional development from our Administrative Team to our faculty with the strategies and skills to develop differentiated instruction.
9. Students with special needs will continue to receive student support services, special classes and instruction with accommodations. We have also dedicated a Resource room this year to support their academic success.
10. We have created thematic events and assemblies geared towards community, historical celebrations and exhibitions of creative work to support instructional expectations.
11. We have incorporated daily meetings amongst all departments to discuss ways of improving student achievement for all students (Cabinet, SLT, Guidance, Secretary, and School Aide meetings).

Goal 3: Science

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

Goal 3: Absolute Measure

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

Method

New York State administers multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Chemistry and Physics. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Results

The UFT Charter School's 2012 Accountability Cohort had 59 out of 75 students or 78.7% pass a Science Regents exam with a 65 or higher.

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	N/A	N/A
2009	61	91.8
2010	50	94.0
2011	36	83.3
2012	75	78.7

Evaluation

The UFT Charter School met and surpassed the Science Regents exam absolute measure by 4% above the expected passing rate of 75%.

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing						
2012	67	52.2	73	72.6	76	72.4	75	78.7
2013			97	71.1	100	62.0	97	79.4
2014					94	38.3	83	68.7
2015							81	40.7

Goal 3: Comparative Measure

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

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

Results

The UFT Charter School earned a 78.7% Science Regents Passing Rate. The 2015-16 New York State report cards has not been published and therefore school district data is unavailable.

Science Regents Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2008	N/A	N/A	N/A	N/A
2009	91.8	61	67	1706
2010	94.0	50	66	1435
2011	83.3	36	65	1371
2011	78.7	75		

Evaluation

The UFT Charter School earned a 78.7% Science Regents Passing Rate.

Summary of the Science Goal

The school met the absolute goal of 75 percent of students in the Accountability Cohort passing a New York State Regents Science Exam with a score of 65 or more.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents Science Exam by the completion of their fourth year in the cohort.	Achieved
Comparative	Each year, the percent of students in the high school Accountability Cohort passing a Regents Science exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Accountability Cohort from the local school district.	District Data Unavailable

Goal 4: Social Studies

Students will meet or exceed the New York State standards (as applicable) in Social Studies as indicated by the New York State Regents Exams in U.S. History and Global History.

Goal 4: Absolute Measure

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

Method

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Results

The UFT Charter School's 2012 Accountability Cohort had 57 out of 75 students or 76% pass the U.S. History exam with a 65 or higher.

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort¹⁰

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	N/A	N/A
2009	61	95.1
2010	50	92.0
2011	36	77.8
2012	75	76.0

Evaluation

The UFT Charter School met and surpassed the U.S. History Regents exam absolute measure by 1% above the expected passing rate of 75%.

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing						
2012	67	N/A	73	63	76	N/A	75	76
2013			97	N/A	100	N/A	97	61
2014					94	43	83	52
2015							81	24

Goal 4: Comparative Measure

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

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

Results

¹⁰ Based on the highest score for each student on a science Regents exam

The UFT Charter School earned a 76% U.S. History Regents Passing Rate. The 2015-16 New York State report cards has not been published and therefore school district data is unavailable.

U.S. History Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2008	N/A	N/A	N/A	N/A
2009	95.1	61	62	1706
2010	92.0	50	58	1435
2011	77.8	36	65	1371
2012	76.0	75		

Evaluation

The UFT Charter School earned a 76.0% U.S. History Regents Passing Rate.

Goal 4: Absolute Measure

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

Method

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Results

The UFT Charter School’s 2009 Accountability Cohort had 48 out of 75 students or 64% pass the Global History Regents exam with a 65 or higher.

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort¹¹

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	N/A	N/A
2009	61	88.5
2010	50	96.0
2011	36	75.0
2012	75	64.0

¹¹ Based on the highest score for each student on a science Regents exam

Evaluation

The UFT Charter School did not meet the Global History Regents exam absolute measure.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing						
2012	67	N/A	73	59	76	46	75	64
2013			97	54	100	N/A	97	60
2014					94	N/A	83	N/A
2015							81	N/A

Goal 4: Comparative Measure

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

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

Results

The UFT Charter School earned a 64% Global Regents Passing Rate. The 2015-16 New York State report cards has not been published and therefore school district data is unavailable.

Global History Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2008	N/A	N/A	N/A	N/A
2009	88.5	61	63	1076
2010	96.0	50	58	1435
2011	75.0	36	61	1371
2012	64.0	75		

Evaluation

The UFT Charter School earned a 64% Global Regents Passing Rate.

Summary of the Social Studies Goal

The school met 1 of 2 goals that are currently able to be measured.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.	Did not Achieve
Comparative	Each year, the percent of students in the high school Accountability Cohort passing a Regents U.S. History exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Accountability Cohort from the local school district.	District Data Unavailable
Comparative	Each year, the percent of students in the high school Accountability Cohort passing a Regents Global History exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Accountability Cohort from the local school district.	District Data Unavailable

Goal 5 NCLB

The school will make Adequate Yearly Progress.

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 state proficiency standards. New York, like all states,

established a system for making these determinations for its public schools. Each year the state issues School Report Cards that indicate each school’s status under the state’s No Child Left Behind (NCLB) accountability system.

Results

The school’s NCLB status is Good Standing.

Evaluation

The school met the measure by being designated as a school in good standing.

NCLB Status by Year

Year	Status
2011-12	Improvement (year 1) Focused
2012-13	Good Standing
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing

Summary of the NCLB Goal

In 2011 – 12, the school was identified as an Improvement (Year 1) Focused School. However, the school returned to good standing in 2012 – 13 and remained in good standing.

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

Goal 6 High School Graduation
Students will meet all of New York State graduation requirements.

Background

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation.

Goal 6: Absolute Measure
Each year, 75 percent of students in the first and second year high school Total Graduation Cohort will earn at least ten credits.

Method

This measure examines progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

The UFT Charter School awards credit on a semester basis. Students earn credit for a course twice per year, once in the fall and again in the spring. Academic courses are awarded one credit per course per semester. Physical Education is awarded .58 credits per semester. The minimum passing score for a course is 65. The lowest grade a student can receive is a 55. Students must earn a minimum of 44 credits in order to graduate. In addition to meeting specific credit requirements, students are also expected to pass a minimum of five New York State Regents Examinations.

The following courses are offered at the UFT Charter School High School Division:

Integrated Algebra	Global Studies 1	LOTE/Spanish 1
Geometry	Global Studies 2	LOTE/Spanish 2
Trigonometry	Global Studies 3	LOTE/Spanish 3
Pre Calculus	Global Studies 4	LOTE/Spanish 4
Calculus (SY 2013-14)	US History & Gov 1	LOTE/Spanish 5
College Math	US History & Gov 2	LOTE/Spanish 6
English 1	Economics	Health
English 2	Government	Electives
English 3	Living Environment	Financial Literacy
English 4	Earth Science	Film Studies
English 5	Chemistry	Art
English 6	Physics	Music (SY 2011-12)
English 7	Human Anatomy	
English 8	Forensics	

Advanced Courses
<i>AP Calculus (SY 2012-13)</i>
<i>AP English (SY 2012-13)</i>
College Now Courses (<i>Kingsborough CC</i>)
<i>EBW/Eng. Basic Writing (Kingsborough</i>
<i>MAT-01/Intro. Math & Elem. Algebra</i>

Credit Requirements

Course	Regents Diploma	Advanced Regents Diploma
English	8	8
Social Studies	8	8
• <i>Global Studies</i>	4	4
• <i>U.S. History</i>	2	2
• <i>Economics</i>	1	1
• <i>Participation in Govt.</i>	1	1
Science (Including Labs)	6	6
• <i>Life Science</i>	2	2
• <i>Physical Science</i>	2	2
• <i>Life Sci or Physical Sci</i>	2	2
Math	6	6
LOTE	2	6
Visual Art, Music, Theatre	2	2
Health Education	1	1
Physical Education	4	4
Electives	7	3
Total	44	44

Results

The UFT Charter School's first and second year students exceeded or met the 75 percent benchmark for credits for the 2015-2016 school year

Percent of Students Promoted by Cohort in 2015-16

Cohort Designation	Number in Cohort First Year	Percent of students with at least 10 credits their First Year	Number in Cohort Second Year	Percent of students obtaining at least 10 credits their Second Year
2014	71	77%	83	89%
2015	79	80%		

Evaluation

The UFT Charter School 2014 and 2015 Cohorts met the standard.

Goal 6: Absolute Measure

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

Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2015, the 2013 cohort will have completed its second year.

Results

The UFT Charter School has 82% of the 2010 cohort, 41% of the 2011 cohort 50% of the 2012, 70% of the 2013 cohort, and 63% of the 2014 cohort passing three Regents exams by the end of their second year.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2010	49	82%
2011	44	41%
2012	76	50%
2013	85	70%
2014	83	63%

Evaluation

The UFT Charter School has fallen short of this measure for the 2014 cohort.

Goal 6: Absolute Measure

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

Method

This measure examines students who entered High School as members of the 2011. At a minimum, these students have passed five Regents exams in English Language Arts, Mathematics, Science, U.S. History and Global History. Students have through the summer to complete their graduation requirements.

The school’s graduation requirements appear above under the graduation goal’s first measure pertaining to annual grade-by-grade promotion.

Results

The UFT Charter School has 79.5% of students in the graduation cohort graduating after four years.

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

Cohort Designation	Number in Cohort	Number Graduated	Percent Graduating
2008	N/A	N/A	N/A
2009	61	58	95.1%
2010	50	46	92.0%
2011	36	31	86.1%
2012	73	57	78%

Evaluation

The UFT Charter School has met the goal of 75% of students in the graduation cohort graduating after four years.

Goal 6: Absolute Measure

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

Method

This measure examines students those who entered as members of the 2010 cohort five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer of their 5 year to complete their graduation requirements.

The school's graduation requirements appear above under the graduation goal's first measure pertaining to annual grade-by-grade promotion.

Results

The UFT Charter School has 86.1% of students in the 2011 graduation cohort graduating after five our years.

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

Cohort Designation	Number in Cohort	Percent Graduating
2008	N/A	N/A
2009	61	96.7
2010	50	96.0
2011	36	86.1

Evaluation

The UFT Charter School has not met the goal of 95% of students in the graduation cohort graduating after five years.

Goal 6: Comparative Measure

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

Method

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the local school district¹². Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

Results

The UFT Charter School has 78% of students in the high school graduation cohort graduating after the completion of their four years.

¹² Schools can retrieve district level graduation rates from data.nysed.gov

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

Cohort Designation	Charter School		School District ¹⁶	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2008	N/A	N/A	N/A	N/A
2009	61	95.1%	1519	52%
2010	50	92.0%	1429	52%
2011	36	86.1%	1373	55%
2012	73	78.1%		

Evaluation

The UFT Charter School earned a 78.1% Graduation Rate. The 2015-16 New York State report cards are not available. The 2012 Graduation Cohort exceeded the Comparative Measure.

Summary of the High School Graduation Goal

The UFT Charter School has met two Absolute Measures and did not meet two Absolute Measures was not met. Data was not available for the Comparative Measure

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the first and second year high school Total Graduation Cohort will earn at least ten credits.	Achieved
Absolute	Each year, 75 percent of students in the second year high school Graduation Cohort will score at proficient on at least three different New York State Regents exams required for graduation.	Achieved
Absolute	Each year, 75 percent of students in the high school Graduation Cohort will graduate after the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	Each year, 95 percent of students in the high school Graduation Cohort will graduate after the completion of their fifth year in the cohort.	Did Not Achieve
Comparative	Each year, the percent of students in the high school Graduation Cohort graduating after the completion of their fourth year will exceed that of the high school accountability cohort from the local school district.	District Data Unavailable

Action Plan

1. We have increased parent engagement and education concerning individualized graduation plans and other pertinent student information starting the year with a Freshman Parent Orientation.
2. We have continued revisions on our current Algebra, Geometry and English 9 curriculum frameworks to address the Common Core State Standards and include rigorous college and work preparation required for high school graduation.
3. We will provide extra-curricular and after-school programs to provide students with expanded learning during the week and on Saturday mornings.
4. We have increased the safety of our environment with an improved discipline policy focused on positive and progressive action steps
5. We have created a new course of study designed to increase student achievement in ELA and Math Regents examinations in grades 9-12.
6. Expanded advanced learning opportunities through our CollegeNow program for all qualifying students.
7. Counseling support and access to other resources are available to help students remain in school and graduate coupled with a re-designed Guidance Suite including resources, computers and a workspace for students.
8. We are providing weekly on-going professional development from our Administrative Team to our faculty with the strategies and skills to develop differentiated instruction.
9. Students with special needs will continue to receive student support services, special classes and instruction with accommodations. We have also dedicated a Resource room this year to support their academic success.
10. We have created thematic events and assemblies geared towards community, historical celebrations and exhibitions of creative work to support instructional expectations.
11. We have incorporated daily meetings amongst all departments to discuss ways of improving student achievement for all students (Cabinet, SLT, Guidance, Secretary, and School Aide meetings).

Goal 7 College Preparation

All graduating students will be prepared for academic institutions in higher education.

Goal 7: Absolute

Each year, 75 percent of graduating students will pass an AP exam, CLEP exam, or successfully complete college-level coursework.

Method

This measure tracks student performance on AP exams, CLEP exams, or the successful completion of college-level coursework.

Results

The UFT Charter School had 35 of 58 of graduates successfully complete college-level coursework before graduation.

Percent of Graduating Students that Successfully Completed College Level Coursework before Graduation

Cohort	Number in Cohort	Number Graduated	Number Students Successfully Completed College Courses	Percent Students Successfully Completed College Courses
2008	N/A	N/A	N/A	N/A
2009	61	58	23	40%
2010	50	46	28	61%
2011	36	31	21	68%
2012	73	58	36	62.1%

Evaluation

The UFT Charter School did not meet this absolute measure. Sixty two percent of graduates completed college-level coursework.

Goal 7: Absolute
 Each year, 75 percent of students in the fourth year graduating class will enroll in a college or university in the year after graduation.

Results

The UFT Charter School has not measured this Goal as of yet.

Percent of Graduating Students Enrolled in Higher Education in the Year after Graduation

Cohort	Number in Cohort	Number Graduated	Number Enrolled in College	Percent Enrolled in College
2008	N/A	N/A	N/A	N/A
2009	61	58	57	98.28%
2010	50	46	42	91.30%

2011	36	31	24	77.42%
2012				

Evaluation

The UFT Charter School has been able to measure this goal yet due to the school year just beginning.

Goal 7: Comparative Measure

Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics.

Method

This measure tracks student performance one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student's highest score on each subsection. Compare school averages to the New York State average for all 10th grade (sophomore) test takers in the given year. College Board has changed the way they report scores for the PSAT. Scores are now for Evidence-Based Writing and Reading, and, Mathematics. As of this report, they have only published the Average Total Score by States.

Results

In 2015-16, 10th grade students achieved an Average Total Score of 786. The state achieved a Total Average Score of 866 for tenth graders.

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2011-12	54	44	37	41	35	42
2012-13	51	50	31	41	32	41
2013-14	76	73	32	40	33	42

2014-15	94	94	34	40	35	42
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10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Average Total Score	
			School	New York State
2015-16	88	79	786	866

Evaluation

The 2015-16 10th grade students did not outperform New York State on the PSAT.

Goal 7: Comparative Measure

Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

Method

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

The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 2400 as the highest possible score. As students may choose to take the test multiple times during the year, the school only reports a student's highest score. The school compares its averages the New York State average for all 12th grade (senior) test takers in the given year.

Results

The UFT Charter School has a 371 SAT Reading average and a 361 SAT Mathematics average for 2015-16.

12th Grade SAT Performance by School Year

School Year	Number of Students in the 12 th Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2011-12	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	61	55	432	496	419	514
2013-14	48	37	412	485	390	501
2014-15	36	30	378	488	387	502
2015-16	65	54	371	489	361	502

Evaluation

The UFT Charter School's did not exceed the state average on the SAT or ACT tests in reading and mathematics

Goal 7: Comparative Measure

The percent of students graduating with an Advanced Regents diploma will exceed that of the local school district.

Method

This measure tracks the percent of students graduating with an Advanced Regents diploma against the percent of students graduating with an Advanced Regents diploma within the local school district.

Results

The UFT Charter School students that graduated receiving an Advance Regents diploma was 8%. This exceeded the districts percent of three.

School Year	Percent of Students Graduating with Advanced Regents Diploma	
	School	District
2008	N/A	N/A
2009	12	2
2010	11	2
2011	8	3
2012	2	

Evaluation

The UFT Charter School earned a 2% Advanced Regents Diploma Graduation Rate. The 2016 District Advanced Regents Diploma Graduation Rate is not available.

Goal 7: Comparative Measure

The percent of graduating students who meet the state's Aspirational Performance Measure (APM) will exceed the state average.

Method

The measure tracks the percent of graduating students who meet the state's APM against the state average.

Results

The 2012 Cohort earned an APM of 5.5%

School Year	Percent of Students Graduating who meet the state's APM	
	School	State
2008	N/A	N/A
2009	14.8	37.2
2010	30.0	38.1
2011	19.4	N/A
2012	5.5	

Evaluation

The State graduation rate of students meeting the APM for 2015/16 is unavailable.

Summary of the College Preparation Goal

The UFT Charter School has 0 of 3 goals that are currently able to be measured.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will pass an AP exam, CLEP exam, or successfully complete college-level coursework.	Did not Achieve
Absolute	Each year, 75 percent of students in the fourth year graduating class will enroll in a college or university in the year after graduation.	To be updated
Comparative	Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics.	Did not Achieve
Comparative	Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Did not Achieve
Comparative	The percent of students graduating with an Advanced Regents diploma will exceed that of the local school district.	District Data Unavailable
Comparative	The percent of graduating students who meet the state's APM will exceed the state average.	State Data Unavailable

Action Plan

1. Design a curriculum within our courses that addresses PSAT/SAT preparation during grade 9.
2. Expanded advanced learning opportunities through our CollegeNow program for all qualifying students.
3. Counseling support and access to other resources are available to help students remain in school and graduate coupled with a re-designed Guidance Suite including resources, computers and a workspace for students.
4. We are providing weekly on-going professional development from our Administrative team to our faculty with the strategies and skills to develop high-level instruction.
5. Students with special needs will continue to receive student support services, special classes and instruction with accommodations. We have also dedicated a Resource room this year to support their academic success.

6. Create AP courses by trying to partner with neighboring high schools.
7. Establish a UFT Alumni social media page designed to stay connected to graduates with the hopes of tracking their college activities and helping them through any problems that might arise.
8. Establish a National Honor Society that encourages not only a high GPA, but also attaining an Advance Regents Diploma.