



**The UFT
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute:

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Althea Headlam, Assistant School Leader and Michael Frank, School Leader prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Michael Mulgrew	UFT Representative
Evelyn DeJesus	UFT Chairperson
Jackie Bennett	UFT Representative
Monique Davy	Secretary, Teacher Representative
Burton Sacks	Treasurer
Sharan Carter	Parent Representative
Reverend Jacqueline Mendoza	Trustee
Zakiyah Shaakir-Ansari	Parent Representative
Chester Campbell	Parent Representative
Selena Vargas	Former Student Representative

Michelle Boddan-White has served as the school leader of the Elementary Academy since 2008.

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.

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.

Beginning in the 2013 – 2014 school year, The UFT Charter School has restructured its grade configuration. The middle school grades have been shifted from the Secondary Academy site to the Elementary Academy site. The high school continues to be served at the Secondary Academy site. Shifting the middle school grades will help to retain 5th grade students who may otherwise have left the school and to ensure a smooth transition from 5th grade to 6th grade for all students.

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. The Literacy Coach continues to work with teachers to deliver rigorous lessons that foster students’ critical thinking and analysis skills, through an in depth study of complex texts.

Mathematics 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 MyMath from McGraw Hill in grades K – 5 and Glencoe Math from McGraw Hill in grades 6 – 8, which are research based programs aligned with the Common Core Standards, in conjunction with the math 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 them 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. More specifically, our kindergarten and 1st grade classes use an inquiry model to foster problem solving and critical thinking skills necessary for success in the later grades.

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 K-12 school a reality.

Teacher-Collaborative School Design

Each academy 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, grade band leader 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.

Grade Band Leader meetings: Each grade level is headed by one teacher from within the grade band teaching personnel. This leader is responsible for overlooking the grade band, ensuring vital data is recorded and passed on to the necessary personnel, as well as communicating information between administration and the grade band 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 come to a conclusion or 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 actively 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. These 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.

Teacher Center: The school is fortunate to have one staff developer provided by the UFT Teacher Center. This seasoned educator brings her experience and proficiency to the school's Secondary Academy, where her professional expertise is directed towards continual teacher support and professional development. This Teacher Center educator also provides teachers with individual, differentiated mentorship based either on need or request. The Teacher Center personnel collaborates with the administrative staff of the Secondary Academy to focus on and provide academy-wide workshops, as well as provide additional professional development opportunities for the staff. In addition, the Teacher Center personnel collaborate with the administrative staff of the K - 8 and Secondary Academies to provide full-day, school-wide, professional development seminars, workshops, and guest presenters throughout the school year.

Coaches: Within the K - 8 Academy, there are two specialists who are each dedicated to the overview, development, and support of a content area. These content areas include Literacy and Math. Within these areas, coaches conduct observations, grade level meetings, and specialized professional development in response to school trends, staff needs, and student performance. Coaches are also responsible for mentoring new staff, along with supplementing the instructional performance of established teachers. In addition, these specialists meet with the administrative team in order to conduct and analyze grade-wide

assessments. Based on these meetings, the specialists identify individual needs and organize the implementation of intervention materials for focused, instructional groups aimed at enhancing student performance within the content areas.

Grade and Department Leads: To ensure aligned academic and instructional goals, each academy selects a point person on the grade and department levels. These point people teach within these areas and are respectively titled grade band leaders and department leads. 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 coaches and/or Teacher Center personnel. 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	

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 30th.

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 30th
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

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

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 ² (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

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.

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

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will meet or exceed the New York Elementary and Intermediate Standards (as applicable) in English Language Arts.

Background

Prior to the 2013 – 2014 school year, The UFT Charter School utilized the McGraw Hill Treasures Reading Program in grades K – 5 and a balanced literacy approach in grades 6 - 12. Beginning in the 2013 – 2014 school year, the school utilized the ELA modules from EngageNY as the English language arts curriculum in grades 1 - 8. Grades 1 - 3 utilized Wilsons Foundations as the phonics program while using Engage NY to teach speaking, listening, and reading skills. Kindergarten utilized Land of the Letter People, a comprehensive English language arts program, as the primary ELA curriculum.

During the 2013 – 2014 school year, English Language Arts quarterly interim assessments that are aligned with New York State Testing Program and curriculum were administered. Students in grades K-3 were given the Children’s Progress Online Assessment to measure growth for the school year.

The UFT Charter School develops lifelong readers who enjoy reading a wide range of literature and factual material to make sense of the world and influence its direction. Literacy is integrated throughout the day in a print-rich environment that fosters a love of reading. At the Elementary Academy, students select their own independent reading books, based on their reading level, and are encouraged to read during DEAR (Drop Everything and Read) time. In addition to the language arts block, morning meetings are rich opportunities for teachers in the lower grades to model various reading strategies for students. Nonfiction content-area reading is also included in the Core Knowledge curriculum.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.³

Method

The school administered the New York State Testing Program English language arts assessment to students in 3rd through 8th grade in April 2014. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

³Because of the state’s new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous years using the state’s published results for scoring at proficiency.

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 not enrolled in at least their second year.

**2013-14 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁴			Total Enrolled
		IEP	ELL	Absent	
3	69	0	0	0	69
4	48	0	0	0	48
5	77	0	0	0	77
6	56	0	0	0	56
7	82	0	0	1	83
8	96	0	0	0	96
All	428	0	0	1	429

Results

The number of students in their second year in 3rd grade achieving proficiency was 29%; in the 4th grade, 7%; in the 5th grade, 9%; in the 6th grade, 5%; in the 7th grade, 1%, and in the 8th grade, 11%. The chart below summarizes the data:

**Performance on 2013-14 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	30	69	29	62
4	6	48	7	42
5	9	77	9	74
6	5	56	5	43
7	1	82	1	79
8	11	96	11	96
All	11	428	11	396

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

Evaluation

11% of the total school population in their second year achieved levels of proficiency in the 2013-2014 school year. This fell short of the 75% benchmark. The most notable performance was that of the third graders who were able to achieve the highest levels of proficiency.

While these results are disappointing, it is believed that much of the decline in overall scores can be attributed to the new, more rigorous Common Core Standards-aligned NY state exam. 2013-14 was the first full year of implementation of the Common Core Standards. As schools, teachers, and students become more familiar with the instructional demands of the Common Core learning standards, it is expected that performance on the Common Core exams will improve.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	52	79	15	41	29	62
4	50	72	21	68	7	42
5	39	67	12	66	9	74
6	23	30	0	27	5	43
7	26	106	12	107	1	79
8	9	80	3	94	11	96
All	33	434	11	403	11	396

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) 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 enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. The PLI 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 PLI is 200.²

Results

The Performance Level Index (PLI) for this year is 56, as calculated below:

English Language Arts 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	54	35	10	.5

$$\begin{array}{rcccccccc}
 \text{PI} & = & 35 & + & 10 & + & .5 & = & 45.5 \\
 & & & & 10 & + & .5 & = & \underline{10.5} \\
 & & & & & & \text{PLI} & = & 56
 \end{array}$$

Evaluation

The school did not meet the PLI of 89. At a PLI of 56, the school fell short by 33 points.

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency 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

A school compares tested students enrolled in at least their second year 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 in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

Results

The third grade showed higher levels of proficiency when compared with all district students and were able to meet this benchmark. The 8th grade showed similar levels of proficiency when compared with all district students. Overall, 11 percent of charter school students enrolled in at least their second year achieved proficiency compared with 15 percent of district students. The results are displayed in the chart that follows.

2013-14 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested

3	29	62	16	2016
4	7	42	18	1937
5	9	74	16	1825
6	5	43	14	1815
7	1	79	14	1841
8	11	96	14	1870
All	11	396	15	11304

Evaluation

With 11 percent of charter school students enrolled in their second year achieving proficiency and 15 percent of district students achieving proficiency, the charter school fell short of the measure by four percentage points. The 3rd grade exceeded the measure by thirteen percentage points.

Additional Evidence

In previous years, charter school performance has been on par with district performance.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	51.9	33.7	15	14.2	29	16
4	50.0	39.2	21	14.8	7	18
5	39.4	38.8	12	16.6	9	16
6	23.3	30.3	0	12.3	5	14
7	25.5	31.2	12	12.3	1	14
8	8.8	23.4	3	13.4	11	14
All	33.2	32.8	11	14.0	11	15

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁴

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all

public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

The third and fourth grades showed performance that was slightly higher than expected. All other grades were unable to meet this benchmark for the 2012-2013 school year. The results are displayed in the chart below:

2012-13 English Language Arts Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	96.0	47	17.0	16.2	0.8	0.06
4	90.3	92	19.6	17.2	2.4	0.19
5	90.8	75	10.7	17.4	- 6.7	-0.55
6	85.7	94	2.1	14.6	-12.5	-1.24
7	88.6	125	10.4	15.6	- 5.2	-0.42
8	90.4	102	2.9	15.0	-12.1	-1.01
All	89.7	535	9.7	15.9	- 6.2	-0.55

School’s Overall Comparative Performance:
Lower than expected

Evaluation

The UFT Charter School’s overall aggregate Effect Size of -0.55 indicates that the school has not met the measure.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
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2010-11						
2011-12	3-8	74%	528	33.2	38.9	-0.37
2012-13	3-8	89.7%	535	9.7	15.9	-0.55

Goal 1: Growth Measure⁵

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.

Results

The mean growth percentile was 42.1. Fourth grade and seventh grade came close to the statewide median, with a mean growth percentile of 47.6 and 47.4 respectively. The results are displayed in the chart that follows:

2012-13 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
3		50.0
4	47.6	50.0
5	40.2	50.0
6	37.7	50.0
7	47.4	50.0
8	35.6	50.0
All	<u>42.1</u>	50.0

Evaluation

⁵ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

The school did not meet the measure with a mean growth percentile of 42.1.

Additional Evidence

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2010-11 ⁷	2011-12 ⁷	2012-13	Statewide Average
3				50.0
4			47.6	50.0
5			40.2	50.0
6			37.7	50.0
7			47.4	50.0
8			35.6	50.0
All			42.1	50.0

Summary of the English Language Arts Goal

The school did not achieve its absolute goal of 75 percent of all students enrolled in at least their second year achieving proficiency. The school also did not meet the absolute goal of the PLI meeting the AMO. It is important to note that the new Common Core aligned state exam had a significant impact on schools, including The UFT Charter School. The school did not achieve its comparative goal of outperforming the local district, achieving just 4 percentage points below the local district. The school did not meet its comparative goal of exceeding its predicted level of performance (using 2012-2013 results). The school did not meet the growth goal.

Overall, the school did not achieve its English Language Arts goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year’s 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 proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Did Not Achieve
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 20112-13 school district	Did Not Achieve

	results.)	
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	Did Not Achieve

Action Plan

The school will utilize the ELA modules posted on the Engage NY website as its primary ELA curriculum in grades 1 - 8. The focus on analysis of text and writing as an outgrowth of reading will help to ensure student readiness for new Common Core-aligned state exams, as well as for college and career readiness. Grades K – 8 will also utilize units of study in writing to strength writing skills in order to meet the demands of the Common Core Learning Standards.

Ongoing informal and formal assessments will take place to track students’ progress in reading. These assessments include mid-unit, end-unit, and performance tasks from Engage NY, writing assessments, and practice exams. Student achievement on performance tasks and unit tests will be monitored. Students will also be assessed using Children’s Progress (grades K – 3). Children’s Progress is an online assessment that assesses comprehension, phonemic awareness, and phonics skills.

Based on assessment results, students will be provided remediation in identified areas. The Wilson Just Words program will be used to provide intervention to students in grades 4 – 8 in need of decoding skills. In grades 1 – 3, the school will use Wilson Foundations as the phonics intervention program for students deficient in phonics skills. Wilson Foundations will also be the main phonics program for first and second grades. Both Just Words and Foundations are research based intervention programs to accommodate the learning needs of students who experience difficulty in English Language Arts. Kindergarten will use Land of the Letter People as the phonics and intervention programs.

The school has purchased MyOn Reader accounts for students. MyOn reader is an online library that also assesses students’ lexile levels. On first use, students are given a benchmark test to determine their lexile level. Students are then able to select books of interest and on different levels to read. Teachers may also recommend books for students to read. After a certain amount of reading, students are re-tested to determine growth in lexile level. The school will use MyOn reader to determine students’ lexile levels in grades K - 2, to encourage students to read, and to provide a variety of books for students to read.

Achieve 3000 is an online program that assesses students’ lexile levels and provides daily news stories on each student’s level. After reading the news story, students complete a variety of activities relating to the article they have read. The school will use Achieve 3000 to determine students’ lexile levels and to provide individualized instruction for students in grades 3 – 8.

All K – 8 teachers will continue to receive professional development from the literacy coach. Teachers have already looked at the ELA modules to understand the type of reading and writing required by the Common Core standards, and to plan implementation of the first module. Teachers

will use close reading and small group instruction to build students' comprehension and analysis skills.

The school will continue to operate Excellence Academy to provide remediation and extra practice for students with deficits.

ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

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

(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 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 passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

Results

The UFT Charter School's 2010 Accountability Cohort had 96% of students pass the English Regents exam with a 65 or higher.

English Regents Passing Rate with a Score of 65 (75) by Fourth Year Accountability Cohort⁶

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 (75)
2007	N/A	N/A
2008	N/A	N/A
2009	61	93.4%
2010	50	96.0%

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

Evaluation

The UFT Charter School met and surpassed the English Regents exam absolute measure by 18% above the expected passing rate of 75%.

English Regents Passing Rate with a score of 65 (75) by Cohort and Year

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	52	84.6	49	93.9	50	96.0
2011	49	N/A	44	86.4	44	86.4
2012			76	N/A	76	46.1
2013					100	N/A

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 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 a Regents diploma (the college and career readiness standard).

Results

The UFT Charter School's 2009 Accountability Cohort had 18 out of 22 students or 82% who did not score proficient on their New York State 8th grade English language arts exam pass the English Regents exam with a 65 or higher.

English Regents Passing Rate with a Score of 65 (75) among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ⁷

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

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 (75)
2007	N/A	N/A
2008	N/A	N/A
2009	22	81.8

Evaluation

The UFT Charter School met and surpassed the English Regents exam absolute measure by 7% above the expected passing rate of 75%.

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 2013-14 English language arts AMO of **166**.

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.

Results

The UFT Charter School has an Accountability Performance Level of 161 which does not exceed the Annual measurable Objective set forth by the state’s NCLB accountability system of 166.

English Language Arts Accountability Performance Level (APL) For the 2010 High School Accountability Cohort

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

48	2	35	57	6
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$$\begin{array}{rclclclclcl}
 \text{PI} & = & 35 & + & 57 & + & 6 & = & 98 \\
 & & & & 57 & + & 6 & = & \underline{63} \\
 & & & & & & \text{APL} & = & 161
 \end{array}$$

Evaluation

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

Goal 1: Comparative Measure

(S) Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on the English Language Arts Regents exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school’s performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the school’s actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other high schools with similar economically disadvantaged statistics produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available.

Results

Leave Blank

Goal 1: Comparative Measure

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

(S) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable 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.²⁰

Results

The UFT Charter School earned a 93.4% English Regents Passing Rate. The 2012-2013 New York State report card has not been published and therefore school district data is unavailable. However, the 2011-2012 district information was used.

English Regents Passing Rate with a Score of 65 of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District ⁸	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2008	N/A	N/A	N/A	N/a
2009	93.4	61	65	1706
2010	97.9	48		

OR

English Regents Accountability Performance Level (APL)²² of Fourth-Year Accountability Cohorts by Charter School and School District²³

Cohort	Charter School		School District ⁹	
	APL	Cohort Size	APL	Cohort Size
2008	N/A	N/A	N/A	N/A
2009	191	61	135	1706
2010	161	48		

Evaluation

The UFT Charter School earned a 93.4% English Regents Passing Rate and an APL of 191. The 2012-2013 New York State report card has not been published and therefore school district data is unavailable. However, the 2011-2012 district information was used and we exceeded this measure.

⁸ District results for the 2009 cohort are not yet available.

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

Goal 1: Growth Measure

(§) Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.

Method

This measure will examine the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it will have a mean growth percentile greater than 50.

The State Education Department has not yet developed the high school Growth Model.

Results

Leave Blank

Summary of the High School English Language Arts Goal²⁵

The UFT Charter School met 4 out of the 6 English Language Arts measures. The remaining 2 measures cannot be calculated at this time because the regression analysis is not available and the growth model has not been developed.

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 English exam by the completion of their fourth year in the cohort.	Achieved
	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved

	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	
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.	Not Achieved
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A
Comparative	Each year, the percent to students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2011-12 school district results.)	Achieved
	(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2011-12 school district results.)	
Growth	(§) Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.	N/A

Action Plan

1. We have created a centralized method of tracking and reporting student data using Achievement Series software that allows us to track student growth on school-wide assessments administered on a 6 week cycle.
2. We have increased parent engagement and education concerning individualized graduation plans and other pertinent student information starting the year with a Freshman Parent Orientation.
3. 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.
4. We will provide extra-curricular and after-school programs to provide students with expanded learning during the week and on Saturday mornings.
5. We have instituted an Adopt-a-Senior program to help students achieve better in the classroom.
6. We have increased the safety of our environment with an improved discipline policy focused on positive and progressive action steps
7. We have developed and implemented small group academic support specifically geared towards Regents examinations in grades 9-12 within the school day.
8. Expanded advanced learning opportunities through our CollegeNow program for all qualifying students.
9. 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 work space for students.
10. We are providing weekly on-going professional development from our Teacher Center to our faculty with the strategies and skills to develop differentiated instruction.
11. 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.
12. We have created thematic events and assemblies geared towards community, historical celebrations and exhibitions of creative work to support instructional expectations.

MATHEMATICS

Goal 2: Mathematics

Students will meet or exceed the New York Elementary and Intermediate Standards (as applicable) in Mathematics.

Background

The school uses McGraw Hill’s MyMath Curriculum in grades K – 5 and Glencoe Math in grades 6 -8, in conjunction with the math modules posted on Engage NY. Both MyMath and Glencoe Math are aligned to the Common Core Standards. Within the scope of these programs, students are given the opportunity to develop conceptual understanding through real world applications and the use of manipulatives. Students are also provided time to practice mathematical skills in order to develop the required fluencies for each grade.

Using a combination of assessments from the math programs and from EngageNY allows the school to track the progress of each student. We use the results from these assessments to establish strategic action plans for re-teaching, intervention, enrichment, one-on-one tutoring, and targeted practice.

The school continued to operate a Saturday Test Prep Academy and Excellence Academy to work with students who are in need of remediation; which the school attributes to its sustained math scores. Students who are not in need of remediation are also welcome to attend the Saturday Test Prep Academy and Excellence Academy to fine-tune their mathematical skills.

Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in April 2014. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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 not enrolled in at least their second year.

2013-14 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total	Not Tested ⁸	Total
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	Tested	IEP	ELL	Absent	Enrolled
3	69	0	0	0	69
4	48	0	0	0	48
5	77	0	0	0	77
6	56	0	0	0	56
7	82	0	0	0	82
8	96	0	0	0	96
All	428	0	0	0	428

Results

The school did not meet the benchmark of 75% of students enrolled in at least their second year achieving proficiency. 3rd grade came close to meeting the benchmark with 61 percent achieving proficiency.

Performance on 2013-14 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	62	69	61	62
4	25	48	24	42
5	14	77	15	74
6	6	56	5	43
7	5	82	5	79
8	2	96	2	96
All	18	428	17	396

Evaluation

Of students enrolled in at least their second year, 61 percent of third graders, 24 percent of fourth graders, and 15 percent of fifth graders met the measure. 5 percent of sixth graders, 5 percent of seventh graders, and 2 percent of eighth graders met the measure. Overall, 17% of students enrolled in at least their second year achieved proficiency, which demonstrates a 5% increase from the previous year. The school did not meet its target of 75% of students enrolled in at least their second year achieving proficiency.

Additional Evidence

The percent of students enrolled in at least their second year achieving proficiency increased by 5 percentage points from the 2012-13 school year. 3rd grade had a significant increase from the previous year, increasing by more than 36 percentage points. 4th grade and 7th grade also showed gains from the previous year, each showing about a 2 percentage point gain.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	54.4	79	24.4	41	61	62
4	63.0	72	22.1	68	24	42
5	47.0	66	23.1	65	15	74
6	20.0	30	7.4	27	5	43
7	43.4	106	2.8	107	5	79
8	27.2	80	4.3	94	2	96
All	44.6	435	12.2	402	17	396

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) 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 enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. The PLI 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 PLI is 200.⁹

Results

The Performance Level Index (PLI) for this year is 68, as calculated below:

Mathematics 2013-14 Performance Level Index (PLI)

Number in	Percent of Students at Each Performance Level
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Cohort	Level 1	Level 2	Level 3	Level 4
	50	32	12	6

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 32 & + & 12 & + & 6 & = & 50 \\
 & & & & 12 & + & 6 & = & \underline{18} \\
 & & & & & & \text{PLI} & = & 68
 \end{array}$$

Evaluation

The school did not meet the PLI of 86. At a PLI of 68, the school fell short by 18 points.

Goal 2: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year 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 in at least their second year at the school and the total result for all students at the corresponding grades in the school district.¹⁰

Results

The UFT Charter School had 17% of students enrolled in at least their second year perform at or above the proficient level, compared to 17% of local district students. The percentage of 3rd grade students enrolled in at least their second year deemed proficient significantly outnumbered the percentage of students at proficiency in the same grade in the local district. The percentage of 4th grade students in at least their second year achieving proficiency equaled the number of students at proficiency in the same grade in the local district. Students in grades 5 - 8 did not outperform students in the same grades in the local district.

2013-14 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	61	62	20	2057
4	24	42	24	1953
5	15	74	24	1864
6	5	43	15	1850

7	5	79	14	1858
8	2	96	6	1688
All	17	396	17	11270

Evaluation

Overall, the school equaled performance of the local school district, rather than exceeding it. In third grade, UFT students outperformed local district students by 41 percentage points; in fourth grade, UFT students equaled performance of local district students;

Additional Evidence

The UFT Charter School outperformed the district in the 2011-2012 school year. In the 2012-13 school year, the school fell short of outperforming the district by 3.6 points. However, in the 2013-14 school year, the school improved its performance to match the district's performance at 17% achieving proficiency.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	54.4	42.2	24.4	18.8	61	20
4	63.0	51.2	22.1	19.8	24	24
5	47.0	52.9	23.1	16.3	15	24
6	20.0	42.9	7.4	15.4	5	15
7	43.4	37.6	2.8	10.9	5	14
8	27.2	33.8	4.3	13.0	2	6
All	44.6	43.7	12.2	15.8	17	17

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹¹

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage.

The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

The UFT Charter School's overall aggregate Effect Size is -0.27, which is lower than expected. The aggregate effect size for grades 3 and 5 was 0.33 and 0.34, respectively, demonstrating performance that is higher than expected to a small degree. The results are summarized in the chart below.

2012-13 Mathematics Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	96.0	47	25.5	20.0	5.5	0.33
4	90.3	92	19.5	22.9	- 3.4	-0.20
5	90.8	74	23.0	17.8	5.2	0.34
6	85.7	93	14.0	17.6	- 3.6	-0.23
7	88.6	125	2.4	13.1	-10.7	-0.71
8	90.4	102	3.9	13.5	- 9.6	-0.57
All	89.7	533	12.6	16.9	- 4.3	-0.27

School's Overall Comparative Performance:
Lower than expected

Evaluation

The UFT Charter School's overall aggregate Effect Size of -0.27 indicates that the school has not met the measure. Grades 3 and 5, with aggregate effect sizes of 0.33 and 0.34 respectively, met the measure.

Additional Evidence

In 2012-13, the school's mathematics effect size improved from the previous year.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11						
2011-12	3-8	74%	531	42.5	50.8	-0.38
2012-13	3-8	89.7%	533	12.6	16.9	-0.27

Goal 2: Growth Measure¹²

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.

Results

The school did not exceed the state's unadjusted mean growth percentile. Fifth grade met the goal, exceeding the statewide median by 2.7 percentage points. 6th grade came within four percentage points of meeting the goal. The results are displayed in the chart that follows:

2012-13 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
3		
4	38.3	50.0
5	52.7	50.0
6	46.6	50.0
7	41.9	50.0
8	38.1	50.0
All	43.0	50.0

Evaluation

The school did not meet the measure with a mean growth percentile of 43.

Additional Evidence

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2010-11 ¹⁴	2011-12 ¹⁴	2012-13	Statewide Average
3				50.0
4			38.3	50.0
5			52.7	50.0
6			46.6	50.0
7			41.9	50.0
8			38.1	50.0
All			43.0	50.0

Summary of the Mathematics Goal

The school did not achieve its absolute goal of 75 percent of all students enrolled in at least their second year achieving proficiency. The school also did not meet the absolute goal of the PLI meeting the AMO. It is important to note that the new Common Core aligned state exam had a significant impact on schools, including The UFT Charter School. The school did not achieve its comparative goal of outperforming the local district, but rather matched the local district’s performance. The school did not meet its comparative goal of exceeding its predicted level of performance (using 2012-2013 results). The school did not meet the growth goal.

Overall, the school did not achieve its Mathematics goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year’s 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 proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Did Not Achieve
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public	Did Not Achieve

	schools in New York State. (Using 2012-13 school district results.)	
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Did Not Achieve

Action Plan

The curriculum has been changed to MyMath in grades K – 5 and Glencoe Math in grades 6 – 8. These programs are aligned to the Common Core Standards with the NYS additions. In addition to the use of these programs, teachers will utilize the modules posted on Engage NY to ensure rigorous instruction aligned to the Common Core Standards. Teachers, with assistance from the math coach and other staff, will correlate the modules with the My Math curriculum to create a year-long pacing calendar and ensure that standards slated for greater emphasis are given appropriate instructional time and taught before the state exams.

Ongoing informal and formal assessment will take place to track students' progress in mathematical skills and concepts. These assessments include the performance tasks from Engage NY, end of unit and benchmark assessments from My Math and Glencoe Math, as well as practice exams. Students identified as not meeting the required targets will receive a variety of interventions, including small group re-teaching.

The instructional time dedicated to math has been increased. Students in grades 7 and 8 have at least one double block of math per week.

All K – 8 teachers will continue to receive professional development from the math coach. Teachers have already begun to look at the math modules to understand the type of learning required by the Common Core Standards. The acquisition of problem solving skills and key fluencies will be a focus of professional development. Teachers have also received professional development on writing in math class in order to strengthen students' writing ability as well as to help students concretize mathematical practices. Teachers in grades K – 5 received training from MyMath specialists on how to successfully implement the program.

Student performance on end of unit tests and performance tasks will be monitored.

The school will continue to operate Excellence Academy to provide remediation and extra practice for students with deficits.

MATHEMATICS

Goal 2: Absolute Measure

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

(S) Each year, 65 percent of students in the high school Accountability Cohort will meet the college

and career ready standard (currently scoring 80 on a New York State Regents math 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.¹⁰ 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 2010 Accountability Cohort had 45 out of 48 students or 94% pass the Mathematics Regents exam with a 65 or higher.

Mathematics Regents Passing Rate with a Score of 65 (80) by Fourth Year Accountability Cohort¹¹

Cohort Designation	Number in Cohort	Percent Passing with a score of of 65 (80)
2008	N/A	N/A
2009	61	91.8
2010	48	93.8

Evaluation

The UFT Charter School met and surpassed the Mathematics Regents exam absolute measure by 19% above the expected passing rate of 75%.

Mathematics Regents Passing Rate with a score of 65 (80) by Cohort and Year

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	52	63.4	49	71.4	48	93.8

¹⁰ 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.

¹¹ Based on the highest score for each student on the Mathematics Regents exam

2011	49	53.0	44	50.0	38	92.1
2012			67	32.8	76	75.0
2013					100	67.0

Goal 2: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math 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 requirement for graduation with a Regents diploma (the college and career readiness standard).

Results

The UFT Charter School’s 2009 Accountability Cohort had 7 out of 10 students or 70% who did not score proficient on their New York State 8th grade English language arts exam pass the English Regents exam with a 65 or higher. 2 of the remaining 3 students had IEP’s and met their required 55 passing rate.

Mathematics Regents Passing Rate with a Score of 65 (80) among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹²

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 (80)
2007	N/A	N/A
2008	N/A	N/A
2009	10	70.0%
2010		

Evaluation

The UFT Charter School fell short of meeting the Mathematics measure for non-proficient students by 5%. However, 2 of the student not meeting the 65 benchmark students have IEP’s and met their required passing rate of 55.

¹² Based on the highest score for each student on the Mathematics Regents exam

Goal 2: Absolute Measure

Each year, the Accountability Performance Level (APL) on a Regents mathematics 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 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 2013-14 mathematics AMO of 148.

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.

Results

The UFT Charter School has an Accountability Performance Level of 121 which does not exceed the Annual measurable Objective set forth by the state’s NCLB accountability system of 142.

**Mathematics Accountability Performance Level (APL)
For the 2010 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
48	6	67	23	4

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 67 & + & 23 & + & 4 & = & 94 \\
 & & & & 23 & + & 4 & = & \underline{27} \\
 & & & & & & \text{APL} & = & 121
 \end{array}$$

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

(S) Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on a Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.

Method

The Charter Schools Institute will conduct a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school's performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the school's actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other high schools with similar economically disadvantaged statistics produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available.

Results

Leave Blank

Goal 2: Comparative Measure

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

(S) Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable 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 a 93.8% Mathematics Regents Passing Rate. The 2013-2014 New York State report card has not been published and therefore school district data is unavailable. However, we have computed the AMO/APL

**Mathematics Regents Passing Rate with a Score of 65
of Fourth-Year Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District ³⁰	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2008	N/A	N/A	N/A	N/A
2009	91.8	61	71	1706
2010	93.8	48		

OR

**Mathematics Accountability Performance Level (APL)
of Fourth-Year Accountability Cohorts by Charter School and School District¹³**

Cohort	Charter School		School District ¹⁴	
	APL	Cohort Size	APL	Cohort Size
2008	N/A	N/A	N/A	N/A
2009	192	61	151	1706
2010	121	48		

Evaluation

The UFT Charter School earned a 93.8% Mathematics Regents Passing Rate and an APL of 121. The 2013-2014 New York State report card has not been published and therefore school district data is unavailable. However, the 2012-2013 district information was used and we exceeded this measure.

Goal 2: Growth Measure

(S) Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.

Method

¹³ See page 38 above for an explanation of the APL.

¹⁴ District results for the 2009 cohort are not yet available.

This measure examines the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it will have a mean growth percentile greater than 50.

The State Education Department has not yet developed the high school Growth Model.

Results

Leave Blank

Summary of the High School Mathematics Goal ³³

The UFT Charter School met 3 out of the 6 English Language Arts measures. Of the remaining 3 measures, 2 measures cannot be calculated at this time because the regression analysis is not available and the growth model has not been developed.

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 mathematics exam by the completion of their fourth year in the cohort.	Did Not Achieve
	(\$) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade Mathematics arts exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Achieved
	(\$) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics 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, students in the high school Total Cohort will exceed the predicted pass rate on a New York State Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A
Comparative	Each year, the percent to students in the high school Accountability Cohort passing a New York State Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2011-12 school district results.)	Achieved
	(§) Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2011-12 school district results.)	
Growth	(§) Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.	N/A

Action Plan

1. We have created a centralized method of tracking and reporting student data using Achievement Series software that allows us to track student growth on school-wide assessments administered on a 6 week cycle.
2. We have increased parent engagement and education concerning individualized graduation plans and other pertinent student information starting the year with a Freshman Parent Orientation.
3. 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.
4. We have instituted an Adopt-a-Senior program to help students achieve better in the classroom.
5. We will provide extra-curricular and after-school programs to provide students with expanded learning during the week and on Saturday mornings.
6. We have increased the safety of our environment with an improved discipline policy focused on positive and progressive action steps
7. We have developed and implemented small group academic support specifically geared towards Regents examinations in grades 9-12 within the school day.
8. Expanded advanced learning opportunities through our CollegeNow program for all qualifying students.
9. 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 work space for students.
10. We are providing weekly on-going professional development from our Teacher Center to our faculty with the strategies and skills to develop differentiated instruction.
11. 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.
12. We have created thematic events and assemblies geared towards community, historical celebrations and exhibitions of creative work to support instructional expectations.

SCIENCE

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.

Background

The UFT Charter School believes that every student should learn the fundamentals of science and the world around us, basic principles of government, important events of world history, essential elements of mathematics and of oral and written expression, widely acknowledged masterpieces of art and music from around the world, and stories and poems passed down from generation to generation. The Core Knowledge curriculum covers scientific concepts that build from grade to grade. Students in grades 3 - 5 experience science in a hands-on manner as well as study and apply the processes used by scientists through this core curriculum.

Each middle school grade at The UFT Charters School studies three units in each of the major branches of Science, the living environment and the physical setting. Each unit is designed in the Understanding by Design model with an emphasis on experimentation and inquiry. Units of study include: Weather, Simple and Complex machines, Geology, Reproduction and Genetics, Astronomy and Environmental Science. Students form and test hypotheses in lab investigations; they gain knowledge of scientific facts and concepts through individual and group research. Students' progress is monitored through a variety of formative assessments including lab reports, research projects, and quizzes, with a summative performance assessment wrapping up each unit. The performance tasks from Engage NY have also been embedded into the NYS Scope and Sequence. Eight graders will be assessed to determine readiness to take the living environment regents. Students who are deemed ready will be given this opportunity.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

Method

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2013. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

54 percent of students enrolled in at least their second year achieved proficiency on the science assessment. 75% of 4th graders and 45% of eighth graders achieved proficiency.

**Charter School Performance on 2013-14 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency
-------	------------------------------------

	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	75	40		
8	45	95		

Evaluation

The school did not meet the measure of 75 percent of students enrolled in at least their second year achieving proficiency. With 54 percent of students enrolled in at least their second year attaining proficiency, the school fell short by 21 percentage points. The 4th grade did achieve the measure with 75% of students enrolled in at least their second year achieving proficiency.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	90.3	72	83.6	67	75	40
8	30.0	80	35.9	92	45	95
All	58.6	152	56.0	159	54	135

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district.

Method

The school compares tested students enrolled in at least their second year 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 in at least their second year and the results for the respective grades in the local school district.

Results

2013-14 district performance on the science exam is not available at this time. Therefore, we are unable to determine whether this measure has been met.

2013-14 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	75	40		
8	45	95		

Evaluation

2013-14 district performance on the science exam is not available at this time. Therefore, we are unable to determine whether this measure has been met.

Additional Evidence

Science Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	90		84		75	
8	30		36		45	
All	59		56		54	

Summary of the Science Goal

The school did not meet the absolute goal of 75 percent of students enrolled in their second year achieving proficiency. While the 4th grade did meet this goal, the overall goal was not met. At the present time, we are unable to determine whether the comparative goal was met.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Did Not Achieve
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	Achieved/ Did Not Achieve

Action Plan

Fourth grade students continue to meet the proficiency rate in science. Teachers will continue to implement science using the Core Knowledge curriculum. Teachers will also implement science content through the Engage NY ELA curriculum. Students are exposed to science concepts through a variety of texts and use science tools to conduct investigations.

The eighth grade will embed the performance tasks from Engage NY into the NYS Scope and Sequence. Instruction will be delivered through rigorous lessons that incorporate reading, writing, and hands-on investigations. Student performance on science assessments will be monitored and used for re-teaching, intervention, and enrichment.

SCIENCE

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, Earth Science, 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 2009 Accountability Cohort had 56 out of 61 students or 91.8% pass a Science Regents exam with a 65 or higher.

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort³⁴

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	N/A	N/A
2009	61	91.8
2010	48	91.7

Evaluation

The UFT Charter School met and surpassed the Science Regents exam absolute measure by 17% above the expected passing rate of 75%.

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	52	78.8	49	87.8	48	91.7
2011	49	46.9	44	63.6	38	84.2
2012			67	52.2	76	72.4
2013					100	62.0

Goal 3: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing a Regents science 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 91.7% Science Regents Passing Rate. The 2013-2014 New York State report card has not been published and therefore school district data is unavailable. However, the 2012-2013 district information was used.

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	67.0	1706
2010	91.7	48		

Evaluation

The UFT Charter School earned a 91.7% Science Regents Passing Rate. The 2014-2015 New York State report card has not been published and therefore school district data is unavailable. However, the 2012-2013 district information was used and we exceeded this measure.

SOCIAL STUDIES

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 2010 Accountability Cohort had 46 out of 48 students or 95.8% 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 Cohort¹⁵

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	N/A	N/A
2009	61	93.4
2010	48	95.8

Evaluation

The UFT Charter School met and surpassed the U.S. History Regents exam absolute measure by 20% above the expected passing rate of 75%.

¹⁵ Based on the highest score for each student on a science Regents exam

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	52	N/A	49	73.5	48	95.8
2011	49	N/A	44	N/A	38	57.9
2012			67	N/A	76	N/A
2013					100	N/A

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

The UFT Charter School earned a 95.8% U.S. History Regents Passing Rate. The 2013-2014 New York State report card has not been published and therefore school district data is unavailable. However, the 2012-2013 district information was used.

**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	93.4	61	62.0	1706
2010	95.8	48		

Evaluation

The UFT Charter School earned a 95.8% U.S. History Regents Passing Rate. The 2013-2014 New York State report card has not been published and therefore school district data is unavailable. However, the 2012-2013 district information was used and we exceeded this measure.

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 45 out of 48 students or 93.8% 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 Cohort¹⁶

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	N/A	N/A
2009	61	88.5
2010	48	93.8

Evaluation

The UFT Charter School met and surpassed the Global History Regents exam absolute measure by 19% above the expected passing rate of 75%.

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	52	73.0	49	79.6	48	93.8
2011	49	N/A	44		38	73.7
2012			67	N/A	76	46.1
2013					100	N/A

Goal 4: Comparative Measure

¹⁶ Based on the highest score for each student on a science Regents exam

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 an 93.8% Global Regents Passing Rate. The 2013-2014 New York State report card has not been published and therefore school district data is unavailable. However, the 2012-2013 district information was used.

**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	63.0	1076
2010	93.8	48		

Evaluation

The UFT Charter School earned an 93.8% Global Regents Passing Rate. The 2013-2014 New York State report card has not been published and therefore school district data is unavailable. However, the 2012-2013 district information was used and we exceeded this measure.

NCLB

Goal 5: 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 is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

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 which 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.

Additional Evidence

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 for 2013 – 14.

NCLB Status by Year

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

HIGH SCHOOL GRADUATION

Goal 6: Absolute Measure

Each year, 75 percent of students in each cohort will pass their core academic subjects by the end of August and the school will promote them to the next grade.

(§) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 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 1 credit per course per semester. Physical Education is awarded .58 credits per semester. Minimum passing score for a course is a 65. The lowest grade a student can receive is a 55. Students must earn a minimum of 44 credits in order to graduate within specific guidelines. In addition to meeting specific credit requirements, students are also expected to pass a minimum of 5 New York State Regents Examinations. The following courses are offered at the UFT Charter School High School Division:

- Integrated Algebra
- Geometry
- Trigonometry
- Pre Calculus
- Calculus (2013-2014 School Year)
- College Math
- English 1
- English 2
- English 3
- English 4
- English 5
- English 6
- English 7
- English 8
- AP English (2012-2013 School Year)
- Global Studies 1
- Global Studies 2
- Global Studies 3
- Global Studies 4
- United States History and Government 1
- United States History and Government 2
- Economics
- Government
- Living Environment
- Earth Science
- Chemistry
- Physics
- Human Anatomy
- Forensics
- LOTE/Spanish 1
- LOTE/Spanish 2
- LOTE/Spanish 3
- LOTE/Spanish 4
- LOTE/Spanish 5

- LOTE/Spanish 6
- Health
- Electives
 - o Financial Literacy
 - o Film Studies
 - o Art
 - o Music (2011- 2012 School Year)
- Advanced Courses
 - o AP Calculus (2012-2013 School Year)
 - o AP English (2012-2013 School Year)
- College Now Courses
 - o EBW/English Basic Writing (Kingsborough Community College)
 - o MAT-01/Introductory Mathematics and Elementary Algebra (Kingsborough Community College)

Credit Requirements

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

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

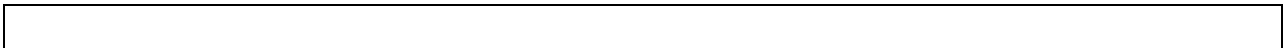
- Integrated Algebra
- Geometry
- Trigonometry
- Pre Calculus
- Calculus (2013-2014 School Year)
- College Math

- English 1
- English 2
- English 3
- English 4
- English 5
- English 6
- English 7
- English 8
- AP English (2012-2013 School Year)
- Global Studies 1
- Global Studies 2
- Global Studies 3
- Global Studies 4
- United States History and Government 1
- United States History and Government 2
- Economics
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 - o Film Studies
 - o Art
 - o Music (2011- 2012 School Year)
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<i>Life Science or Physical Science-2 Credits</i>		
Math	6	6
LOTE	2	6
Visual Art, Music, Theatre	2	2
<i>Health Education</i>	1	1
<i>Physical Education</i>	4	4
<i>Electives</i>	7	3
<i>Total</i>	44	44



Results

The UFT Charter School promoted 91.7% of the 2010 Cohort in, 86.8% of the 2011 Cohort, 85.5 % of the 2012 Cohort and 87.0% of the 2013 Cohort.

Percent of Students Promoted by Cohort in 2013-14

Cohort Designation	Number in Cohort	Percent promoted
2010	48	91.7
2011	38	86.8
2012	76	85.5
2013	100	87.0

Evaluation

The UFT Charter School had all 4 cohorts meet the 75% promotion standard.

Goal 6: Absolute Measure

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 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 2014, the 2012 cohort will have completed its second year.

Results

The UFT Charter School has 81.6% of the 2010 cohort, 40.9% of the 2011 cohort and 50.0% 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	81.6%
2011	44	40.9%
2012	76	50.0%

Evaluation

The UFT Charter School has fallen short of this measure by 34% for the 2011 Cohort and by 25% for the 2012 Cohort. We have also exceeded the measure by 7% for the 2010 Cohort.

Goal 6: Absolute Measure

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

Method

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2009 cohort and graduated four years later and those who entered as members of the 2008 cohort and graduate 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 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 92% 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	Percent Graduating
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2008	N/A	N/A
2009	61	95.1%
2010	50	92.0%

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

Cohort Designation	Number in Cohort	Percent Graduating
2007	N/A	N/A
2008	N/A	N/A
2009	61	96.7

Evaluation

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

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation 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 district¹⁷. 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 95.1% of students in the total graduation cohort graduating in four years.

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

Cohort Designation	Charter School		School District ¹⁸	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2008	N/A	N/A	N/A	N/A
2009	61	95.1%	1189	83%
2010	50	92.0%		N/A

¹⁷ Schools can retrieve district level graduation rates from the SED’s Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

¹⁸ District results for the 2009 cohort are not yet available.

Evaluation

The UFT Charter School earned a 95.1% Graduation Rate . The 2012-2013 New York State report card has not been published and therefore school district data is unavailable. However, the 2011-2012 district information was used and we exceeded this measure.

Summary of the High School Graduation Goal

The UFT Charter School has met

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.	Achieved
	(§) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Did Not Achieve
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Achieved
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	Achieved/

Action Plan

1. We have created a centralized method of tracking and reporting student data using Achievement Series software that allows us to track student growth on school-wide assessments administered on a 6 week cycle.
2. We have increased parent engagement and education concerning individualized graduation plans and other pertinent student information starting the year with a Freshman Parent Orientation.
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 developed and implemented small group academic support specifically geared towards Regents examinations in grades 9-12 within the school day.
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 work space for students.
8. We are providing weekly on-going professional development from our Teacher Center 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.

COLLEGE PREPARATION

Goal 7: Comparative Measure

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

Method

This measure tracks student performance one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 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.

Results

In 2010-2011, 10th grade students achieved a critical reading score of 40 and a mathematics score of 42. The state achieved a critical reading score of 41 and a mathematics score of 42 in 2010-11. In 2011-12, 10th grade students achieved a critical reading score of 37 and a mathematics score of 35. The state achieved a critical reading score of 41 and a mathematics score of 42. In 2012-2013, 10th grade students achieved a critical reading score 34 and mathematics score of 36.

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	57	44	37	41	35	42
2012-13	44	34	34	41	36	42
2013-14	76	73	32		33	

Evaluation

The 2012-2013 10th grade students did not out perform New York state on the critical reading and mathematics PSAT scores.

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 432 SAT Reading average and a 419 SAT Mathematics average for 2012-2013.

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		390	

Evaluation

The UFT Charter School’s SAT Reading average was below New York State by 64 points. The UFT Charter School’s SAT Mathematics average was below New York State by 95 points.

Goal 7: School Created College Preparation Measure

Each Year, 75% of the graduating students will attend Saturday college preparation courses.

Results

The UFT Charter School had 55 out of the 61 students or 90% in the 2009 graduating class attend 9 months of weekly Saturday College prep classes.

Evaluation

The UFT Charter School has exceeded it College achievement measure.

Goal 7: School Created College Attendance

Each Year, 75% of the graduating students will demonstrate college attendance by being accepted to a diploma-granting institution.

Results

The UFT Charter School had 59 out of 61 students or 97% of our graduation cohort accepted into a diploma-granting institution.

Evaluation

The UFT Charter School has surpassed our college attendance measure.

Summary of the College Preparation Goal

The UFT Charter school has met 2 out of 4 College Preparation Goals.

Type	Measure	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Did Not Achieve
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Did Not Achieve
College Preparation	Each Year, 75% of the graduating students will attend Saturday college preparation courses.	Achieved
	(S) The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.	Not Applicable
	(S) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.	Not Applicable
	(S) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Not Applicable
College Attainment	Each Year, 75 percent of the graduating students the school will demonstrate college attendance by being accepted into a diploma-granting institution.	Achieved
	(S) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	

Action Plan

1. We have created and administered a PSAT pre-assessment for Grades 9-11 and a pre-assessment SAT for Grade

- 12.
2. We will provide a Saturday morning preparatory program for our 9th and 10th students to help them be successful on their PSAT exam.
3. We will provide a Saturday morning preparatory program for our 11th and 12th students to help them be successful on their SAT exam.
4. We have created block scheduling allowing students to receive a more enriched and differentiated classroom experience. The block scheduling also allows teachers to provide more rigorous instruction through the use of but not limited to exhibitions, research papers, performances, and oral presentations.
5. We have developed and implemented small group academic support specifically geared towards Regents examinations in grades 9-12 within the school day.
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 work space for students.
8. We are providing weekly on-going professional development from our Teacher Center 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.