

# Accountability Plan Progress Reports for the 2007-08 School Year

## Reader's Guide

### *SUNY Authorized Charter Schools*

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the State University Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. In order to determine whether a school has met that high standard, **each charter school that the State University Board of Trustees authorizes is required to enter into an accountability agreement, known as an Accountability Plan**, which ultimately becomes part of its charter.

**The Charter Schools Institute closely monitors each school's progress toward achieving the goals outlined in its Accountability Plan.**

In addition, as part of its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.** The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular state exam. Each year, the state administers English language arts and mathematics tests to 3<sup>rd</sup> through 8<sup>th</sup> grade, science tests to the 4<sup>th</sup> and 8<sup>th</sup> grades, and social studies tests to the 5<sup>th</sup> and 8<sup>th</sup> grades.

Important Note: **The Accountability Plan Progress Report is authored by the charter school.** In reporting school progress toward meeting the outcome measures set forth in the Accountability Plan, schools are encouraged to build a case for the effectiveness of their program, and to lay the groundwork for writing a Renewal Application and ultimately for charter renewal. **The school's evaluation of its own progress does not necessarily reflect the conclusions of the Institute.** Further, the Institute does not affirm the completeness or accuracy of the report's data and may not endorse the school's characterization of the progress it has made toward achieving its Accountability Plan goals. Throughout the life of the school's charter, the Institute will visit each school, generating Institute School Visit Reports, and at the end of each charter period, a Renewal Report (select the <back> button in your browser to return to the school profile to see any/all available reports). These reports include detailed summaries of the Institute's observations of the school, as well as its evaluation of student performance and progress toward meeting the academic subject goals in its Accountability Plan.

# The UFT Charter School

## Accountability Plan Progress Report

August 1, 2008

**FINAL VERSION**

The UFT Charter School

Elementary Campus  
300 Wyona Street  
Brooklyn, NY 11207  
(718) 922-0438  
(718) 922-0543 (Fax)

Secondary Campus  
800 Van Siclen Avenue  
Brooklyn, NY 11207  
(718) 649-0650  
(718) 649-0653 (Fax)

**Name, Title and Affiliation of Person Preparing Report (if different from Head of School):**

Rita Danis and Drew Goodman prepared this 2007-08 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Randi Weingarten	Chairperson, UFT President
Ana Aguire	External Trustee
Gigi Georges	External Trustee
Jeffrey Leeds	External Trustee
Bertha Lewis	External Trustee
Rita Danis	School Leader Trustee
Drew Goodman	School Leader Trustee
Leila Rached	Staff Trustee, Elementary Campus
Tara Shaleesh	Staff Trustee, Secondary Campus
Zakiyah Shaakir-Ansari	Parent Trustee, Elementary Campus
Adrienne Jones	Parent Trustee, Secondary Campus
Michelle Bodden	UFT Trustee
Evelyn DeJesus	UFT Trustee

## Introduction

The UFT Charter School completed its third year of operation in 2007-2008 as a kindergarten through third-grade and sixth- and seventh-grade school. The School opened in September 2005 as a kindergarten through first-grade school, adding the second- and sixth-grades in its second year of operation. Each subsequent year, one grade will be added to each campus, with the end goal a K-12 school housed in two campuses: an Elementary Campus encompassing kindergarten through fifth-grades, and a Secondary Campus containing grades six through twelve.

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

The UFT Charter School is located in the East New York neighborhood of Brooklyn. Community: 89 percent of the public school students who live in the neighborhood (served by Community School District 19) live in poverty. In 2006, 40.4 percent of fourth-grade students in the CSD met or surpassed the state standards on the state English Language Arts assessment. Given that East New York is educationally underserved, we believe it is a critical place to dedicate our efforts and operate an outstanding school that does its part to close the achievement gap.

### School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2004-05	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2005-06	71	79	0	0	0	0	0	0	0	0	0	0	0	150
2006-07	73	76	68	0	0	0	127	0	0	0	0	0	0	344
2007-08	96	76	70	58	0	0	118	118	0	0	0	0	0	536

### 2007-08 Characteristics of Student Population

Characteristic	Percent	Number
American Indian, Alaskan, Asian or Pacific Islander	1	6
Black	83	444
White	0.1	2
Hispanic	16	84
Low-Income	85	452
Special Education	6	30
Limited English Proficient	0.1	3

## English Language Arts

### Goal 1: English Language Arts

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

### Background

At the Elementary Campus, the English language arts curriculum consists of all aspects of reading development which includes phonemic awareness, phonics, vocabulary, comprehension, and fluency. Students are exposed to a variety of reading genres and taught specific strategies to navigate the different text structures and to comprehend utilizing higher-order thinking skills. Through teacher-developed writing units of study, writing instruction is taught in tandem with the reading instruction to support students in writing genres. Grade-level teams worked to craft lessons utilizing the writing workshop model. A variety of assessments are given to assess all aspects of reading development both in timed and un-timed settings. Professional development focused primarily on using the data to plan instruction targeted to meet individual students' needs, especially those students in need of academic intervention. Additional professional development was provided in the area of designing guided reading instruction, which included text selection and questioning techniques. Professional development in writing concentrated on the development of units of study focused on genres. At the Secondary Campus, the ELA curriculum is aligned with the New York State standards comprised of six, eight-week units based on themes. The sixth-grade units (memoir, informational text, novel study, poetry,

myth/legends and drama) were designed to highlight different themes of reading and writing, while incorporating vocabulary, grammar, analysis of texts and writing skills. The seventh-grade topics include biography, informational text, folk tales, poetry, persuasive text and short stories. The eighth-grade literacy curriculum will include historical biography, informational texts, multicultural short stories, poetry, historical fiction and drama. Classroom instruction will be organized around an overall theme or question. The themes will be broken down into specific lessons focused on reading and writing skills. The lessons will also analyze and compare different genres along with a plethora of assessments designed to increase students' understanding of literacy. Portfolios, essays, projects, presentations and tests will be used to assess and monitor student growth.

Teachers participate in three hours of professional development weekly. These professional development sessions emphasize lesson-plan writing, study of student work, various forms of assessment, use of data to design lesson plans and classroom management.

**Goal 1: Absolute Measure**

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

In the 2007-2008 school year, the Elementary Campus enrolled kindergarteners, first, second and third graders. This year was the first time our students were assessed using the New York State English Language Arts Assessment in third-grade. As there are no State assessments in first and second grades, we administered the Terra Nova assessment in reading and language arts as a baseline against which to measure growth throughout the years. This data is also used to determine the trajectory of student progress towards this academic assessment goal. Additionally, we will use the results to compare our students with a nationally-normed sample.

In the 2007-2008 school year, the Secondary Campus enrolled sixth and seventh graders. These students took the New York State ELA assessment in January 2008. This exam is a cumulative assessment, measuring student mastery of skills and knowledge during the course of their schooling. These students also took the Terra Nova assessment to determine the trajectory of their progress towards the benchmark. NOTE: In addition to our accountability objective, the goal of the Secondary Campus, as specified in Attachment 13 "Student Achievement Goals" of our charter application, is for students continuously enrolled from the sixth-grade to meet or exceed New York State Intermediate Learning Standards in English language arts, upon

successful completion of eighth-grade. We believe that this timeframe is appropriate given the demands of the middle school curriculum and to prepare students for success in Regents-level high school work.

**Measure – NYS ELA Examination**

**a. Method**

The school administered the New York State Testing Program English Language Arts assessment to students in grade three, six and seven in January 2008. This exam is a cumulative assessment measuring student mastery of skills and knowledge at each grade level as determined by the New York State ELA Standards. Individual student performance is reported both as a scale score and a performance level, as determined by the state. Performance levels range from 1 to 4 with Level 3 being proficient and Level 4 being advanced. Evaluation of this outcome measure is based on the percentage of students who are enrolled in at least their second year, that is, students who have been enrolled since at least the BEDS day of the previous school year and score at Levels 3 and 4.

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

**2007-08 State English Language Arts Exam**

**Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>1</sup>			Total Enrolled
		IEP	ELL	Absent	
3	60				60
4					
5					
6	116				116
7	114				114
8					
All	290				290

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<sup>1</sup> 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.

**b. Results**

At the Elementary Campus, third graders performed well on the 2007 New York State English Language Arts assessment, with 82 percent of students scoring in levels 3 and 4.

At the secondary Campus, 14 percent more students met or exceeded ELA standards from their 6<sup>th</sup> to 7<sup>th</sup> grade (46 percent to 60 percent) and 6 percent more students met or exceeded state Mathematics standards (61 percent to 67 percent).

**UFT Charter School Performance on 2007-08 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students	1.7	16.7	73.3	8.3	81.6	60
	Students in At Least 2 <sup>nd</sup> Year	0	17.5	73.7	8.8	<b>82.5</b>	57
4	All Students	n/a	n/a	n/a	n/a	n/a	n/a
	Students in At Least 2 <sup>nd</sup> Year	n/a	n/a	n/a	n/a	n/a	n/a
5	All Students	n/a	n/a	n/a	n/a	n/a	n/a
	Students in At Least 2 <sup>nd</sup> Year	n/a	n/a	n/a	n/a	n/a	n/a
6	All Students	0	39.7	60.3	0	0	116
	Students in At Least 2 <sup>nd</sup> Year	0	100	0	0	<b>0</b>	1
7	All Students	0	37.7	61.4	.8	62.2	114
	Students in At Least 2 <sup>nd</sup> Year	0	37	62	1	<b>63</b>	108
8	All Students	n/a	n/a	n/a	n/a	n/a	n/a
	Students in At Least 2 <sup>nd</sup> Year	n/a	n/a	n/a	n/a	n/a	n/a
All	All Students	.3	34.1	63.4	2.2	65.6	290
	Students in At Least 2 <sup>nd</sup> Year	0	30.7	65.7	3.6	<b>69.3</b>	166

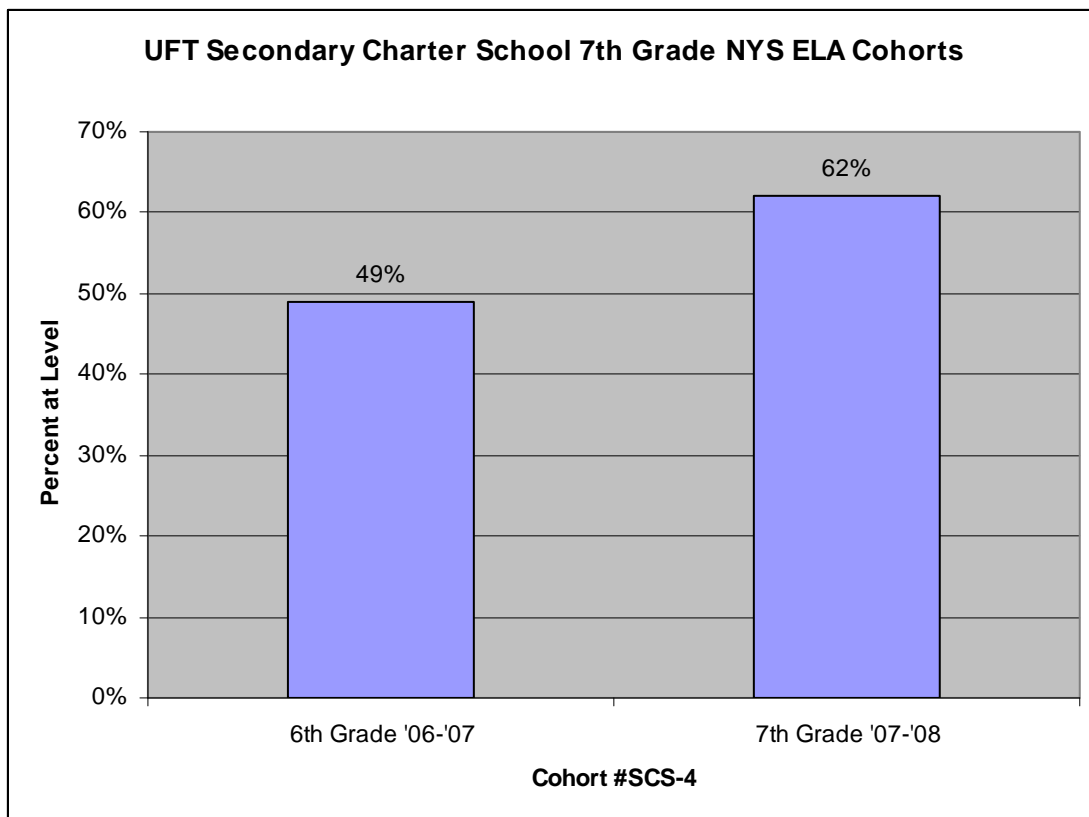
**c. Evaluation**

At the Elementary Campus, 82 percent of our third graders achieved levels 3 and 4. Based on these results, our students' achievement exceeded the 75 percent benchmark. Five students who scored a level 2 missed scoring a level 3 by one point.

At the Secondary campus, 60 percent of our sixth grade students and 61 percent of our seventh grade students have achieved a Level 3 or Level 4. These results indicate that our students are

making progress in reading and are on trajectory to approach the benchmark of 75 percent attainment of levels 3 and 4 by the 2008-2009 school year.

The results of the sixth grade students are without cohorts, and will thus act as baseline data for next year. One sixth-grade student repeated the grade this year, and thus her grades from the 2006-07 and the 2007-08 school years will serve as Cohort #3 (SC). The seventh-grade students are composed of 106 returning students and 10 students who were new to the Secondary Campus for the 2007-08 school year. Of those students who completed the seventh grade at the Secondary campus in the 2007-08 school year, the data for the 106 of those students who returned from the 2006-07 school year will be displayed as Cohort # 4 (SC). Cohort #3 (SC), made up of one current (and repeating) sixth-grade student, had a baseline of 0 percent as a first-time sixth grader at levels 3 & 4 in the New York State ELA assessment last school year, with a level 2. This school year, as a repeating sixth grader, she again received a level 2 (and thus achieved 0 percent at level 3 & 4).



Cohort # 4 (SC), made up of 106 seventh grade students in their second year at the Secondary Campus, had a baseline of 49 percent as sixth-graders at levels 3 & 4 in the New York State ELA

assessment last school year. At the completion of the seventh grade, there was a 62 percent increase in students achieving performance levels 3 and 4. These results indicate that our students are making progress in reading and are on trajectory to approach the benchmark of 75 percent attainment of levels 3 and 4 by the 2008-2009 school year.

**Additional Evidence**

**English Language Arts Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3					n/a	n/a	n/a	n/a	79	57
4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
5					n/a	n/a	n/a	n/a	n/a	n/a
6					n/a	n/a	n/a	n/a	0	1
7					n/a	n/a	n/a	n/a	62	108
8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	69	166

**Goal 1: Absolute Measure**

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

**Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2007-08 is 133. The PI is calculated by adding the sum of the percent of all

tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

**Results**

Based on the New York State ELA assessment, 65 percent of students scored at Level 3 or above. When the Secondary Campus’ Performance Index (PI) results are viewed, the required state Annual Measureable Objective (AMO) was surpassed. These results indicate that our students are making progress in reading and are on trajectory to approach the benchmark of 75 percent attainment of levels 3 and 4 by the 2008-2009 school year.

**Calculation of 2007-08 English Language Arts Performance Index (PI)**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3, 6-7	1%	34%	63%	2%	290

$$\begin{array}{rcl}
 \text{PI} & = & 34 + 63 + 2 = 99 \\
 & & + 63 + 2 = 65 \\
 & & \text{PI} = \mathbf{164}
 \end{array}$$

**Evaluation**

The performance index exceeded the annual measurable objective. Our PI of 164 outscored the AMO of 133, which, as stated above, exceeds the state measurable objective.

**Additional Evidence**

The UFT Charter School maintained a high achievement level, which is demonstrated by our PI, which has exceeded the AMO for both years we have been in operation as a school. We have increased our number of level 3 & 4 students, which is a sign of growth, and decreased the number of students at level 1 & 2.

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

Year	Grades <sup>2</sup>	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	n/a	n/a	n/a	n/a	n/a	n/a	122	
2006-07	6	126	2%	52%	43%	3%	143	
2007-08	3, 6-7	290	1%	34%	63%	2%	133	

**Goal 1: Comparative Measure**

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

**Method**

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

**Results**

As shown in the table, we have outscored the neighboring district schools. As evidenced by the New York State English Language Arts Assessment, the Elementary Campus outperformed the neighboring district schools by 26.3 percent. Additionally, the Secondary Campus outperformed the neighboring schools by 6.6 percent.

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<sup>2</sup> Beginning in 2005-06 the state administered tests in grades 3-8 and a single AMO was set for the aggregate PI of all tested students in those grades.

**2007-08 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	82.5%	57	56.2%	1065
4				
5				
6	0.0%	1	45.3%	741
7	63.0%	108	56.4%	922
8				
All	<b>69.3%</b>	166	<b>53.3%</b>	2728

**Evaluation**

The UFT Charter School, Secondary campus, exceeded the aggregate district performance by 31 points. The AMO was set at 133 and the PI was 164. The sixth- and seventh-grade outperformed the local school districts A.M.O.

**Additional Evidence**

As evidenced by our state scores, during the Secondary Campus's two years of existence, we have outscored the local schools within our district. The Secondary Campus has scored 6 to 10 percent above the local district schools.

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3					n/a	64.6%	n/a	52.0%	82.5%	56.2%
4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
5					n/a	n/a	n/a	n/a	n/a	n/a
6					n/a	40.4%	n/a	42.1%	0.0%	45.3%
7					n/a	37.8%	n/a	36.2%	63.0%	56.4%
8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All	n/a	n/a	n/a	n/a	n/a	47.7%	n/a	43.7%	69.3%	52.8%

**Goal 1: Comparative Measure**

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

**Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure.

NOTE: Given the timing of the state’s release of poverty data and student test scores for this

year, the 2007-08 analysis has not yet been provided by the Charter Schools Institute. As such, this report does not include an analysis of the School’s most current achievement results nor is it reflective of the School’s growth over the past year. Per guidance from the Charter Schools Institute, this report includes the analysis based on the 2006-2007 data. Given that the 2006-2007 data are only for entering 6<sup>th</sup> grade students (assessed after only four months in the school), the Effect Size analysis should be considered a baseline and not reflective of the school’s contribution to students’ learning.

**Results**

Based on the data from the table below, the effect score of – 0.22, the school scored 3.7 percent points below our predicted outcome.

**2006-07 English Language Arts Comparative Performance by Grade Level**

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		n/a	n/a	n/a	n/a	n/a
4		n/a	n/a	n/a	n/a	n/a
5		n/a	n/a	n/a	n/a	n/a
6		126	46.0	49.8	-3.7	- 0.22
7		n/a	n/a	n/a	n/a	n/a
8		n/a	n/a	n/a	n/a	n/a
All	63.4	n/a	46.0	49.8	-3.7	- 0.22

<b>School’s Overall Comparative Performance:</b>

**Evaluation**

It is evident, through the data, that the UFT Charter school’s aggregate Effect size for the 2006-2007 school year, did not exceed 0.3. Our outcome was a negative number based on our sixth grade scores and lunch status.

**Additional Evidence**

The UFT Charter School has outscored the local schools, in our district, on the state English

Language Arts exam. Sixty-nine percent of the UFT Charter School students have achieved a level 3 & 4. The local school districts scored between 14 percent and 40 percent lower.

**2007-08 English Language Arts Performance of  
Charter School and Comparison Schools by Grade Level**

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools							
	UFT Charter School		P.S. 174		P.S. 202		P.S. 306	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	82.5%	57	33.3%	10	47.5%	56	27.5%	22
4								
5								
6	0%	1	35.1%	20	63.8%	51	31.0%	26
7	63.0%	108	51.9%	27	59.8%	67	30.4%	21
8								
All	69.3%	166	42.1%	57	57.5%	174	29.0%	69

**English Language Arts Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2004-05	n/a	n/a	n/a	n/a	n/a	n/a
2005-06	n/a	n/a	n/a	n/a	n/a	n/a
2006-07	6	63.4	126	46.0	49.8	- 0.22
2007-08	Unavailable	Unavailable	Unavailable	Unavailable	Unavailable	Unavailable

**Goal 1: Growth Measure**

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

## Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent proficient. Each grade-level cohort consists of those students who took the state exam in 2007-08 and also have a state exam score in 2006-07. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2007-08. If a cohort had already achieved 75 percent proficient in 2006-07, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

## Results

In the 6<sup>th</sup> grade our cohort of one student did not achieve the measured target. Our 7<sup>th</sup> grade students had a measurable goal which was achieved and exceeded.

Cohort Growth on State English Language Arts Exam from 2006-07 to 2007-08

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2006-07	Target	2007-08	
4	n/a	n/a	n/a	n/a	n/a
5	n/a	n/a	n/a	n/a	n/a
6	1	0%	50%	0%	NO
7	108	49%	62%	62%	YES
8	n/a	n/a	n/a	n/a	n/a
All	109	48.6%	62%	61.5%	NO

## Evaluation

At the Secondary Campus, one sixth-grade cohort, made up of one current (and repeating) sixth grade student, had a baseline of 0 percent as a first-time sixth grader at levels 3 & 4 in New York State ELA assessment last school year, with a level 2. This school year, as a repeating sixth grader, she again received a level 2 (and thus achieved 0 percent at level 3 & 4). The 7<sup>th</sup> grade cohort, made up of 106 seventh-grade students in their second year at the Secondary Campus, had a baseline of 49 percent as sixth graders at levels 3 & 4 in the New York State ELA examination last school year. At the completion of the seventh grade, those students saw their grade's levels increase to 62 percent at levels 3 and 4. These results indicate that our school met

the target of reducing by one-half the gap between the percent at or above Level 3 on the previous year’s state English language arts exam.

**Additional Evidence**

The students at the UFT Charter School have shown impressive growth on the State ELA exam. There is an increase of thirty students who have moved from level two to level three. Two students also moved from level one to level two. This continued growth can lead to the school meeting its objective of having 75 percent of students achieve levels 3 & 4 on the state ELA exam.

**Change in English Language Arts Performance Levels  
from 2006-07 to 2007-08**

		Number of Students at Each Performance Level				
		2007-08				
		Level 1	Level 2	Level 3	Level 4	Total Number
2006-07	Level 1	0	2	0	0	2
	Level 2	0	29	24	0	53
	Level 3	0	9	39	1	49
	Level 4	0	0	4	0	4
	Total Number	0	40	67	1	108

### Cohort Growth on Terra Nova ELA Test from Spring 2007 to Spring 2008

Grade	Cohort Size	Average NCE			Target Achieved
		2006-07	Target	2007-08	
K					
1					
2	51	72.5%	75%	43.1%	NO
3	51	64.7%	69.9%	60.1%	NO
4					
5					
6	1	0%	50%	0%	NO
7	106	37%	56%	34%	NO
8					
9					
10					
11					
12					
All	209	52.4%	63.7%	42.8%	NO

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

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	n/a	n/a	n/a
2007-08	6, 7	1	2

#### Additional Evidence

##### a. Method

The Terra Nova is a standardized achievement test designed to compare an individual student's performance with the performance of all other students nationwide taking the same test. It tests achievement in reading and language arts. Uniform directions were given within a timed

segment for all students to respond to the same questions. Because of this format it provides valid and reliable comparisons of achievement based on what first- second- and third-grade students should know and be able to do at the time of the assessment. The skills and abilities within the test reflect broad national thinking on what is considered to be important instructional content. This multiple choice test was machine scored by CTB/McGraw-Hill and the results were reported to the school in several forms.

The Elementary Campus administered the Terra Nova Reading and Language Arts assessment for grades one, two, and three. The 2007-2008 results revealed that first and third graders performed better than the national average in reading and language arts.

The Secondary campus administered the Terra Nova assessments for grades six and seven. This assessment will assist in the development of curriculum for those grades so as to allow the Secondary campus' students to attain grade level proficiency as soon as possible.

**b. Results**

The Elementary Campus has completed its third year of operation, and thus has two sets of student cohorts eligible for this measure. The tables below present the Terra Nova ELA results for the Elementary Campus students in attendance during the 2007-2008 school year.

**First Grade**

2007-2008	Terra Nova ELA Results				
	Level 1	Level 2	Level 3	Level 4	Number Tested
ECS Grade 1 - Sept '07	11	24	31	10	79
ECS Grade 1 - May '08	4	13	44	15	76

<b>2007-2008</b>	Terra Nova ELA Results - % Levels			
	Level 1	Level 2	Level 3	Level 4
ECS Grade 1 - Sept '07	14%	30%	39%	13%
ECS Grade 1 - May '08	5%	17%	58%	20%

First Grade results were rather promising with a significant increase in levels 3 and 4 noted from the first assessment to the second. Increasing from 52 percent in levels 3 and 4 in September to 78 percent at or above grade level proficiency indicates that the majority of first grade students at the Elementary Campus have made academic gains in Reading and Language Arts skills.

### Second Grade

<b>2007-2008</b>	Terra Nova ELA Results				
	Level 1	Level 2	Level 3	Level 4	Number Tested
ECS Grade 2 - Sept '07	14	34	21	0	69
ECS Grade 2 - May '08	13	30	27	0	70

<b>2007-2008</b>	Terra Nova ELA Results - % Levels			
	Level 1	Level 2	Level 3	Level 4
ECS Grade 2 - Sept '07	20%	49%	30%	0%
ECS Grade 2 - May '08	18.5%	43%	38.5%	0%

Second-grade results showed little growth from September, 2007 to May, 2008. It is evident that second-grade students at the Elementary Campus are demonstrating their difficulty in making academic gains in Reading and Language Arts skills as defined by this assessment

### Third Grade

2007-2008	Terra Nova ELA Results				
	Level 1	Level 2	Level 3	Level 4	Number Tested
ECS Grade 3 - Sept '07	5	16	34	5	60
ECS Grade 3 - May '08	0	22	25	11	60

2007-2008	Terra Nova ELA Results - % Levels			
	Level 1	Level 2	Level 3	Level 4
ECS Grade 3 - Sept '07	8.3%	26.7%	56.7%	8.3%
ECS Grade 3 - May '08	0%	38%	43%	19%

Third grade results show growth in all performance levels from September, 2007 to May, 2008. The most impressive results were the decrease in the number of students at level 1 and the significant increase in the number of students at level 4. These results indicate that the majority of third grade students at the Elementary Campus have made academic gains in Reading and Language Arts skills.

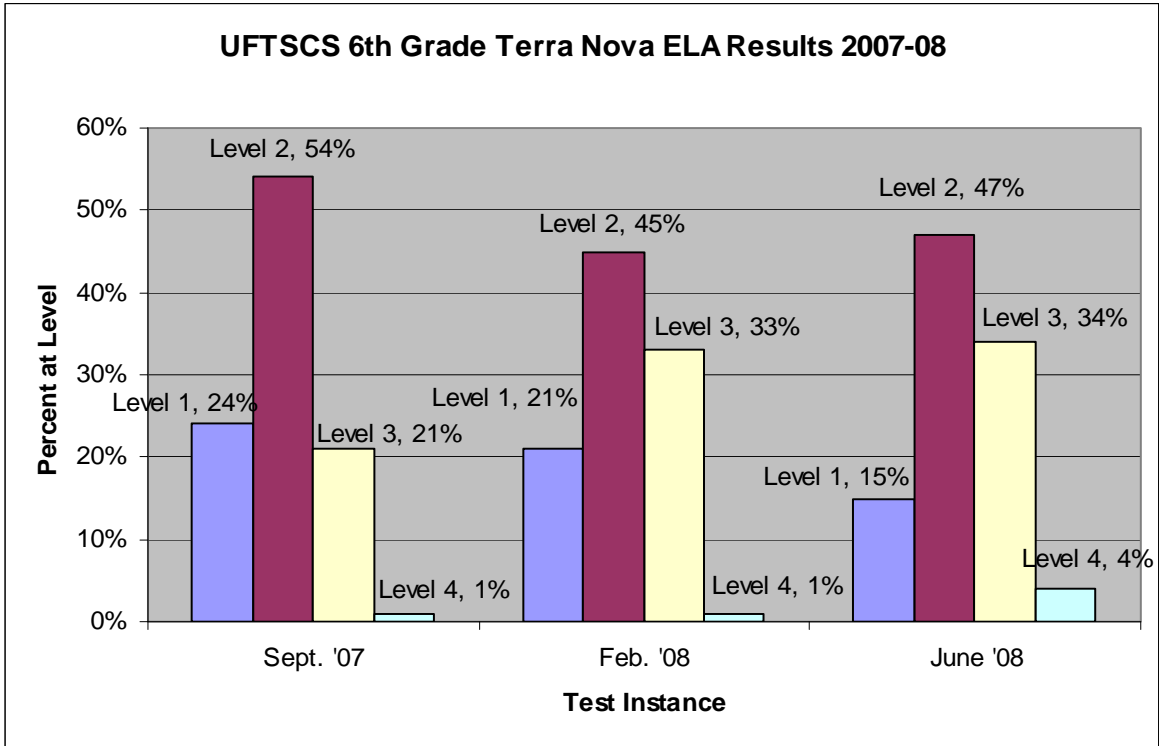
### Sixth Grade

The Secondary Campus offered the Terra Nova assessment to its students in September 2007, February 2008 and again in June 2008. The results were used to adapt and change the

curriculum and were also aimed at the preparation of the sixth-grade students for the New York State English Language Arts examination. The Terra Nova results follow below (the NYS ELA results follow):

<b>2007-08</b>	Terra Nova ELA Results				
	Level 1	Level 2	Level 3	Level 4	Number Tested
UFT SCS Sept. '07	24	55	21	1	101
UFT SCS Feb. '08	21	45	33	2	101
UFT SCS June '08	15	48	34	4	101

<b>2007-08</b>	Terra Nova ELA Results - % Levels			
	Level 1	Level 2	Level 3	Level 4
UFT SCS Sept. '07	24%	54%	21%	1%
UFT SCS Feb. '08	21%	45%	33%	1%
UFT SCS June '08	15%	47%	34%	4%

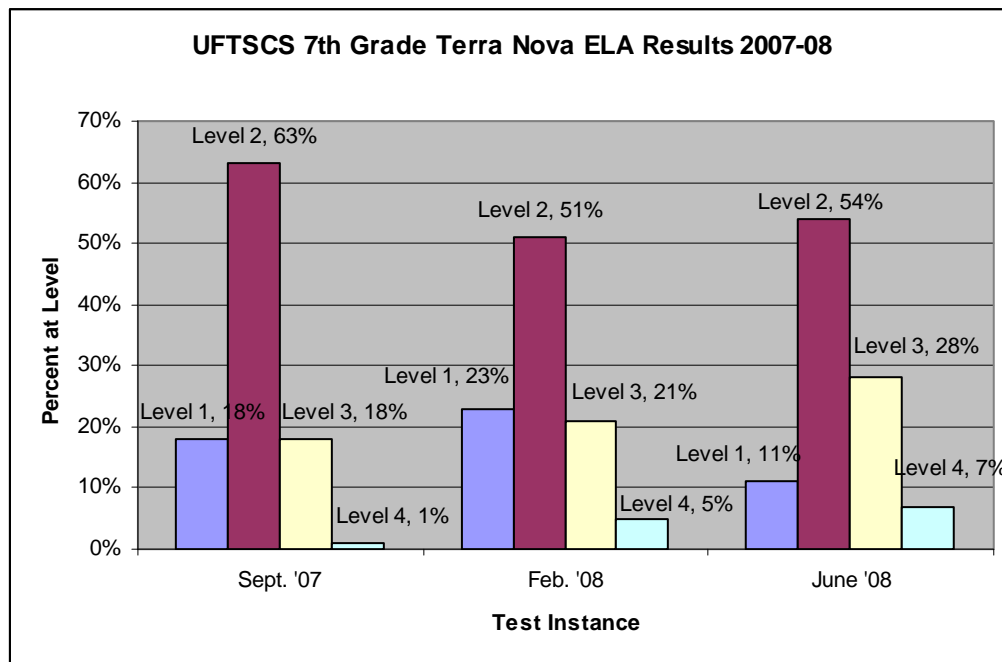


Sixth-grade results were promising with an increase in the number of students at levels 3 and 4 noted from the first assessment to the third. Increasing from 22 percent in levels 3 and 4 in September to 38 percent at or above grade-level proficiency in June indicates that many of the sixth-grade students at the Secondary Campus have made academic gains in Reading and Language Arts skills.

**Seventh Grade**

2007-08	Terra Nova ELA Results				
	Level 1	Level 2	Level 3	Level 4	Number Tested
UFT SCS Sept. '07	17	62	18	1	98
UFT SCS Feb. '08	23	50	20	5	98
UFT SCS June '08	11	53	27	7	98

2007-08	Terra Nova ELA Results - % Levels			
	Level 1	Level 2	Level 3	Level 4
UFT SCS Sept. '07	18%	63%	18%	1%
UFT SCS Feb. '08	23%	51%	21%	5%
UFT SCS June '08	11%	54%	28%	7%



Seventh-grade results were promising with an increase in the number of students at levels 3 and 4 noted from the first assessment to the third. Increasing from 19 percent in levels 3 and 4 in September to 35 percent at or above grade level proficiency in June indicates that many of the seventh-grade students at the Secondary Campus have made academic gains in Reading and Language Arts skills.

### **c. Evaluation**

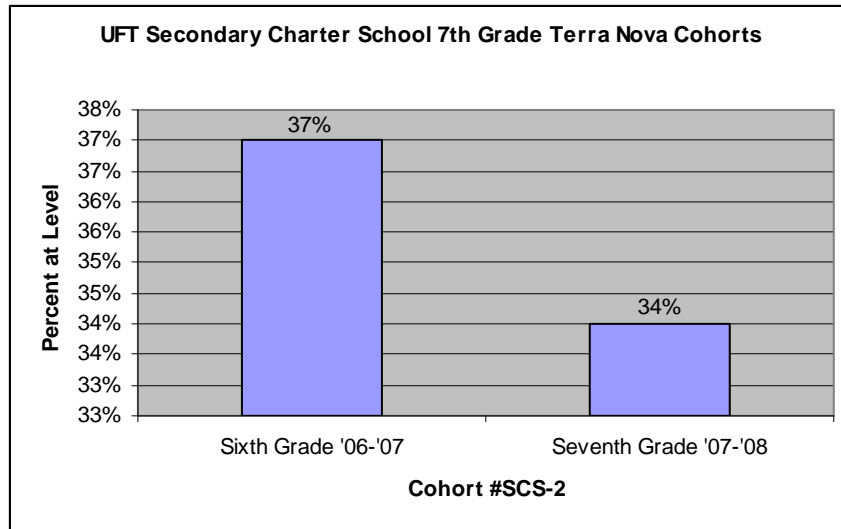
Based on the Terra Nova assessment results, 78 percent of our first-graders, 38.5 percent of second-graders, and 62 percent of third-graders achieved at Level 3 or Level 4. The Elementary Campus results indicate that our first-grade students are making adequate progress towards meeting the benchmark of 75 percent attainment of levels 3 and 4 on the New York State Assessments. The third-graders did not perform as well on this assessment compared to their achievement on the New York State ELA Assessment. Conversely, the second-graders are demonstrating difficulty in showing their reading and language arts achievement on this assessment.

The Secondary Campus results indicate that our students are making progress in reading and the trajectory indicates that the students of the Secondary Campus should approach 75 percent attainment of levels 3 and 4 by the 2008-09 school year. However, the results shown by the students on the New York State ELA assessment show a disparity between the NYS ELA exam and the Terra Nova exam.

### **d. Further Evidence**

The students of the Elementary Campus have been given a strong foundational education to prepare them for the third-grade New York State ELA examination. This year's third-grade performance results have demonstrated this.

The results of the sixth-grade students are without cohorts, and will thus act as baseline data for next year. One sixth-grade student repeated the grade this year, and thus her grades from the 2006-07 and the 2007-08 school years will serve as Cohort #1 (SC). The seventh-grade students are composed of 106 returning students and 10 students who were new to the Secondary Campus for the 2007-08 school year. Of those students who completed the seventh-grade at the Secondary Campus in the 2007-08 school year, the data for the 106 of those students who returned from the 2006-07 school year will be displayed as Cohort # 2 (SC).



Cohort # 2, is 106 seventh-grade students in their second year at the Secondary Campus, had a baseline of 37 percent as sixth-graders at levels 3 & 4 in the Terra Nova ELA assessment last year. At the completion of the seventh-grade, those students saw their grade levels lowered to 34 percent at levels 3 and 4.

**Measure – Daily Indicators of Basic Early Literacy Skills (DIBELS)**

**Method**

DIBELS are a set of standardized, individually administered measures of early literacy development. A “Reading First” assessment tool developed at the University of Oregon by Dr. Roland Good, DIBELS are designed to be short (one-minute) fluency measures regularly monitor the development of pre-reading and early-reading skills. The measurements are for initial sounds fluency, letter naming fluency, phonemes segmentation fluency, nonsense word fluency and oral reading fluency. We administered the assessments four times a year at three month intervals, starting in September. Benchmark 1 was administered in September, Benchmark 2 in December, Benchmark 3 in March, and Benchmark 4 in June to track student progress towards a benchmark as determined by this assessment. As students’ reading develops, different measures become targeted for assessment. In kindergarten, phoneme segmentation fluency is targeted, while oral reading fluency becomes the target skill in first, second and third grade. If students do not achieve the targeted goal, progress monitoring occurs twice a month for the intensive-support students and once a month for the strategic support students.

**Results**

In September, 2007 ninety-six kindergartners, seventy-three first-graders, sixty-three second-graders, and fifty nine third-graders were given the first benchmark assessments. In June, 2008,

ninety-four kindergartners, seventy-one first-graders, seventy second-graders, and fifty-nine third-graders were given the last benchmark assessment. The following were the results:

**FALL, 2007**

Kindergarten = 96 students  
Intensive Support – 2%  
Strategic Support – 39%  
Benchmark – 59%

**SPRING, 2008**

Kindergarten= 94 students  
Intensive Support– 9%  
Strategic Support-14%  
Benchmark- 78%

First Grade = 73 students  
Intensive Support – 7%  
Strategic Support – 22%  
Benchmark - 71%

First Grade= 71 students  
Intensive Support– 10%  
Strategic Support– 24%  
Benchmark - 66%

Second Grade = 63 students  
Intensive Support – 11%  
Strategic Support – 37%  
Benchmark - 52%

Second Grade=70 students  
Intensive Support– 44%  
Strategic Support– 30%  
Benchmark - 26%

Third Grade= 59 students  
Intensive Support – 14%  
Strategic Support – 27%  
Benchmark – 59%

Third Grade= 58 students  
Intensive Support– 9%  
Strategic Support-38%  
Benchmark- 53%

**Evaluation**

In each benchmark period, different assessments are given as students progress through the academic year. The expectation levels increase with every benchmark, which in part can explain the slope downward of student performance. As a result of the performance data, students were identified who were in need of intensive support. These students were monitored to determine the possible causal factors. Progress monitoring was informally administered and student progress was noted. In some cases a formal referral process was undertaken to detect any possible learning disabilities. Given these results, kindergarten and first-grade students who are in the strategic and benchmark levels are making adequate progress towards attaining the skills necessary by third-grade. Based on the number of students in the strategic and benchmark groups, 95 percent of kindergartners and 95 percent of first-graders are developing the necessary skills to become on-grade readers. It is also important to note that a few kindergartners are not

developmentally ready to read but are working towards developing the skills and will receive the additional support in first-grade. Given the second-graders' results, students who are in the strategic and benchmark levels, 66 percent are making adequate progress towards attaining the skills necessary to be on-grade readers by third-grade. Based on the number of students at intensive level, 44 percent of our second-grade students need to receive additional support services. It is important to note that DIBELS is a timed assessment and some students have not developed the automaticity needed to attain benchmark level. However, when these discrete skills are applied while reading actual texts and without the timed restrictions, the majority of second-grade students are currently reading at grade level.

### ***Measure – Fountas & Pinnel Benchmark Reading Assessment System***

#### **Method**

The Fountas & Pinnel Benchmark Reading Assessment System is administered during a one-on-one student teacher reading conference. This assessment measures decoding, fluency, vocabulary, and comprehension skills for students in kindergarten through eighth grade. The student reads aloud and responds to comprehension questions. A formative evaluation of this system was conducted to ensure that the leveling of texts is reliable and the reading scores are valid and accurately identify each student's reading levels. The set of books, along with preset questions are used to determine students' developmental reading levels for the purpose of informing instruction and documenting reading progress. The assessment results enable teachers to effectively group students for reading instruction, and for instructional and independent reading. It is effective, too, in determining areas for further instruction and students in need of intensive academic instruction.

## Results

In June 2008, 96 kindergarteners, 76 first-graders, 70 second-graders and 58 third-graders were given the Fountas & Pinnel Benchmark Assessment System to determine their reading levels.

Grade Level	Below Benchmark	Approaching Benchmark	Meeting Benchmark	Above Benchmark	Number of Students
Kindergarten Benchmark = Level B	5	12	60	19	96
First Grade Benchmark = Level I	7	13	23	33	76
Second Grade Benchmark = Level L	5	12	20	33	70
Third Grade Benchmark=M	0	7	17	34	58

Grade Level	Level 1	Level 2	Level 3	Level 4
Kindergarten	5%	12.5%	62.5%	20%
First Grade	9%	17%	30%	44%
Second Grade	4%	12%	29%	47%
Third Grade	0%	12%	29%	59%

## Evaluation

It is important to note that fluency is best measured both quantitatively and qualitatively. Students' fluency norms are measured by DIBELS through calculating correct words per minute. Reading rate alone however, is not a sufficient measure of fluency, and for this reason the Fountas & Pinnel Benchmark Reading Assessment System was utilized as well. This assessment measures reading comprehension, reading rate and word analysis. Reading fluency is one aspect of this assessment. Those qualitative behaviors (comprehension, smoothness, phrasing and pace) are assessed. More specifically, reading independently with comprehension is the ultimate reading goal for our students. Good readers construct meaning as they read and we wanted an

assessment that captured such “real-life reading” data (predicting, inferring, asking questions and evaluating text).

Benchmark reading levels were determined for each grade for the beginning, middle, and end of year, using the Fountas & Pinnel, reading-level guide. Based upon the Fountas & Pinnel Reading Assessment end-of-year assessment, 82.5 percent of kindergarteners, 74 percent of first-graders, 76 percent of the second-graders and 88 percent of our third-graders are reading at-or above benchmark levels. Our students in kindergarten and first grade are developing their decoding skills and comprehension strategies. However, our second and third grade students are able to apply their decoding and comprehension strategies when provided the necessary time to process the texts they are reading.

The Fountas & Pinnel Benchmark Reading Assessment was used as a complement to the other assessments, the Terra Nova (a norm referenced reading test) and DIBELS (which assesses discrete skills that have a high probability to predict reading success) to assess student achievement in attaining the necessary literacy skills. It enabled teachers to gather a reading profile on individual children in order to group, instruct meaningfully and monitor progress. This on going cycle of planning and assessment allowed us to follow students’ progress and provide for their changing instructional needs.

### **Further Evidence**

The students at the Elementary Campus were given a variety of reading assessments to determine literacy-skill acquisition and reading ability in order to monitor their progress as readers and to predict the success of first and second graders on the third grade New York State English Language Arts examination. Based on student performance on the Fountas & Pinnel Assessment, our kindergarten and first grade students are developing at an appropriate rate and are the acquiring comprehension strategies necessary to understand beginning-level texts. Our second and third grade students are demonstrating the necessary reading strategies and skills to comprehend grade level and beyond grade level reading passages. This outcome-based assessment is a good predictor of students’ future performance on the New York state assessment.

### **Summary of the English Language Arts Goal**

At the Elementary Campus, students are making adequate process in literacy as demonstrated on the Terra Nova, New York State ELA Assessment and Fountas & Pinnel reading levels. Each assessment administered provides information that is utilized by classroom teachers to customize

instruction targeted to meet individual student needs. Assessments that have a timed element affect how quickly a student can demonstrate literacy knowledge and skills. Given adequate time to respond to questions, students are able to demonstrate their ability to read and comprehend at grade-level standards.

The English Language Arts goal applies to the students of the Secondary Academy. The results on the New York State ELA examination, in addition to the Terra Nova results, provide baseline data points for the continued academic growth of our students.

In examining the State ELA examination and Terra Nova assessment results, it appears that many of the students at the Secondary Campus are attaining the necessary literacy skills to meet the benchmarks. We are taking steps to address the needs of those students who are not making adequate progress towards the benchmark of 75 percent at levels 3 & 4.

To address this we will closely monitor those students who are in need of intensive support. We will use the Progress Monitoring component to assess if interventions are addressing the student need to develop necessary literacy skills. Parent meetings will be held to address individual student needs with suggestions for additional activities for home study to reinforce the instruction that occurs during the school day.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved (EC) Approaching (SC)
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	TBD
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State exam and 75 percent at or above Level 3 on the	Achieved

	current year's State exam.	
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### ***C. Action Plan***

Based on the results of the Terra Nova, New York State ELA assessments and informal assessment, we will continue to monitor student progress. At the Elementary Campus, we will continue to institute a baseline Terra Nova assessment in the fall and administer an end-of-the-year Terra Nova assessment to determine the growth for the year, as well as compare data from previous years. For next year, we plan to administer a mid year assessment in January to track student progress more closely.

We plan to utilize the two-teacher classroom model more effectively. Therefore, one teacher will be on each grade level (kindergarten through second grade) as the designated Academic Intervention Teacher who will work specifically with those students in need of intensive support as identified on the DIBELS assessment. The Progress Monitoring component of this assessment will be utilized to closely monitor those students who are in need of intensive support. Students who are identified as not making adequate progress in grades two, three, and four will attend the Excellence Academy during an extended day schedule twice a week.

The Assessment Coordinator will closely monitor growth both of students in need of intensive support and strategic support. Additionally, the Assessment Coordinator will work with teachers in analyzing all assessment data to plan lessons to address areas in need of improvement. A focus on improving fluency will address the need for students to use their learning time more efficiently.

In addition, those students in the third-grade who did not achieve a level 3 on the New York State ELA Assessment and those students who scored significantly below reading level in second-grade will attend a four week compulsory summer school program. This program will provide additional instruction in the reading skill areas in need of improvement based on the assessment results. There will be opportunities for students to read independently to practice reading skills in isolation and then integrate them as proficient readers. Students will be grouped according to skill area with a 10:1 student teacher ratio.

At the Secondary Campus, we will institute a baseline Terra Nova assessment in the fall, mid-year assessment in February and administer an end of the year Terra Nova assessment to determine the growth for the year, as well as compare data from previous years. Students in need

of intervention have been identified using the data from these assessments this year. At the Secondary Campus, students' academic progress will be followed closely and analyzed during weekly Pupil Personnel Committee Meetings. Pupil Personnel Committee members include the school leader, special education coordinator, Teacher Center staff, social worker and classroom teachers. Subsequent interventions will be identified and implemented in order to target specific student needs including additional small group instruction, one-to-one tutoring and home study activities. In addition, summer reading packets were distributed to all students to help them maintain their knowledge and skills in literacy.

The School Leaders will meet with classroom teachers after each benchmark assessment to discuss the results. At these collaborative meetings, teachers will share other assessment data collected as well as the interventions utilized to target deficient areas. Action plans for "at-risk" students will be developed with classroom teachers to address student needs. Accessing school resources, using time and personnel in different ways, adjusting academic goals and using different teaching strategies will be considered ways to differentiate and accelerate student learning.

The use of Collaborative Team teaching was continued this year. This structure was used to group students for small group instruction to target learning needs. We are exploring new ways of using various Collaborative Team Teaching models to effectively address our "at-risk" student population. Professional development will continue to focus on effective ways to use this structure to differentiate instruction.

The UFT Charter School will hold a summer institute that will focus on deepening teacher knowledge on the implementation of its literacy programs, Harcourt Trophies in kindergarten through fourth grade, the EMC Masterpiece Series for sixth grade and Glencoe Literature Program for seventh and eighth grade students, as well as planning for guided reading, and continuing to develop the Writer's Workshop. Professional development will continue throughout the year in these areas during our weekly sessions. The Teacher Center staff developer at each campus will work with teachers in classrooms to model lessons, look at student work and assessment results, as well as provide coaching to refine teaching practices.

## Mathematics

### Goal 2: Mathematics

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

### Background

The Elementary Campus uses the New York State Core Curriculum along with Everyday Mathematics program to plan daily mathematics instruction. Focusing on the five content strands, number sense and operations, algebra, geometry, measurement, and statistics and probability, lessons also incorporate the five process strands, problem solving, reasoning, communications, connections, and representation. Mathematics instruction incorporates hands-on activities, cooperative learning through partner and small group instruction, problem solving opportunities, and skill development through mathematical games.

A mathematics team was developed this year incorporating a grade leader from kindergarten through third-grade to plan to develop daily math problems that spiral all content strands and integrate daily problem-solving experiences. Professional development focused on questioning techniques and incorporating more opportunities for student discourse during math lessons in order that for students develop deeper understanding of the mathematical concepts taught.

The Everyday Math unit assessments were used to monitor student progress along with M-class mathematics assessment. Benchmark scores in kindergarten and first grade were used to identify students in need of intensive, strategic academic support. This information was also used to identify areas for re-teaching. Absent benchmark scores in second and third grades, made it difficult to assess proficiencies levels. However, the data was used to identify content for further instruction by re-teaching and center activities, to develop increased proficiency in identified areas of number sense and operations.

The Secondary Campus utilizes units of study designed in alignment with New York State Standards. The sixth-grade curriculum will include fractions/decimals, percents/ratios/proportions, statistics/data/graphs, geometry/measurement, statistics/probability, and algebraic procedures. The seventh grade curriculum will cover fractions/decimals/integers/equations/patterns, shapes in two and three dimensions, measurement, statistics/probability, and investigating algebraic procedures. The eighth grade

curriculum will include, rational numbers, real world math, functions in algebra, algebraic formulas/theories, measurement/graphs/probability, and solving multi-step equations. The assessments will include, tests, quizzes, daily monitoring of class work, group projects, and portfolio completion. Teachers participate in three hours of professional development weekly. These professional development sessions emphasize lesson-plan writing, a study of student work, varied forms of assessment, use of data to design lesson plans, and classroom management.

### **Goal 2: Absolute Measure**

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

In the 2007-2008 school year, the Elementary Campus enrolled kindergarteners, first- second- and third-graders. This year was the first time our students were assessed using the New York State Mathematics Assessment in third grade. As there are no State assessments in kindergarten, first, and second grades to determine the trajectory of student progress towards meeting the benchmark, we administered the Terra Nova assessment in mathematics to give us baseline data in first grade and to determine growth throughout the years. We will use the results to compare our students with a nationally normed sample.

In the 2007-2008 school year, the Secondary Campus enrolled sixth- and seventh-graders. These students took the New York State Mathematics assessment in March 2008. This exam is a cumulative assessment, measuring student mastery of skills and knowledge during the course of their schooling. These students also took the Terra Nova assessment to determine the trajectory of student progress towards the benchmark. NOTE: In addition to our accountability objective, the goal of the Secondary Campus, as specified in Attachment 13 “Student Achievement Goals” of our charter application, is for students continuously enrolled from the 6<sup>th</sup> to meet or exceed New York State Intermediate Learning Standards in mathematics upon successful completion of 8th grade. We believe that this timeframe is appropriate given the demands of the middle school curriculum and to prepare students for success in Regents-level high school work.

### ***Measure – NYS Mathematics Examination***

#### **a. Method**

The school administered the New York State Testing Program Mathematics assessment to students grade three, six and seven in March 2008. This exam is a cumulative assessment

measuring student mastery of skills and knowledge at each grade level as determined by the New York State Mathematics Standards. Individual student performance is reported both as a scale score and a performance level, as determined by the state. Performance levels range from 1 to 4 with Level 3 being proficient and Level 4 being advanced. Evaluation of this outcome measure is based on the percentage of students who are enrolled in at least their second year, that is, students who have been enrolled since at least the BEDS day of the previous school year and score at Levels 3 and 4.

**2007-08 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>3</sup>			Total Enrolled
		IEP	ELL	Absent	
3	59			1	60
4					
5					
6	117			1	118
7	117			1	118
8					
All	293			3	296

**b. Results**

Students at the Elementary Campus performed admirably on the 2007 New York State Mathematics exam, with 98 percent of students scoring in levels 3 and 4.

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<sup>3</sup> 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

**UFT Charter School Performance on 2007-08 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students	1.7%	0.0%	64.4%	33.9%	98.3%	59
	Students in At Least 2 <sup>nd</sup> Year	1.8%	0.0%	64.3%	33.9%	98.2%	56
4	All Students	n/a	n/a	n/a	n/a	n/a	n/a
	Students in At Least 2 <sup>nd</sup> Year	n/a	n/a	n/a	n/a	n/a	n/a
5	All Students	n/a	n/a	n/a	n/a	n/a	n/a
	Students in At Least 2 <sup>nd</sup> Year	n/a	n/a	n/a	n/a	n/a	n/a
6	All Students	4.3%	30.8%	55.6%	9.3%	64.9%	117
	Students in At Least 2 <sup>nd</sup> Year	0.0%	100.0%	0.0%	0.0%	0.0%	1
7	All Students	0.9%	31.6%	59.0%	8.5%	67.5%	117
	Students in At Least 2 <sup>nd</sup> Year	0.9%	30.6%	60.2%	9.3%	69.5%	108
8	All Students	n/a	n/a	n/a	n/a	n/a	n/a
	Students in At Least 2 <sup>nd</sup> Year	n/a	n/a	n/a	n/a	n/a	n/a
All	All Students	2.4%	24.9%	58.7%	14.0%	72.7%	293
	Students in At Least 2 <sup>nd</sup> Year	1.2%	19.9%	60.8%	18.1%	78.9%	165

**c. Evaluation**

At the Elementary Campus, 98 percent of our third graders achieved levels 3 and 4. Based on these results, our students' achievement exceeded the 75 percent benchmark.

Based on the New York State Mathematics assessment, 65 percent of our sixth-graders and 67 percent of our seventh-graders have achieved a Level 3 or Level 4. These results indicate that 6 percent more of the students met or exceeded state Mathematics standards from the sixth to the seventh-grade (61 percent to 67 percent).

**Additional Evidence**

The students at the UFT Charter School have shown continued growth the longer they have been enrolled at our school. From year one to year two, there is a seven percent increase in achievement on the state math exam. There is a 27 percent increase from year two to year three. These increases show strong potential, for the having 75 percent of students achieve levels 3& 4

on the state math exam.

**2007-08 Mathematics Performance  
by Grade Level and Years Attending the School**

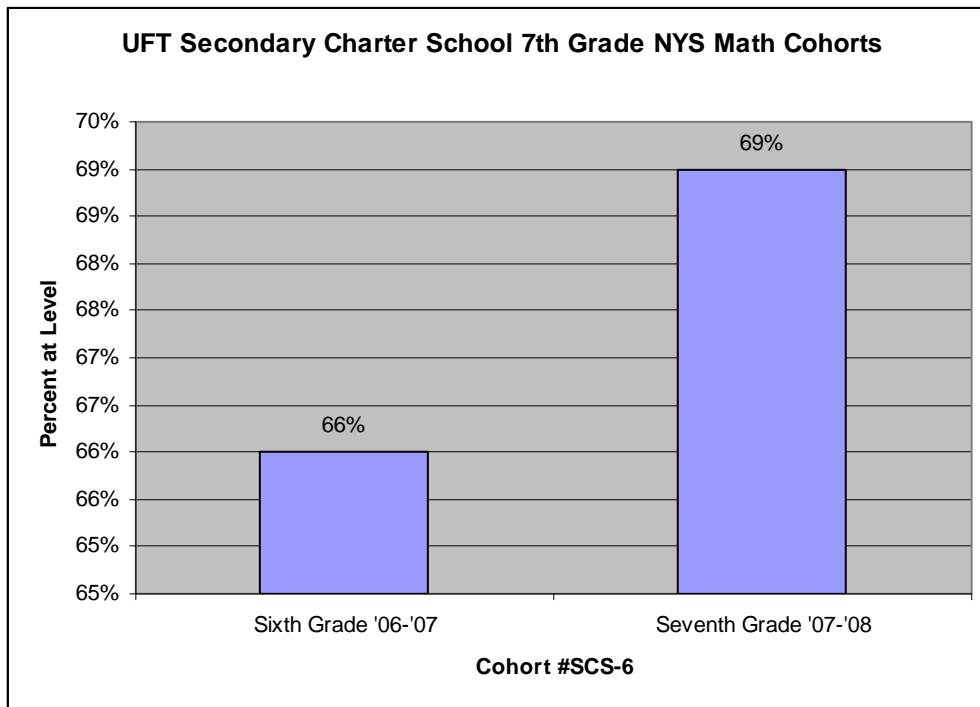
Grade	Percent of Students at Levels 3 and 4 According to Number of Years Enrolled							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	100%	3	100%	10	98%	46		
4								
5								
6	65.5%	116	0%	1				
7	44%	9	69.5%	108				
8								
All	64.8%	128	71%	119	98%	46		

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

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3					n/a	n/a	n/a	n/a	98.2%	56
4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
5					n/a	n/a	n/a	n/a	n/a	n/a
6					n/a	n/a	n/a	n/a	0.0%	1
7					n/a	n/a	n/a	n/a	69.5%	108
8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	78.8%	165

Based on the New York State Math assessment, 73 percent of our students have achieved a Level 3 or Level 4. These results indicate that our students are making progress in reading and are on trajectory to approach the benchmark of 75 percent attainment of levels 3 and 4 by the 2008-2009 school year. The results of the sixth-grade students are without cohorts, and will thus act as baseline data for next year. One sixth-grade student repeated the grade this year, and thus her

grades from the 2006-07 and the 2007-08 school years will serve as Cohort #5 (SC). The seventh-grade students are composed of 106 returning students and 10 students who were new to the Secondary Campus for the 2007-08 school year. Of those students who completed the seventh-grade at the Secondary Campus in the 2007-08 school year, the data for the 106 of those students who returned from the 2006-07 school year will be displayed as Cohort # 6 (SC). Cohort # 5(SC), made up of one current (and repeating) sixth grade student, had a baseline of 0 percent as a first-time sixth-grader at levels 3 & 4 in New York State ELA assessment last school year, with a level 1. This school year, as a repeating sixth-grader, she improved in her test-taking, receiving a level 2 (and thus achieved 0 percent at level 3 & 4).



Cohort #6 (SC), made up of 106 seventh grade students in their second year at the Secondary Campus, had a baseline of 66 percent as sixth graders at levels 3 & 4 in the New York State ELA examination last school year. At the completion of the seventh grade, those students saw their grade levels increased to 69 percent at levels 3 and 4. These results indicate that our students are making progress in mathematics and are on trajectory to approach the benchmark of 75 percent attainment of levels 3 and 4 by the 2008-2009 school year.

**Goal 2: Absolute Measure**

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

## Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's English language arts AMO, which for 2007-08 is 102. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

## Results

With 73 percent of students scoring at Level 3 or above, the school was 2 percentage points below the target of 75 percent proficient and therefore did not meet the measure. When the Secondary Campus Performance Index (PI) results are viewed, the required state Annual Measure Objective (AMO) was surpassed. For the 2007-2008 school year, the Secondary campus' Performance Index was 171. The New York State ELA Annual Measurable Objective for the 2006-2007 school year was 133.

### Calculation of 2007-08 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3, 6-7	2%	25%	59%	14%	293

$$\begin{aligned} \text{PI} &= 25 + 59 + 14 = 98 \\ &+ 59 + 14 = 73 \\ \text{PI} &= 171 \end{aligned}$$

## Evaluation

The mathematics measurable objective was achieved. The PI score of 171 exceeded the AMO set by the state. In comparison to previous years, the PI has increased along with the number of level 3 & 4 students. Our level one students decreased from 7 percent to 2 percent and our level 2 students dropped from 30 percent to 25 percent.

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

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

**Goal 2: Comparative Measure**

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

**Method**

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

**Results**

Based on the state test scores, the UFT Charter School has outscored the local schools within the district. The local schools had 69 percent of their students' achieve levels 3 & 4. The UFT Charter School had 78.8 percent of our students achieve levels 3 & 4.

**2007-08 State Mathematics Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	UFT Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	98.2%	56	81.3%	1857
4	n/a	n/a	n/a	n/a
5	n/a	n/a	n/a	n/a
6	0.0%	1	62.4%	1299
7	69.5%	108	57.7%	1171
8	n/a	n/a	n/a	n/a
All	<b>78.8%</b>	165	<b>69.3%</b>	4327

**Evaluation**

Based on the New York State Math assessment, 73 percent of our students have achieved a Level 3 or Level 4. These results indicate that our students are making progress in reading and are on trajectory to approach the benchmark of 75 percent attainment of levels 3 and 4 by the 2008-2009 school year.

The results of the sixth-grade students are without cohorts, and will thus act as baseline data for next year. One sixth-grade student repeated the grade this year, and thus her grades from the 2006-07 and the 2007-08. The seventh-grade students are composed of 106 returning students and 10 students who were new to the Secondary Campus for the 2007-08 school year. Of those students who completed the seventh-grade at the Secondary Campus in the 2007-08 school year on the New York State Mathematics assessment, 65 percent of our sixth-graders and 67 percent of our seventh-graders have achieved a Level 3 or Level 4. These results indicate that our students are making progress in mathematics and are on trajectory to approach the benchmark of 75 percent attainment of levels 3 and 4 by the 2008-2009 school year.

## Additional Evidence

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3					n/a	74.5%	n/a	76.9%	98.2%	81.3%
4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
5					n/a	n/a	n/a	n/a	n/a	n/a
6					n/a	44.8%	n/a	59.9%	0.0%	62.4%
7					n/a	31.2%	n/a	47.3%	69.5%	57.7%
8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All	n/a	n/a	n/a	n/a	n/a	57.0%	n/a	64.1%	78.8%	69.3%

#### Goal 2: Comparative Measure

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

#### Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure.

NOTE: Given the timing of the state’s release of poverty data and student test scores for this year, the 2007-08 analysis has not yet been provided by the Charter Schools Institute. As such, this report does not include an analysis of the School’s most current achievement results nor is it reflective of the School’s growth over the past year. Per guidance from the Charter Schools Institute, this report includes the analysis based on the 2006-2007 data. Given that the 2006-2007 data are only for entering 6<sup>th</sup> grade students (assessed after only six months in the school), the Effect Size analysis should be considered a baseline and not reflective of the school’s contribution to students’ learning.

**Results**

**2006-07 Mathematics Comparative Performance by Grade Level**

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		n/a	n/a	n/a	n/a	n/a
4		n/a	n/a	n/a	n/a	n/a
5		n/a	n/a	n/a	n/a	n/a
6		122	61.5	60.9	0.5	0.03
7		n/a	n/a	n/a	n/a	n/a
8		n/a	n/a	n/a	n/a	n/a
All	63.4	122	61.5	60.9	0.5	0.03

**School’s Overall Comparative Performance:**

**Evaluation**

As of the 2006-07 school year (the only year for which we have Comparative Performance Data), the UFTCS has not met the measure. However, with a positive Effect Size (albeit a small one) of 0.03, there is the potential for continued growth.

**Additional Evidence**

The Secondary Campus has outperformed the local district schools over the past two years. The UFT Secondary campus has out scored the local 7<sup>th</sup> graders by 12 percent.

## Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2004-05	n/a	n/a	n/a	n/a	n/a	n/a
2005-06	n/a	n/a	n/a	n/a	n/a	n/a
2006-07	6	63.4	122	61.5	60.9	0.03
2007-08	Unavailable	Unavailable	Unavailable	Unavailable	Unavailable	Unavailable

### Goal 2: Growth Measure

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

### Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2007-08 and also have a state exam score in 2006-07. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2007-08. If a cohort had already achieved 75 percent proficient in 2006-07, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

### Results

As shown in the table, the students at the Secondary Campus nearly achieved the set target. The 7<sup>th</sup> grade cohort increased the level 3 & 4 from 61 percent to 67 percent. They missed the half way mark by one percentage point.

### Cohort Growth on State Mathematics Exam from 2006-07 to 2007-08

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2006-07	Target	2007-08	
4	n/a	n/a	n/a	n/a	n/a
5	n/a	n/a	n/a	n/a	n/a
6	1	0%	50%	0%	NO
7	108	66%	71%	69%	NO
8	n/a	n/a	n/a	n/a	n/a
All	109	66%	71%	69%	NO

#### Evaluation

For the 2007-2008 school year, both grades scored above the state. There was evidential growth in both the sixth-grade and seventh-grade in mathematics, yet we missed our target by 2 percent. This was still an increase of 3 percent from the 2006-2007 scores.

#### Additional Evidence

#### Change in Mathematics Performance Levels from 2006-07 to 2007-08

		Number of Students at Each Performance Level				
		2007-08				
		Level 1	Level 2	Level 3	Level 4	Total Number
2006-07	Level 1	1	6	0	0	7
	Level 2	0	16	14	0	30
	Level 3	0	7	45	3	55
	Level 4	0	2	5	7	14
	Total Number	1	31	64	10	106

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

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	n/a	n/a	n/a
2007-08	6, 7	0	2

**Additional Evidence**

***Measure – Terra Nova***

**a. Method**

The Elementary Campus administered the Terra Nova in September 2007 and May 2008, to determine the performance levels of our students in Mathematics. The Terra Nova is a standardized achievement test designed to compare an individual student’s performance with the performance of all other students nationwide taking the same test. It tests achievement in mathematics. Uniform directions were given within a timed segment for all students to respond to the same questions. Because of this format it provides valid and reliable comparisons of achievement based on what first and second grade students should know and be able to do at the time of the assessment. The skills and abilities within the test reflect a broad national thinking on what is considered to be important instructional content. This multiple choice test was machine scored by CTB/McGraw-Hill and the results were reported to the school in several forms.

The Secondary Campus administered the Terra Nova in September 2007, February 2008, and May 2008 for grades six and seven. This assessment will assist in the development of curriculum for the sixth-grade so as to allow the Secondary Campus’ students to attain grade-level proficiency as soon as possible.

**b. Results**

Seventy-six first-graders, seventy second-graders and fifty-eight third-graders took this assessment, which represents a one hundred percent participation rate. Based on the Terra Nova data, future 3rd grade New York State Mathematics results should approach expected levels. The tables below present the Terra Nova Mathematics results for the Elementary Campus

students in attendance during the 2007-2008 school year.

**First Grade**

2007-2008	Terra Nova Math Results				
	Level 1	Level 2	Level 3	Level 4	Number Tested
ECS Grade 1 - Sept '07	20	28	28	0	79
ECS Grade 1 - May '08	4	20	41	11	76

2007-2008	Terra Nova Math Results - % Levels			
	Level 1	Level 2	Level 3	Level 4
ECS Grade 1 - Sept '07	25%	35%	35%	0%
ECS Grade 1 - May '08	5%	26%	54%	15%

First-grade results were rather promising with a significant increase in levels 3 and 4 noted from the first assessment to the second. Increasing from 35 percent in levels 3 and 4 in September to 69 percent at or above grade level proficiency indicates that many first-grade students at the Elementary Campus have made significant academic gains in Mathematics skills.

## Second Grade

<b>2007-2008</b>	Terra Nova Math Results				
	Level 1	Level 2	Level 3	Level 4	Number Tested
ECS Grade 2 - Sept '07	15	27	27	0	69
ECS Grade 2 - May '08	9	26	31	4	70

<b>2007-2008</b>	Terra Nova Math Results - % Levels			
	Level 1	Level 2	Level 3	Level 4
ECS Grade 2 - Sept '07	22%	39%	39%	0%
ECS Grade 2 - May '08	13%	37%	44%	6%

Second-grade results indicate an increase in levels 3 and 4 noted from the first assessment to the second. Increasing from 39 percent in levels 3 and 4 in September to 50 percent at or above grade level proficiency indicates that many second grade students at the Elementary Campus have made significant academic gains in Mathematics skills.

### Third Grade

2007-2008	Terra Nova Math Results				
	Level 1	Level 2	Level 3	Level 4	Number Tested
ECS Grade 2 - Sept '07	3	19	32	6	60
ECS Grade 2 - May '08	2	10	31	15	58

2006-2007	Terra Nova Math Results - % Levels			
	Level 1	Level 2	Level 3	Level 4
ECS Grade 2 - Sept '07	5%	32%	53%	10%
ECS Grade 2 - May '08	3%	17%	54%	26%

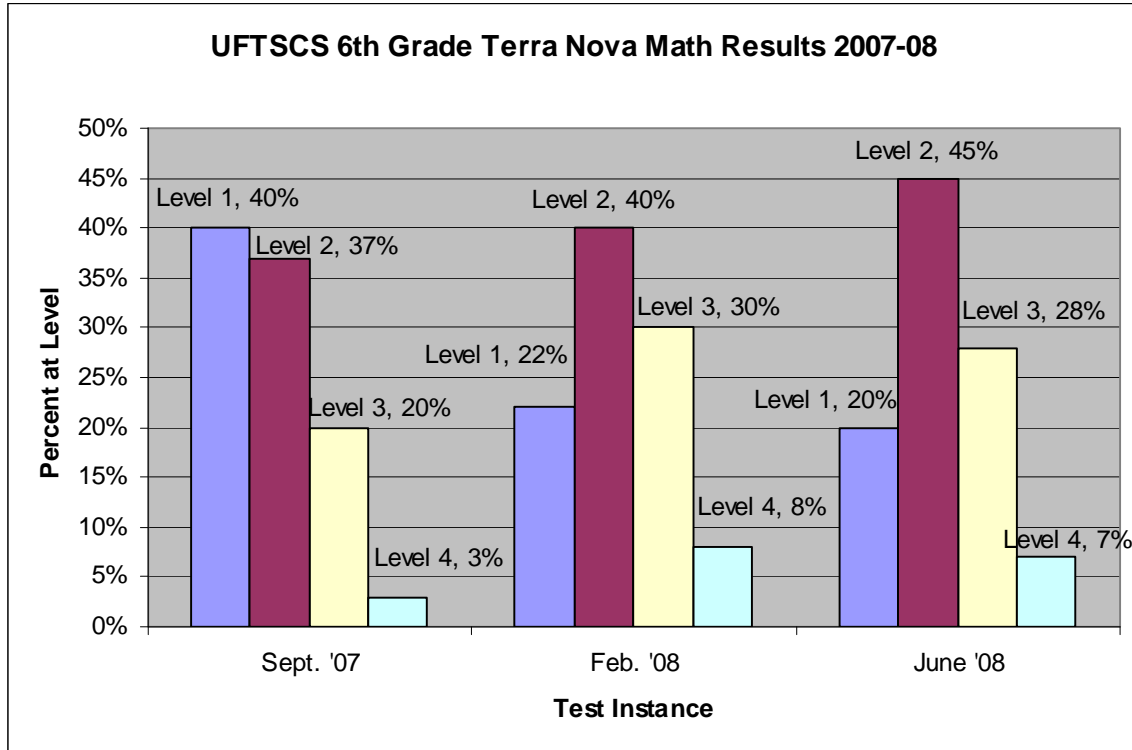
Third-grade results indicate the greatest change in achievement occurred with a decrease in level 2 and an increase in level 4 from the fall '07 assessment to the spring '08 assessment. Increasing from 63 percent in levels 3 and 4 in September to 80 percent at or above grade level proficiency indicates that many third grade students at the Elementary Campus have made significant academic gains in Mathematics skills.

### Sixth Grade

The Secondary Campus offered the Terra Nova assessment to its students in September 2007, February 2008 and again in June 2008. The results were used to adapt and change the curriculum, while also aimed at the preparation of the sixth grade students for the New York State Mathematics examination. The Terra Nova results follow below (the NYS Math results follow):

<b>2007-08</b>	Terra Nova Math Results				
	Level 1	Level 2	Level 3	Level 4	Number Tested
UFT SCS Sept. '07	41	37	20	3	101
UFT SCS Feb. '08	23	40	30	8	101
UFT SCS June '08	20	45	29	7	101

<b>2007-08</b>	Terra Nova Math Results - % Levels			
	Level 1	Level 2	Level 3	Level 4
UFT SCS Sept. '07	40%	37%	20%	3%
UFT SCS Feb. '08	22%	40%	30%	8%
UFT SCS June '08	20%	45%	28%	7%

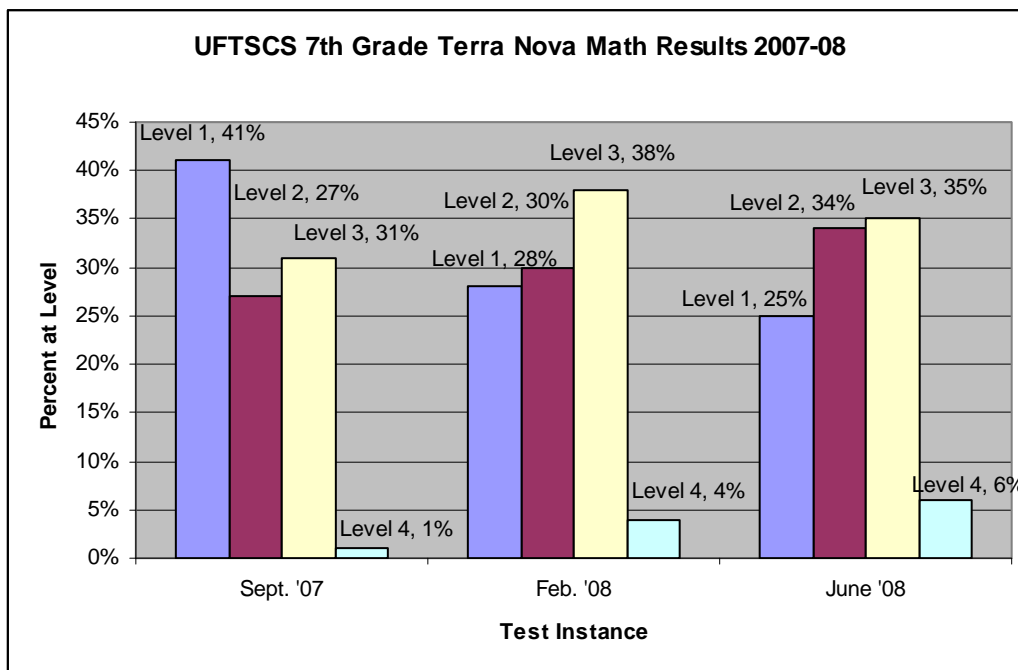


Sixth-grade results were promising with an increase in levels 3 and 4 noted from the first assessment to the third. Increasing from 23 percent in levels 3 and 4 in September to 35 percent at or above grade level proficiency in June indicates that many of the sixth-grade students at the Secondary Campus have made academic gains in mathematics skills.

### Seventh Grade

2007-08	Terra Nova Math Results				
	Level 1	Level 2	Level 3	Level 4	Number Tested
UFT SCS Sept. '07	40	26	31	1	98
UFT SCS Feb. '08	27	29	38	4	98
UFT SCS June '08	24	33	35	6	98

2007-08	Terra Nova Math Results - % Levels			
	Level 1	Level 2	Level 3	Level 4
UFT SCS Sept. '07	41%	27%	31%	1%
UFT SCS Feb. '08	28%	30%	38%	4%
UFT SCS June '08	25%	34%	35%	6%



Seventh-grade results were promising with an increase in levels 3 and 4 noted from the first assessment to the third. Increasing from 32 percent in levels 3 and 4 in September to 41 percent at or above grade level proficiency in June indicates that many of the seventh-grade students at the Secondary Campus have made academic gains in Mathematics skills.

### **c. Evaluation**

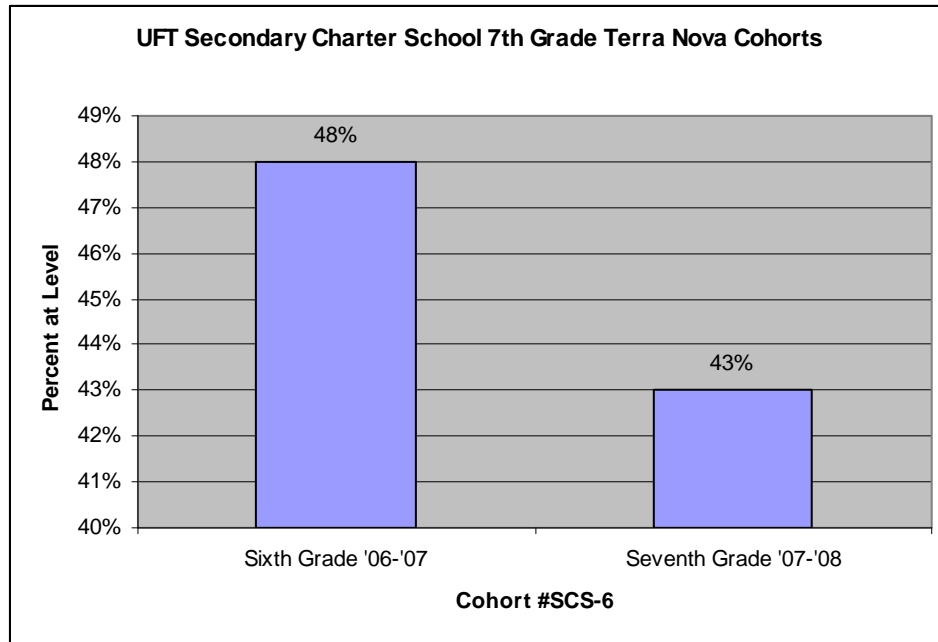
The Elementary Campus results indicate that our students are making progress towards meeting the benchmark of 75 percent attainment of levels 3 and 4 by the 2008-09 school year. Based on the Terra Nova assessment results, 67 percent of our first-graders, 50 percent of second-graders and 80 percent of third-graders achieved a Level 3 or Level 4.

The Secondary Campus results indicate that our students are making progress in reading and the trajectory indicates that the students of the Secondary Campus should approach 75 percent attainment of levels 3 and 4 by the 2008-09 school year. However, the results shown by the students on the New York State Mathematics assessment show a disparity between the NYS Mathematics exam and the Terra Nova exam.

### **d. Further Evidence**

At the Elementary Campus, students have been given a mathematical foundation to prepare them for the 3<sup>rd</sup> grade New York State Mathematics examination. The third-grade New York State Assessment results have shown this to be true. Terra Nova results indicate that 50 percent of second-grade students at level 3 and above, show progress towards meeting the benchmark of 75 percent at level 3 or higher on the 2000 3<sup>rd</sup> Grade New York State Mathematics assessment.

At the Secondary Campus, the results of the sixth-grade students are without cohorts, and will thus act as baseline data for next year. One sixth-grade student repeated the grade this year, and thus her grades from the 2006-07 and the 2007-08 school years will serve as Cohort # 5 (SC). The seventh-grade students are composed of 106 returning students and 10 students who were new to the Secondary Campus for the 2007-08 school year. Of those students who completed the seventh grade at the Secondary Campus in the 2007-08 school year, the data for the 106 of those students who returned from the 2006-07 school year will be displayed as Cohort # 6 (SC).



Cohort # 6 (SC), made up of 106 seventh-grade students in their second year at the Secondary Campus, had a baseline of 48 percent as sixth-graders at levels 3 & 4 in Terra Nova ELA achievement last school year. At the completion of the seventh-grade, those students saw their grade levels lowered to 43 percent at levels 3 and 4

***B. Summary***

At the Elementary Campus, students are making adequate process in mathematics as demonstrated on the Terra Nova, and the New York State Mathematics Assessment. Each assessment administered provides information that is utilized by classroom teachers to customize instruction targeted to meet individual student needs. Based on the Terra Nova results, students in first and third grade outperformed the national average of other students who took this assessment.

At the Secondary Campus, the results on the New York State Mathematics examination, in addition to the Terra Nova results, provide baseline data points for the sixth grade and for the continued academic growth of our students in seventh-grade. In examining the State Mathematics examination and Terra Nova assessment results, it appears that many of the students at the Secondary Campus are attaining the necessary mathematics skills to meet the benchmarks. We are taking steps to address the needs of those students who are not making adequate progress towards the benchmark of 75 percent at levels 3 and 4.

To address this we will closely monitor those students who are in need of intensive support. We will use the Progress Monitoring component to assess if interventions are addressing the student need to develop necessary mathematics skills. Parent meetings will be held to address individual student needs with suggestions for additional activities for home study to reinforce the instruction that occurs during the school day.

**Summary of the Mathematics Goal**

The students at the Secondary Campus did achieve all set goals in comparison to the local school districts. Our students reached the set AMO and achieved a high PI score. The students at the Secondary Campus did not achieve our absolute goal of 75 percent in levels 3 & 4, and we did not reach our goals in regards to student growth. We have realigned the curriculum and have identified areas for improvement. We have designed enrichment programs to attain more student growth and achievement of our accountability goal.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved – (EC) Approaching – (SC)
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state exam and 75 percent at or above Level 3 on the current year’s State exam.	Approaching

***C. Action Plan***

Based on the results of the Terra Nova, and New York State Mathematics assessments, we will continue to monitor student progress. At the Elementary Campus, we will continue to add a

daily thirty minute block of math warm ups which spirals mathematical concepts and presents problem solving opportunities. The Math Team, consisting of grade-level representatives, will continue to work to refine the daily math problems at each grade level. The Academic Intervention teacher for each grade-level will work with students in small groups differentiating instruction in each of the content strands to develop mathematical content knowledge and skills. Students who are identified as not making adequate progress in grades two, three, and four will attend the Excellence Academy during extended day twice a week.

The Assessment Coordinator will closely monitor growth of students in need of intensive support. Additionally, the Assessment Coordinator will work with teachers in analyzing all assessment data to plan lessons to address areas in need of improvement. A focus on improving mathematical skills and problem solving will be incorporated into daily instruction.

In addition, those students in the third-grade who did not achieve a level 3 on the New York State Mathematics Assessment and those students who scored significantly below math level, as identified on the Terra Nova, in second-grade will attend a four week summer school program. This program will provide additional instruction in the mathematics skill areas in need of improvement based on the assessment results. There will be opportunities for students to work independently to practice mathematics skills in isolation and then integrate them together through problem solving opportunities. Students will be grouped according to skill area with a 10:1 student teacher ratio.

At the Secondary Campus, we will institute a baseline Terra Nova assessment in the fall, mid year assessment in February and administer an end of the year Terra Nova assessment to determine the growth for the year, as well as compare data from previous years. Students' academic progress will be followed closely and analyzed during weekly Pupil Personnel Committee Meetings. Subsequent interventions will be identified and implemented in order to target specific student needs through the use of data-driven instruction. In addition, small group instruction will occur during After School extended time to develop and strengthen mathematic skills and abilities. The Teacher Center mathematical specialist will continue to assist teachers in the implementation of differentiated instruction so as to help students of all modalities of learning to achieve. Parents will be invited to participate in evening Mathematics classes designed to help parents to assist struggling mathematics students.

The School Leaders will meet with classroom teachers after each benchmark assessment is given to discuss the results. At these collaborative meetings, teachers will share other assessment data

collected as well as the interventions utilized to target deficient areas. Action plans for “at-risk” students will be developed with classroom teachers to address student needs. Accessing school resources, using time and personnel in different ways, adjusting academic goals, and using different teaching strategies will be considered as ways to differentiate and accelerate student learning.

The use of Collaborative Team teaching was continued this year. This structure was used to group students for small group instruction to target learning needs. We are exploring new ways of using various Collaborative Team Teaching models to effectively address our “at-risk” student population. Professional development will continue to focus on effective ways to use this structure to differentiate instruction. The Teacher Center mathematical specialist will assist teachers in developing lessons that incorporate the use of manipulatives, include the development of mathematical discourse, and provide opportunities for students to solve problems in multiple ways. Monthly professional development sessions, as well as full day professional development sessions, will focus on training teachers so as to increase mathematical content knowledge, and incorporate effective ways for teaching concepts to young children.

The UFT Charter School will hold a summer institute that will focus on deepening teacher knowledge on the implementation of its mathematics programs, Everyday Mathematics in kindergarten through fourth grade and the Prentice Hall Mathematics program. Professional development will continue throughout the year in these areas during our weekly sessions. The Teacher Center staff developer at each campus will continue to work with teachers in classrooms to model lessons, look at student work and assessment results, as well as provide coaching to refine teaching practices.

## Science

### **Goal 3: Science**

*Students will meet or exceed the New York Standards in Science as indicated by New York State Standardized Assessments.*

### **Background**

Consistent with our charter, The Elementary and Secondary Campus wrote units of study designed in alignment with New York State Standards. At the Elementary Campus, the units of study were categorized into three areas: Life Science, Earth Science, and Physical Science. The kindergarten unit topics were Living and Non-Living Things, Kinds of Animals, About our Earth, Objects Around Us, and Plants. The first-grade unit topics included All About Plants, All About Animals, The Changing Earth, Matter, Energy, Forces and Machines, Plants and Animals Living Together. The second-grade unit topics included Exploring Earth's Surface, Living Things Grow and Change, Space and Weather, Exploring Matter, Energy in Motion, and Homes for Living Things. The third-grade unit topics included Landforms, Rocks, The Solar System, Ecosystems, Interdependency of Plants and Animals, Simple Machines, and Forces. The assessments used to determine student attainment of knowledge and skills consisted of culminating projects, student writing samples, teacher made assessments and tests, and observational anecdotes.

At the Secondary Campus, the sixth-grade unit topics will include weather, diversity of life, interdependence and simple/complex machines. The seventh-grade unit topics will include geology, interactions between matter and energy, dynamic equilibrium (the human animal) and other organisms. The eighth-grade topics will cover reproduction/heredity/genetics, environment, astronomy, and forces /motions of earth. The assessments used to determine student attainment of knowledge and skills consisted of culminating projects, student writing samples, teacher made assessments and tests, and observational anecdotal. The professional development includes three hours weekly, which focuses on analyzing student work, classroom management, using assessments to create lessons, using data to design instruction and a three day training session at Cornell University.

**Goal 3: Absolute Measure**

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

**a. Method:**

The UFT Charter School did not administer the New York State Testing Program science assessment because the Elementary Campus does not yet have a fourth-grade and the Secondary Campus does not yet have an eighth-grade. Therefore, we administered alternate assessments.

**b. Results**

Students not tested due to absence of grades four and eight.

**UFT Charter School Performance on 2007-08 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
4	All Students	n/a	n/a	n/a	n/a	n/a	n/a
	Students in At Least 2 <sup>nd</sup> Year	n/a	n/a	n/a	n/a	n/a	n/a
8	All Students	n/a	n/a	n/a	n/a	n/a	n/a
	Students in At Least 2 <sup>nd</sup> Year	n/a	n/a	n/a	n/a	n/a	n/a

**Evaluation**

NO DATA AVAILABLE

**Additional Evidence**

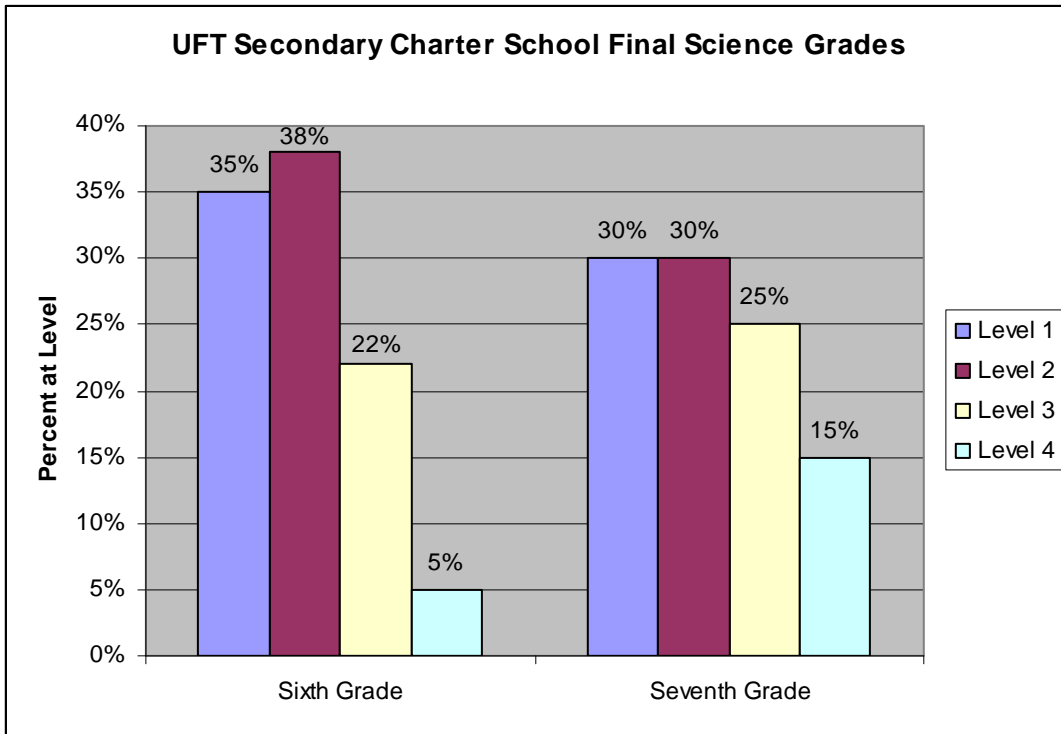
Students were assessed on the New York State Standards based curriculum. The curriculum and assessments were designed during professional development sessions. Teachers assessed the quality of the student work to judge the mastery of content and skills. In addition, tests were designed and administered at the end of monthly units of study. On report cards, rating scales of one to four were used to mirror the New York State Standards with Level 1 indicating a need to still meet the standard, Level 2 Approaching the Standard, Level 3 Meeting the Standard, and Level 4 Exceeding the Standard.

Teachers assessed the quality of the student work to judge the mastery of content and skills. In addition, tests were designed and administered at the end of monthly units of study. On report cards, rating scales of one to four were used to mirror the New York State Standards with Level 1 indicating a need to still meet the standard, Level 2 Approaching the Standard, Level 3 Meeting the Standard, and Level 4 Exceeding the Standard.

<b>2007-2008</b>	<b>ECS Science Results</b>			
	Level 1	Level 2	Level 3	Level 4
Kindergarten	1%	19%	77%	3%
First Grade	8%	18%	65%	9%
Second Grade	3%	20%	77%	0%
Third Grade	0%	29%	65%	6%

At the Elementary Campus (as seen above), 80 percent of kindergarteners, 74 percent of first-graders, 77 percent of second-graders and 71 percent of our third-graders were at Levels 3 and 4, which indicates that they have met or exceeded the standard.

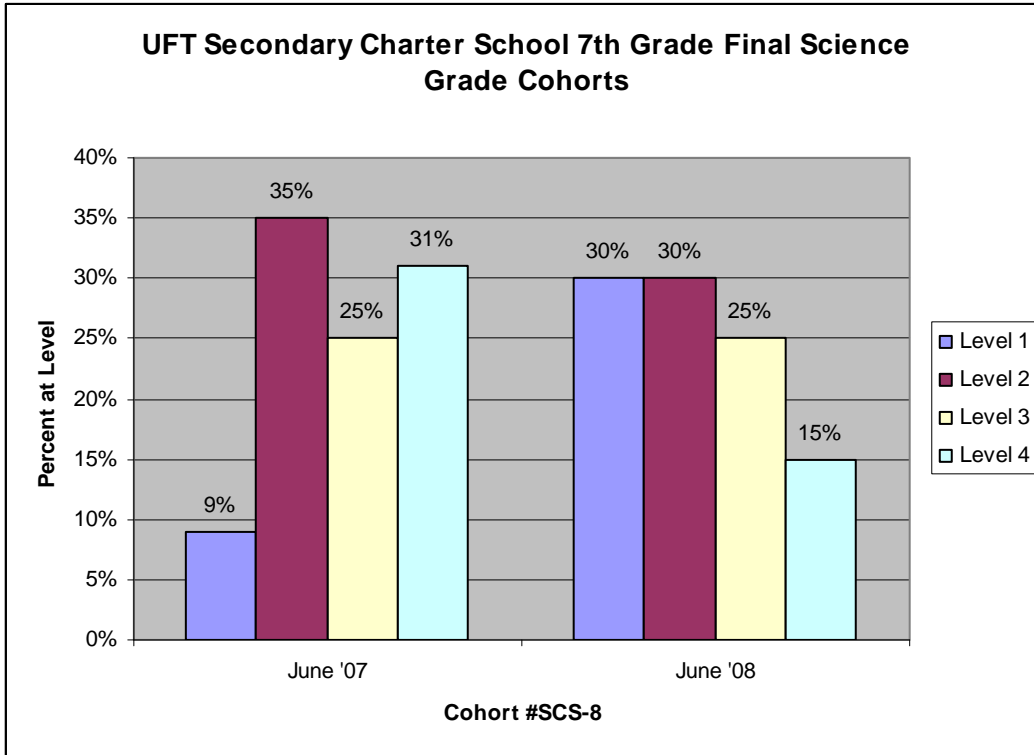
<b>2007-08</b>	<b>SCS Science Results</b>			
	Level 1	Level 2	Level 3	Level 4
Sixth Grade	35%	38%	22%	5%
Seventh Grade	30%	30%	25%	15%



At the Secondary Campus (above), 27 percent of sixth-grade students and 40 percent of seventh-grade students were at Levels 3 and 4, indicating that they have met or exceeded the standards.

**c. Evaluation**

The results of the sixth-grade students are without cohorts, and will thus act as baseline data for next year. One sixth-grade student repeated the grade this year, and thus her grades from the 2006-07 and the 2007-08 school years will serve as Cohort # 7 (SC). The seventh-grade students are composed of 106 returning students and 10 students who were new to the Secondary Campus for the 2007-08 school year. Of those students who completed the seventh-grade at the Secondary Campus in the 2007-08 school year, the data for the 106 of those students who returned from the 2006-07 school year will be displayed as Cohort #8 (SC).



Cohort #8 (SC), made up of 104 current seventh-grade students who completed their second year at the UFT Secondary Campus, began with a baseline of 56 percent at levels 3 and 4 as sixth-graders. At the completion of the seventh-grade, those students saw their grade levels lowered to 40 percent at levels 3 and 4. These differences in grades can be attributed to several factors, including different teaching styles, differing teacher expectations, and an increase of the use of text-based and student-driven instruction.

There is no state data because we have no students enrolled in the fifth- or eighth-grades.

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

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

**Goal 3: Comparative Measure**

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

**Method**

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

**Results**

There is no state data because we have no students enrolled in the fourth- or eighth-grades.

**2007-08 State Science Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	n/a	n/a	n/a	n/a
8	n/a	n/a	n/a	n/a

**Evaluation**

There is no state data because we have no students enrolled in the 5<sup>th</sup> or 8<sup>th</sup> grades.

**Additional Evidence**

There is no state data because we have no students enrolled in the 5<sup>th</sup> or 8<sup>th</sup> grades.

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

**Summary**

The students of the Elementary Campus have been given a foundational education in science to prepare them for the 4th grade New York State Science examination. Teacher assessments results show 75 percent of second-grade students at level 3 and above, and 71 percent of the third-grade students working towards meeting the benchmark of 75 percent at level 3 or higher on the 2008-09 4th Grade New York State Science examination

At the Secondary Campus, the results of student performance in project based assessments, teacher observations and end of unit examinations; we can conclude that 56 percent of sixth-graders and 40 percent of seventh-graders have mastered the science content. Addressing the 44 percent and 60 percent respectively of students who are at Levels 1 & 2, we also plan to systematize the implementation of the science curriculum.

There is no state data because we have no students enrolled in the fifth- or eighth grades. Based on our Terra Nova scores, we will need to implement more secondary subject reading in our literacy classes, as well as creation of lesson plans that will prepare our students for the state test.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	N/A

**Action Plan**

As we work to refine our curriculum units of study we will develop a school wide plan to systematically assess our students’ knowledge in content and skills in science. Additional resource books have been added to classroom libraries in both campuses as another content source of information. Internet accessibility and Smart Boards will provide an additional resource in each classroom.

At the Elementary Campus, we will continue to monitor student progress in the acquisition of science knowledge and skills using teacher made assessments and tests. Project based assessments and the use of inquiry through science lab experiments will be integrated into science lessons. The School Leader will meet with classroom partnerships to discuss the results of various assessments. Additionally, the integration of reading in the content area of science will occur during the daily literacy block.

At the Secondary Campus, unit tests will be developed in conjunction with the New York State Science Standards and the Pearson/Prentice Hall Middle School Science program. Student progress will be tracked in the acquisition of science skills and content knowledge through the use of teacher-created assessments. The School Leader and Staff Developer will meet with the Science teachers to discuss the use and results of various assessments, as well as to differentiate lessons according to the students’ needs. Those students who require additional support will receive specifically-tailored interventions.

Professional development sessions support teachers in evaluating student work in a uniform way at both the Elementary and Secondary Campuses.

## **Social Studies**

### **Goal 4: Social Studies**

*Students will meet or exceed the New York Standards in Social Studies as indicated by New York State Standardized Assessments.*

### **Background**

Consistent with our charter, units of study were designed in alignment with New York State Standards. The kindergarten unit topics were Citizenship, All About Me, Self Awareness, My Family, My School, and My Neighborhood. The first-grade unit topics include Citizenship, Our Families, Community and Family, and Community Economics. The second-grade unit topics include Citizenship, Urban Communities, Rural Communities, and Suburban Communities, and Geography. The third-graders studied communities around the world. The world communities they selected were Jamaica, Nigeria, and China. The area of study focused on culture and customs, resources, the economy and government. The assessments used to determine student attainment of knowledge and skills consisted of culminating projects, student writing samples, teacher made assessments, and observational anecdotes and tests.

At the Secondary Campus, units of study were designed in alignment with New York State Standards. The sixth-grade unit topics include Ancient Egypt, Mesopotamia, Egyptian, Greek and Roman Civilizations, Islamic and African civilizations. The seventh-grade unit topics include early Americans prior to 1500, colonial exploration, a new American nation, early American government, life in the new nation, and the civil war. The eighth-grade curriculum will include reconstruction, industrial revolution, world wars, civil rights growth and modern day America. The assessments used to determine student attainment of knowledge and skills consisted of culminating projects, student writing samples, teacher made assessments, and observational anecdotes and tests. The professional development includes three hours weekly, which focuses on analyzing student work, classroom management, using assessments to create lessons, using data to design instruction and numerous planning sessions to create project based learning assignments. There are professional developments set up to design lesson to prepare eighth-graders for the state social studies exam.

**Goal 4: Absolute Measure**

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

**Method**

The school did not administer the New York State Testing Program social studies assessment to students in fifth-grade in November 2007 and eighth-grade in June 2008. New York State offers statewide science assessments in grades 5 and 8. As the Elementary Campus does not have students in the fifth-grade, and the Secondary Campus does not yet have students in eighth-grade, we have substituted alternate assessments.

**Results**

There is no state data because we have no students enrolled in the fifth- or eighth grades.

**UFT Charter School Performance on 2007-08 State Social Studies Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
5	All Students	n/a	n/a	n/a	n/a	n/a	n/a
	Students in At Least 2 <sup>nd</sup> Year	n/a	n/a	n/a	n/a	n/a	n/a
8	All Students	n/a	n/a	n/a	n/a	n/a	n/a
	Students in At Least 2 <sup>nd</sup> Year	n/a	n/a	n/a	n/a	n/a	n/a

**Evaluation**

There is no state data because we have no students enrolled in the fifth- or eighth grades.

## Additional Evidence

### Social Studies Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
8	n/a	V	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

#### Goal 4: Comparative Measure

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

#### Method

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

#### Results

There were no students tested in these grades, and thusly no data is available.

#### As 2007-08 State Social Studies Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	n/a	n/a	n/a	n/a
8	n/a	n/a	n/a	n/a

## Evaluation

As the UFT Charter School does not have students in grades 4 or 8, state exam results are not available, and thus data is unavailable to determine school status regarding state standards.

## Additional Evidence

As the UFT Charter School does not yet have students in grades 4 or 8, state exam results are not available, and thus comparisons with other schools are unavailable at this time.

### Social Studies Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

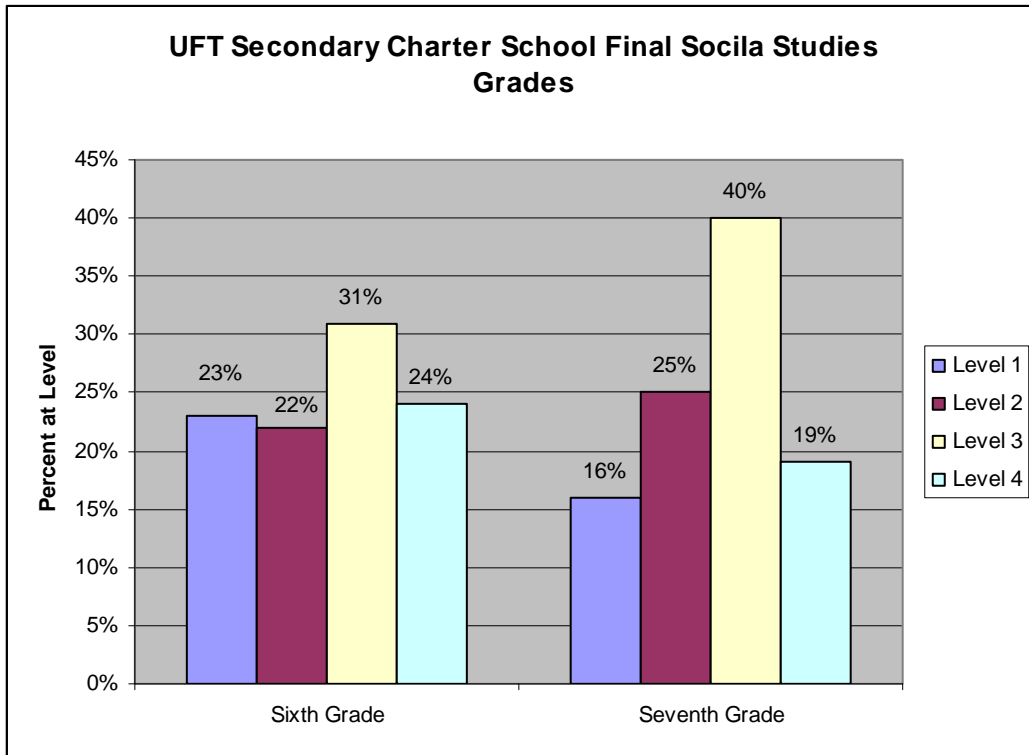
## Additional Evidence

Students were assessed on the New York State Standards based curriculum. The curriculum and assessments were designed during professional development sessions. In addition, tests were administered at the end of monthly units of study. Teachers assessed the quality of the student work to judge the mastery of content and skills. On report cards, rating scales of one to four were used to mirror the New York State Standards with Level 1 indicating a need to still meet the standard, Level 2 Approaching the Standard, Level 3 Meeting the Standard, and Level 4 Exceeding the Standard.

<b>2007-2008</b>	<b>ECS Social Studies Results</b>			
	Level 1	Level 2	Level 3	Level 4
Kindergarten	0%	24%	67%	9%
First Grade	5%	21%	69%	5%
Second Grade	1.5%	31%	61.5%	6%
Third Grade	0%	27%	65%	8%

At the Elementary Campus (as seen above), 76 percent of kindergarteners, 74 percent of first-graders, 67.5 percent of second-graders and 73 percent of our third-graders were at Levels 3 and 4, which indicates that they have met or exceeded the standard.

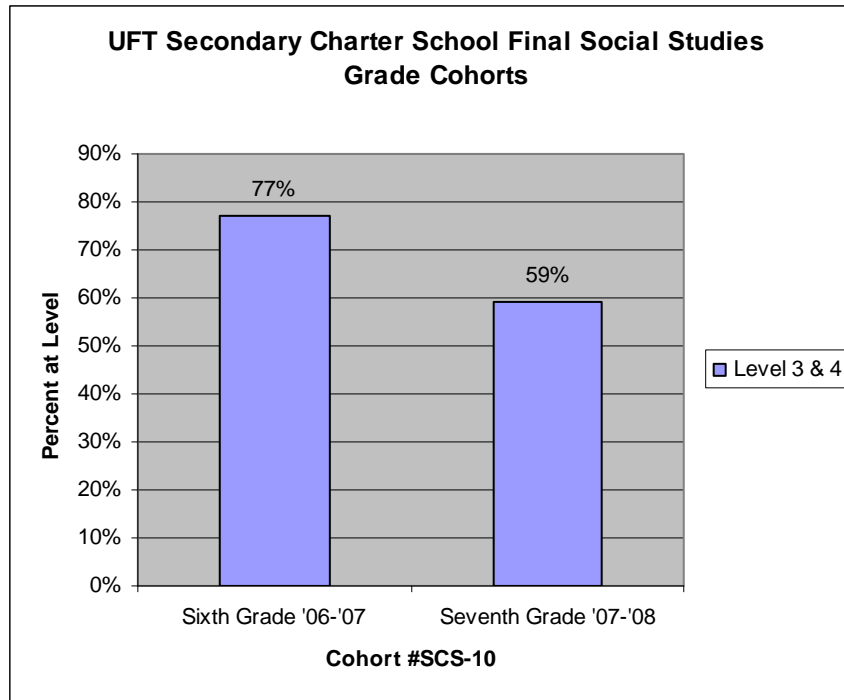
<b>2007-08</b>	<b>Secondary Campus Social Studies Results</b>			
	Level 1	Level 2	Level 3	Level 4
Sixth Grade	23%	22%	31%	24%
Seventh Grade	16%	25%	40%	19%



At the Secondary Campus (above), 55 percent of sixth-grade students and 59 percent of seventh-grade students were at Levels 3 and 4, indicating that they have met or exceeded the standards.

**c. Evaluation**

The results of the sixth-grade students are without cohorts, and will thus act as baseline data for next year. One sixth-grade student repeated the grade this year, and thus her grades from the 2006-07 and the 2007-08 school years will serve as Cohort #9 (SC). The seventh-grade students are composed of 106 returning students and 10 students who were new to the Secondary Campus for the 2007-08 school year. Of those students who completed the seventh-grade at the Secondary Campus in the 2007-08 school year, the data for the 106 of those students who returned from the 2006-07 school year will be displayed as Cohort # 10 (SC).



Cohort #10 (SC), made up of one hundred and four current seventh grade students who completed their second year at the UFT Secondary Campus, began with a baseline of 77 percent at levels 3 and 4 as sixth-graders. At the completion of the seventh-grade, those students saw their grade levels lowered to 59 percent at levels 3 and 4. These differences in grades can be attributed to several factors, including different teaching styles, differing teacher expectations, and an increase of the use of text-based and student-driven instruction.

**d. Further evidence**

The kindergarten and first-grade students of the Elementary Campus have been given a foundational education in social studies to prepare them for the 5th grade New York State Social Studies examination. Teacher assessments show that students in kindergarten through third-grade are making progress towards meeting the benchmark of 75 percent of students achieving level 3 or 4. Based on this data, students are working towards attainment of a level 3 or higher on the 2009-10 5th Grade New York State Social Studies examination.

At the Secondary Campus, the evidence presented by Cohort #10 (SC) shows the lack of cohesion between the sixth grade and seventh grade curricula. The New York State social studies curriculum ranges from world cultures in the sixth grade to United States history in the seventh and eighth grades. While these grade levels do focus upon disparate subjects, an integration of the skills needed to succeed in Social Studies is necessary to increase student mastery of the subject matter. Document analysis, higher-level thinking and questioning skills,

and historical conceptualizing will be incorporated into the sixth-grade social studies curriculum so as to augment the skill set of students necessary for students to succeed in seventh- and eighth-grade social studies at the Secondary Campus.

***B. Summary***

In examining the results of teacher observations and student performance on project based assessments, and end of unit tests, we can conclude at the Elementary Campus that 76 percent of kindergarten students, 74 percent of first-graders, 67.5 percent of second-graders, and 73 percent of third-graders are mastering the social studies content. Addressing the 24 percent of kindergarteners, 26 percent of first-graders, 32.5 percent of second-graders, and 27 percent of third-graders, who are at Levels 1 and 2, we plan to provide additional support in order for students to meet grade level standards.

At the Secondary Campus, the results of student performance in project based assessments, teacher observations and end of unit examinations; we can conclude that 77 percent of sixth-graders and 59 percent of seventh-graders have mastered the social studies content. Addressing the 23 percent of sixth\-\-graders and 41 percent of seventh-grade students who are at Levels 1 & 2, we plan to systematize the implementation of the social studies curriculum.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	N/A

***C. Action Plan***

As we work to refine our curriculum units of study we will develop a school wide plan to systematically assess our students’ knowledge in content and skills in social studies. Additional resource books have been added to classroom libraries in both campuses as another content source of information. Internet accessibility and Smart Boards will provide an additional resource in each classroom.

At the Elementary Campus, teacher made unit tests in the second-grade will be analyzed and refined using the framework of the New York State Standards. We will monitor student progress in the acquisition of social studies knowledge and skills using teacher made assessments and tests. Reading levels may have impacted the student achievement results on end of unit assessments. Therefore, alternate ways to assess students' content knowledge will be explored. The School Leader will continue to meet with classroom partnerships to discuss the results of various assessments. Specific interventions will be determined for those students in need of additional instructional support during grade, classroom and Student Support Meetings. Additionally, the integration of reading in the content area of social studies will occur during the daily literacy block.

At the Secondary Campus, unit tests will be developed in conjunction with the New York State Social Studies Standards and the McGraw-Hill American History program. Student progress will be tracked in the acquisition of social studies skills and content knowledge through the use of teacher-created assessments and data-driven instruction. The School Leader and Staff Developer will meet with the Social Studies teachers to discuss the use and results of various assessments, as well as to differentiate lessons according to student needs. Those students who require additional support will receive specifically-tailored interventions.

Professional development sessions support teachers in evaluating student work in a uniform way at the Elementary and Secondary Campuses.

### **Additional Required Academic Measure**

#### **Goal 5: NCLB**

The UFT Charter School's Accountability Status will be in "Good Standing" each year.

#### **Goal 5: Absolute Measure**

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

#### **Method**

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the

overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school's status under the state's NCLB accountability system. For a school's status to be "Good Standing" it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

**Results**

The UFT Charter School's NCLB status this year is in "Good Standing".

**Evaluation**

This measure was met for the past three years.

**Additional Evidence**

The school's NCLB status during this Accountability Period is in "good standing" in both the Elementary and Secondary campus because we have made the necessary adequate yearly progress in both English language Arts and mathematics. Each accountability group is making satisfactory progress towards the goals to be proficient in the State's learning standards.

**NCLB Status by Year**

Year	Status
2005-06	Good Standing
2006-07	Good Standing
2007-08	Good Standing

## APPENDIX A: ADDITIONAL EVIDENCE

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

### Additional Data Tables for English Language Arts and Mathematics

#### Absolute Measure

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

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

#### 2007-08 English Language Arts Performance by Grade Level and Years Attending the School

Grade	Percent of Students at Levels 3 and 4 According to Number of Years Enrolled							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	100%	3	90%	10	72%	47		
4								
5								
6	60%	115	0%	1				
7	66%	6	62%	108				
8								
All	61%	124	64%	119	72%	47		

**2007-08 Mathematics Performance  
by Grade Level and Years Attending the School**

Grade	Percent of Students at Levels 3 and 4 According to Number of Years Enrolled							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	100%	3	100%	10	98%	46		
4								
5								
6	65.5%	116	0%	1				
7	44%	9	69.5%	108				
8								
All	64.8%	128	71%	119	98%	46		

**Comparative Measure**

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

While schools are required to compare themselves to the local school district, there may be individual schools that also provide a compelling comparison. These might be schools in the same neighborhood, with the same demographics, or having similar programs. Two tables are provided: one featuring a grade level breakdown for 2007-08, the other with annual aggregate results over time.

**2007-08 English Language Arts Performance of  
Charter School and Comparison Schools by Grade Level**

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools							
	Charter School		P.S. 174		P.S. 202		P.S. 306	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	82.5%	57	33.3%	10	47.5%	56	27.5%	22
4								
5								
6	0%	1	35.1%	20	63.8%	51	31.0%	26
7	63.0%	108	51.9%	27	59.8%	67	30.4%	21
8								
All	69.3%	166	42.1%	57	57.5%	174	29.0%	69

**2007-08 Mathematics Performance of  
Charter School and Comparison Schools by Grade Level**

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools							
	Charter School		P.S. 174		P.S. 202		P.S. 306	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	98.2%	56	71.4%	25	86.2%	100	61.7%	50
4								
5								
6	0%	1	55.4%	31	81.4%	68	60.8%	48
7	69.5%	108	59.6%	31	66.1%	74	62.7%	44
8								
All	69.3%	166	62.1%	87	78.5%	242	62.0%	142

### **Growth Measure**

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

This table provides the opportunity to examine year-to-year changes in the same students' performance levels. It shows how many students in a particular performance level in 2006-07 remained at the same level, moved to a higher level, or moved to a lower level in 2007-08. It shows the number of students, not percentages. Students in the upper right quadrant are those who moved from below proficiency in 2006-07 to proficiency in 2007-08. Do not include students who were tested in one year but not in the other. Multiple tables could be used for individual grades.

### **Change in English Language Arts Performance Levels from 2006-07 to 2007-08**

		Number of Students at Each Performance Level				
		2007-08				
		Level 1	Level 2	Level 3	Level 4	Total Number
2006-07	Level 1	0	2	0	0	2
	Level 2	0	29	24	0	53
	Level 3	0	9	39	1	49
	Level 4	0	0	4	0	4
	Total Number	0	40	67	1	108

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

**Cohort Growth on Terra Nova ELA Test from Spring 2007 to Spring 2008**

Grade	Cohort Size	Average NCE			Target Achieved
		2006-07	Target	2007-08	
K					
1					
2	51	72.5%	75%	43.1%	NO
3	51	64.7%	69.9%	60.1%	NO
4					
5					
6	1	0%	50%	0%	NO
7	106	37%	56%	34%	NO
8					
9					
10					
11					
12					
All	209	52.4%	63.7%	42.8%	NO

**Cohort Growth on Terra Nova Math Test from Spring 2007 to Spring 2008**

Grade	Cohort Size	Average NCE			Target Achieved
		2006-07	Target	2007-08	
K					
1					
2	51	47.1%	61.1%	49%	NO
3	51	51%	63%	58.8%	Approaching
4					
5					
6	1	0%	50%	0%	NO
7	106	48%	61.5%	43%	NO
8					
9					
10					
11					
12					
All	209	48.3%	61.7%	48.3%	NO