

**Achievement First Bushwick
CHARTER SCHOOL**

**2008-09
ACCOUNTABILITY PLAN
PROGRESS REPORT**

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Lesley Esters Redwine and Emily Ente of Achievement First prepared this 2008-2009 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Deborah Shanley	Chair
Shannon Kete	Treasurer
Jalak Jobanputra	Secretary
Harris Ferrell	Trustee; Achievement First Representative
Iris Chen	Trustee
Judith Rodriguez	Trustee
Emerson Moore	Trustee
Malda Hibri	Trustee
Yvette Best	Parent Representative

INTRODUCTION

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

Achievement First Bushwick elementary academy opened in 2006 and currently serves 336 students in grades K-3, growing to serve grades K-4. Achievement First Bushwick middle academy opened in fall 2007 and currently serves 168 students in grade 5-6. It will grow to serve students in grades 5-8. The student body is 69% Black and 28% Latino; 100% of the students are selected by a blind lottery process.

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

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

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2005-06	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2006-07	82	81												163
2007-08	84	87	83			87								341
2008-09	89	85	82	80		84	84							504

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Absolute Proficiency

Each year, 75 percent of 3-8 graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State ELA examination.

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

Comparative Proficiency on State Exams

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam will be greater than that of students in the same tested grades in the local school district. Achievement First Bushwick Elementary Academy is currently located in District 23 and Achievement First Bushwick Middle Academy in District 32 as defined by the New York City Department of Education.

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

Value Added to Student Learning

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

Background

Teaching students to read well is the critical task of elementary and middle schools. AF Bushwick builds on the latest research in literary education to create a rigorous program in which all students are fluent readers by the end of second grade. Beyond the second grade we will develop students who are able to rigorously analyze text using explicit comprehension strategies. In order to accomplish this ambitious goal, the school schedule includes three hours per day of reading and language arts instruction for students in all grades using established curricula that focus on phonics, phonemic awareness, vocabulary, fluency and comprehension. Students are assessed internally every six weeks to ensure that every student displays mastery on core material before moving forward.

Goal 1: Absolute Measure

Each year, 75 percent of 3-8 graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State ELA examination.

Method

The school administered the New York State Testing Program English language arts assessment to students in grades 3, 5 and 6 in January 2009. Each student's raw score has been converted to a grade-specific scaled score and a performance level and. The criterion for success on this measure

requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

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.

**2008-09 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	80	0	0	0	
4					
5	85	0	0	0	
6	87	0	0	0	
7					
8					
All	252	0	0	0	

Results

The overall percentage of students in at least their second year scoring at Level 3 or 4 is 75%, precisely meeting the benchmark established in the accountability plan.

**Charter School Performance on 2008-09 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%	16%	74%	9%	83%	80
	Students in At Least 2 nd Year	1%	16%	74%	9%	83%	80
4	All Students						
	Students in At Least 2 nd Year						
5	All Students	0%	34%	62%	4%	66%	85
	Students in At Least 2 nd Year	0%	60%	40%	0%	40%	5
6	All Students	0%	32%	63%	5%	68%	87
	Students in At Least 2 nd Year	0%	33%	62%	5%	67%	73
7	All Students						
	Students in At Least 2 nd Year						
8	All Students						
	Students in At Least 2 nd Year						
All	All Students	0%	28%	66%	6%	72%	252
	Students in At Least 2 nd Year	1%	25%	68%	7%	75%	157

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Evaluation

The school as a whole achieved the benchmark with exactly 75% proficiency for students in their second year of enrollment. This overall success rate is due largely to 83% proficiency in the third grade cohort.

Students in fifth grade who are enrolled for their second year scored only 40% proficiency on the ELA examination. However, it should be noted that this group is composed of only five students total who were retained to repeat fifth grade between 2007-08 and 2008-09. Given their record of academic challenge evidenced by the grade-level retention, the modest level of success on the ELA exam is disappointing but understandable.

Sixth grade students in at least their second year achieved 67% proficiency on the ELA exam.

Additional Evidence

2008-2009 marked the first year in which students in their second year of enrollment were eligible for New York State English Language Arts exam. Therefore, a record of performance over time is not yet available.

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 2008-09 is 144. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

In 2008-2009, three grade levels were eligible for New York State ELA testing. Their combined successes, with no students at Level 1 and 72% of students at Level 3 or 4, resulted in a Performance Index of 172 out of a possible 200 points.

Calculation of 2008-09 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level	Number
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	Level 1	Level 2	Level 3	Level 4	Tested
3, 5-6	0	28	66	6	252

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 28 & + & 66 & + & 6 & = & 100 \\
 & & & & + & & 6 & = & 72 \\
 & & & & & & \text{PI} & = & 172
 \end{array}$$

Evaluation

The Performance Index of 172 exceeds the established English Language Arts AMO of 144.

Additional Evidence

For the second year in a row, no students at AF Bushwick Charter School were assessed at Level 1 on the English Language Arts exam. Additionally, a higher percentage of students scored at Level 3 or 4 to increase the overall PI from 160 in 2007-08 to 172 in 2008-09.

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

Year	Grades ²	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06							122	
2006-07							122	
2007-08	5	87	0	40	59	1	160	133
2008-09	3, 5-6	252	0	28	66	6	172	144

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 ELA exam will be greater than that of students in the same tested grades in the local school district. Achievement First Bushwick Elementary Academy is currently located in District 23 and Achievement First Bushwick Middle Academy in District 32 as defined by the New York City Department of Education.

Method

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

Results

The overall percentage of Achievement First Bushwick students scoring Level 3 and 4 is 75% compared to 64% of students in Districts 23 (grade 3) and 32 (grades 5 and 6).

2008-09 State English Language Arts Exam

² 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.

Charter School and District Performance by Grade Level

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	84%	79	53%	1095
4				
5	40%	5	70%	1379
6	67%	73	70%	1572
7				
8				
All	75%	157	64%	4046

Evaluation

The school as a whole achieved the benchmark with 75% proficiency for students in their second year of enrollment compared to 64% proficiency in Districts 23 and 32. This overall success rate is due largely to 84% proficiency in the third grade cohort versus 53% in Community School District 23. Please note that the elementary academy is relocating to CSD 32 for the 2009-10 school year so the district comparison in years ahead will be different.

Students in fifth grade who are enrolled for their second year scored only 40% proficiency on the ELA examination compared to 70% of students in District 32. However, it should be noted that the AF Bushwick cohort is composed of only five students total who were retained to repeat fifth grade between 2007-08 and 2008-09. Given their record of academic challenge evidenced by the grade-level retention, the modest level of success on the ELA exam is disappointing but understandable.

Sixth grade students in at least their second year achieved 67% proficiency on the ELA exam, slightly lower than 70% proficiency in District 32. AF Bushwick students are anticipated to significantly outperform their peers in District 32 by grades 7 and 8.

Additional Evidence

2008-2009 marked the first year in which students in their second year of enrollment were eligible for New York State English Language Arts exam. Therefore, a record of performance over time is not yet available.

Goal 1: Comparative Measure

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

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state’s release of poverty data, the 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

Results

In 2007-2008, AF Bushwick enrolled a single fifth grade cohort eligible for the New York State English Language Arts examination. Their total percent of students at Levels 3 and 4 fell short of the predicted number by 10.72% for an Effect Size of -0.82.

2007-08 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						
4						
5		87	59.70	70.42	-10.72	-0.82
6						
7						
8						
All	61.45	87	59.70	70.42	-10.72	-0.82

School’s Overall Comparative Performance:
Lower than expected to a large degree

Evaluation

The measure was not met and the total Effect Size was negative, indicating proficiency lower than the anticipated level on the ELA exam. It should be noted that this exam was administered after the students had been enrolled at AF Bushwick for only three months and the outcome may serve better as a baseline measure of performance.

The school anticipates significantly improved performance for students who have attended AF Bushwick for two or more years, beginning with results for 2008-09.

Additional Evidence

N/A

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 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. 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 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, 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 2008-2009, AF Bushwick enrolled only one testing-eligible cohort in its second year. This cohort achieved 60% proficiency in grade 5 with a target of 67.5% proficiency in grade 6. The actual level of proficiency was 67%.

Cohort Growth on State English Language Arts Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
4					
5					
6		60%	67.5%	67%	No
7					
8					
All		60%	67.5%	67%	No

Evaluation

The sixth grade cohort increased proficiency by 7 percent and missed the target performance level by an extremely narrow margin of 0.5%.

Additional Evidence

N/A

Summary of the English Language Arts Goal

Achievement First Bushwick met the New York State English Language Arts exam absolute performance measures regarding percentage of students at or above Level 3 and Performance Index according to the NCLB accountability system. Student scores also guaranteed success on the comparative measure relating to students in the host district. The school fell short on predicted performance level accounting for the Free and Reduced Lunch population but anticipates significant improvement for future cohorts. The growth measure was narrowly missed by a margin of 0.5%.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
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.	Did Not Achieve
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.	Did Not Achieve (Very Close)

Action Plan

Despite some successes, these English language arts assessment results did not meet Achievement First's high internal expectations. As a result, Achievement First is launching a network-wide curricular innovation, dubbed "Reading Mania," to increase the quantity and rigor of strategic reading instruction. The model includes quarterly literacy assessments for all students using the Fountas and Pinnell system to effectively measure individual progress, address deficiencies and ensure that appropriate interventions are scheduled, and to provide independent reading material at the optimal level. The program also calls for a phonics and fluency intervention for struggling readers, literature classes for fifth grade with a particular focus on building good reading habits and comprehension strategies, vocabulary lessons incorporated into all classes, and significant time for independent reading.

MATHEMATICS

Goal 2: Mathematics

Absolute Proficiency (Required)

Each year, 75 percent of 3-8 graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Mathematics examination.

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

Comparative Proficiency on State Exams (Required)

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State Math exam will be greater than that of students in the same tested grades in the local school district. As described above, AF Bushwick Elementary Academy is currently located in District 23 and AF Bushwick Middle Academy is located in District 32 as defined by the New York City Department of Education.

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

Value Added to Student Learning (Required)

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

Background

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

Goal 2: Absolute Measure

Each year, 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.

Method

The school administered the New York State Testing Program mathematics assessment to students in grades 3, 5 and 6 in March 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

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.

**2008-09 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
3	80	0	0	0	80
4					
5	83	0	0	0	
6	83	0	0	0	
7					
8					
All	246	0	0	0	

Results

Students at Achievement First Bushwick returned extremely strong results on the 2009 New York State Mathematics exam. Each cohort in its second year, including the limited number of students repeating the fifth grade, exceeded 75% proficiency for a school-wide return of 97% proficiency.

**Charter School Performance on 2008-09 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	0%	0%	59%	41%	100%	80
	Students in At Least 2 nd Year	0%	0%	59%	41%	100%	80
4	All Students						
	Students in At Least 2 nd Year						
5	All Students	0%	17%	66%	17%	83%	83
	Students in At Least 2 nd Year	0%	20%	80%	0%	80%	5
6	All Students	0%	6%	58%	36%	94%	83
	Students in At Least 2 nd Year	0%	4%	60%	36%	96%	70
7	All Students						
	Students in At Least 2 nd Year						
8	All Students						
	Students in At Least 2 nd Year						
All	All Students	0%	8%	61%	31%	92%	246
	Students in At Least 2 nd Year	0%	3%	60%	37%	97%	155

Evaluation

³ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam

The absolute measure was achieved by all grade levels with students in their second year or higher. Performance was particularly strong in grade 3 with 100% proficiency and grade 6 with 96% proficiency. The overall school average was 97% for students in their second year. Also impressive is 83% proficiency for fifth grade students largely in their first year of enrollment.

Additional Evidence

2008-2009 marked the first year in which students in their second year of enrollment were eligible for New York State Math exam. Therefore, a record of performance over time is not yet available.

Goal 2: Absolute Measure
 Each year, the school’s aggregate Performance Index (PI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s Mathematics AMO, which for 2008-09 is 119. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

In 2008-2009, three grade levels were eligible for the New York State Mathematics examination. The students’ impressive performance, with zero percent at Level 1 and 92 percent at Levels 3 and 4, combined for a PI of 192.

Calculation of 2008-09 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3, 5-6	0%	8%	61%	31%	246

$$\begin{array}{rclclclclcl}
 \mathbf{PI} & = & 8 & + & 61 & + & 31 & = & 100 \\
 & & & & + & 61 & + & 31 & = & 92 \\
 & & & & & & \mathbf{PI} & = & \mathbf{192}
 \end{array}$$

Evaluation

The Performance Index of 192 exceeds the established Mathematics AMO of 119.

Additional Evidence

For the second year in a row, no students at AF Bushwick Charter School were assessed at Level 1 on the Mathematics exam. Additionally, a higher percentage of students scored at Level 4 to increase the overall PI from 190 in 2007-08 to 192 in 2008-09.

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							86	
2006-07							86	
2007-08	5	89	0%	12%	69%	20%	190	102
2008-09	3, 5-6	246	0%	8%	61%	31%	192	119

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 Math exam will be greater than that of students in the same tested grades in the local school district. As described above, AF Bushwick Elementary Academy is currently located in District 23 and AF Bushwick Middle Academy is located in District 32 as defined by the New York City Department of Education.

Method

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

Results

The average student performance on the State Math exam was 97% at AF Bushwick and only 80% in the local district (CSD 23 for grade 3; CSD 32 for grades 5 and 6).

**2008-09 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	100%	80	81%	1066
4				
5	80%	5	84%	1411
6	96%	70	75%	1576
7				
8				
All	97%	155	80%	4053

Evaluation

The measure was met, with average proficiency at AF Bushwick exceeding the aggregate district performance by 17 percent.

The third grade cohort was particularly impressive with 100% proficiency at AF Bushwick versus 81% in CSD 23, a difference of 19 percent. The only students measured for fifth grade are those retained from 2007-08 to repeat the grade, and even this disadvantaged group achieved nearly equivalent proficiency to the district; 80% to 84%.

Additional Evidence

2008-2009 marked the first year in which students in their second year of enrollment were eligible for New York State Math exam. Therefore, a record of performance over time is not yet available.

Goal 2: Comparative Measure
 Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state’s release of poverty data, the 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

Results

In 2007-2008, AF Bushwick enrolled a single fifth grade cohort eligible for the New York State English Language Arts examination. Their total percent of students at Levels 3 and 4 exceeded the predicted number by 10.98% for an Effect Size of 0.73.

2007-08 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						
4						
5		86	88.40	77.42	10.98	0.73
6						

7					
8					
All	86	88.40	77.42	10.98	0.73

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

Evaluation

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

Additional Evidence

N/A

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 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, 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

Achievement First Bushwick had only one cohort eligible for testing in 2007-08 and 2008-09. In their fifth grade year these students achieved 89% proficiency and built further on that success for a total of 96% proficiency in sixth grade.

Cohort Growth on State Mathematics Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
4					
5					
6	70	89%	90% +	96%	Yes
7					

8					
All	70	89%	90% +	96%	Yes

Evaluation

This measure was met by demonstrating continued improvement beyond 75% proficiency, for a current total of 96% proficiency in sixth grade.

Additional Evidence

2008-2009 marked the first year in which students in their second year of enrollment were eligible for New York State Math exam. Therefore, a record of performance over time is not yet available.

Summary of the Mathematics Goal

Math performance was a significant strength of Achievement First Bushwick in 2008-2009, with all metrics achieved.

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

Action Plan

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

SCIENCE

Goal 3: Science

Absolute Proficiency (Required)

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

Comparative Proficiency on State Exams (Required)

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

Background

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

Goal 3: Absolute Measure

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

Method

The school will administer the New York State Testing Program science assessment to students in 4th and 8th grade when cohorts of those grade levels are enrolled. Each student’s raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

No fourth or eighth grades are currently enrolled at Achievement First Bushwick Academy.

Evaluation

The metric is currently inapplicable.

Additional Evidence

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

This metric is not currently relevant as Achievement First Bushwick does not enroll a fourth or eighth grade.

Evaluation

This metric is inapplicable.

Additional Evidence

N/A

Summary

Students at Achievement First Bushwick Charter School will not take the New York State Science exam until 2009-2010, when the first cohort of students reaches fourth grade.

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

Science instruction will continue as currently scheduled, in accordance with New York State learning standards.

SOCIAL STUDIES

Goal 4: Social Studies

Absolute Proficiency (Required)

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

Comparative Proficiency on State Exams (Required)

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

Background

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

Goal 4: Absolute Measure
 Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State social studies examination.

Method

The school administered the New York State Testing Program social studies assessment to students in 5th grade in November 2008. Each student’s raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

No fifth grade students are currently enrolled in their second year at Achievement First Bushwick. Results on the New York State Social Studies exam for students in their first year at the school will be available July 31, 2009.

**Charter School Performance on 2008-09 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	Pending	Pending	Pending	Pending	Pending	Pending
	Students in At Least 2 nd Year	n/a	n/a	n/a	n/a	n/a	n/a
8	All Students						
	Students in At Least 2 nd Year						

Evaluation

This metric is inapplicable.

Additional Evidence

No fifth grade students are currently enrolled in their second year at Achievement First Bushwick so this metric is inapplicable.

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

Fifth grade students at Achievement First Bushwick are in their first year of enrollment so this measure is inapplicable.

Evaluation

This metric is currently inapplicable.

Additional Evidence

n/a

Summary

Metrics are inapplicable until students taking the test have been enrolled in the school for two or more years. Results will be available for an eighth grade cohort in 2010-11.

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

Social Studies instruction will continue as currently scheduled, in accordance with New York State learning standards.

NCLB

Goal 5: NCLB

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

Goal 5: Absolute Measure

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

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school’s status under the state’s NCLB accountability system. For a school’s status to be “Good Standing” it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

Results

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

Evaluation

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

Additional Evidence

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

NCLB Status by Year

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

APPENDIX B: OPTIONAL GOALS

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

Goal 6: Parent Satisfaction

Each year, parents will demonstrate their satisfaction primarily by choosing to keep their children enrolled at the school.

Goal 6: Absolute Measure

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

Method

The parent survey is designed by Achievement First and distributed to all enrolled families in the students' homework folders and made available at Report Card Night. 329 surveys were collected out of 504 students enrolled at the school at the time the survey was administered. Results were calculated based on the number of surveys returned.

Results

305 of 329 respondents (or 92.7%) rated the school with a grade of A+, A or B on the parent satisfaction survey.

Please see the attached parent survey results spreadsheet for a complete list of responses to the questionnaire.

Evaluation

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

Goal 6: Absolute Measure

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

Method

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

Results

Thirty-one students withdrew from Achievement First Bushwick Charter School altogether in 2008-2009; however 21 of the departures were due to family relocations or other transportation issues and one departure was for a highly-specialized educational setting. The remaining nine student withdrawals comprise only a 1.7% attrition rate.

Evaluation

The 1.7% attrition rate in 2008-2009 achieves the benchmark of less than 5% annual attrition.

Additional Evidence

N/A

Goal 6: Absolute Measure
 Each year the school will have a daily attendance rate of at least 95 percent.

Method

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

Results

Attendance rates were extremely strong at Achievement First Bushwick Charter school for 2008-09, with an average of 97% daily attendance through the end of April, 2009.

2008-09 Attendance*

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

*Attendance is reported through April, 2009.

Evaluation

The 97% average daily attendance rate meets the 95% attendance benchmark established in the school's Accountability Plan.

Additional Evidence

N/A

END OF REPORT