



Performance Summaries: SUNY Authorized Charter Schools

Performance Summaries provide school boards of trustees and school leaders of SUNY authorized charter schools with a review of school performance in the context of SUNY's standards for charter renewal. This feedback can be used to gauge progress toward meeting the goals in the school's academic Accountability Plan, to assist the board and leaders in preparing to apply to SUNY to renew their charters, and to inform the school community about its performance.

Performance Summaries focus on the key renewal question: *Is the school an academic success?* For SUNY authorized charter schools, the answer to that question rests to a great extent on whether the school is meeting the academic goals in its Accountability Plan. These plans are developed in the first year of operation, are incorporated into each school's charter and updated through the renewal process. While there are five required academic goals in the Accountability Plan: English language arts (ELA), mathematics, science, social studies and NCLB, Performance Summaries focus on student performance for the most recent three-year period in the subjects of English language arts and mathematics.

Each goal has a set of specific outcome measures that establish the levels of performance necessary for achievement of that goal. Whether a school has met the goals in its Accountability Plan is based on a nuanced evaluation of its performance on the set of *all* outcome measures associated with each goal, taking into account the relative difficulty of individual measures. The measures vary in difficulty depending on factors such as the age of the school, grade span and the district in which the school is located. It is important to note that not achieving individual measures does not preclude a school from meeting its overall goal. Together the measures serve as the basis for determining if a goal has been met. The following measures are used in schools with grades 3-8.

- Measure 1 (absolute) shows the performance on the state test of students enrolled in at least their second year, as well as all students tested.
- Measure 2 (absolute) presents the school's Performance Index (PI) measured against the Annual Measurable Objective (AMO) set by the state's NCLB accountability system. The PI is derived by adding together the percentage of students at Levels 2 and above and double the percentage at Levels 3 and above. The PI can range from 0 to 200.
- Measure 3 (comparative) compares the performance of the school's students enrolled in at least their second year to all students in the same tested grades in the local school district. For schools in their first year, all students are compared to the district.
- Measure 4 (comparative) compares the school's actual overall performance (i.e., all students tested) to the predicted performance of similar schools statewide using a regression analysis based on free lunch statistics.
- Measure 5 (growth) examines the year-to-year growth of the same students in grade level cohorts, determining if each cohort has met its target, as well as the overall performance of all cohort students combined.

SCHOOL PERFORMANCE SUMMARY: English Language Arts

Bedford Stuy Collegiate Charter



Charter Schools Institute
The State University of New York

	2006-07			MET	2007-08			MET	2008-09			MET					
	Grades Served:				Grades Served:				Grades Served: 5								
	Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)						
<u>ABSOLUTE MEASURES</u>																	
1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above Level 3 on the New York State exam.	3	(0)	(0)		3	(0)	(0)		3	(0)	(0)						
	4	(0)	(0)		4	(0)	(0)		4	(0)	(0)						
	5	(0)	(0)		5	(0)	(0)		5	68.8 (77)	(0)						
	6	(0)	(0)		6	(0)	(0)		6	(0)	(0)						
	7	(0)	(0)		7	(0)	(0)		7	(0)	(0)						
	8	(0)	(0)		8	(0)	(0)		8	(0)	(0)						
	All	(0)	(0)	--	All	(0)	(0)	--	All	68.8 (77)	(0)	--					
2. Each year the school's aggregate Performance Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades	PI	AMO		Grades	PI	AMO		Grades	PI	AMO						
				--				--	5	169	144	YES					
<u>COMPARATIVE MEASURES</u>																	
3. Each year the percent of students enrolled in at least their second year and performing at or above Level 3 will be greater than that of students in the same grades in the local district.	Comparison: Brooklyn District 16				Comparison: Brooklyn District 16				Comparison: Brooklyn District 16								
	Grades	School	District		Grades	School	District		Grades	School	District						
				--				--	5	(68.8)	71.4	--					
4. Each year the school will exceed its expected level of performance on the State exam by at least a small Effect Size (at least 0.3) based on its Free Lunch (FL) rate.	% FL	Actual	Predicted	Effect Size		% FL	Actual	Predicted	Effect Size		% FL	Actual	Predicted	Effect Size			
					--					--	68.8	68.8	74.1	-0.47	NO		
<u>GROWTH MEASURE</u>																	
5. Each grade level cohort will reduce by one half the difference between the previous year's baseline and 50 NCE on a norm referenced test or 75 percent proficient on the NYSTP. An asterick indicates cohort met target.	Gr	N	Base	Target	Result		Gr	N	Base	Target	Result		Gr	N	Base	Target	Result
						--											
	3						3						3				
	4						4						4				
	5						5						5				
	6						6						6				
	7						7						7				
	8						8						8				
	All						All						All				

SCHOOL PERFORMANCE SUMMARY: Mathematics

Bedford Stuy Collegiate Charter



Charter Schools Institute
The State University of New York

	2006-07			MET	2007-08			MET	2008-09			MET						
	Grades Served:				Grades Served:				Grades Served: 5									
	Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)							
ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above Level 3 on the New York State exam.	3	(0)	(0)	--	3	(0)	(0)	--	3	(0)	(0)	--						
	4	(0)	(0)		4	(0)	(0)		4	(0)	(0)							
	5	(0)	(0)		5	(0)	(0)		5	89.3 (75)	(0)							
	6	(0)	(0)		6	(0)	(0)		6	(0)	(0)							
	7	(0)	(0)		7	(0)	(0)		7	(0)	(0)							
	8	(0)	(0)		8	(0)	(0)		8	(0)	(0)							
	All	(0)	(0)		All	(0)	(0)		All	89.3 (75)	(0)							
2. Each year the school's aggregate Performance Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades	PI	AMO	--	Grades	PI	AMO	--	Grades	PI	AMO	YES						
									5	189	119							
COMPARATIVE MEASURES 3. Each year the percent of students enrolled in at least their second year and performing at or above Level 3 will be greater than that of students in the same grades in the local district.	Comparison: Brooklyn District 16			--	Comparison: Brooklyn District 16			--	Comparison: Brooklyn District 16			--						
	Grades	School	District		Grades	School	District		Grades	School	District							
									5	(89.3)	78.9							
4. Each year the school will exceed its expected level of performance on the State exam by at least a small Effect Size (at least 0.3) based on its Free Lunch (FL) rate.	% FL	Actual	Predicted	Effect Size	--	% FL	Actual	Predicted	Effect Size	% FL	Actual	Predicted	Effect Size	YES				
										68.8	89.3	82.8	0.58					
GROWTH MEASURE 5. Each grade level cohort will reduce by one half the difference between the previous year's baseline and 50 NCE on a norm referenced test or 75 percent proficient on the NYSTP. An asterick indicates cohort met target.	Gr	N	Base	Target	Result	--	Gr	N	Base	Target	Result	--	Gr	N	Base	Target	Result	--