

Accountability Plan Progress Reports for the 2009-10 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 SUNY 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 SUNY 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 3rd through 8th grade, science tests to the 4th and 8th grades, and, up through 2009-10, social studies tests to the 5th and 8th 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.

**BEDFORD STUYVESANT
COLLEGIATE
CHARTER SCHOOL**

2009-10

**ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 3, 2010

By Melissa D'Agostino and Mabel Lajes-Guiteras

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Melissa D'Agostino prepared this 2009-10 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee's Name	Board Position
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Melissa D'Agostino, <i>ex officio</i>	
Mabel Lajes-Guiteras, <i>ex officio</i>	

(as of June 30, 2010)

INTRODUCTION

MISSION and GRADES SERVED

The mission of Bedford Stuyvesant Collegiate Charter School (BSC) is to prepare each student for college. Bedford Stuyvesant Collegiate Charter School opened on August 25, 2008. The school opened with 5th grade and will grow to grades 5-12 over time.

STUDENT POPULATION

With an initial enrollment this school year of 131 students, Bedford Stuyvesant Collegiate Charter School ended the 2009-10 school year with 80 students in grade 5 and 55 students in grade 6, for a total of 135 students.

Gender	58% Boys	42% Girls
Free & Reduced Lunch	87%	
Special Needs	9%	
Race	93% Black 7% Latino	
English Language Learners	0%	
Geography <i>Students selected via public lottery</i>	99% Brooklyn	1% Queens

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2006-07														
2007-08														
2008-09						79								79*
2009-10						82	57							139*

*Enrollment as of BEDS day

Based on results from the TerraNova exam, our fifth grade students began the year scoring below average compared to students nationwide, with our lowest skilled class scoring substantially below average in all areas.

Measurement Tool Fall 2009 Mean Normal Curve Equivalent	Incoming Student Performance 5 th Grade/Class of 2017 (n = 77)	Incoming Student Performance Loyola Marymount University class (n = 13)
TerraNova Reading	42.6	34.1
TerraNova Language Arts	40.6	31.0
TerraNova Math	40.1	29.5

STRATEGY

Bedford Stuyvesant Collegiate Charter School's educational program rests on three pillars:

1. We believe that creativity flourishes within structured academic environments.
Good work cannot occur unless there is a safe and orderly environment in and out of the classroom.
2. We have very high academic and behavioral expectations.
High expectations demand significant amounts of extra support before, during, and after school and on Saturdays.
3. We know that without great teachers, nothing else matters.
Teachers must have the time and professional tools and resources to do their jobs effectively.

At Bedford Stuyvesant Collegiate, we do not believe that there is a panacea that makes a school work. Nor do we pretend that what we do is "rocket science" or necessarily innovative. BSC teachers work hard and use common sense because elevating student achievement and transforming lives requires constant attention to hundreds of different elements – not one, magical 100% solution but rather one hundred, individual 1% solutions.

Our Design

The school design of Bedford Stuyvesant Collegiate Charter School includes seven core components.

Focus on Literacy. Most students beginning in grade 5 are reading substantially below grade level. If a school does not address this dramatic and central issue immediately, students will be at a huge disadvantage in all subjects in high school and college. The ultimate academic success of Bedford Stuyvesant Collegiate students, therefore, is tied to mastering this fundamental skill. Bedford Stuyvesant Collegiate provides explicit instruction in literacy skills and inculcates the reading habit through:

- More than two hours of daily literacy instruction;
- 20 minutes of Read Aloud each school day;
- At least 20 minutes of whole-class novel or independent reading each night;
- Requiring students to read two, reading level-appropriate books during the summer, accompanied by comprehension assessments which are due on the first day of school;
- Expecting graded, written work in every class, including math; and
- Requiring students to carry an independent reading book at all times to serve as the entrance ticket to school in the morning, make better use of transition time in the hallways, and ensure that there is never a lost moment during the day since "you never know when you'll have a chance to read."

Target Curriculum Focused on Basic Skills. Bedford Stuyvesant Collegiate does not use an off-the-shelf curriculum. Rather, Bedford Stuyvesant Collegiate develops curriculum directly from the New York State Learning Standards that ensures students master a core set of basic academic skills before they can master higher-level, abstract material.

Bedford Stuyvesant Collegiate teachers pay particularly close attention to the topics, sequence and performance standards outlined in the New York State standards. This ensures that students are mastering the same material as their cohort throughout New York State. At the same time, we trust teachers to adapt the subject topics and performance standards according to their professional expertise. During Staff Summer Orientation, Bedford Stuyvesant Collegiate teachers analyze the New York State standards and exams and create Curriculum Alignment Templates (CATs) and Universal Backwards Designs (UBDs) which outline the specific learning objectives they will teach during the school year and activities and assessments for those objectives. During the school year, teachers maintain comprehensive curriculum binders with a year-long scope and sequence, unit plans, daily lesson plans, and assessment materials. Not only does this provide the school with a record of individual course instruction but this also serves as a valuable curricular planning resource for returning and future teachers.

Assess Early and Often to Drive the Instructional Program. The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of continuous reflection and improvement. In addition to the TerraNova Assessments (nationally-normed tests that students take at the beginning and end of the year to measure annual performance gains) and New York State Mathematics and English Language Arts Assessments, Bedford Stuyvesant Collegiate administers 4-5, internally-aligned Interim Assessments in Math, English Language Arts, History, and Science. These tests assess ongoing student mastery of internal standards throughout the year and provide immediate data on individual student and class growth. Bedford Stuyvesant Collegiate teachers, with the support of the Co-Director of Curriculum & Instruction, use this data to identify standards mastered and standards in need of re-teaching so that lesson plans could be continuously adjusted. Bedford Stuyvesant Collegiate also utilizes the information to target content- and skills-driven tutoring in class, afterschool, and on Saturdays.

Make More Time. In order to provide students with a comprehensive, college preparatory education, Bedford Stuyvesant Collegiate has a longer-than-usual school day and longer-than-usual school year (nearly 185 student days and 200 staff days). For most students, the regular school day begins at 7:45 AM and ends at 4:30 PM. For those receiving tutoring and homework help or serving additional detention, the day ends at 5:30 PM. Finally, students who were struggling academically also attended school from 9:00 AM to 12:30 PM on Saturday mornings.

With hour-long periods – except on early-release Wednesdays when there are only three, 65-minute periods to allow for significant staff Professional Development time – Bedford Stuyvesant Collegiate students receive weekly:

- 10 periods of Mathematics (Math Procedures and Math Problem Solving)
- 10 periods of English Language Arts (Reading and Writing)
- 5 periods of History
- 5 periods of Science
- 1 period of Advisory/Character Education
- 3 periods of Enrichment

Emphasis on College. For too many at-risk students, college only exists in the abstract. For BSC students, freshman year of college will be a natural extension of their educational experience at Bedford Stuyvesant Collegiate.

Bedford Stuyvesant Collegiate students begin talking about college on the first day of school, since their homerooms are named after their homeroom teacher's alma mater. In Advisory, students learn about the college application process, financial aid, dorm life, selecting a major, and other important aspects of college survival. This year, our 6th graders visited Fordham University in the fall, and went on a scavenger hunt of the campus. Each Friday, students who were named "Student of the Week" in homerooms wore a t-shirt from their homeroom teacher's alma mater over their school uniforms.

During the regular school day, from 3:20 to 4:15 PM three days per week, BSC offers Enrichment classes, which are a variety of rotating electives, including:

- Acting
- Knitting
- Gym
- Running
- Capoeira
- African Dance
- Chorus
- Guitar
- Recorder
- Hip Hop
- Comic Book Design
- Sculpting

From 4:30 to 5:30 PM, BSC offers subject-specific tutoring and requires students struggling to regularly complete homework assignments on-time and at high quality to spend an additional hour in Homework Center working on that night's homework assignments.

Bedford Stuyvesant Collegiate's school culture is based on its core values of STRIVE: Scholarship, Tenacity, Respect, Introspection, Veracity, Effort. Bedford Stuyvesant Collegiate students are expected to consistently demonstrate these characteristics wherever they find themselves and are rewarded with STRIVE Merits when they model these characteristics well. Students earning merits receive the opportunity to bid on rewards, prizes, and teacher-provided services.

Provide Structure and Order. Students need a safe and orderly environment to be productive. Bedford Stuyvesant Collegiate creates a calm, composed, and disciplined environment to maximize the amount of time on-task. Strategies include:

- Strictly enforced school dress code;
- Merit system that defines clear expectations of and immediate responses to positive behavior;
- Demerit system that defines clear expectations of and immediate responses to negative behavior;
- Rubric system that provides immediate feedback to classes at the end of each class each day; and
- Common Blackboard Configuration (BBC) consisting of a Do Now, Aim, Agenda, and Homework.

Insist on Family Involvement. Bedford Stuyvesant Collegiate's educational program is structured so that families must be involved in their child's academic pursuits. Bedford Stuyvesant Collegiate families:

- Pick up their child's report card in person at the school three times, followed by day and night formal Family-Teacher Conferences;
- Meet with teachers and staff whenever is necessary to formally and informally discuss their child's academic and behavioral performance;
- Maintain an open line of communication with their child's teachers through in-person meetings, phone calls, and e-mails;
- Are called at home or at work each day if any of their child's homework assignments are missing or completed poorly or if students have earned detention;
- Are asked to offer input on the school on annual surveys, grading the school on how it is doing; and
- Are offered the opportunity to chaperone trips, to speak with frequent school guests and visitors, to participate in Family Involvement Committee meetings, and to celebrate their children's success at school events throughout the year.

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will be proficient readers and writers of the English Language.

Background

Bedford Stuyvesant Collegiate Charter School uses data from the following assessments to ensure student proficiency in English Language Arts:

- Criterion-referenced New York State exams in English Language Arts
- Norm-referenced TerraNova Assessments in Reading and Language Arts;
- Internally developed Interim Assessments in English Language Arts
- Internally developed Final Examination in English Language Arts.

Each fall for new students, and each spring for returning students, Bedford Stuyvesant Collegiate Charter School administers in grades 5 through 7 exams in Reading, Language Arts and Mathematics using the TerraNova Assessment (CTB/McGraw-Hill TerraNova 3rd Edition Basic Multiple Assessment). All students are then subsequently tested each spring to a) demonstrate their progress over the course of one academic year, and b) compare student performance relative to students nationwide. The TerraNova was selected since its format and the types of questions it contains more closely parallel the New York State exams than other similar, norm-referenced exams.

Bedford Stuyvesant Collegiate Charter School administered 3 internally development aligned Interim Assessments and a Final Exam in English Language Arts (Reading and Writing) during the 2009-10 school year. These assessments were created to reflect the school's scope and sequence in Reading and Writing, and to mirror the style and scope of the New York State English Language Arts exams. Similar to the state exam, the ELA Interim Assessments were administered in two parts: 3-4 reading passages accompanied by multiple choice questions and a listening comprehension section with multiple choice and open response questions. The assessments also included at least two editing passages that assessed student mastery of grammar, capitalization, and punctuation skills.

After the tests were administered, BSC teachers graded each exam and entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, Bedford Stuyvesant Collegiate analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. BSC also utilized the information to target content- and skills-driven tutoring and re-teaching after school and on Saturdays.

The Interim Assessments from 2009-10 provided valuable data on the overall English Language Arts program at Bedford Stuyvesant Collegiate. Analysis of Interim Assessment data throughout the year revealed that BSC students would benefit from an increase in instructional time spent on non-fiction texts and the creation of open responses. This led us to revising our reading and writing curriculum to include a more detailed and strategic approach to exposing our students to non-fiction writing. Furthermore, we have significantly increased the on-demand open response tasks our students are asked to do on a weekly basis.

Goal 1: Absolute Measure

Each year through 2008-09, 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 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State English language arts examination.

Method

The school administered the New York State Testing Program English Language Arts assessment to students in the 5th and 6th grades in April 2010. Each student’s raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required 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. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

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.

**2009-10 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	81				81
6	55				55
7					
8					
All	136				136

Results

The overall percent of students in at least their second year performing at or above 650 on the 2009-10 State English Language Arts Exam was 79%.

**Charter School Performance on 2009-10 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above 650	Number Tested

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.

3	All Students		
	Students in At Least 2 nd Year		
4	All Students		
	Students in At Least 2 nd Year		
5	All Students	88%	81
	Students in At Least 2 nd Year	85%	13
6	All Students	78%	55
	Students in At Least 2 nd Year	77%	52
7	All Students		
	Students in At Least 2 nd Year		
8	All Students		
	Students in At Least 2 nd Year		
All	All Students	84%	136
	Students in At Least 2 nd Year	79%	65

Evaluation

This measure was met: 79% of our students performed at or above a scale score of 650 on the 2009-2010 State English Language Arts Exam. We are pleased with this performance, as it shows that students who are with us for two years are learning the skills and content needed in English Language Arts and helps validate that our whole class-novel approach to teaching Reading content is delivering strong results.

Additional Evidence

TerraNova Assessment

Our students' results on the TerraNova exam help provide a sense of our progress against these results. Despite the fact that Bedford Stuyvesant Collegiate's curriculum is based on the New York State Learning Standards, and not on the curriculum from which the TerraNova is drawn, BSC students showed strong improvement from the first administration of the exam in early September 2009 to the second administration of the exam in early June 2010.

5TH GRADE/CLASS OF 2017

When our 5th grade students first entered BSC, only about a quarter of the students were performing at the national average (50th percentile) on the Reading and Language Arts exams. After only nine months at BSC, the percentage of students scoring above this national average improved significantly.

5th Grade/Class of 2017 – % at or above national average (50th percentile)

TERRANOVA	2009 5th Grade Pre-Test 77 students	2010 5th Grade Post-Test 77 Students	1-YEAR CHANGE
Reading	28.8%	42.5%	+13.7%
Language Arts	20.5%	37.0%	+16.5%

Similarly, the increase in Mean Normal Curve Equivalent scores of students in Reading and Language Arts shows that student proficiency at Bedford Stuyvesant Collegiate is increasing.

5th Grade/Class of 2017 – Mean Normal Curve Equivalent			
TERRANOVA	2009 5th Grade Pre-Test 77 students	2010 5th Grade Post-Test 77 Students	1-YEAR CHANGE
Reading	42.6	49.9	+ 7.3
Language Arts	40.6	46.4	+ 5.8

6TH GRADE/CLASS OF 2016

After completing the fifth grade at BSC, sixth grade students started the year with relatively strong skills in Reading and Math as evidence by their TerraNova performance from June 2009. Students who did not complete the fifth grade at BSC, but joined BSC as 6th graders in the 2009-10 school year, took the TerraNova in September 2009. These students are included in the analysis, as their end of 5th grade Reading and Math skills were measured when they arrived in September. There were three students who joined BSC as sixth graders. . After an additional year at BSC, the percentage of students scoring above this national average showed even more improvement in both subject areas. In Reading, the percentage jumped nearly 22 percentage points.

6th Grade/Class of 2016 – % at or above national average (50th percentile)			
TERRANOVA	2009 End of 5th Grade 55 students	2010 End of 6th Grade 55 students	1-YEAR CHANGE
Reading	58.2%	80.0%	+21.8%
Language Arts	58.2%	72.7%	+14.5%

Similarly, the increase in Mean Normal Curve Equivalent scores of students in Reading and Language Arts shows that student proficiency at Bedford Stuyvesant Collegiate is increasing.

6th Grade/Class of 2016 – Mean Normal Curve Equivalent			
TERRANOVA	2009 End of 5th Grade 55 students	2010 End of 6th Grade 55 students	1-YEAR CHANGE
Reading	53.4	59.8	+ 6.4

Language Arts	55.2	58.2	+ 3.0
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Any single test at any one point in time provides only a snapshot of students’ mastery of content and skills. While averages rise and fall from year to year, what we will truly look for is a steady upward movement over time, a trend that has already begun in our first two years.

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 through 2008-09 and a Scale Score of 650 in 2009-10							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5	N/A	N/A	N/A	N/A	N/A	N/A	85%	13
6	N/A	N/A	N/A	N/A	N/A	N/A	77%	52
7								
8								
All							79%	65

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 2009-10 is 155.² 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

The table shows the composition of our aggregate PI score of 147.0.

² With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

Calculation of 2009-10 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-6	8%	37%	51%	4%	136

$$\begin{aligned}
 \text{PI} &= 37 + 51 + 4 = 92 \\
 &+ 51 + 4 = 55 \\
 \text{PI} &= 147
 \end{aligned}$$

Evaluation

Bedford Stuyvesant Collegiate’s 2009-10 English Language Arts Performance Index of 147 does not exceed this year’s English Language Arts Annual Measurable Objective of 155, though we come close to meeting this measure. This is at least partly due to the fact that cut scores were raised for the 2009-10 ELA exam. As demonstrated above, 88% of our 5th grade students and 78% of our 6th grade students, or 84% of all BSC students, earned a raw score of 650 or greater on the 2009-10 NYS ELA exam.

Additional Evidence

Bedford Stuyvesant Collegiate’s 2009-10 Performance Index has decreased from 2008-09. This is largely due to the fact that the criteria defining proficiency was changed in 2009-10.

English Language Arts 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		
2006-07							122	
2007-08							133	
2008-09	5	77	0	31%	62%	7%	169	144
2009-10	5-6	136	8%	37%	51%	4%	147	155

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

A much higher percentage of Bedford Stuyvesant Collegiate students in their second year scored a 3 or 4 on the 2009-10 ELA exam than students in the local school district (District 16).

**2009-10 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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	52%	13	39%	900
6	54%	52	19%	636
7				
8				
All	52%	65	30%	1559

Evaluation

BSC met this accountability measure, exceeding the aggregate district performance by 22 percentage points. Our 6th grade performance exceeded the aggregate district performance by an even larger margin of 35 percentage points.

Additional Evidence

As this is the first year that we have utilized this measure, we do not have comparative data to the local district from previous years. We look forward to continuing to track our performance relative to the local district in the future.

As an optional comparison measure, we also decided to compare our performance to three local schools. We are co-located with MS 267, a school with 6th, 7th, and 8th graders in 2009-10. We also chose to compare ourselves with P.S. 308, a K – 8 school, because they are located only a couple of blocks from the school and many of our students come to us from that school.

The chart below shows that our 5th and 6th graders’ performance far exceeds that both MS 267 and PS 308.

**2009-10 English Language Arts Performance of
Charter School and Comparison Schools by Grade Level**

Grade	BSC		MS 267		PS 308	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	52%	13	N/A	N/A	30%	76
6	54%	52	15%	85	33%	69
All	52%	65	15%	85	31%	145

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 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent ones available.

Results

The data table shows that we underperformed the predicted level of performance given the percentage of our students eligible for free lunch last year by 5.3 percentage points and therefore had a negative effect size.

2008-09 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		77	68.8	74.1	-5.3	-0.47
6						
7						
8						
All	68.8	77	68.8	74.1	-5.3	-0.47

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

Evaluation

We did not meet this measure based on our 2008-09 English Language Arts results, and had a negative effect size. We are confident that we will improve on this measure in 2009-2010.

Additional Evidence

TBD

Goal 1: Growth Measure

Each year through 2008-09, 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.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10.

Method

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. 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. 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

The following table presents the cohort growth data for students within a grade level cohort who took the state exam in 2009-10 and also have a state exam score in 2008-09.

Cohort Growth on State English Language Arts Exam from 2008-09 to 2009-10

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
4					
5	76	63.2%	69.1%	89.4%	YES
6	55	85.5%	>85.5%	78.2%	NO
7					
8					
All	131	72.5%	73.75%	84.7%	YES

Evaluation

Overall, the percentage of students scoring at or above 650 increased from 72.5% in 2008-09 to 84.7% in 2009-10 and did achieve the target of 73.75% proficiency. 5th graders performed especially well, with the percentage of students scoring at or above 650 increasing by 26.2 percentage points.

In terms of room for improvement, the percentage of 6th graders scoring at or above 650 decreased from 85.5% in 2008-09 to 78.2% in 2009-10 and so while the percentage remains above 75%, it does not meet the target of a performance increase for this cohort, although that cohort's 5th grade year set a high bar.

Additional Evidence

Both last year and this year, our 5th grade cohort met their growth target. Our 6th grade cohort did not meet its growth target this year.

**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
2007-08	5	1	1
2008-09	5-6	1	2

Though we made our growth target for one out of two grade-level cohorts on the State English Language Arts exam, we do believe our students experienced academic growth and our TerraNova results help support that belief. We administered the CTB McGraw-Hill TerraNova Multiple Assessments 3rd Edition in September for incoming 5th graders and in June for all students. The TerraNova is a norm-referenced test. The tables below represent cohort growth on the Reading and the Language Arts sections of the test. Our target was positive growth in the average NCE for each cohort. We succeeded in all cohorts.

**Cohort Growth on TerraNova Multiple Assessments Test from June 2009 to June 2010 (Gr 6)
and September 2009 to June 2010 (Gr 5) - Reading**

Grade	Cohort Size	Average NCE			Target Achieved
		2008-09	Target	2009-10	
5	77	44	+ growth	51	YES
6	55	53	+ growth	60	YES
All	132	48	+ growth	55	YES

**Cohort Growth on TerraNova Multiple Assessments Test from June 2009 to June 2010 (Gr 6)
and September 2009 to June 2010 (Gr 5) – Language Arts**

Grade	Cohort Size	Average NCE			Target Achieved
		2008-09	Target	2009-10	
5	77	47	+ growth	51	YES
6	55	52	+ growth	58	YES
All	132	49	+ growth	54	YES

Summary of the English Language Arts Goal

All of our measures were achieved this year, except for the absolute measure of our aggregate Performance Index, which was impacted by the increased scale scores that were necessary in 2009-10 to achieve a Performance Level of 3 or 4, the lack of improvement on the growth measure for our 6th grade cohort, and Effect Size. We feel that this year’s 2009-10 data shows that we are well underway towards attaining this Accountability Plan goal and we look forward to next year’s results to further reinforce that we are indeed on the right path.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 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.	DID NOT ACHIEVE
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 grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	DID NOT ACHIEVE

Action Plan

To maintain our rate of progress along these goals next year, we intend to do the following:

- Provide highly structured planning time to increase the quality of collaboration between our Writing and Reading teachers to ensure that students are consistently writing about what they are reading. This year our Wednesday PD cycle will include departmental time for teachers to collaborate on specific objectives. In the past our ELA department PD has focused primarily on the reading skills; this year we will also be sure to integrate the writing skills.
- Continue to expose students to nonfiction texts and unfamiliar short passages during our nonfiction focused instruction on Wednesdays. On Wednesdays, students have a combined Science/History class which focuses on the use of nonfiction texts and strategies to access those texts. In addition, students also have a combined ELA class on Wednesdays which focuses on reading nonfiction and responding to it in writing. Our 6th grade reading teacher has taken the lead on providing guidance to our other teachers in revising the History/Science and ELA Wednesday curriculum to incorporate these elements.
- Continue to use historical fiction novels in History classes to further enhance literacy instruction. Each grade will read 2-3 historical fiction novels that correlate with the historical time period being studied in that grade. History teachers collaborate with the reading teachers at each grade level to make sure that students are continuing to work on their comprehension strategies as they read the novel in history class. History teachers also focus on making connections between the text and the historical events that have been studied.

- Implement a common writing rubric, and set of editing marks to ensure that all students are being held to the same high expectations for writing across the school. This rubric is being developed by several of our ELA teachers. The rubric will be a tool to help assess where each student is in the writing process. Students will also be able to use this rubric to gauge their own writing skills. The rubric will evolve to incorporate more college readiness standards as students get older. For example, 5th grade students will be asked to focus on basic grammar and structure. Our 7th graders, on the other hand, will be challenged to incorporate more advanced grammar skills as well as develop a writer's voice as they produce lengthier and more challenging writing pieces. Ultimately students in the 7th grade will also be preparing for their first full research paper in preparation for the type of work they will be expected to master in our high school.
- Provide instruction for all content area teachers on literacy strategies across content areas. Our Special Education Coordinator and 6th grade reading teacher are working together to create several PD sessions that they will present throughout the year. These sessions will guide all of our teachers through strategies that can be used in any class to increase our students' comprehension, decoding, fluency and response to literature. We will use video, observations, and lesson study as the means to ensure that all teachers are successfully incorporating these techniques into their daily practice.
- Increase support for small group discussions on novels in reading class. Each of our 5th grade reading classes has another staff member that will partner with the reading teacher to provide more guided group time for our students. In 6th grade, our two lowest reading classes will have an additional person. In 7th grade, our students with the most need in reading class will be pulled out as well. Each of these additional staff will receive training on best practices in guided discussion groups, increasing fluency and comprehension skills. Additionally, they will receive feedback through observations.

We are also planning to do whatever we can to address the needs of the population of students who will be repeating the 5th grade or 6th grade. During our three weeks of staff orientation and professional development time before the start of school, we plan to have our Reading and Writing teachers, our Special Education Teachers, and our School Social Worker discuss and create action plans for supporting our repeating 5th and 6th graders.

MATHEMATICS

Goal 2: Mathematics

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

Background

Bedford Stuyvesant Collegiate Charter School uses data from the following assessments to ensure student proficiency in Mathematics:

- Criterion-referenced New York State exams in Mathematics
- Norm-referenced TerraNova Assessments in Mathematics
- Internally developed Interim Assessments in Mathematics
- Internally developed Final Examination in Mathematics

Each fall for new students, and each spring for returning students, Bedford Stuyvesant Collegiate Charter School administers in grades 5 through 7 exams in Reading, Language Arts and Mathematics using the TerraNova Assessment (CTB/McGraw-Hill TerraNova 3rd Edition Basic Multiple Assessments). All students are then subsequently tested each spring to a) demonstrate their progress over the course of one academic year, and b) compare student performance relative to students nationwide. The TerraNova was selected since its format and the types of questions it contains more closely parallel the New York State exams than other similar, norm-referenced exams.

Bedford Stuyvesant Collegiate Charter School administered 3 internally development aligned Interim Assessments and a Final Exam in Math during the 2009-10 school year. These assessments were created to reflect the school's scope and sequence in Math, and to mirror the style and scope of the New York State Math exams. Similar to the state exam, the Math Interim Assessments were administered in two parts; a 25-35 question multiple-choice section and a 6-12 question open-response section. The assessments focused primarily on the most recently covered standards, with a smaller focus on standards covered in previous units.

After the tests were administered, BSC teachers graded each exam and entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, Bedford Stuyvesant Collegiate analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. BSC also utilized the information to target content- and skills-driven tutoring after school and on Saturdays.

The Interim Assessments from 2009-10 provided valuable data on the overall Math program at Bedford Stuyvesant Collegiate. As a result of data analysis, BSC made the following changes to strengthen and enhance the Math program. Bedford Stuyvesant Collegiate:

- introduced additional targeted instruction through both through push-in support during class and through small-group instruction outside of class;
- reinforced math skills in daily science classes.
- increased opportunities and feedback cycle for open-response answers in math classes.

Goal 2: Absolute Measure

Each year through 2008-09, 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 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State mathematics examination.

Method

The school administered the New York State Testing Program mathematics assessment to students in 5th and 6th grade in May 2010. Each student's raw score has been converted to a performance level and a grade-specific scaled score. Through 2008-09 the criterion for success on this measure required 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. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

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.

**2009-10 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	81				81
6	55				55
7					
8					
All	136				136

Results

The overall percent of students in at least their second year performing at or above 650 on the 2009-10 State English Language Arts Exam was 100%.

**Charter School Performance on 2009-10 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above 650	Number Tested
3	All Students		
	Students in At Least 2 nd Year		
4	All Students		
	Students in At Least 2 nd Year		
5	All Students	93%	81
	Students in At Least 2 nd Year	100%	13
6	All Students	100%	55
	Students in At Least 2 nd Year	100%	52
7	All Students		
	Students in At Least 2 nd Year		
8	All Students		
	Students in At Least 2 nd Year		
All	All Students	96%	136
	Students in At Least 2 nd Year	100%	64

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

We met this measure, with 100% of all students in at least their 2nd year scoring at or above 650. We are very pleased with the high level of absolute performance each cohort displayed.

Additional Evidence

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and a Scale Score of 650 in 2009-10							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5					N/A	N/A	100%	13
6							100%	52
7								
8								
All								

Evaluation

This measure was met and exceeded by a full 25 percent. We are really proud that all of our students who were enrolled in their second year at Bedford Stuyvesant Collegiate, both the repeating 5th graders and our 6th graders who have completed two years at Bedford Stuyvesant Collegiate, scored a scale score of 650 or greater. We believe that these really positive results help validate our approach towards math instruction.

Additional Evidence

Since this is our second year of operation, this is our first year in which this measure applies. We look forward to examining year-to-year trends during the current Accountability Period next year, as it will highlight whether we are continuing to maintain a high level of performance.

The table below examines whether performance changes the longer students are enrolled in the school. As an early marker of a successful school, student performance should increase with prolonged participation in the academic program. Our high level of performance in mathematics for both students in their first year at BSC and students in their second year is very encouraging.

2009-10 Mathematics Performance by Grade Level and Years Attending the School

Grade	Percent of Students Scoring At or Above a Scale Score of 650 According to Number of Years Enrolled							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested

5	91%	68	100%	13				
6	100%	3	100%	52				
All	92%	71	100%	64				

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 2009-10 is 135⁴. 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

The table shows the composition of our aggregate PI score of 177.2

Calculation of 2009-10 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-6	0.7	21.3	47.8	30.1	136

$$\begin{aligned}
 \text{PI} &= 22.1 + 47.8 + 30.1 = 99.3 \\
 &+ 47.8 + 30.1 = 77.9 \\
 \text{PI} &= 177.2
 \end{aligned}$$

Evaluation

Bedford Stuyvesant Collegiate’s 2009-10 Mathematics Performance Index of 177.2 exceeds this year’s Mathematics Annual Measurable Objective of 135, which fulfills this measure.

Additional Evidence

While we are pleased that Bedford Stuyvesant Collegiate’s PI has exceeded the AMO each year, this year’s PI does not exceed last year’s PI. This is mostly a result of the increased scale score that

⁴ With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

qualified students for a proficiency score of 3 or 4. Regardless, we would like to see our PI increase year after year, and our goal for 2010-11 is to have a PI greater than 177.2

**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		
2006-07							86	
2007-08							102	
2008-09	5	75	0	10.7	53.3	36.0	189.3	
2009-10	5-6	136	0.7	22.1	47.8	30.1	177.2	

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

Students in at least their 2nd year in our 5th and 6th grade exceeded the performance of 5th and 6th graders in our local school district, District 16.

**2009-10 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				
4				
5	61.5%	13	48.4%	903
6	96.2%	52	30.8%	643
7				
8				
All	89.2%	65	41.1%	1546

Evaluation

We met this measure, exceeding the aggregate district performance by 48 percentage points. Our 5th graders’ performance exceeded the district by 13 percentage points and our 6th grade exceeded the district performance by 65 percentage points.

Additional Evidence

As this is the first year that we have utilized this measure, we do not have comparative data to the local district from previous years. We look forward to continuing to track our performance relative to the local district in the future.

As an optional comparison measure, we also decided to compare our performance to three local schools. We are co-located with MS 267, a school with 6th, 7th, and 8th graders in 2009-10. We also chose to compare ourselves with P.S. 308, a K – 8 school, because they are located only a couple of blocks from the school and many of our students come to us from that school.

The chart below shows that our 5th and 6th graders’ performance far exceeds that both MS 267 and PS 308.

2009-10 Mathematics Performance of Charter School and Comparison Schools by Grade Level

Grade	Charter School		MS 267		PS 308	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	61.5%	13	N/A	N/A	37.2%	78
6	96.2%	52	41.6%	89	42.0%	69
All	89.2%	65	41.6%	89	39.5%	147

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.

Results

The data table shows that we exceeded the predicted level of performance given the percentage of our students eligible for free lunch last year by 6.5 percentage points and therefore had a positive effect size.

2009-10 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		75	89.3	82.8	6.5	0.58
6						
7						
8						
All	68.8	75	89.3	82.8	6.5	0.58

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

Evaluation

We met this measure based on our 2008-09 Math results, and had a positive effect size.

Additional Evidence

N/A

Goal 2: Growth Measure

Each year through 2008-09, 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.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10

Method

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. 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. 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

The following table presents the cohort growth data for students within a grade level cohort who took the state exam in 2009-10 and also have a state exam score in 2008-09. Bedford Stuyvesant Collegiate met the target for each grade level, and overall as a school.

Cohort Growth on State Mathematics Exam from 2008-09 to 2009-10

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
4					
5	76	78.9%	>78.9	94.7%	YES
6	55	100%	100%	100%	YES
7					
8					
All	131	87.8	>87.8%	96.9%	YES

Evaluation

For our 5th graders, the percentage scoring at or above a scale score of 650 increased from 78.9% in 2008-09 to 94.7% in 2009-10, which is about a 16 point gain. We are extremely proud that 100% of our 6th graders scored at or above a scale score of 650 both years.

Additional Evidence

We administered the CTB McGraw-Hill TerraNova Multiple Assessments 3rd Edition in September for incoming 5th graders and in June for all students. The TerraNova is a norm-referenced test. The tables below represent cohort growth on the Mathematics sections of the test. Our target was positive growth in the average NCE for each cohort. We achieved this in both our 5th grade and 6th grade cohorts.

Cohort Growth on TerraNova Multiple Assessments Test from Spring 2009 to Spring 2010 (Gr 6) and Fall 2009 to Spring 2010 (Gr 5) - MATHEMATICS

Grade	Cohort Size	Average NCE			Target Achieved
		2009	Target	2010	
5	77	40.5	+ growth	49.6	YES
6	55	56.5	+ growth	63.9	YES
All	132	47.2	+ growth	55.6	YES

The table below presents another way of looking at our students' performance. When our 2009-10 5th grade students first entered BSC, 31.5% of our students were performing above the national average (50th percentile) on the Mathematics section of the exam. After only nine months at BSC, the percentage of students scoring above this national average improved to over 50% in Mathematics.

5th Grade/Class of 2017 – % at or above national average (50th percentile)			
TERRANOVA	September 2009 5th Grade Pre-Test 77 students	June 2010 5th Grade Post-Test 77 Students	1-YEAR CHANGE
Mathematics	31.5%	50.7%	+19.2%

When our 2009-10 6th grade students first entered BSC, just under half of our students were performing above the national average (50th percentile) on the Mathematics section of the exam. After two school years at BSC, the percentage of students scoring above this national average improved to 81.8% in Mathematics performing above the national average.

6th Grade/Class of 2016 – % at or above national average (50th percentile)				
TERRANOVA	September 2008 5th Grade Pre-Test 55 students	June 2009 5th Grade Post-Test 55 students	June 2010 6th Grade Post-Test 55 students	2-YEAR CHANGE
Mathematics	47.1%	69.1%	81.8%	34.8%

Summary of the Mathematics Goal

All of our measures were achieved this year. We feel that this year's 2009-10 data shows that we are well underway towards attaining this Accountability Plan goal and we look forward to next year's results to further reinforce that we are indeed on the right path.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 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 grade-level cohort will reduce by one-half the gap between the percent	ACHIEVED

	at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	
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Action Plan

To maintain our rate of progress along these goals next year, we intend to do the following:

- Revise lesson plans to ensure that there is direct instruction in explicit problem-solving strategies for fractions work-problems, particularly involving proportions. Our math teachers noted that this was an area of weakness in our students. As teachers revise last year’s lesson plans and materials, they will be sure to keep these strategies in mind. Observations and lesson plan feedback will be used to ensure that these skills are being incorporated.
- Continue double periods of Math daily. The double period of math gives students the opportunity to learn a procedure and immediately apply it within the same class period. The longer time block allows teachers the time needed to use highly effective math structures (such as timed computation sheets and oral drill) while still having time to provide guided practice and a significant amount of time during Independent practice for students to practice the skills and for the teacher to provide feedback on their work.
- Celebrate student achievement in Math through special events with students and families. Some wonderful traditions that we have developed at BSC are our annual Pi Day (where students compete to memorize as many numbers of Pi as possible), Fun Fact Friday Day (when our 5th graders must all know their multiplication facts), and our Back to School Night (families come in and play math games with their students).
- Support students with special needs through targeted intervention both through push-in support during class and through small-group instruction out of class. The focus of these interventions will be to remediate previously taught, but not mastered skills. Typically the school hour interventions will take place during the last 30 minutes of the math block. Students who need more remediation will meet with our support team before and after school or during lunch. Our support team will also be providing our math teachers with feedback on their lesson plans and materials in regards to accessibility of the material and best practices for students with learning needs.
- Offer math enrichment through participation in Math competitions such as our Mathletes. Our top math students are invited to join the Mathletes. This team practices once a week after school and to prepare for city-wide math competitions. Students enjoy the opportunity to be challenged and share their love of math with other students.
- Reinforce math skills in daily science classes. Measurement skills, unit conversions, solving for unknown in physics equations and graph creation and interpretation all provide students with an opportunity to use skills learned in math classes. Science and math teachers collaborate and communicate during their common prep periods in order to provide students with a common language to help students develop these skills.

SCIENCE

Goal 3: Science

Students will demonstrate proficiency in the understanding and application of scientific properties

Background

The Science curriculum at BSC has been designed to provide a solid foundation for students in the essential understandings of Middle Grades Science as outlined in the New York State standards. Our fifth and sixth grade science curriculum is designed to equip students for more in-depth studies of Biology, Chemistry, and Physics in the seventh and eighth grades. During the 2009-2010 school year, BSC students completed units of study on the Scientific Method and Measurement, Physics, Chemistry, and Biology. Students participated in hands-on science activities or demonstrations on a weekly basis, usually adapted from FOSS Science kits that were adopted to align with our fifth and sixth grade science content. Science instruction consistently reinforced both math and reading skills, and our science teachers frequently worked closely with both our Math and English Language Arts teachers to ensure that common approaches and language were used to reinforce cross-curricular content. For example, during the Scientific Method and Measurement unit, students worked with units of measurement, tools of measurement, and conversions between units of measure, reinforcing important math skills. In terms of supporting literacy, professional development time was dedicated to determining how to best expose students to nonfiction texts during science class each week and how to encourage them to access and use scientific texts for their own learning and study. This exposure to nonfiction provided an important opportunity for students to practice and continue to develop their reading comprehension and vocabulary skills.

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

Schools administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2010. 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

As we had 5th and 6th graders only during the 2009-2010 school year, we will not have data for this measure until our students reach the 8th grade in 2011-2012.

Evaluation

N/A

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

As we had 5th and 6th graders only during the 2009-2010 school year, we will not have data for this measure until our students reach the 8th grade in 2011-2012.

Evaluation

N/A

Additional Evidence

N/A

Summary

We will not have data for these measures until our students reach the 8th grade in 2011-2012. In the meantime, however, we are measuring their growth through our own internally developed Interim Assessments (IAs), which show that our students are making progress in science. As standards were retested throughout the 2009-10 school year, the percentage of questions answered correctly increased as students developed stronger science-based skills. BSC students' overall scores stayed relatively constant from October to June. However, the final exam incorporated more standards than the initial exam, and increased in difficulty. Student performance in specific standards that were tested in both October and June showed growth. For example, on our first Interim Assessment, fifth grade students earned only 63% of points related to the hypotheses; this percentage increased to 80% on the Final Interim Assessment. There was similar growth in both our 5th and 6th grades across standards that were tested on the initial and final interim assessments as seen below.

5th Grade 2009-2010, Class of 2017:

Interim Assessment Standard	IA#1 % Mastery	Final IA June 2010 % Mastery
Metric System	88%	91%
Hypotheses	63%	80%
Measuring Length	85%	95%

6th Grade 2009-2010, Class of 2016:

Interim Assessment Standard	IA#1 % Mastery	Final IA June 2010 % Mastery
Ecology: Living Things	87%	98%
Measurement: Mass, Volume, Length, Temperature	73%	95%
Observation/Inference	88%	97%
Scientific Method: Questions & Hypothesis	56%	85%
Scientific Method: Variables and Constants	80%	84%

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

To maintain our rate of progress along this goal, we intend to do the following things:

- Continue to use science curriculum to provide students with the essential understandings and skills that will prepare them for more in-depth study of Chemistry, Biology, and Physics during seventh and eighth grade;
- Provide professional development and common planning time dedicated to collaboration between science, math, and literacy teachers to ensure that the BSC science curriculum continues to reinforce essential math and reading comprehension skills. The class schedule was created with these periods in mind. Each of these teachers has at least one period a week that they can meet with their counterpart to discuss these skills. As mentioned previously we will also be using our PD time as a staff to focus on this. Observations, lesson review and video will be used to help provide feedback to our teachers on this topic.
- Guarantee that students continue to participate in as many hands-on Science lessons and activities during Science classes as is appropriate and possible. Each science class will have at least one lab per week. Observations and lesson plan review will help ensure that these activities continue to be rigorous and aligned with the scope and sequence. Science teachers are also working on a lab notebook where students will be asked to compile and analyze their findings. This is a first step towards a more comprehensive lab report required in high school.

SOCIAL STUDIES

Goal 4: Social Studies

Students will demonstrate an understanding of key geographical, economic, and governmental concepts, as well as major historical ideas and developments in the United States, New York, and the world.

Background

The History curriculum at BSC consists of three parts. History instruction from August through November develops the most essential social studies skills and content knowledge with our students. The scope and sequence for these months focuses largely on preparing students for the New York State Exam in November for our fifth graders, developing understandings of geography, history, and social studies; building skills for reading and interpreting graphs and timelines; and preparing students to respond to Document-Based Questions. History instruction from November through early May centers around three historical fiction novels. We use historical fiction as a means of continuing to develop students' literacy skills while teaching historical content both through a storyline and more traditional means. Fifth grade students read The Sign of the Beaver (Native American culture and early European settlement), Tituba (early European settlement and Puritan culture), and My Brother Sam is Dead (American colonies and Revolutionary War). Each day's history lesson is framed by a content-based objective, and each day's readings and assignments reinforce both the history content and literacy skills of vocabulary and reading comprehension.

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 and 8th grade in June 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.

Results

We have met this measure, as 84.6% of our 5th grade students in at least their second year scored at Levels 3 or 4.

Charter School Performance on 2009-10 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	6.1%	20.7%	70.7%	2.4%	73.4%	82
	Students in At Least 2 nd Year	0.0%	15.4%	84.6%	0.0%	84.6%	13
8	All Students						
	Students in At Least 2 nd Year						

Evaluation

We are pleased that 84.6% of our fifth graders at least their second year scored at Level 3. In terms of room for improvement, none of our fifth graders in at least their second year scored at Level 4. Our goal for next year will be to have more students reach a Level 4.

Additional Evidence

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

Unfortunately, 2009-10 state and district level Social Studies data have not yet been made available and current comparisons are not possible at this time.

**2009-10 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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	84.6%	13	Data not Available	Data not Available
8				

Evaluation

N/A

Additional Evidence

N/A

Summary

We will not have full data for these measures until our students reach the 8th grade in 2011-2012. However, our 5th graders did achieve the measure of 75 percent of all tested students who are enrolled in at least their second year performing at or above Level 3 on the New York State examination.

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
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

To maintain our rate of progress along this goal, we intend to do the following things:

- Continue to use historical fiction as the vehicle for history instruction in the middle school grades. Historical fiction has proven to be an effective method of increasing reading instruction while providing students with more insight into the historical time period. Teachers are able to explore point of view and bring to life the experience of someone that may have lived during that time period. In the 5th grade, additional readings primarily come from the History Alive text. In 6th and 7th grade, students will be using textbooks, primary sources, articles and other sources to supplement the historical fiction reading. Observations and lesson feedback will focus on the best use of these materials.
- Provide professional development and common planning time dedicated to collaboration between our history and literacy teachers to ensure that the BSC history curriculum continues to reinforce essential reading comprehension and writing skills. As stated previously, all staff will receive several PD sessions focused on literacy instruction. Part of the PD time will be dedicated to providing history and literacy teachers time and training to develop the specific skill set needed to implement these changes in the curriculum. Video, observation and lesson plan feedback will be incorporated as part of the PD session to make sure that all students are increasing their literacy skills in content area classes.

NCLB

Goal 5: NCLB

The school will make Adequate Yearly Progress

Goal 5: Absolute Measure

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

Method

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

Bedford Stuyvesant Collegiate Accountability Status is "Good Standing".

Evaluation

We have met this measure.

Additional Evidence

N/A