Uncommon Schools | BEDFORD STUYVESANT COLLEGIATE

BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

2013-2014 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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Dave Bryson, Director of Operations, and Justin Pigeon, Principal, prepared this 2013-2014 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
John Greenstein	Treasurer, Finance Committee
Bob Howitt	Trustee, Executive Committee
Eileen Shy	Trustee, Accountability Committee
Linton Mann III	Chair, Executive, Accountability Joint High School Committees
Julie Kennedy	Trustee, Executive, Accountability Joint High School Committees
Stuart Linde	Trustee, Finance Committee
St. Claire Gerald	Trustee, Executive Committee
Ian Sacks	Trustee
Ekwutozia Nwabuzor	Trustee

Mabel Lajes-Guiteras served as the Principal from 2008-2013. Justin Pigeon succeed Ms. Lajes-Guiteras in 2013.

INTRODUCTION

MISSION and GRADES SERVED

The mission of Bedford Stuyvesant Collegiate Charter School 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

Bedford Stuyvesant Collegiate Charter School ended the 2013-2014 school year with a total of 279 students.

Gender	48% Boys	52% Girls
Free & Reduced Lunch	88%	
Special Needs	11%	
Race	90% Black 9% Latino 1% Other	
English Language Learners	1%	
Geography *Students selected via public lottery*	98% Brooklyn	2% 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
2007-08														
2008-09						79								79
2009-10						82	57							139
2010-11						84	74	43						201
2011-12						89	70	63	40					261
2012-13						81	76	62	53	34				302
2013-14						84	73	73	60	36	31			357

*****Figures are updated as of BEDS Day each year.**

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. Bedford Stuyvesant Collegiate 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;
- 30 minutes of a small group leveled reading instruction for 4 times per week;
- 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 in Grades 5 and 6 to measure annual performance gains) and New York State Mathematics and English Language Arts Assessments, Bedford Stuyvesant Collegiate administers 4, 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 and Dean 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 (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 12:00 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
- 10 periods of English Language Arts (Reading and Writing)
- 5 periods of History
- 5 periods of Science
- 4 30-minute Periods Guided Reading (grades 5 and 6) or Study Skills (grades 7 and 8)
- 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 Bedford Stuyvesant Collegiate 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 5th graders visited Howard University, our 6th graders visited Harvard University and Boston College, and our 7th graders visited Princeton and the College of William and Mary and our 8th graders visited Stanford and UC Berkeley. 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 3:30 to 4:25 PM three days per week, Bedford Stuyvesant Collegiate offers Enrichment classes, which are a variety of rotating electives, including:

- Knitting
- Soccer
- Publishing
- Capoeira
- Hip Hop Dance
- Guitar
- Body Percussion

From 4:30 to 5:30 PM, Bedford Stuyvesant Collegiate 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 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
- Internally developed Interim Assessments in English Language Arts
- Internally developed Final Examination in English Language Arts

Bedford Stuyvesant Collegiate Charter School administered 3 internally developed, aligned Interim Assessments and a Final Exam in Reading and Writing during the 2013-14 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, Bedford Stuyvesant Collegiate teachers graded each exam, analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. Bedford Stuyvesant Collegiate also utilized the information to target content- and skills-driven tutoring and re-teaching after school and on Saturdays.

- The Interim Assessments from 2013-2014 provided valuable data on the overall English Language Arts program at Bedford Stuyvesant Collegiate. Analysis of Interim Assessment data throughout the year revealed that Bedford Stuyvesant Collegiate students would benefit from an increase in instructional time spent on non-fiction texts and that our time spent on open responses was yielding better results. 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. Interim Assessments in Reading and Writing were revised to reflect the longer test times of the NYS ELA exams and to build student stamina for the passages and writing in these exams. Additionally, passages were revised to be more challenging and more representative of the NYS Common Core exam;
- Reading classes were streamlined to ensure consistent vocabulary rollout and consistent methods for teaching reading strategies;
- We continued to target students who scored a 1 or 2 on State ELA Exams through Saturday School and after-school tutoring to help remediate students' basic skills and better prepare them for the myriad skills they will need to demonstrate proficiency on the state exam and beyond. These students were also prioritized for additional pre-State Exam tutoring.

Goal 1: Absolute Measure
Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.[1]

Method

The school administered the New York State Testing Program English language arts assessment to students in 5 through 8 grade in April 2014. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

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

Grade	Total Tested	Not Tested[2]			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	81				81
6	71				71
7	72				72
8	58				58
All	282				282

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
5	20%	81	0%	6
6	23%	71	24%	68
7	21%	72	21%	68
8	36%	58	36%	56
All	24%	282	25%	198

[1] Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous years using the state's published results for scoring at proficiency.
[2] 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.

Results

In the second year of the Common Core Assessment, we were pleased to see the overall percent of students achieving 3s or 4s grow from 21% in 2012-2013 to 25% in 2013-2014. We're disappointed not to have met our goal.

Evaluation

Our scores show our 8th graders achieving the highest out of all of the students in our school. In the second year of the administration of the NYS Common Core exam in English Language Arts, the school did not meet this measure. It is still the school's goal to see that at least 75% of students reach proficiency on the Common Core exam, and we are looking forward to implementing a higher level of rigor in our English Language Arts classes going forward to better prepare our students to meet this bar.

Additional Evidence

As you can see below, it is exciting to see that the number of students in their second year with our school earning 3s or 4s improved by 8 percentage from 2012-2013 to 2013-2014. We believe this indicates that our students are constantly improving the more time they spend at our school.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency							
	2010-11		2011-12		2012-13		2013-2014	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5	30%	10	50%	8	18%	11	0%	6
6	88%	68	83%	58	15%	72	24%	68
7	98%	43	93%	59	27%	55	21%	68
8			78%	40	10%	51	36%	56
All	**87%**	**121**	**84%**	**165**	**17%**	**189**	**25%**	**198**

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 enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's

learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.[3]

Results

Bedford Stuyvesant Collegiate scored a PI of 99 for the 2013-14 school year. We are please to have achieved this measure.

Calculation of 2013-2014 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-8	24%	51%	21%	3%	282

A	**PI**	=	51	+	21	+	3	=	75
				+	21	+	3	=	24
							PI	=	**99**

Evaluation

In achieving the AMO, Bedford Stuyvesant Collegiate is very proud of our Reading and Writing teachers. This is another indicator that students who spend more time in our school are better prepared for rigorous high school curriculum on the path to college.

Goal 1: Comparative Measure
Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[4]

[3] In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.
[4] Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its News Release webpage.

Results

Overall, 25% of Bedford Stuyvesant Collegiate students in at least their second year scored a 3 or 4 on the 2013-2014 ELA State exam versus 13% of District 16 students.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	0%	6	17%	608
6	24%	68	10%	533
7	21%	68	12%	574
8	36%	56	13%	678
All	25%	198	**13%**	2393

Evaluation

Bed Stuy Collegiate students outscored their peers in the Community School District (CSD) 16 and met this measure with the exception of our 5th grade year. More specifically, while District 16 students improved by 1% overall from year to year, Bedford Stuyvesant Collegiate Students improved by 8% from 17% to 25%.

Additional Evidence

We have comparative data to the local district since 2010-11. In all years, Bedford Stuyvesant Collegiate students in their second year far-outperformed CSD 16.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students							
	2010-11		2011-12		2012-13		2013-2014	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	20%	42%	0%	43%	18%	17%	0%	17%
6	44%	26%	59%	28%	15%	9%	24%	10%
7	65%	18%	56%	29%	27%	11%	21%	12%
8			58%	23%	10%	10%	36%	13%
All	**50%**	**26%**	**55%**	**31%**	17%	12%	25%	**13%**

Goal 1: Comparative Measure
Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.[5]

Method

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

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

Results

The data table shows that our scholars did not exceedd the predicted level of performance given the percentage of our students eligible for free lunch last year . They achieved a negative effect size of -0.27.

2012-13 **English Language Arts Comparative Performance by Grade Level**

The chart below displays how the charter school students in each grade performed compared to students in public schools in New York State with the same grade and a similar percent of economically disadvantaged students.

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
5	68.7	81	21.0	24.8	- 3.8	-0.27
6	68.4	76	17.1	22.1	- 5.0	-0.40
7	69.8	62	27.4	23.2	4.2	0.29
8	56.4	53	20.7	30.6	- 9.9	-0.72
All	66.5	272	21.3	24.8	- 3.5	-0.27

School's Overall Comparative Performance:
Lower than expected

[5] The Institute will begin using ***economically disadvantaged*** instead of ***eligibility for free lunch*** as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

Evaluation

We did not meet this measure based on our 2012-13 English Language Arts results, as we had an effect size of -.27, which was than expected.

Additional Evidence

Our comparative performance dipped dramatically this year. We are increasing our ELA efforts moving forward.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10	5-6	50%	136	55%	48.3	0.46
2010-11	5-7	72%	195	45%	38.1	0.48
2011-12	5-8	71%	258	48.4	39.8	0.56
2012-13	5-8	**67%**	**272**	**21.3**	**24.8**	**-0.27**

Goal 1: Growth Measure[6]
Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

Method

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

[6] See Guidelines for Creating a SUNY Accountability Plan for an explanation.

Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.[7]

Results

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

Grade	Mean Growth Percentile	
	School	Statewide Median
5	52	50.0
6	55	50.0
7	57	50.0
8	49	50.0
All	53.5	50.0

Evaluation

We met the growth percentile every grade but 8th grade where we missed the median by one percentile.

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

Grade	Mean Growth Percentile			
	2010-11[8]	2011-12[7]	2013-14	Statewide Average
5			52	50.0
6			55	50.0
7			57	50.0
8			49	50.0
All			53.5	50.0

Summary of the English Language Arts Goal

We achieved our two comparative measures in 2011-2012 and one of our absolute measures but did not achieve one of our absolute measures and our growth measure. We feel that this year's

[7] Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.
[8] Grade level results not available.

2011-2012 data shows that we are continuing 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	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

Action Plan

To increase 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 focusing on integrating the writing skills.
- Continue to expose students to nonfiction texts and unfamiliar short passages at least once a week in every content area class.
- 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.
- Assess Independent Reading books using Accelerated Reader program.
- 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 asses 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. 8th graders will be asked to continue their work on the research paper as well as become more independent on their note taking and writing skills.

- Provide instruction for all content area teachers on literacy strategies across content areas. Each reading, writing, history and science teacher will receive over 20 hours of professional development on the literacy strategies to implement in their classrooms. 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.
- Continue to leverage an additional 30 minutes of reading instruction for our 5th and 6th graders. This will be done in guided reading groups. Staff members will work with students at their instructional level with a focus on fluency and comprehension. 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.
- Select leveled texts for whole-class reading instruction that are more independently accessible for our lowest-skilled readers: both our lowest 5th grade and lowest 6th grade sections will have a set of class novels that are closer to their independent reading level;
- Build up the independent reading classroom-based libraries and teacher-guided reading library to provide more choice and flexibility to teachers and students in reading; additionally, we're creating a school-wide library to provide access to a greater number of books
- Leverage the Uncommon 5-8 Reading Taxonomy – an Uncommon Schools network toolkit of best practices in literacy instruction – and training Reading, Writing, as well as History and Science teachers in Taxonomy techniques. To that end, the Instructional Coach of our history department is a reading teacher which we hope will boost reading instruction inside of History class.

We are also planning to do whatever we can to address the needs of the population of students who will be repeating the 5th, 6th, 7th or 8th grades. 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 students repeating grades.

MATHEMATICS

Goal 1: 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
- Internally developed Interim Assessments in Mathematics
- Internally developed Final Examination in Mathematics

Bedford Stuyvesant Collegiate Charter School administered 3 internally development aligned Interim Assessments and a Final Exam in Math during the 2011-12 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, Bedford Stuyvesant Collegiate 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. Bedford Stuyvesant Collegiate also utilized the information to target content- and skills-driven tutoring after school and on Saturdays.

The Interim Assessments from 2013-2014 provided valuable data on the overall Math program at Bedford Stuyvesant Collegiate. As a result of data analysis, Bedford Stuyvesant Collegiate 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;
- Increased rigor of problem solving scenarios and instruction to more closely align with IAs and State Exam
- Reinforced math skills in daily science classes;
- Increased opportunities and feedback cycle for open-response answers in math classes.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.[9]

Method

The school administered the New York State Testing Program mathematics assessment to students in 5 through 8 grade in April 2014. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

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

Grade	Total Tested	Not Tested[10]			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	80				80
6	71				71
7	72				72
8	58				58
All	281**				281

**We had one student leave our school after the ELA exam to move to a different state. This explains the discrepancy of total number of students tested in the different exams.

Results

The overall percent of students in at least their second year performing at proficient or advanced was 55%. Our students grew from 40% achieving 3s and 4s on the 2012-13 NYS ELA exam, so we are really excited about the 15% increase.

Performance on 2013-2014 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

[9] Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous year's using the state's published results for scoring at proficiency.
[10] 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.

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
5	31%	80	0%	5
6	55%	71	53%	68
7	54%	72	54%	68
8	64%	58	64%	56
All	50%	281	55%	197

Evaluation

In the second year of the Common Core standards and assessments, we did not meet our absolute goal. We increased from and overall achievement level of 39% to 50%, and it is still the school's goal to see that at least 75% of students reach proficiency on the Common Core exam, and we are looking forward to implementing a higher level of rigor in our English Language Arts classes going forward to better prepare our students to meet this bar.

Additional Evidence

For the past three years, we have met and far surpassed the measure. We are pleased with the performance of our students in at least their second year on the New York State Math exam.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency							
	2010-11		2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5	80%	10	88%	8	0%	11	0%	5
6	100%	68	98%	58	42%	72	53%	68
7	100%	43	100%	58	44%	55	54%	68
8	N/A	N/A	100%	40	41%	51	64%	56
All	**98%**	**121**	**98%**	**164**	39%	**189**	55%	197

Goal 1: 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 enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.[11]

Results

The Performance Index for Bedford Stuyvesant Collegiate scholars performing at or above the Time Adjusted Level 3 Cut Score on the 2013-2014 State Math Exam was 135. This figure exceeded the Annual Measurable Objective (AMO) of 86.

Calculation of 2013-14 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-8	15%	35%	37%	13%	281

PI	=	35	+	37	+	13	=	85
			+	37	+	13	=	50
						PI	=	**135**

Evaluation

We are proud of our mathematics results and believe that our results in the upper grades of our school demonstrates that the more time a child spends at our school the more successful they are.

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 mathematics exam will be greater than that of all students in the same tested grades in the local school district.

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which

[11] In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[12]

Results

In grades 6, 7 and 8 a much higher percentage of Bedford Stuyvesant Collegiate students in their second year scored a 3 or 4 on the 2013-2014 Math State exam than students in the local school district (District 16). The percentage of 5th graders in their second year scoring a 3 or 4 on the 2013-2014 Math State exam did not surpass the percentage of 5th graders in the district scoring a 3 or 4 on the exam, but that represents the small sample size of students who were repeating the grade. Additionally, while District 16's results trend downward, Bedford Stuyvesant Collegiate's results generally trend upward. It's important to note that our 5th grade retained students continued to struggle this year in Math. We are focusing on retained student support this year and are looking forward to improved results.

2013-2014 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 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	53%	5	16%	614
6	54%	68	12%	541
7	64%	68	7%	581
8	55%	56	7%	679
All	53%	197	10%	2415

Evaluation

Bedford Stuyvesant Collegiate met this accountability measure. Inparticular, the results for grades 6-8 far exceed the results in the district.

Additional Evidence

As this is the fifth year that we have utilized this measure, we have comparative data to the local district since the 2009-10 academic year. Bedford Stuyvesant Collegiate met this accountability measure, exceeding the aggregate district performance by more than 40 percentage points.

[12] Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its News Release webpage.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students							
	2010-11		2011-12		2012-13		2013-2014	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3								
4								
5	30%	53%	50%	57%	0%	17%	53%	16%
6	92%	38%	88%	40%	42%	8%	54%	12%
7	100%	36%	98%	43%	44%	4%	64%	7%
8	N/A	N/A	100%	41%	41%	6%	55%	7%
All	**89%**	**43%**	**93%**	**46%**	40%	9%	53%	10%

Goal 1: Comparative Measure
Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.[13]

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

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

Results

[13] The Institute will begin using ***economically disadvantaged*** instead of ***eligibility for free lunch*** as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

The data table shows that we far exceeded the predicted level of performance given the percentage of our students eligible for free lunch last year by 17.9 percentage points and therefore had a positive effect size of 1.03.

_2012-13_ Mathematics Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
5	**68.7**	**80**	**37.6**	**24.7**	**12.9**	**0.80**
6	**68.4**	**76**	**42.1**	**23.6**	**18.5**	**1.09**
7	**69.8**	**61**	**41.0**	**19.6**	**21.4**	**1.25**
8	**56.4**	**53**	**41.5**	**23.6**	**17.9**	**1.02**
All	**66.4**	**270**	**40.4**	**23.0**	**17.4**	**1.03**

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

Evaluation

We met this measure based on our 2013-2014 Math State exam results, as we had an effect size of 1.03 and a higher than expected comparative performance to a large degree.

Additional Evidence

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10	5-6	50%	136	78.0%	59.0%	1.03
2010-11	5-7	72%	195	82.5%	51.0%	1.53
2011-12	5-8	71%	257	88%	52%	1.70
2012-13	5-8	**66%**	**270**	**40%**	**23%**	1.03

In addition, the school administered the NYS Integrated Algebra Regents in Grade 8. The results of the Integrated Algebra Regents exam are below. We feel that the Regents results for the 2013-2014 8th grade cohort are representative of the strong mathematics instruction students are receiving to help prepare them for college.

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

Cohort Designation	2010-11		2011-12		2012-13		2012-2013	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009								
2010								
2011			39	100%				
2012					53	87%		
2013							57	85%

Goal 1: Growth Measure
On the current year's state mathematics exam, 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. 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 in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

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

Results

Grade	Mean Growth Percentile	
	School	Statewide Average
5	57	50.0
6	62	50.0
7	68.5	50.0
8	64.5	50.0
All	**62.5**	50.0

[14] Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

Summary of the of the Mathematics Goal

All of our measures were achieved this year. We feel that this year's 2013-14 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	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

Action Plan

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

- With the addition of the Common Core, math lessons will be diving deeply into each objective, giving scholars more time to explore math problems. Teachers will focus on celebrating the problem solving process/thinking as much or more than the final product. Lesson will be introduced using a rigorous exploratory problem. The main purpose of this activity is to give the students a chance to use their prior knowledge to explore and solve a problem. Teachers will update lesson plans with the creation of a list of questions that the teacher will use to help guide the students through the exploratory nature and self-discovery of mathematical concepts. Teachers will create a list of common errors/pitfalls that the students may make, and highlight these anticipated mistakes to the class before they fall trap to these errors.
- Revise lesson plans to ensure that there is direct instruction in explicit problem-solving strategies for identifying the operation in word-problems. Our math teachers noted that this was an area of weakness in our students. Often times, reading comprehension is a problem for our students when needing to determine how to solve the math problem. 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 Bedford Stuyvesant Collegiate 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 Bed Stuy Collegiate 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. During the 2013-2014 school year, Bed Stuy Collegiate 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, sixth, seventh and eighth 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.

In eighth grade Science, the Regents examinations in The Living Environment were administered for the second time. In preparation for this, students participated in a rigorous course of study and set of laboratory activities, again using literacy skills to complete lab reports throughout the year and conduct research. Students took the Living Environment Regents exam in lieu of the 8th grade State Science exam, following guidance from NYSED which allowed students to forego the 8th grade science exam if they took the Regents instead.

Goal 3: Absolute Measure
Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above a score of 65 on the New York State Regents Living Environment examination.

Method

In lieu of administering the New York State Testing Program science assessment in 8th grade science, the school administered the Regents examination in the Living Environment. The state has set the passing score for Regents exams at 65.

Results

In the school's first administration of the NYS Regents exam in The Living Environment, 89% of students tested scored a 65 or higher on the exam, which was equivalent to passing the exam.

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012			53	89%		
2013					58	86%

2013-2014 was our second year that our 8th graders took the Living Environment Regents Exam. We're very pleased with the high degree of success our students achieved on this exam. We know they will be prepared ot take AP classes later in High School because of these results. We also know that our 8th grade science course will continue to refine our practice until we can get to 100% on this exam.

Evaluation

This measure was met and exceeded, with 86% of students achieving "proficiency" as measured by a passing grade of 65 or higher on the Regents exam (equivalent to "Level 3 or higher" on the State Science exam).

Additional Evidence

The table below shows performance of Bedford Stuyvesant Collegiate 8th graders on the Living Environment Regents exam for 2013-2014 who are enrolled in at least their second year. 89%of students passed the Regents exam with a score of 65 or higher. We're pleased with this result in our first year of taking this Regents Exam and look forward to improving in the future.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency							
	2010-11		2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4								
8	N/A	N/A	N/A	N/A	88%	51	89%	56
All	N/A	N/A	N/A	N/A	88%	51	89%	56

Goal 3: Comparative Measure

Each year, the percent of all tested students 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

n/a Our students did not take the State Science Exam in 2013-2014.

Results

n/a

Evaluation

N/A

Additional Evidence

N/A

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	n/a	Data Not Released	n/a	Data Not Released	n/a	Data Not Released
8	n/a	Data not released	88%	Data Not Released	89%	Data not released
All	n/a	Data not released	88%	Data Not Released	89%	Data not released

Summary of the Science Goal

Bedford Stuyvesant Collegiate exceeded its one measureable science goal for the 2013-2014 school year and feels confident that it will exceed the comparative goal once data is released on Community School District 16's Living Environment Regents performance.

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

Action Plan

BSC looks forward to continuing to build on the success of its first two years of successful Regents exam administration in the following ways:

- Implementing a revised 8th grade Living Environment curriculum that builds on lessons from the past two years
- Align classroom lessons and materials to revised Scope & Sequence for science grades 5-8 that builds up to Regents preparation in 8th grade and also adds elements of Common Core standards so that this course is aligned to the new Common Core Regents expectations
- Revise assessments and scope and sequence for 5th-8th grade science to align all grades with Common Core science standards

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 state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results

Bedford Stuyvesant Collegiate Accountability Status is in "Good Standing".

Evaluation

We have consistently met this measure during our initial charter period.

Additional Evidence

Bedford Stuyvesant has met this measure each year.

NCLB Status by Year

Year	Status
2007-08	N/A
2008-09	Good Standing
2009-10	Good Standing
2010-11	Good Standing
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good standing

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

High School Cohorts

ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure
Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma; and scoring 75 to meet the college and career readiness standard.[15] This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

Results

As this is Bedford Stuyvesant Collegiate's second year in high school, the ELA goals are not yet applicable. However, 84% of Bedford Stuyvesant Collegiate's 9th grade students already received a score of 65 or above on their New York State Regents English exam. We expect that we will continue to make progress toward our goal over the next three years by continuing to refine our curriculum and offer supports throughout the school day and after school from peers and staff.

Additionally, there is no Bedford Stuyvesant Collegiate cohort in their fourth year, so we cannot measure whether the Accountability Performance Level (APL)16 on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

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[15] The statewide adaptation of the Common Core State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

[16] The APL for Regents exams is based on the college and career ready standard. In English, 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 100 Levels 3&4.. The APL is the sum of the percent of students in an Accountability Cohort at Levels 2, 3 and 4 plus the percent at Levels 3&4.

We will not be able to report on the comparative and growth measures until 2016 when the first cohort of Bedford Stuyvesant Collegiate will be in their fourth year of high school.

Evaluation

In its first year, Bedford Stuyvesant Collegiate met its measure with an 82% passing rate. In its second administration of the Comprehensive English Regents Exam, 84% of students tested passed with a score of 65 or higher at the completion of their second year in the cohort. This indicates meets the goal of 75% of students passing this exam by completion of their fourth year in the cohort.

Additional Evidence

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

Cohort Designation	2010-11		2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009								
2010								
2011								
2012					34	82%	31	84%
2013							N/A	N/A

MATHEMATICS

Goal 2: Absolute Measure
Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Geometry, exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma; and scoring 80 to meet the college and career readiness standard. [17] This measure requires students in each Accountability

[17] The statewide adaptation of the Common Core State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

Results

Even though this goal does not yet apply to Bedford Stuyvesant Collegiate, our students are showing strong progress towards this goal, with 98% of students in only their second year cohort passing the mandatory mathematics Regents exams. We hope to continue to build on these strong results as students encounter more Regents exams in their high school career.
We expect that we will continue to make progress toward our goal over the next three years by continuing to refine our curriculum and offer supports throughout the school day and after school from peers and staff.

All of the Bedford Stuyvesant Collegiate students scored a proficient or above on their 8th grade New York State Math Exam.

Additionally, there is no Bedford Stuyvesant Collegiate cohort in their fourth year, so we cannot measure whether the Accountability Performance Level (APL)18 on the Regents Math exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

We will not be able to report on the comparative and growth measures until 2016 when the first cohort of Bedford Stuyvesant Collegiate will be in their fourth year of high school.
Additional Evidence

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

Cohort Designation	2010-11		2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009								
2010								
2011								
2012					34	97%	31	98%
2013							34	56%

[18] The APL for Regents exams is based on the college and career ready standard. In English, 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 100 Levels 3&4.. The APL is the sum of the percent of students in an Accountability Cohort at Levels 2, 3 and 4 plus the percent at Levels 3&4.