

**BEDFORD STUYVESANT
COLLEGIATE
CHARTER SCHOOL**

**2010-11 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 2, 2011

By Melissa D'Agostino and Mabel Lajes-Guiteras

Bedford Stuyvesant Collegiate Charter School

800 Gates Avenue

Brooklyn, NY 11221

Tel: 718-669-7460

Fax: 718-669-7771

<http://www.bedstuycollegiate.org>

Melissa D’Agostino prepared this 2010-11 Accountability Progress Report on behalf of the school’s board of trustees:

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(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 191 students, Bedford Stuyvesant Collegiate Charter School ended the 2010-11 school year with 80 students in grade 5, 71 students in grade 6, and 43 students in grade 7 for a total of 194 students.

Gender	54% Boys	46% Girls
Free & Reduced Lunch	82%	
Special Needs	13%	
Race	92% Black 7% Latino 1% Other	
English Language Learners	1%	
Geography <i>Students selected via public lottery</i>	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
2006-07														
2007-08														
2008-09						79								79
2009-10						82	57							139
2010-11						84	74	43						201

*Enrollment as of BEDS day

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, 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 (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 12:00 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 (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 5th graders visited Georgetown University, our 6th graders visited Fordham University and Boston College, and our 7th graders visited Princeton and the College of William and Mary. 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:

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

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 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 Reading and Writing during the 2010-11 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 2010-11 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 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. Furthermore, we have revised our science/history Wednesday curriculum to incorporate a more in-depth approach to non-fiction.

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 and 2010-11, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state’s Time Adjusted Level 3 cut scores on the New York State English Language arts examination.¹

Method

The school administered the New York State Testing Program English language arts assessment to students in 5th grade through 7th grade in April 2011. 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 and 2010-11, the criterion for success on this measure requires students to have a Scale Score at or above the state’s Time Adjusted Level 3 cut scores¹, presented in the table below.

Grade	Time Adjusted Cut Scores
	Level 3
3	657
4	654
5	654
6	654
7	652
8	652

¹ In order to abide by the measures to which schools are held accountable in their school’s Accountability Plans, the Institute will continue to use the Time Adjusted Level 3 cut scores, which provide year-to-year consistency with the Plan’s standard while accounting for the timing of the test administration (i.e., SED now gives the test later in the school year).

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.

**2010-11 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	43				43
8					
All	195				195

Results

The overall percent of students in at least their second year performing at or above the Time Adjusted Level 3 Cut Score on the 2010-11 State English Language Arts Exam was 87%.

**Charter School Performance on 2010-11 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	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	64%	81
	Students in At Least 2 nd Year	<u>30%</u>	10
6	All Students	87%	71
	Students in At Least 2 nd Year	<u>88%</u>	68
7	All Students	98%	43
	Students in At Least 2 nd Year	<u>98%</u>	43
8	All Students		
	Students in At Least 2 nd Year		
All	All Students	80%	195
	Students in At Least 2 nd Year	<u>87%</u>	121

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.

Evaluation

This measure was met: 87% of our students performed at or above the Time Adjusted Level 3 cut score of 654 for 5th and 6th grades and 652 for 7th grade on the 2010-2011 State English Language Arts Exam, which is well above the measure of 75%. 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.

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 at or above Time Adjusted Level 3 cut score in 2009-10 and 2010-11							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5	N/A	N/A	N/A	N/A	85%	13	30%	10
6	N/A	N/A	N/A	N/A	69%	52	88%	68
7	N/A	N/A	N/A	N/A	N/A	N/A	98%	43
8								
All	N/A	N/A			72%	65	87%	121

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.

As SED has not yet determined this year’s AMO, schools need not calculate their Performance Index and may omit reporting on this measure.

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

In grades 6 and 7, a much higher percentage of Bedford Stuyvesant Collegiate students in their second year scored a 3 or 4 on the 2010-11 ELA 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 2010-11 ELA exam did not surpass the percentage of 5th graders in the district scoring a 3 or 4 on the exam.

**2010-11 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	20%	10	42%	868
6	44%	68	26%	717
7	65%	43	18%	652
8				
All	50%	121	26%	2237

Evaluation

Overall, 50% of Bedford Stuyvesant Collegiate students in at least their second year scored a 3 or 4 on the 2010-11 ELA State exam versus 26% of District 16 students, a difference of 24 percentage points. This difference was especially pronounced in 7th grade, where 65% of students in at least their second year at the school earned a Level 3 or 4, compared with only 18% of District 16 7th graders – a difference of 48 percentage points.-

Additional Evidence

As this is the second year that we have utilized this measure, we have comparative data to the local district for 2009-10 as well as 2011-12. In both years, BSC students in their second year far-outperformed District 16.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2007-08		2008-09		2009-10		2010-11	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3								
4								
5	N/A	N/A	N/A	N/A	52%	39%	20%	42%
6	N/A	N/A	N/A	N/A	54%	19%	44%	26%
7	N/A	N/A	N/A	N/A	N/A	N/A	65%	18%
8								
All	N/A	N/A	N/A	N/A	52%	30%	50%	26%

As an optional comparison measure, we also decided to compare our performance to two local schools. We are co-located with MS 267, a school with 6th, 7th, and 8th graders in 2010-11. We also chose to compare ourselves with MS 534, another middle school serving 6th through 8th grades, which is located close to our school.

The chart below shows that our 6th and 7th graders' performance far exceeds that of both MS 267 and MS 534.

**2010-11 English Language Arts Performance of
Charter School and Comparison Schools by Grade Level**

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring at or above Level 3 on State Exam					
	BSC		MS 267		MS 534	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	20%	10	N/A	N/A	N/A	N/A
6	44%	68	29%	98	20%	70
7	65%	43	22%	90	18%	59
All	50%	121	27%	188	19%	129

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 2010-11 analysis is not yet available. This report contains 2009-10 results, the most recent ones available.

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 6.8 percentage points and therefore had an effect size of 0.46.

2009-10 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						
6						
7						
8						
All	50.4%	136	55.1%	48.3%	+6.8%	0.46

School’s Overall Comparative Performance:
<i>Higher than expected to a medium degree.</i>

Evaluation

We met this measure based on our 2009-10 English Language Arts results, as we had an effect size of 0.46, which was higher than expected to a medium degree.

Additional Evidence

Our comparative performance over time demonstrates improved performance. While last year we did not meet this objective, we did meet the objective based on our 2009-10 test scores with an effect size of 0.46.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2006-07	N/A					
2007-08	N/A					
2008-09	5	68.8%	77	68.8	74.1	-0.47
2009-10	5-6	50.4%	136	55.1	48.3	0.46

Goal 1: Growth Measure

On the current year’s state English language arts 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 English language arts 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 towards the absolute measure of 75 percent of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2010-11 and also have a state exam score in 2009-10. It includes students who repeated the grade. Students who repeated the grade are 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 2010-11 and also have a state exam score in 2009-10. The three grade-level cohorts did not achieve their growth targets.

Cohort Growth on State English Language Arts Exam from 2009-10 to 2010-11

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2009-10	Target	2010-11	
4					N/A
5	74	56.8%	65.9%	31.1%	NO
6	71	59.2%	67.1%	45.1%	NO
7	43	60.5%	67.7%	65.1%	NO
8	N/A				N/A
All	188	58.5%	66.8%	44.1%	NO

Although our 7th grade cohorts performed at or above Level 3 at a higher rate than in 2009-2010, our three grade-level cohorts did not achieve their growth targets. The 7th grade cohort came close by achieving almost 5 percentage points of growth, missing its target by 2.6 percentage points. Our 5th grade and 6th grade cohort performance decreased.

Additional Evidence

As the following chart shows, our performance against this growth measure has largely been on-track over the past three years. We did not meet the measure this year, perhaps partially because the metric itself changed and the state exam academics and scoring continued to grow more rigorous. Despite that, we are committed to continuing to improve our students’ success in English Language Arts. In the 2008-09 year and 2009-10, our 5th grade cohort met their growth target. None of our cohorts met their 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	N/A		
2008-09	5	1	1
2009-10	5-6	1	2
2010-11	5-7	0	3

Though we did not make our growth target this year 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.

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 2010 to the second administration of the exam in early June 2011.

5TH GRADE/CLASS OF 2018

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 2018 – % at or above national average (50th percentile)			
TERRANOVA	2010 5th Grade Pre-Test 74 students	2011 5th Grade Post-Test 74 Students	1-YEAR CHANGE
Reading	31.1%	45.9%	+14.8%
Language Arts	21.6%	47.3%	+25.7%

6TH GRADE/CLASS OF 2017

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 2010. Students who did not complete the fifth grade at BSC, but joined BSC as 6th graders in the 2010-11 school year, took the TerraNova in September 2010. 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 Language Arts, the percentage jumped nearly 33 percentage points.

6th Grade/Class of 2017 – % at or above national average (50th percentile)			
TERRANOVA	2010 End of 5th Grade 69 students	2011 End of 6th Grade 69 students	1-YEAR CHANGE
Reading	47.9%	65.2%	+17.3%
Language Arts	39.7%	72.5%	+32.8%

7TH GRADE/CLASS OF 2016

After completing the sixth grade at BSC, seventh grade students started the year with relatively strong skills in Reading and Math as evidence by their TerraNova performance from June 2010. After an additional year at BSC, the percentage of students scoring above this national average showed even more improvement in both subject areas. In Language Arts, the percentage jumped 32 percentage points.

7th Grade/Class of 2016 – % at or above national average (50th percentile)			
TERRANOVA	2010 End of 6th Grade 43 students	2011 End of 7th Grade 43 students	1-YEAR CHANGE
Reading	69.1%	76.7%	+7.6%
Language Arts	56.4%	88.4%	+32.0%

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, especially as students advance to a new grade level each year, a trend that has already begun in our first three years.

Summary of the English Language Arts Goal

All of our measures were achieved this year, except for the growth measure. 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
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Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score 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.	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.	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	On the 2010-11 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2009-10 state exam and 75 percent at or above Level 3.	Did Not Achieve

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 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. After attending some professional development sessions on best practice for non-fiction reading, we have revised our Wednesday curriculum to have more depth rather than breadth of topics.
- 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 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.
- We have added 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.
- Selecting 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;
- Continue utilizing four class sections for 5th grade instead of the three sections used in previous years to differentiate for reading and writing instruction;
- Building up the independent reading classroom-based libraries and teacher-guided reading library to provide more choice and flexibility to teachers and students in reading;
- Leveraging the power of our network of five other sister Collegiate schools, by instituting a Collegiate-wide writing prompt (to be scored externally) twice during the 2011-2012 school year, that will enable us to compare student writing performance across our schools and inform the sharing of best practices for writing instruction;
- Adding the network position of Director of Staff Development with a focus on supporting literacy instruction across all Collegiate Schools;
- Leveraging the Uncommon 5-8 Reading Taxonomy – a newly launched Uncommon network tool of best practices in literacy instruction – and training Reading, Writing, as well as History and Science teachers in Taxonomy techniques.

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, or 7th 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 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 2010-11 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 2010-2011 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;
- 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 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 and 2010-11, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state’s Time Adjusted Level 3 cut scores on the New York State mathematics examination³.

Method

The school administered the New York State Testing Program mathematics assessment to students in 5th through 7th grade in May 2011. 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 and 2010-11, the criterion for success on this measure requires students to have a Scale Score at or above the state’s Time Adjusted Level 3 cut scores¹, presented in the table below.

Grade	Time Adjusted Cut Scores
	Level 3
3	656
4	655
5	653
6	653
7	651
8	652

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.

**2010-11 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁴			Total Enrolled
		IEP	ELL	Absent	
3					
4					

³ In order to abide by the measures to which schools are held accountable in their school’s Accountability Plans, the Institute will continue to use the Time Adjusted Level 3 cut scores, which provide year-to-year consistency with the Plan’s standard while accounting for the timing of the test administration (i.e., SED now gives the test later in the school year).

⁴ 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

5	81				81
6	71				71
7	43				43
8					
All	195				195

Results

The overall percent of students in at least their second year performing at or above the Time Adjusted Cut Score on the 2010-11 is 95%. The percentage of students in at least their second year scoring at or above the Time Adjusted Cut Score is 98%.

**Charter School Performance on 2010-11 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	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	88%	81
	Students in At Least 2 nd Year	80%	10
6	All Students	100%	71
	Students in At Least 2 nd Year	100%	68
7	All Students	100%	43
	Students in At Least 2 nd Year	100%	43
8	All Students		
	Students in At Least 2 nd Year		
All	All Students	95%	195
	Students in At Least 2 nd Year	98%	121

Evaluation

We met this measure, with 98% of all students in at least their 2nd year scoring at or above the Time Adjusted Cut Score. We are very pleased with the high level of absolute performance each cohort displayed.

Additional Evidence

We are pleased with the performance of our students in at least their second years in both 2009-10 and 2010-11 on the New York State Math exam, as we exceeded this measure in both years.

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 at or above Time Adjusted Level 3 cut score in 2009-10 and 2010-11							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5			N/A	N/A	100%	13	80%	10
6			N/A	N/A	100%	51	100%	68
7			N/A	N/A	N/A	N/A	100%	43
8			N/A	N/A	N/A	N/A	N/A	N/A
All			N/A	N/A	100%	64	98%	121

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.

As SED has not yet determined this year’s AMO, schools need not calculate their Performance Index and may omit reporting on this measure.

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

In grades 6 and 7, a much higher percentage of Bedford Stuyvesant Collegiate students in their second year scored a 3 or 4 on the 2010-11 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 2010-11 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.

**2010-11 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	30%	10	53%	876
6	91%	68	38%	718
7	100%	43	36%	654
8	N/A	N/A	N/A	N/A
All	89%	121	43%	2248

Evaluation

BSC met this accountability measure. Overall, 89% of Bedford Stuyvesant Collegiate students in at least their second year scored a 3 or 4 on the 2010-11 Math State exam versus 43.2% of District 16 students. This difference was especially pronounced in 7th grade, where 100% of students in at least their second year at the school earned a Level 3 or 4, compared with only 36% of District 16 7th graders – a difference of 64 percentage points.

Additional Evidence

As this is the second year that we have utilized this measure, we have comparative data to the local district for 2009-10 as well as 2010-11. In 2009-10, BSC met this accountability measure, exceeding the aggregate district performance by 48 percentage points, and both grades exceeded the same grade’s performance at the district level. This year, Bedford Stuyvesant Collegiate once again met this accountability measure and exceeded the aggregate district performance by 46 percentage points.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2007-08		2008-09		2009-10		2010-11	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3								
4								
5	N/A	N/A	N/A	N/A	62%	48%	30%	53%
6	N/A	N/A	N/A	N/A	96%	31%	92%	38%

7	N/A	N/A	N/A	N/A	N/A	N/A	100%	36%
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	89%	41%	89%	43%

Additional Evidence

As an optional comparison measure, we also decided to compare our performance to two 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 MS 584, another middle school serving 6th through 8th grades, which is located close to our school.

The chart below shows that our 6th and 7th graders’ performance far exceeds that of both MS 267 and MS 584.

2010-11 Math Performance of Charter School and Comparison Schools by Grade Level

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring at or above Level 3 on State Exam					
	BSC		MS 267		MS 584	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	30%	10	N/A	N/A	N/A	N/A
6	92%	68	55.6%	99	21.7%	46
7	100%	43	43%	93	23.9%	67
All	30%	10	27.0%	192	45.6%	113

Goal 2: Comparative Measure

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

Method

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

Given the timing of the state’s release of poverty data, the 2010-11 analysis is not yet available. This report contains 2009-10 results, the most recent ones available.

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 19 percentage points and therefore had an effect size of 1.03.

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						
6						
7						
8						
All	50.4%	136	78.0	59.0	+19.0	1.03

School's Overall Comparative Performance:
<i>Higher than expected to a large degree.</i>

Evaluation

We met this measure based on our 2009-10 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

Our comparative performance over time demonstrates improved performance, as our Effect Size increased from 2008-09 to 2009-10.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2006-07	N/A					
2007-08	N/A					
2008-09	5	68.8%	75	89.3	82.8	0.58
2009-10	5-6	50.4%	136	78.0	59.0	1.03

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 towards the absolute measure of 75 percent of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2010-11 and also have a state exam score in 2009-10. It includes students who repeated the grade. Students who repeated the grade are 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 2010-11 and also have a state exam score in 2009-10.

Cohort Growth on State Mathematics Exam from 2009-10 to 2010-11

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2009-10	Target	2010-11	
4					N/A
5	76	42.1%	58.6%	64.5%	YES
6	71	78.9%	>78.9%	91.5%	YES
7	43	97.7%	>97.7%	100%	YES
8	N/A	N/A	N/A	N/A	N/A
All	157	68.4%	71.7%	82.6%	YES

Evaluation

Overall, the percentage of students scoring at or above a level 3 with scores in 2009-10 and 2010-11 increased from 68.4% in 2009-10 to 82.6% in 2010-11, far surpassing the target of at least 71.7% proficiency. 7th graders performed especially well, despite the already high performance in 2009-2010 of 97.7% scoring at or above a Level 3 with 100% of students scoring at or above a Level 3 this year.

Additional Evidence

In all 3 years, our 5th grade cohort met their growth target. Our 6th grade cohort did not meet its growth target last year. This year, all three cohorts met their targets.

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

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2007-08	N/A		
2008-09	5	1	1
2009-10	5-6	1	2

2010-11	5-7	3	3
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Summary of the Mathematics Goal

All of our measures were achieved this year. We feel that this year’s 2010-11 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 at or above the Time Adjusted Level 3 cut score 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.	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.	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	On the 2010-11 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2009-10 state exam and 75 percent at or above Level 3.	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 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. During the 2010-2011 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, sixth, and seventh 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

The school 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, 6th, and 7th graders only during the 2010-2011 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, 6th, and 7th graders only during the 2010-2011 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 2010-11 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 on specific standards that were tested during the first 3 Interim Assessments and then again on the final exam in June showed growth. For example, on our first Interim Assessment, fifth grade students earned only 66% of points related to hypotheses; this percentage increased to 91% on the Final Interim Assessment. There was similar growth in our 5th, 6th, and 7th grades across standards that were tested on Interim Assessments throughout the year and on final interim assessments as seen below.

5th Grade 2010-2011, Class of 2018:

Interim Assessment	IA#1 - 3 % Mastery	Final IA June 2011
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Standard	% Mastery	
Distance	74%	97%
Hypotheses	66%	91%
Elapsed time	84%	94%

6th Grade 2010-2011, Class of 2017:

Interim Assessment Standard	IA#1 - 3 % Mastery	Final IA June 2011 % Mastery
Constants	84%	91%
Mass	89%	94%
Energy Flow	85%	90%

7th Grade 2010-2011, Class of 2016:

Interim Assessment Standard	IA#1 % Mastery	Final IA June 2011 % Mastery
ID a Constant	83%	86%
ID a Scientific Question	85%	95%
Mineral Tests	76%	82%

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 eighth grade and high school;
- 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.

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

Bedford Stuyvesant Collegiate has met this measure each year.

NCLB Status by Year

Year	Status
2005-06	N/A
2007-08	N/A
2008-09	Good Standing
2009-10	Good Standing
2010-11	Good Standing