

**Bedford Stuyvesant Collegiate
Charter School**

**2016-17 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 18, 2017

By Kate Latta and Justin Pigeon

800 Gates Avenue
Brooklyn, NY 11221

718-669-7460

INTRODUCTION

Kate Latta, Director of Operations, and Justin Pigeon, Principal, prepared this 2016-17 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Linton Mann III	Chair
David Saltzman	Trustee
Tony Pasquariello	Vice Chair
St. Claire Gerald	Trustee
John Greenstein	Trustee
Michael Hall	Trustee
Shakima Jones	Trustee
John Kim	Trustee
Arvind Krishnamurthy	Trustee
Alison Mass	Trustee
Ekwutozia U. Nwabuzor	Trustee
Brett Peiser	Trustee
Ian Sacks	Trustee
Joseph F. Wayland	Treasurer
Chrystal Stokes Williams	Trustee

Justin Pigeon has served as the Principal since 2013.

INTRODUCTION

MISSION

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 has grown to grades 5-8 since opening. During the 2016 – 17 schoolyear, the school served 5th – 8th graders.

STUDENT POPULATION

With an initial enrollment as of BEDS Day 2016 of 338 students, Bedford Stuyvesant Collegiate Charter School had low attrition and ended the 2016-2017 schoolyear with 332 students in grades 5-8.

Gender	52% Boys	48% Girls
Free & Reduced Lunch	95%	
Special Needs	15%	
Race	68% Black	
	27% Latino	
	5% Other	
English Language Learners	2%	

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2012-13						81	76	62	53	272
2013-14						84	73	73	60	290
2014-15						69	88	75	67	299
2015-16						83	87	73	59	302
2016-17						86	87	91	74	338

INTRODUCTION

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 4 times per week;
- At least 20 minutes of whole-class novel or independent reading each night;
- Requiring students to read one, 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

INTRODUCTION

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 the school year, teachers maintain comprehensive curriculum folders 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 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 Principal 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. During the 2016-2017 school year, Bedford Stuyvesant Collegiate also administered the Common Core Algebra Exam and Living Environment Regents Exam to 8th graders.

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 205 days for teachers). For most students, the regular school day begins at 7:40 AM and ends at 4:00 PM. For those receiving tutoring and homework help or serving additional detention, the day ends at 5:00 PM. Finally, students who were struggling academically also attended school from 9:00 AM to 12:00 PM on Saturday mornings.

Students had hour-long periods – except on early-release Fridays when there are only three, 60-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)
- 4-5 periods of History
- 4-5 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

INTRODUCTION

Bedford Stuyvesant Collegiate students extended their learning beyond the school day completing, on average, one-and-a-half to two hours of homework every night.

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 students visited Howard University, Rutgers 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 3:20 to 4:00 PM three days per week, Bedford Stuyvesant Collegiate offers Enrichment classes, which are a variety of rotating electives, including:

- Knitting
- Soccer
- Art
- Hip Hop Dance
- Kickboxing
- Theater

From 4:00 to 5:00 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.

INTRODUCTION

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;
- 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; and
- Participated in a family advocacy day for Charter Schools.

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

Reading instruction at Bedford Stuyvesant Collegiate is based around shared, whole-class novels. The curriculum develops reading comprehension skills and strategies and vocabulary. Whole-class novels are selected for each grade that are appropriately leveled for the majority of students in that grade. The whole-class novels should be accessible for students with the appropriate scaffolding. Additionally, during the 2016-2017 school year, BSC continued with an additional 30 minutes to allow for a Guided Reading program for 5th and 6th grade students outside of reading class which allowed for targeted instruction in small groups of no more than 8 students. This increased every 5th and 6th graders' reading instruction to 1.5 hours each day.

In writing classes at BSC, students learn the essential skills of grammar and writing. Writing class explicitly supports the work that students are doing in Reading class, as students learn to write strong responses to literature in short answer and essay formats and use weekly vocabulary words from Reading class in their daily writing assignments.

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
- Leveled Reading Assessments
- Internally developed Interim Assessments in English Language Arts
- Internally developed Final Examination in English Language Arts

Bedford Stuyvesant Collegiate Charter School administered three internally developed, aligned Interim Assessments and a Final Exam in Reading and Writing during the 2016-2017 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.

During the 2016-2017 school year, we made the following key changes:

- Utilized co-teaching model for all students once a week for an ELA intensive hour-long class each Friday

ENGLISH LANGUAGE ARTS

- Prioritized ELA instruction during a Small Group block starting in January to give targeted feedback to students on ELA skills

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 5th through 8th grade in April 2017. 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 (defined as enrolled by BEDS day of the previous school year).

2016-17 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
5	86					86
6	84*			1		85
7	88*					88
8	74					74
All	332			1		333

**As of 9/16/2017, NYS is in the process of submitting the final records of 1 6th grade student test and 1 7th grade test score as per communication from Strategic Measurement. The score should be ready later this fall. For the purposes of this report, although all but one of our 6th graders tested, and 100% of our 7th graders tested, we are stating 84 and 88 as we have the results for only this many, respectively.*

RESULTS

On the 2016-17 NYS ELA exam, 50% of students in their second year at Bedford Stuyvesant Collegiate scored proficient. When looking at all students, including those that have been at Bedford Stuyvesant Collegiate for less than 2 years, 45% of students scored proficient. Overall, the percent of students scoring proficient on the NYS ELA exam increased with the number of years that students have been enrolled at Bedford Stuyvesant Collegiate, with 66% of 8th graders scoring proficient.

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

ENGLISH LANGUAGE ARTS

Performance on 2016-17 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 Proficient	Number Tested	Percent Proficient	Number Tested
5	30%	86	0%	2
6	38%	84*	38%	73*
7	48%	88*	47%	87
8	66%	74	68%	68
All	45%	332	50%	228

*Excludes missing scores from NYS.

EVALUATION

In the 2016-2017 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 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

Proficiency scores in 6th, 7th and 8th grade demonstrated that students who are enrolled longer at Bedford Stuyvesant Collegiate are more likely to score proficient on the NYS ELA exams. In addition, we saw a large increase of 9% in all students scoring advanced or proficient in 2016-17 compared to 2015-16, after an even larger increase of 17% in all students scoring advanced or proficient in 2015-16 compared to 2014-15. Further, this year in 8th grade our students had the highest level of proficiency at Bedford Stuyvesant Collegiate in ELA since the implementation of Common Core at 66% proficient. We feel positive about the momentum we have seen over the past few years in terms of student growth in English Language Arts.

ENGLISH LANGUAGE ARTS

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	33%	3	45%	11	0%	2
6	19%	73	36%	76	38%	73
7	31%	69	42%	73	47%	87
8	23%	61	44%	68	68%	68
All	24%	206	41%	228	50%	228

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") 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 PLI value that equals or exceeds the 2016-17 English language arts AMO of **111**. 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 200.²

RESULTS

Bedford Stuyvesant Collegiate scored a PLI of 126 for the 2016-2017 school year.

English Language Arts 2016-17 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	19	35	32	13

$$\begin{array}{rclclclcl}
 \text{PI} & = & 35 & + & 32 & + & 13 & = & 81 \\
 & & & & 32 & + & 13 & = & 45 \\
 & & & & & & \text{PLI} & = & 126
 \end{array}$$

EVALUATION

Bedford Stuyvesant Collegiate achieved a Performance Level Index of 126 which exceeds the 2016-2017 AMO of 111. Therefore, Bedford Stuyvesant Collegiate achieved this measure.

² In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

ENGLISH LANGUAGE ARTS

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 school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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.³

RESULTS

Bedford Stuyvesant Collegiate outperformed Community School District (CSD) 16 on the administration of the Common Core English Arts exam by 28 percentage points. The school outperformed the district in all grades except for 5th grade, where 0% of the two returning 5th graders scored proficient compared to the 25% of the 497 students in CSD 16. This demonstrates that the longer students are enrolled at Bedford Stuyvesant Collegiate, the more prepared they are for rigorous curriculum and to succeed in college.

2016-17 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%	2	25%	497
6	38%	73	13%	390
7	47%	87	20%	395
8	68%	68	28%	370
All	50%	228	22%	1652

EVALUATION

Bedford Stuyvesant Collegiate met this measure in all grades except for grade 5, where the two students who tested in grade 5 for the second year underperformed the district by 25 percentage points. Overall, the school outperformed the 6th grade in CSD 16 by 25%, outperformed 7th grade in CSD 16 by 27%, and outperformed 8th grade in CSD 16 by 40%.

³ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

ENGLISH LANGUAGE ARTS

ADDITIONAL EVIDENCE

Despite changes to the NYS ELA testing program, Bedford Stuyvesant Collegiate students continue to outperform their district counterparts in English Language Arts across all grades. Further, the difference between Bedford Stuyvesant Collegiate’s proficiency and the proficiency in CSD 16 grows the longer students are enrolled at Bedford Stuyvesant Collegiate, further supporting that the longer students are enrolled at BSC, the more prepared they are for college. Despite this, we still know that there is a good deal of work to do to prepare our students for the level of performance that we expect of them.

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 Scoring at or Above Proficiency Compared to District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
5	33	11	45	26.2	0%	25%
6	19	15.1	36	13.3	38%	13%
7	31	13.6	42	15.5	47%	20%
8	23	18.1	44	24.1	68%	28%
All	24	13.4	41	21	50%	22%

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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. 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 concentration of economically disadvantaged students. The difference between the school’s 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 meaningful 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 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

ENGLISH LANGUAGE ARTS

RESULTS

The table below shows that the school's overall comparative performance is higher than expected to a large degree. Students at Bedford Stuyvesant Collegiate within grades 5 – 8 performed better than predicted based on their free lunch status on the 2015-2016 exam.

2015-16 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
5	89.7	84	37	20.3	16.7	1.10
6	77.7	90	37	25.1	11.9	0.75
7	73.4	74	42	26.8	15.2	0.91
8	72.0	71	45	33.5	11.5	0.62
All	78.6	319	39.9	26.1	13.8	0.85

School's Overall Comparative Performance:

Higher than expected to a large degree

EVALUATION

Bedford Stuyvesant Collegiate met this measure overall, and most specifically with a significant effect size in grades 5 and 7.

ADDITIONAL EVIDENCE

In the 2015-2016 year, Bedford Stuyvesant made significant growth in English Language Arts with exceeding its predicted performance on the NYS ELA exams by a large degree. This demonstrates that the school is moving in a positive direction with ELA instruction.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	5-8	83.2%	280	24.1	18.6	0.40
2014-15	5-8	74.9%	301	24.7	21.8	0.19
2015-16	5-8	78.6%	319	39.9	13.8	0.86

Goal 1: Growth Measure⁴

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.

⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

ENGLISH LANGUAGE ARTS

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 2015-16 and also have a state exam score from 2014-15 including students who were retained in the same grade. Students with the same 2014-15 score are ranked by their 2015-16 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.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.⁵

RESULTS

In 2015-2016 the Mean Growth Percentile for Bedford Stuyvesant Collegiate overall was 58.4. This is in comparison to the Statewide Median of 50.

2015-16 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
5	60.3	50.0
6	55.4	50.0
7	62.6	50.0
8	54.2	50.0
All	58.4	50.0

EVALUATION

Bedford Stuyvesant Collegiate scored a 58.4 for the Mean Growth Percentile in comparison to the Statewide Median of 50, therefore Bedford Stuyvesant Collegiate met this measure.

ADDITIONAL EVIDENCE

Over the past three years, Bedford Stuyvesant Collegiate has met or exceeded the Statewide Median of 50. In the 2015-2016 year, we exceeded the Statewide median by 8.4 points, the largest amount in three years. We feel confident that the longer students are with us at Bedford Stuyvesant Collegiate, the more growth we see.

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

Grade	Mean Growth Percentile			Statewide Median
	2013-14	2014-15	2015-16	

⁵ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

ENGLISH LANGUAGE ARTS

5	50.3	48.1	60.3	50.0
6	55.6	51.8	55.4	50.0
7	60.9	55.5	62.6	50.0
8	49.3	43.9	54.2	50.0
All	54.1	50	58.4	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Bedford Stuyvesant Collegiate achieved three of the four relevant English Language Arts goals based on results of the 2015-2016 and 2016-2017 state exams. We are proud that our students continue to outperform the district in almost all grades in ELA and that our students are exceeding predicted performance based on free lunch status. However, we know that we still have a long way to do in terms of absolute performance and that the rigorous common core standards will provide us with an opportunity to work harder to improve student performance in ELA.

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
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 school district of comparison.	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 2015-16 results.)	Achieved
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. (Using 2015-16 results.)	Achieved

ACTION PLAN

The school is energized by the challenge that the more rigorous Common Core standards present. To work to achieve all goals next year, the school intends to continue several of our efforts started last year, such as implementing our rigorous ELA curriculum, using data to drive instruction and ELA remediation for our lower-level readers, and continuing co-teaching for ELA at least once a week.

Beginning five years ago, Uncommon Brooklyn Middle School ELA Coordinators began to modify the Uncommon Brooklyn Middle Schools scope and sequence for ELA and Math, incorporating the Common Core Learning Standards. This alignment has been stretched to all New York State Uncommon Schools, and has refined the novel list for the second year in a row to make sure that

teachers are prepared for the novels they will teach before the previous year concludes. For example, several texts were moved down a grade level to account for the more rigorous text expectations. Along with reading rigorous grade level texts, all students are now using an ELA Handbook across grades 5 – 8 to support their development as independent readers and writers as they stay with us year after year. The school has also made changes to the guided reading program so that all ELA teachers are able to work with our lowest level 5th and 6th grade readers and have more instructional time with them reading texts on their independent reading level. Further, our Small Group Instruction time which starts in January provides all students time to practice the skills that they have not yet mastered for the year, as indicated by Interim Assessment results from the first two quarters. This Small Group Instruction time builds on our bi-weekly data meetings in ELA, where teachers analyze data trends from the last two days of lessons and action plan for the rest of the week. The remaining adjustment to our scheduled occurred on Fridays when all students have a co-taught ELA block where they will engage in a close-reading exercise to develop their ability to analyze and interpret author's craft using dense portions of highly rigorous texts.

Finally, professional development specifically for ELA teachers this year focuses on the integration of reading and writing as a collaborative effort, habits of discussion in the classrooms to build discourse, and evidence-based questions in ELA. In addition, ELA practices have been shared with science and history teachers and are being implemented in science and history classes on a regular basis in addition to increasing the rigor of text and discourse in those subjects.

MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

We believe our students should be able to compute numbers quickly and accurately, apply appropriate math procedures in single- and multi-step problems, and speak and write fluently and clearly about math problem solving and procedures, using accurate mathematical vocabulary. For this reason, our students take 90 minutes of math per day, getting sufficient time to review basic computation skills and practice drilling mathematics computation and facts as well as time for independent practice of the skills and deeper problem solving.

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 five internally developed and aligned Interim Assessments, including a Final Exam in Math during the 2016-17 schoolyear. 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 cumulative skills and standards covered in previous units.

After the tests were administered, Uncommon NYC middle school teachers from each subject/grade level scored each exam and BSC administrative staff entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, BSC teachers 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, math remediation during the school day, and on Saturdays.

In 8th grade Math, students did not take the New York State Test, but instead, the Regents examinations in Common Core Algebra. In preparation for this Regents exam, students were taught the Common Core curriculum that addressed all New York State standards for Common Core Algebra. Preparing our students to take this high-school level examination early, while still in 8th grade, speaks both to the rigor of our math curriculum and the abilities of our students.

MATHEMATICS

Goal 2: 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.

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 5th through 7th grade in April 2017. 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.

2016-17 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
5	85					85
6	84			1		85
7	88					88
8	N/A					N/A
All	257			1		258

RESULTS

During the 2016-17 school year, 46% of students in grades 5 – 7 earned proficiency on the NYS Math exam, with 48% of students enrolled at least in the 2nd year at Bedford Stuyvesant Collegiate earning proficiency. The overall result of students in at their second year at BSC was slightly higher in 5th grade and slightly lower in 6th and 7th grade.

Performance on 2016-17 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
5	42%	85	50%	2
6	55%	84	54%	79
7	42%	88	41%	85
8		N/A		N/A

⁶ 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.

MATHEMATICS

All	46%	257	48%	166
-----	-----	-----	-----	-----

EVALUATION

Bedford Stuyvesant did not meet this measure in the 2016-2017 year of the administration of the NYS Common Core exam in Math. It is still the school's goal to see 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 Math classes going forward to better prepare our students to meet this bar.

ADDITIONAL EVIDENCE

While Bedford Stuyvesant Collegiate did not meet the goal of 75% reaching proficiency on the NYS mathematics exam, we are encouraged by our growth specifically in 5th and 6th grade math. In addition, this data does not include our 8th grade cohort as they take the Algebra 1 Common Core Regents in place of the State Exam. We had 88% of our 8th grade cohort pass the Common Core Algebra Regents, suggesting that the longer our students are with us, the more prepared they are for college level math. We are confident that our efforts from teachers and Instructional Leaders in specifically 5th and 6th grade math will help the school demonstrate strong performance moving forward.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	33%	3	27%	11	50%	2
6	48%	73	32%	76	54%	79
7	51%	69	67%	73	41%	85
8		N/A		N/A		N/A
All	34%	145	42%	160	48%	166

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") 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 PLI value that equals or exceeds the 2016-17 mathematics AMO of **109**. The PLI is calculated by adding

MATHEMATICS

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 200.⁷

RESULTS

Bedford Stuyvesant Collegiate achieved a Performance Level Index of 127.

Mathematics 2016-17 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	19	35	31	15

$$\begin{array}{rcccccccc} \text{PI} & = & 35 & + & 31 & + & 15 & = & 81 \\ & & & & 31 & + & 15 & = & \underline{46} \\ & & & & & & \text{PLI} & = & 127 \end{array}$$

EVALUATION

Bedford Stuyvesant Collegiate achieved a Performance Level Index of 127 which exceeds the 2016-2017 AMO of 109. Therefore, Bedford Stuyvesant Collegiate achieved 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 proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. 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.⁸

RESULTS

Bedford Stuyvesant Collegiate's percentage of students scoring proficient on the NYS Common core mathematics exam exceeded the percentage of students in Community School District 16 scoring proficient or advanced on the exam in the same grades by 36%.

2016-17 State Mathematics Exam Charter School and District Performance by Grade Level

⁷ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

⁸ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

MATHEMATICS

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	50%	2	22%	493
6	54%	79	8%	380
7	41%	85	10%	388
8	N/A	N/A	9%	322
All	48%	166	12%	1583

EVALUATION

Bedford Stuyvesant Collegiate met its comparative measure with its overall percentage of students scoring proficient exceeding the percentage of students in CSD 16 scoring proficient or advanced on the 2017 NYS Math Exam. In all grades 5 – 7, students in their second year at Bedford Stuyvesant Collegiate at least doubled the proficiency of their grade level district. In 5th grade, students in their second year at BSC outperformed students in the district by 28%, in 6th grade by 46%, and in 7th grade by 31%. While Bedford Stuyvesant Collegiate is still not satisfied by this performance and hopes to get all students to proficiency as quickly as possible, the school is glad to offer students a viable alternative to reaching math proficiency.

ADDITIONAL EVIDENCE

Bedford Stuyvesant continues to outperform the District in all grade levels taking the NYS Mathematics exam, and in 6th and 7th grade after the majority of our students have been with us for two or more years, the difference between Bedford Stuyvesant Collegiate's math proficiency and CSD 16 grows. We are encouraged by our progress made in 5th and 6th grade math so that these students are able to achieve higher levels of proficiency in 7th grade moving forward.

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					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
5	33%	16.4%	27%	24.1%	50%	22%
6	48%	12.2%	32%	10.1%	54%	8%
7	51%	10.8%	67%	12.8%	41%	10%
8	N/A	10.9%	N/A	17.3%	N/A	9%
All	32%	12.7%	42%	16.8%	48%	12%

Goal 2: 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. 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 concentration of economically disadvantaged students. The difference between the school's 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 meaningful 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 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

The chart below displays how Bedford Stuyvesant Collegiate students in each grade performed compared to students in public schools in New York State with the same grade and a similar population of free-lunch eligible students. As evidenced in the chart, Bedford Stuyvesant Collegiate students performed better than predicted in grades 5 and 6, and much better in grade 7.

MATHEMATICS

2015-16 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
5	89.7%	84	31%	23.5%	7.5%	0.39
6	77.7%	90	31%	28.4%	2.6%	0.13
7	73.4%	74	68%	24.7%	43.3%	2.24
8						
All	80.5%	248	42%	25.6%	16.4%	0.85

School's Overall Comparative Performance:

Higher than expected to a large degree

EVALUATION

Bedford Stuyvesant Collegiate met and exceeded this measure to a large degree.

ADDITIONAL EVIDENCE

Bedford Stuyvesant Collegiate continues to exceed predicted performance in mathematics across all grades. Students who have spent more time at Bedford Stuyvesant Collegiate perform better each year in exceeding predicted performance.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	5 – 8	83.2%	280	50.0%	21.9%	1.51
2014-15	5 – 8	75.4%	230	41.3%	27.7%	0.69
2015-16	5 – 8	80.5%	248	42%	25.6%	0.85

In addition, the school administered the NYS Common Core Algebra Regents in lieu of the 8th grade Math exam. The 2016-2017 year, 88% of our 8th graders tested passed the Common Core Algebra Regents. We feel this shows that every year we have with the Common Core curriculum will only make our teachers and cohorts stronger.

Common Core Algebra Regents Passing Rate with a score of 65 by Cohort

Cohort Year	Number Tested	Percent Passing
2015	66	54%
2016	71	85%
2017	74	88%

Goal 2: Growth Measure⁹

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.

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 2015-16 and also have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2014-15 scores are ranked by their 2015-16 scores 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.

Given the timing of the state’s release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.¹⁰

In 2015-2016, the Mean Growth Percentile for Bedford Stuyvesant Collegiate overall was 60.2. This is in comparison to the Statewide Median of 50.

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
5	46.3	50.0
6	59.6	50.0
7	75.7	50.0
8	0	50.0
All	60.2	50.0

EVALUATION

Bedford Stuyvesant Collegiate scored a 60.2 for the Mean Growth Percentile in comparison to the Statewide Median of 50, therefore Bedford Stuyvesant Collegiate met this measure.

⁹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹⁰ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

MATHEMATICS

ADDITIONAL EVIDENCE

Over the past two years, Bedford Stuyvesant Collegiate has exceeded the Statewide Median of 50 by at least 10 points and is energized by this continued success in mathematics. We feel confident that with the longer students are with us at Bedford Stuyvesant, the more growth we see.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2013-14	2014-15	2015-16	Statewide Median
5	56.2	51.4	46.3	50.0
6	60.6	66.6	59.6	50.0
7	62.9	63.8	75.7	50.0
8	60.0	0	0	50.0
All	59.8	60.9	60.2	50.0

SUMMARY OF THE MATHEMATICS GOAL

Bedford Stuyvesant Collegiate achieved 3 of the 4 measures in the mathematics goal. Despite the mathematics exam becoming more rigorous over the past years, student performance in math at Bedford Stuyvesant Collegiate continues to exceed the performance in the local district and the performance of similar students across the state based on free lunch eligibility. The school did not meet its absolute goal this year, however, and we will continue to work to meet that goal in the future.

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
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 school district of comparison.	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 2015-16 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

In order to continue to improve our results, specifically in math, Uncommon Schools has dedicated great focus for the 5th and 6th grade curriculum in order to have teachers use techniques to teach students about their errors, develop key understanding lagging skills, and use ELA practices in mathematics to break down a question. In addition, our staff participates in bi-weekly data meetings for math to respond to data and have a more data-driven method to changing instruction on a weekly basis.

In order to make sure our students have the basic skills they need to succeed in their rigorous grade-level math courses, we started a math remediation program for all grades starting the second week of school, where students get 30 minutes three times a week of intensive interventions to make sure they know basic multiplication facts, simple algebra steps, and other essential 6th and 7th grade skills. Further, our Small Group Instruction mathematics time which starts in January provides all students time to practice the skills that they have not yet mastered for the year, as indicated by Interim Assessment results from the first two quarters.

For professional development, our math teachers take part in monthly math Professional Development sessions where they learn techniques such as teaching students to break down a word problem, compare to answers and have students create discourse around the correct and incorrect method, and responding to trends in the classroom. These professional development sessions give our teachers real practices they can implement the very next day in order to increase student understanding.

Lastly, our science curriculum has gone through extensive changes in the last year to better support math – through physics 5th and 6th grade, to more complex calculations for energy in 7th, our students are seeing more exposure to math than ever before.

SCIENCE

Goal 3: Science

Students will demonstrate proficiency in the understanding and application of scientific principles.

BACKGROUND

The Science curriculum at Bedford Stuyvesant 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 2016-2017 school year, Bedford Stuyvesant 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 8th grade Science, the Regents examinations in The Living Environment were administered for the 2016-2017 year in place of the 8th grade NYS Science Exam. 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 proficiency on the New York State science examination.

METHOD

The school administered the Living Environment Regents to students in the 8th grade. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency. The state has set the passing score for Regents exams at 65.

APPENDIX B: SUMMARY TABLES

RESULTS

In the school's sixth year of the administration of the NYS Regents exam in the Living Environment, 91% of students tested scored a 65 or higher on the exam, which is equivalent to passing the exam.

Charter School Performance on 2016-17 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
8	93%	62	NA	NA
All	93%	62		

EVALUATION

This measure was met and exceeded, with 91% of students overall achieving "proficiency" as measured by a passing score of 65 or higher on the Regents exam.

ADDITIONAL EVIDENCE

The table below shows performance of Bedford Stuyvesant Collegiate 8th graders on the Living Environment Regents exam for the past three years. For the past three years, the majority of students have passed the exam with a 65 or higher.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2014-15		2015-16		2016-17	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
8	74%	66	90%	70	93%	62
All	74%	66	90%	70	93%	62

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

APPENDIX B: SUMMARY TABLES

RESULTS

At the time of this report, comparative NYS Science exam and NYS Regents exam data had not yet been released. Bedford Stuyvesant Collegiate will update this report when this data becomes available.

2016-17 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
8	93%	62	NA	NA
All	93%	62	NA	NA

EVALUATION

At the time of this report, comparative NYS Science exam and NYS Regents exam data had not yet been released. Bedford Stuyvesant Collegiate will update this report when this data becomes available.

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					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
8	74%	Data not released	90%	Data not released	93%	Data not released

SUMMARY OF THE SCIENCE GOAL

Bedford Stuyvesant Collegiate exceeded its one measurable science goal for the 2016-2017 school year and feels confident 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 school district of comparison.	N/A

ACTION PLAN

Bedford Stuyvesant Collegiate looks forward to continuing to build on the success of its first several years of Regents exam administration in the following ways:

- Leveraging centralize lesson planning within Uncommon's Brooklyn middle schools to continue to build up the rigor of our curriculum;
- Continue to use high quality materials and current practices for all labs to create high quality laboratory experiences;
- 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 Common Core Regents expectations;
- Revise assessments and scope and sequence for 5th to 8th grade science to align all grades with Common Core science standards.

APPENDIX B: SUMMARY TABLES

NCLB

Goal 4: NCLB

The school will make Adequate Yearly Progress.

Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

METHOD

Because *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. The report cards indicate each school's status under the state's No Child Left Behind ("NCLB") accountability system.

RESULTS

Bedford Stuyvesant Collegiate is currently in "Good Standing" under the NCLB accountability system.

EVALUATION

Bedford Stuyvesant Collegiate is currently in "Good Standing" under the NCLB accountability system and will continue to work diligently to meet each NCLB requirement and comply with all stated guidelines.

NCLB Status by Year

Year	Status
2014-15	Good Standing
2015-16	Good Standing
2016-17	Good Standing