Beginning with Children Charter Charter School 2

2012-13 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

August 1, 2013

By Esosa Ogbahon

Beginning with Children Charter School 2
215 Heyward Street
Brooklyn, New York 11206
718-302-7700

Esosa Ogbahon, Principal prepared this 2012-13 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Kevin Genirs	Office Chair, Academic Excellence / Principal Review Committee Chair Executive Committee Chair Legal Committee Member
Rubens Amedee	Facilities Committee Member Nominating Committee
Katie Cunningham	Academic Excellence / Principal Review Committee Member Executive Committee Member Facilities Committee Chair
Sonia Gulardo	Academic Excellence/Principal Review Committee Member Community Outreach Committee Member
Shagufah Nazaar	
David Stutt	Office, Executive Committee Member Community Outreach Committee Member Finance / Audit Committee Chair

Esosa Ogbahon has served as the Principal since February 2012.

INTRODUCTION

Beginning with Children Charter School 2 (BwCCS 2) is a nurturing community that fosters a love of learning and the development of character for students in grades K-1. Our students achieve academic excellence and are prepared to succeed in top performing high schools and colleges. BwCCS 2 students develop and use G.R.I.T. (Good Judgment, Resilience, Integrity, and Teamwork) for personal and community improvement.

Key design elements include:

- Extended school day with an emphasis on the development of literacy and mathematical skills, devoting at least 50% of the academic time to these subjects;
- Unrelenting school culture that fosters a love of learning and the school's core values of G.R.I.T.: Good Judgment, Resilience, Intellect & Integrity, and Teamwork;
- Data-driven analysis to inform teaching, curriculum and staff development;
- Staffing model that includes at least two teachers in each classroom for grades K-2 and Collaborative Team Teaching (CTT) to support the education of at-risk and special needs students;
- A comprehensive intervention program including Saturday academy, after school tutoring and embedded enrichment and intervention activities to ensure academic success;
- Clearly articulated behavioral expectations for children and adults;
- Dynamic community partnerships which support enrichment programs that teach students to become life-long learners and active citizens and provide service learning opportunities;
- Parent/guardian involvement at all levels of the school community;
- Individualized Teacher Development plans and relentless coaching towards excellence
- A partnership with BwCF as the school's management organization detailed in an annual Memorandum of Understanding (MOU) approved by the Board of Trustees.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2009-10														
2010-11														
2011-12														
2012-13	50	50												

* School enrollment is as of the end of the 2012-13 school year

At BwCCS2, every child is expected to achieve academic success. The following goals will be used to evaluate the progress of the school for the academic year 2012-2013.

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

BwCCS 2 students will become proficient readers and writers of the English language.

Background

At BwCCS 2 we believe that all children can succeed. Our literacy curriculum in kindergarten and first grade is built around the Common Core-aligned Journeys reading program. The program is supplemented by SRA Reading Mastery, Jolly Phonics, Waterford and teacher-created materials. In the early elementary grades our curriculum focuses on developing students' decoding and comprehension skills.

During our 90-120 minute reading block our teachers use a workshop approach that scaffolds instruction by first modeling for students, then guiding the students' practice, and finally moving to independent practice.

Our students are assessed 4 times a year using the Strategic Teaching and Evaluation of Progress (STEP) Assessment. The assessment provides students, teachers, parents and administrators with detailed information about students' mastery of letter recognition, phonemic awareness, reading accuracy, fluency, oral comprehension, silent comprehension, written comprehension, retelling and spelling.

The assessment data is collected and stored in an online data management system that is accessible to teachers and administrators. The data is analyzed quarterly and used to customize instruction to meet the needs of our students. For example, the data is used to create reading groups and set learning and instructional goals within the groups.

In each classroom two teachers support at least three reading groups. The groups are flexible and change as new data is collected and analyzed.

Through professional development, teachers are supported in analyzing student data and creating next steps for themselves and their students. In this way, we are best able to prepare our students for future success.

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

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

Method

The school did not administer the New York State Testing Program English language arts assessment to students in April 2013. BwCCS 2 did not administer the ELA test in 2012-13 because in that year, its highest grade was first grade.

Results

BwCCS 2 did not administer the ELA test in 2012-13 because in that year, its highest grade was first grade.

Evaluation

BwCCS 2 did not administer the ELA test in 2012-13 because in that year, its highest grade was first grade. For that reason, we are unable to evaluate BwCCS 2's performance with respect to state test results

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 Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year's English language arts AMO. 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

BwCCS 2 has yet to administer state ELA tests.

Evaluation

The State Education Department has not recalibrated the AMO to align with the new English Language Arts 3-8 testing program.

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

Goal 1: Optional Absolute Measure

Each year, 75 percent of all tested K-2 students will achieve grade level reading comprehension competency as assessed using STEP guided reading level benchmark assessments.

Method

All kindergarten and first grade students take the University of Chicago developed STEP literacy assessment. The assessment is administered individually to each student. Before each assessment cycle, the staff collectively norms the comprehension portion of the assessment. Once a set of acceptable responses is created, it is shared electronically for all staff to reference. During the administration of the assessment, the staff is required to write student responses verbatim. For the summative STEP assessment at the end of the school year, students are not assessed by their classroom teacher. They are assessed by another member of the teaching staff.

Results

The following table presents the STEP assessment results for all students.

STEP Assessment Results by Grade Level and Demographic Group

Grade	Percent of Students Achieving Proficiency	
	Percent	Number Tested
K	72%	50
1	42%	50
K+1 Combined	57%	100

Evaluation

With 57% of students scoring at/above grade level proficiency, the school was 18 percentage points below the target of 75% percent proficient and therefore did not meet the measure. Our kindergartners approached the absolute goal of 75% of students at/above proficiency. As a cohort, they fell 3 percentage points short of the goal. The students were able to approach the absolute goal because of daily small group instruction and flexible grouping based on data analysis. In first grade, 42% of students met or exceeded grade level expectations. They fell 33 percentage points below the absolute goal. We have significant work to do with our first grade students, who as a cohort have only been at BwCCS 2 for 1 school year.

Additional Evidence

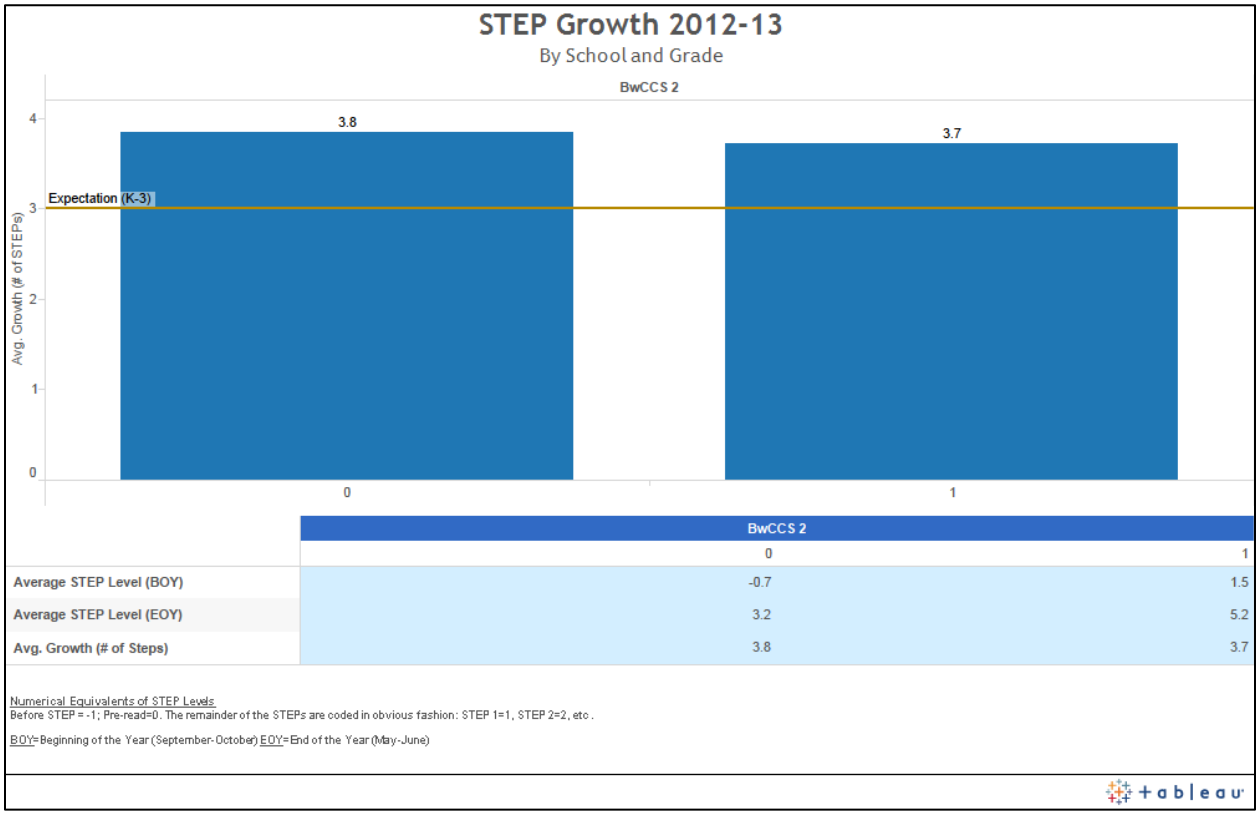
The following table presents the STEP assessment results for all students and subgroups.

STEP Assessment Results by Grade Level and Demographic Group

Grade	Percent of Students Achieving Proficiency					
	Whole Cohort		Students with IEPs		Students classified as ELL	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
K	72%	50	57.1%	7	16.7%	6
1	42%	50	50%	4	33.3%	3
K+1 Combined	57%	100	54.5%	11	22.9%	9

The proficiency levels of our students with IEPs and our whole student population are comparable. As a student body, 57% of our students are proficient readers. Amongst the student population that has IEPs, 54.5% are proficient readers.

The proficiency level of our ELL population differs from that of our student population at large. Amongst the ELL population, 22.9% of our students are proficient readers. There is significant work to be done with our ELL population. The following graph and table present the STEP growth for all students.



While our students have not met their absolute goal, they have shown growth as readers. The average student at BwCCS 2 showed more than 1 year of growth as a reader. The average first grader at BwCCS 2 started first grade reading at STEP Level 1.5, approximately in the middle of kindergarten reading level. By the end of the school year, the average first grader finished at a STEP Level 5.2, approaching the end of first grade benchmark of STEP Level 6.

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[3]

Results

BwCCS 2 did not administer the state ELA test in 2012-13 because in that year, its highest grade was first grade. For that reason, we are unable to compare BwCCS 2's performance with that of the district at this time.

Evaluation

BwCCS 2 did not administer the state ELA test in 2012-13 because in that year, its highest grade was first grade. For that reason, we are unable to compare BwCCS 2's performance with that of the district at this time.

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

Goal 1: Comparative Measure
Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.[4]

Method

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results

BwCCS 2 did not administer the state ELA test in 2012-13 because in that year, its highest grade was first grade. For that reason, we are unable to comment on its Effect Size at this point.

Evaluation

BwCCS 2 did not administer the state ELA test in 2012-13 because in that year, its highest grade was first grade. For that reason, we are unable to evaluate BwCCS 2's comparative performance with respect to the state ELA test.

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

Goal 1: Growth Measure[5]
Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

Method

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

Results

BwCCS 2 did not administer the state ELA test in 2012-13 because in that year, its highest grade was first grade. For that reason, we are unable to comment on its mean growth percentile at this point.

Evaluation

The State Education Department has not yet reported schools' mean growth percentiles for the 2012-13 school year.[6]

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

Goal 1: Optional Measure

Each year, on the TerraNova national norm-referenced reading assessment, all grade-level cohorts of students in at least their second year at the school will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds and NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

Method

At BwCCS 2 all kindergarten and first grade students take the TerraNova, a nationally recognized standardized exam that compares student performance to national norms. 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 goal of reducing by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year.

Results

BwCCS 2 administered the TerraNova in June. At the time of this report writing, the results have not been received.

Evaluation

BwCCS 2 administered the TerraNova in June. At the time of this report writing, the results have not been received. For that reason, we are unable to evaluate the results.

Summary of the English Language Arts Goal

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

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.	N/A
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	N/A
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 2011-12 school district results.)	N/A
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.	N/A
Absolute	Each year, 75 percent of all tested K-2 students will achieve grade level reading comprehension competency as assessed using STEP guided reading level benchmark assessments.	Did Not Achieve
Growth	Each year, on the national norm-referenced TerraNova mathematics assessment, all grade-level cohorts of students in at least their second year at the school will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	N/A

Action Plan

Recognizing that while many of our kindergartners and first graders have made more than 1 years growth in reading, there is significant work still to be done to get them to meet NYS's increased benchmark for reading proficiency.

In order to meet these proficiency benchmarks and raise the percentage of students performing at/above grade level from the current 57% to 75%, we are:

- Sending teachers to comprehensive training over the summer to learn new techniques to support at-risk readers in developing phonemic awareness, syllabication and multi-sensory

strategies for reading writing and spelling

- Assessing a portion of our incoming kindergarteners before the school year starts in order to spend as much time during the school year teaching
- Creating more opportunities for our first and second graders to demonstrate their comprehension after silently reading. Our data analysis indicated that current cohort of first found challenges in demonstrating their comprehension of texts as they transitioned from oral reading to silent reading
- Using current data to identify at-risk students for targeted small group instruction from the start of the school year
- Creating curricular supplements to meet the identified needs of our ELLs in the areas of segmentation and rhyming
- Bringing on-board a SETTS teacher who will not only support mandated students, but also at-risk students

MATHEMATICS

Goal 1: Mathematics

BwCCS II students will become proficient in the understanding and application of mathematical skills and concepts.

Background

BwCCS 2 uses the Math in Focus program during its 60-75 minute math block. Some of the key elements of BwCCS 2's math program are described below.

Math in Focus is a Common Core Standards-aligned math program. The program supports teachers in providing students with systematic and explicit instruction in the key areas of math as identified by the authors of the Common Core State Standards and Trends in International Mathematics and Science Study. Those key areas are: making sense of problems and solving them; reasoning abstractly and quantitatively; constructing viable arguments and critique the work of others; modeling with mathematics; using appropriate tools strategically; attending to precision; looking for and making use of structure; and looking for, and expressing regularity in repeated reasoning . The Math in Focus Curriculum emphasizes depth of mathematical topics rather than breadth. Math in Focus lessons are organized in a way that meets the needs of students. Specifically, Math in Focus uses a concrete-pictorial-abstract approach to introduce topics to students.

BwCCS 2's initial implementation of Math in Focus was supported by both pre-service professional development at Worcester State University's Summer Math Institute and in-service professional development by a Singapore Math implementation consultant.

Key Attributes of the BwCCS 2's implementation of the Math in Focus program include the following:

- Consistent terminology is used throughout the program
- Hands-on activities are a regular part of the program reinforcing and giving meaning to abstract concepts
- Frequent use of Interactive Whiteboard lessons
- Frequent use of in-program unit assessments to assess learning and plan for future instruction
- Imbedded ELL supports through the use of consistent language and concrete-pictorial-abstract progression
- A focused, coherent curriculum that emphasizes teaching to mastery
- A visual, balanced approach that meets students' needs
- Confidence in knowing that the program has informed the creation of the common core math standards

Since no program can cover all of the students' diverse needs, we supplement Math in Focus with Every Day Counts Calendar Math, the Dreambox computer program, the AIMSweb Test of Early Numeracy and teacher created materials.

Goal 1: Absolute Measure
Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.[7]

Method

The school did not administer the New York State Testing Program mathematics assessment to students in in April 2013. BwCCS 2 did not administer the Math test in 2012-13 because in that year, its highest grade was first grade.

Results

BwCCS 2 did not administer the Math test in 2012-13 because in that year, its highest grade was first grade.

Evaluation

BwCCS 2 did not administer the Math test in 2012-13 because in that year, its highest grade was first grade. For that reason, we are unable to evaluate BwCCS 2's performance with respect to state test results.

Goal 1: 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 Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year's mathematics AMO. 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.[8]

[7] Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous year's using the state's published results for scoring at proficiency.
[8] In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Results

BwCCS 2 has yet to administer state Math tests. For that reason, we cannot comment on its Effect Size at this point.

Evaluation

The State Education Department has not recalibrated the AMO to align with the new Mathematics 3-8 testing program

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which 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.[9]

Results

BwCCS 2 has yet to administer state Math tests. For that reason, we are unable to compare BwCCS 2's performance with that of the district at this time.

Evaluation

BwCCS 2 has yet to administer state Math tests. For that reason, we are unable to compare BwCCS 2's performance with that of the district at this time.

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

Goal 1: Comparative Measure
Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.[10]

Method

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results

BwCCS 2 did not administer the state Math test in 2012-13 because in that year, its highest grade was first grade. For that reason, we are unable to comment on its Effect Size at this point.

Evaluation

BwCCS 2 did not administer the state Math test in 2012-13 because in that year, its highest grade was first grade. For that reason, we are unable to comment on its Effect Size at this point.

Goal 1: Growth Measure[11]
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 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade.

[10] The Institute will begin using ***economically disadvantaged*** instead of ***eligibility for free lunch*** as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.
[11] See Guidelines for Creating a SUNY Accountability Plan for an explanation.

Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Results

BwCCS 2 did not administer the state Math test in 2012-13 because in that year, its highest grade was first grade. For that reason, we are unable to comment on its mean growth percentile at this point.

Evaluation

BwCCS 2 did not administer the state Math test in 2012-13 because in that year, its highest grade was first grade. For that reason, we are unable to comment on it mean growth percentile at this point.

Goal 2: Optional Absolute Measure

Each year, 75 percent of all tested second grade students will demonstrate proficiency in grade-appropriate math concepts by answering 75% or more of questions correctly on an internally-created interim assessment aligned to Common Core State Standards.

Method

Interim assessments in math will be administered two times per year for grade 2 and 3-4 times per year for grades 3-8. The school will use the BwCF interim assessment system, which is a compilation of past year state assessments and internally created tests aligned with NYS and national Common Core standards. These tests are designed to measure student knowledge and evaluate understanding of and ability to apply critical concepts through the use of a variety of item types and formats. These tests will be processed within a day using PowerSchool to provide immediate feedback, allowing teachers to identify potential learning gaps and specific topics for re-teaching.

Results

BwCCS 2 enrolled kindergarten and 1st grade students. For this reason there are no results for this measure.

Evaluation

BwCCS 2 enrolled kindergarten and 1st grade students. For this reason we are unable to evaluate this measure.

Goal 2: Optional Growth Measure

Each year, on the national norm-referenced TerraNova mathematics assessment, all grade-level cohorts of students in at least their second year at the school will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

Method

At BwCCS 2 all kindergarten and first grade students take the TerraNova, a nationally recognized standardized exam that compares student performance to national norms. 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 goal of reducing by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year.

Results

BwCCS 2 administered the TerraNova in June. At the time of this report writing, the results have not been received.

Evaluation

BwCCS 2 administered the TerraNova in June. At the time of this report writing, the results have not been received. For that reason, we are unable to evaluate the results.

Summary of the Mathematics Goal

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

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.	N/A
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	N/A
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 2011-12 school district results.)	N/A
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.	N/A
Absolute	Each year, 75 percent of all tested second grade students will demonstrate proficiency in grade-appropriate math concepts by answering 75% or more of questions correctly on an internally-created interim assessment aligned to Common Core State Standards.	N/A
Growth	Each year, on the national norm-referenced TerraNova mathematics assessment, all grade-level cohorts of students in at least their second year at the school will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	N/A

Action Plan

Though BwCCS 2 lacks state test data, in the coming school year it seeks to:

- Increase the intensity of math coaching
- Further integrate math instruction into Morning Meeting in order to give students more opportunities to practice and reinforce math concepts
- Continue to use math unit assessment data to drive instructional decisions
- With the support of the Beginning with Children Foundation implement an interim assessment system for our second graders

SCIENCE

Goal 3: Science

BwCCS II students will become proficient in Science.

BwCCS 2 did not enroll any students in grades that take the NY State science assessment. As a result, this goal is not applicable.

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 a local-assistance-plan school.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Because BwCCS 2 is in its first year of operation, it has not yet been issued an accountability status by the state.

APPENDIX B: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal 5: Parent Satisfaction

The Parents will express a High Satisfaction Rating with the School

Goal 5: 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 a local-assistance-plan school.

Method

As a New York City Public School we administer the NYCDOE Parent Survey on annual basis. Surveys are distributed to all students' families. Survey responses are collected and analyzed by the NYCDOE.

Results

As of this report writing, results of 2012-13 parent survey have not been released by NYCDOE.

2012-13 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
##	##	%

2012-13 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
	%
	%
	%
	%
	%

Evaluation

As of this report writing, results of 2012-13 parent survey have not been released by NYCDOE. For this reason we are unable to evaluate the results.

Goal 6: Absolute Measure

Each year, BwCCS II will have a daily student attendance rate of at least 90%.

Method

Student attendance is tracked by teachers each day and recorded in our Powerschool database by the school office staff.

Results

2012-13 Attendance

Grade	Average Daily Attendance Rate
K	94.0%
1	94.6%
Overall	94.3%

Evaluation

The attendance target was met during the 2012-13 school year.