

Accountability Plan Progress Reports for the 2009-10 School Year

Reader's Guide

SUNY Authorized Charter Schools

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the SUNY Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. In order to determine whether a school has met that high standard, **each charter school that the SUNY Board of Trustees authorizes is required to enter into an accountability agreement, known as an Accountability Plan**, which ultimately becomes part of its charter.

The Charter Schools Institute closely monitors each school's progress toward achieving the goals outlined in its Accountability Plan.

In addition, as part of its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.** The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular state exam. Each year, the state administers English language arts and mathematics tests to 3rd through 8th grade, science tests to the 4th and 8th grades, and, up through 2009-10, social studies tests to the 5th and 8th grades.

Important Note: **The Accountability Plan Progress Report is authored by the charter school.** In reporting school progress toward meeting the outcome measures set forth in the Accountability Plan, schools are encouraged to build a case for the effectiveness of their program, and to lay the groundwork for writing a Renewal Application and ultimately for charter renewal. **The school's evaluation of its own progress does not necessarily reflect the conclusions of the Institute.** Further, the Institute does not affirm the completeness or accuracy of the report's data and may not endorse the school's characterization of the progress it has made toward achieving its Accountability Plan goals. Throughout the life of the school's charter, the Institute will visit each school, generating Institute School Visit Reports and, at the end of each charter period, a Renewal Report (select the <back> button in your browser to return to the school profile to see any/all available reports). These reports include detailed summaries of the Institute's observations of the school, as well as its evaluation of student performance and progress toward meeting the academic subject goals in its Accountability Plan.

**Brownsville Collegiate
CHARTER SCHOOL**

2009-10

**ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Jeannemarie Hendershot Kim prepared this 2009-10 Accountability Progress Report on behalf of the school's Board of Trustees:

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INTRODUCTION

MISSION and GRADES SERVED

The mission of Brownsville Collegiate Charter School (BVC) is to prepare each student for college. Brownsville Collegiate Charter School opened on August 31, 2009. The school opened with fifth and sixthgrades and will grow to grades 5-12 over time.

STUDENT POPULATION

With an initial enrollment as of BEDS Day 2009 of 103 students, Brownsville Collegiate Charter School had extremely low attrition and ended the 2009-10 school year with 99 students in grade 5 and 6.

Gender	62% Male	38% Female	
Free & Reduced Lunch	89%		
Special Needs	19%		
Race	86% Black/ African American	14% Latino	
English Language Learners	7%		
Geography <i>Students selected via public lottery</i>	CSD 23 (Brownsville): 62%	CSD 19 (Canarsie): 14%	CSD 17 (Crown Heights): 10%
	CSD 16, 18, 22, 32: less than 5% each		

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2005-06														
2006-07														
2007-08														
2008-09														
2009-10						74	29							103

*Enrollment as of BEDS day

Our incoming 5th and 6th grade students in 2009-10 enrolled at Brownsville Collegiate Charter School from 41 different New York City schools. Based on results from the TerraNova exam, our incoming group of students began the year performing below the national average in Reading, Language Arts and Math, and the students in our incoming sixth grade class were substantially below the national average in all areas.

Measurement Tool Fall 2009	Incoming Student Performance Pre-test 5 th Grade (n = 70)
TerraNova Reading <i>Mean NCE</i>	45
TerraNova Language Arts <i>Mean NCE</i>	40
TerraNova Math <i>Mean NCE</i>	39

Measurement Tool Fall 2009	Incoming Student Performance Pre-test 6 th Grade (n=29)
TerraNova Reading <i>Mean NCE</i>	37
TerraNova Language Arts <i>Mean NCE</i>	34
TerraNova Math <i>Mean NCE</i>	36

STRATEGY

Brownsville 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 Brownsville 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. BVC 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.

DESIGN

Brownsville Collegiate Charter School’s school design includes seven core components.

Focus on Literacy. Many of our students beginning in grade 5 and 6 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 BVC students, therefore, is tied to mastering this fundamental skill. In 2009-10, BVC provided explicit instruction in literacy skills and inculcated the reading habit through:

- Two hours of daily literacy instruction;
- Guided reading groups in every class for fluency and comprehension practice;
- 20 minutes of silent reading or read aloud to start each school day;
- Requiring students to read reading level-appropriate books during the summer;
- Requiring graded, written work in every class, including math; and
- Requiring students to carry a silent 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. BVC does not use an off-the-shelf curriculum. Rather, BVC develops curriculum directly from the New York State Learning Standards that ensures students master a core set of basic academic skills before they can master higher-level, abstract material.

BVC 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 peers throughout New York State. At the same time, we trust teachers to adapt the subject topics and performance standards according to their professional expertise. BVC teachers create a comprehensive curriculum for their subject, saved on the school’s shared drive, with a year-long scope and sequence, individual unit plans, daily lesson plans, and assessment materials. Not only does this provide the school with a record of individual course instruction but this also serves as a valuable curricular planning resource for returning and future teachers.

Assess Early and Often to Drive the Instructional Program. The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of continuous reflection and improvement. In addition to the TerraNova Assessments and New York State Social Studies, Mathematics, and English Language Arts exams, BVC administered three internally-aligned Interim Assessments and one Final Exam in Math, English Language Arts, Science and History. These tests assessed ongoing student mastery of Math, Reading/Writing, Science and History skills and standards throughout the year and provided immediate data on individual student and class growth. BVC teachers, with the support of the Principal, used this data to identify standards mastered and standards in need of re-teaching so that lesson plans could be continuously adjusted. BVC also utilized the information to target content- and skills-driven tutoring and small-group instruction afterschool and on Saturdays. In 2010-11, Brownsville Collegiate will expand the interim assessment program into grade 7.

Make More Time. In order to provide students with a comprehensive, college preparatory education, Brownsville Collegiate has a longer-than-usual school day and longer-than-usual school year. During the 2009-10 school year, Brownsville Collegiate was open 183 instructional days for students (202 days for teachers). For most students, the regular school day began at 7:45 AM and ended at 4:30 PM. For those receiving tutoring and homework help, the day ended at 5:30 PM. Finally, as a result of their academic need, 36% of BVC students (n=36) also attended school from 9:00 AM to 12:00 PM on Saturdays at some point during the school year.

With hour-long periods four days a week and 40 minute periods on Wednesdays to allow for significant staff meeting and professional development time – fifth and sixth grade students at Brownsville Collegiate received weekly:

- 10 periods of Mathematics
- 10 periods of English Language Arts (Reading and Writing)
- 5 periods of Social Studies
- 5 periods of Science
- 3 periods of Enrichment

Brownsville 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 Brownsville Collegiate students, freshman year of college will be a natural extension of their educational experience at BVC. In the school’s whole-school Friday Community Meetings, the goals for the day consistently revolved around the question, “How do we get to college?” To which BVC students answered together, “Work hard! Get smart!”

Brownsville Collegiate students began talking about college on the first day of school as their advisories are named after the alma maters of their teachers. Through informal conversations in advisory and in classes, students learned about the college application process, financial aid, dorm-life, selecting a major, and other important aspects of college survival. Students also won T-shirts from their namesake advisories. Our fifth and sixth grade students visited Howard University and our 6th grade students also visited Columbia University during their end of year school trips.

During the regular school day, from 3:30 to 4:30 PM four days per week, BVC offers a variety of rotating electives, including:

- Art
- Literary Magazine
- Flag Football
- Basketball
- Baseball
- Running Club
- Capoeira
- Drama
- West African Dance
- Hip Hop
- Mural Painting
- Gardening
- Drumming
- Chorus

From 4:30 to 5:30 PM, BVC 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.

BVC's school culture is based on its four core MAPP values of being "Mindful," "Achieving," "Professional," and "Prepared." Brownsville Collegiate students are expected to consistently demonstrate these characteristics wherever they find themselves and are rewarded with merits when they model these characteristics well or go above and beyond. Students earning merits receive the opportunity to represent the school on merit trips and trade their merits at Merit Auctions for tangible rewards. Every other month, by participating in merit-earned trips either with a group of the top merit earners or one-on-one/two-on-one with staff members, merit winners develop the more abstract skills necessary for true college preparation (trying new activities, demonstrating leadership and professionalism, and participating in community service). During the 2009-10 school year, Brownsville Collegiate students

- Earned the opportunity to watch the 3D version of "Coraline" before Halloween
- Attended New York Mets games, and a New Jersey Nets game
- Visited the Museum of Natural History, Top of the Rock, and the Museum of Modern Art
- Went to the movies or dinner with a staff member and ate Ethiopian, Thai, Indian or Japanese food for the first time
- Played basketball against staff members and ran races with staff in Central Park and Prospect Park
- Recorded a song in a professional recording studio on the campus of Mercy College
- Attended The Big Apple Classic (a basketball game between four Historically Black Colleges and Universities) at Madison Square Garden
- Took a road trip with staff to visit Penn State University and Hofstra University
- Attended a Broadway performance of *Fela!*

Provide Structure and Order. Students need a safe and orderly environment to be productive. In 2009-10, BVC created a calm, composed, and disciplined environment to maximize the amount of time on-task. Strategies included:

- strictly enforced school dress code;
- merit system that defined clear expectations of and immediate responses to positive behavior;
- demerit and detention system that defined clear expectations of and immediate responses to negative or inappropriate behavior;
- rubric system that provided immediate feedback to classes at the end of each class each day; and
- common Blackboard Configuration (BBC) consisting of a Do Now, Aim, Agenda, and Homework.

Insist on Family Involvement. BVC's educational program is structured so that families must be involved in their child's academic pursuits. In 2009-10, BVC families:

- picked up their child's report card in person at the school three times;
- met with teachers and staff on dozens of occasions to formally and informally discuss their child's academic and behavioral performance;
- maintained an open line of communication with their child's teachers through in-person meetings, bi-weekly advisory phone calls, and e-mails;
- were called at home or at work each day if their child earned a detention;
- attended Family Involvement Committee meetings throughout the year to better understand the curricular program, learn about summer camp opportunities, and talk about how to communicate with their pre-teen;

- were asked to offer input on the school on mid-year and year-end surveys, grading the school on how it was doing;
- were offered the opportunity to watch their children perform in their chosen Enrichment activity at two public performances during the course of the year, with the Winter Celebration being followed by a potluck dinner, and;
- participated in an array of charter school advocacy efforts, including a visit with Assemblyman William Boyland, Jr., a trip to Albany to visit legislators, and a hearing in Manhattan on charter school siting.

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

Reading instruction at Brownsville 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.

In Writing classes at Brownsville Collegiate, 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.

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

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

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

Brownsville Collegiate Charter School administered four internally developed and aligned Interim Assessments in English Language Arts (Reading and Writing) during the 2009-10 school year, including one Final Exam. 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 or an extended response/essay section. The assessments also included at least two editing passages that assessed student mastery of grammar, capitalization, and punctuation skills.

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

After seeing the reading and writing performance of our students in the fall of 2009, we took the following initiatives:

- We decided to utilize the Fountas and Pinell Guided Reading Assessments to determine our students' independent reading level and track their growth over time. We gave the assessments approximately every quarter and used the results to make sure students were given independent reading books from the school library at the appropriate reading level as well as to provide another data point for our Reading teachers.
- In order to improve Reading growth for our most struggling fifth and sixth grade readers, BVC decided to group our lowest-skilled academic classes into smaller groups for daily instruction in Guided Reading. In fifth grade, one group was taught by our fifth Grade Reading Teacher, one was taught by our Special Education Coordinator/Teacher, one was taught by our Dean of Students, one was taught by our School Social Worker, and one was taught by our Office Manager. In sixth grade, we took a similar approach and split the reading class into five smaller groups taught by the Reading teacher, Special Education Coordinator, Principal, Dean of Students, and Director of Operations. These small group classes allowed our most struggling readers to receive more individualized instruction in reading comprehension and in decoding, fluency, and vocabulary work. Throughout the year, while students in these smaller sections learned the same reading skills and strategies as their classmates, they read a different set of independent reading books that were more accessible to them, given their lower independent reading levels.
- The teaching of vocabulary was formalized. Vocabulary is taught through word study during reading class and reinforced in writing class. Vocabulary words are selected from the text on a weekly basis. Students define each vocabulary word, identify its part of speech and word charge, and use the vocabulary word in a sentence. Students should maintain a record of their vocabulary words over the course of the year by creating a flashcard for each word and keeping the vocabulary cards on a ring or in another organized format.

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program English Language Arts assessment to students in fifth and sixth grade in April 2010. Each student's raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

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

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	70			1*	71
6	29				29
7					
8					
All	99			1	100

*One student who tested in both ELA and Mathematics is showing up as an untested student. He was administered both parts of the ELA exam, one day at school and one day in the hospital. Both test booklets were delivered to the NYC Charter Schools' Center Scoring site, but one answer document for book two was lost, and so we have no score for this student.

Results

As a first-year school, this measure is not applicable to BVC this year. However, our students' performance on the State ELA exam this spring demonstrates that we are making progress towards meeting this measure. Of all students tested, 73.7% scored at or above a Scale Score of 650. In Grade 5, 84% of our students scored above 650, and in Grade 6, 48% of our students scored above 650.

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

Grade	Population	Percent Scoring at or above 650	Number Tested
3	All Students		
	Students in At Least 2 nd Year		
4	All Students		
	Students in At Least 2 nd Year		
5	All Students	84.29%	70
	Students in At Least 2 nd Year	<u>N/A</u>	<u>N/A</u>
6	All Students	48.28%	29
	Students in At Least 2 nd Year	<u>N/A</u>	<u>N/A</u>
7	All Students		
	Students in At Least 2 nd Year		
8	All Students		
	Students in At Least 2 nd Year		
All	All Students	73.74%	99
	Students in At Least 2 nd Year	<u>N/A</u>	<u>N/A</u>

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.

Evaluation

If this measure applied to students in their first year at the school, we would have met and exceeded this measure for our fifth grade students, 84% of whom scored above 650 on the ELA exam. We would not have met this measure for our students in the sixth grade. Our sixth grade students arrived at BVC remarkably below grade level. Almost 30% of the students in this class have special needs, and one of the students had never taken state exams prior to attending BVC because his IEP mandated that he take the NYSAA. The majority of students entered our school reading below a third grade level, so despite focused guided reading groups, daily Wilson Reading instruction, and tutoring, we anticipated that our student performance in the sixth grade would look very different from our performance in fifth grade.

Additional Evidence

Measurement Tool	Incoming Student Performance Pre-test 5 th Grade Fall 2009 (n = 70)	Incoming Student Performance Post-test 5 th Grade Spring 2010 (n=70)	Change
TerraNova Reading <i>Mean NCE</i>	45	50	+5
TerraNova Language Arts <i>Mean NCE</i>	40	50	+10

Measurement Tool	Incoming Student Performance Pre-test sixth Grade Fall 2009 (n=29)	Incoming Student Performance Post-test sixth Grade Spring 2010 (n=29)	Change
TerraNova Reading <i>Mean NCE</i>	37	44	+7
TerraNova Language Arts <i>Mean NCE</i>	34	40	+6

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

When our fifth grade students first entered BVC, less than half of the students were performing at the national average (50th percentile) on the Reading exam and on the Language Arts exam. After only nine months at BVC, mean performance for the school was at the national average, a significant improvement from student performance in September.

Our incoming sixth graders entered in September performing far below the national average, with a Mean NCE of 37 in Reading and 34 in Language. On average, students in this grade made growth in both subject areas.

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Index (PI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2009-10 is 155.² The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

The table shows the composition of our aggregate PI score of 118.0.

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

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-6	18%	44%	32%	5%	99

$$\begin{array}{rclclclclcl}
 \mathbf{PI} & = & 44\% & + & 32\% & + & 5\% & = & 81 \\
 & & & + & 32\% & + & 5\% & = & 118 \\
 & & & & & & \mathbf{PI} & = & \mathbf{118}
 \end{array}$$

Evaluation

Brownsville Collegiate’s 2009-10 English Language Arts Performance Index of 118.0 falls below this year’s English Language Arts Annual Measurable Objective of 155, which means that the school did not meet this measure.

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

Additional Evidence

As we have just completed our first school year, this is the first year we have state assessment data and have a PI. We look forward to seeing significant growth between this year's performance and next year's performance once more of our students have completed two years at our school. Our students' performance on the Terra Nova this year is a promising indicator that we are headed in the right direction with our literacy instruction.

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

Results

As we have just completed our first school year, we do not have any students enrolled in at least their second year at our school so this measure and the accompanying chart are not yet applicable to us. However, we know that we are making solid progress towards this goal since our students outperformed students in our Community School District (CSD 23) in both fifth and sixth grades.

Evaluation

N/A

Additional Evidence

N/A

Goal 1: Comparative Measure

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

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. As we have just completed the school’s first year, we do not yet have data from prior years.

Results

Results are to be determined once the state’s release of poverty data and the 2009-10 analysis is available.

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6						
7						
8						
All						

School’s Overall Comparative Performance:
<i>TBD</i>

Evaluation

TBD

Additional Evidence

TBD

Goal 1: Growth Measure

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

Method

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2009-10. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

The following table presents the cohort growth data for students within a grade level cohort who took the state exam in 2009-10 and also have a state exam score in 2008-09. In fifth grade, the percentage scoring above a scale score of 650 increased from 68% in 2008-09 to 85% in 2009-10, surpassing the target of 71% above a scale score of 650. In sixth grade, the percentage scoring above a scale score of 650 increased from 44% in 2008-09 to 52% in 2009-10, indicating that we did not meet the target of 60% above a scale score of 650. Overall, the percentage of our students scoring above a scale score of 650 increased from 61% in 2008-09 to 74% in 2009-10, surpassing our target of 68%.

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

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
4					
5	59	68%	71%	85%	YES
6	27	44%	60%	52%	NO
7					
8					
All	86	61%	68%	74%	YES

59 fifth graders at who took the NYS ELA exam in April 2010 at Brownsville Collegiate took the state English Language Arts exam in 2008-09 at their previous New York public school. 68% of these students achieved a Scale Score of 650 or above in 2008-09 and our target for this growth measure was 71% (i.e., reducing by one-half the gap between that number and 75 percent scoring at or above a Scale Score of 650 on the current year’s state English Language Arts exam). 85% of the cohort achieved a scale score of 650 or higher, meaning that we surpassed this target for fifth grade.

27 sixth graders at who took the NYS ELA exam in April 2010 at Brownsville Collegiate took the state English Language Arts exam in 2008-09 at their previous New York public school. 44% achieved a Scale Score of 650 or above in 2008-09 and our target for this growth measure was 60% (i.e., reducing by one-half the gap between that number and 75 percent scoring at or above a Scale Score of 650 on the current year’s state English Language Arts exam). 52% of the cohort achieved a scale score of 650 or higher, meaning that we did not meet this target for sixth grade.

In our sixth grade cohort, many students will be repeating the grade, which we hope will provide them with additional time and support to master the skills that will be assessed on the New York State English language arts exam.

Additional Evidence

N/A

Summary of the English Language Arts Goal

We look forward to next year’s data, which will present us with our first opportunity to measure the proficiency of tested students who are enrolled at Brownsville Collegiate for their second year. This will allow us to ascertain our school’s performance along the absolute measure of 75% of tested students enrolled in their second year performing at or above Level 3. It will also enable us to assess our achievement of the comparative measure of the percentage of tested students enrolled in their second year demonstrating proficiency exceeding that of all students of the same grade level in the local school district.

The data was also not yet available as of the writing of this report for the comparative measure of exceeding our predicted level of performance on the State exam by at least a small Effect Size.

In terms of the other measures, our school’s aggregate Performance Index (118) on the State exam, did not meet the Annual Measurable Objective of 155 set forth in the state’s NCLB accountability system. We did not achieve the measure of every grade-level cohort reducing by one-half the gap between the percent at or above a scale score of 650 on the previous year’s State exam and 75% at or above a scale score of 650 on the current year’s state exam as a school overall, though we did meet the measure for our larger fifth-grade cohort and we believe our sixth-grade cohort made substantial progress towards closing their own achievement gap

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State examination.	N/A
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Data Not Available Yet
Growth	Each grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2009-10 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	Did Not Achieve

Action Plan

To achieve this goal, next year, we plan on implementing several important steps:

- We have created additional common planning time for all of our Reading and Writing teachers to encourage collaboration and planning across classes and grade levels. Each day,

one hour of prep is shared by all Reading teachers, one hour is shared by all Writing teachers, and one hour is shared by both Reading and Writing teachers.

- We will continue to host two Literacy Nights each year, providing families the opportunity to learn how to read with their child and how to reinforce comprehension skills at home. These events had our highest attendance last year, and we will continue to provide this support for our families.
- We will continue to increase opportunities for students to participate in independent reading this year. We are starting the year with a school-wide, leveled library, and sixth and seventh grade students will enter the year with reading levels assessed. We have a staff member who will check out books to students from the library each day during Advisory and who will hold students accountable to reading each book.
- We have increased opportunities for students to participate in guided reading and to move among homogenous groupings as they progress after each assessment. We have hired two additional Special Education teachers to help our students with IEPs and students at risk of academic failure receive more pull-out support through targeted guided reading groups. In addition, we will be providing guided reading to more than half of the students in the school, from our lowest skilled to our medium-high skilled students. We have also formalized our training of guided reading teachers (including the Principal and Dean of Students), including the use of video to model effective guided reading techniques, co-observations of teachers to provide feedback on guided reading instruction, goal-setting (moving at least a level each assessment) and a shared scope and sequence of objectives and books to be taught across leveled books. Special Education teachers planned and developed guided reading curriculum during Staff Orientation that is aligned with the objectives that the fifth and sixth grade reading teachers teach in reading class.
- We are adding a non-fiction book unit to our sixth and seventh grade reading classes to give students additional exposure to non-fiction texts. In addition, we will have students read non-fiction guided reading books during this unit in reading class. We believe that greater exposure to non-fiction texts and unfamiliar short passages throughout reading class, in addition to class novels, will help increase our students' reading comprehension skills. We plan to continue to use historical fiction novels in fifth through seventh grade History classes, and in seventh grade History students will continue to use more non-fiction texts as they move away from the sixth grade historical fiction. We will also continue "Non-Fiction Wednesdays" in our fifth through seventh grade Science classes to further enhance literacy instruction in our school.
- Students in the lowest-skilled writing classes will receive spelling and word-study instruction this year, using words from their own writing to develop lists through a week-long cycle of teaching, practice, and recalling
- Reading teachers will select "Tier 2" vocabulary words that students learn over the course of the week to share with other teachers so that they are reinforced in other classes and to post around the school so that they are visible and referenced each day.
- We will continue to target students who scored a 1 or 2 on State ELA Exams through Saturday School, lunch and after-school tutoring to help remediate students' basic skills and better prepare them for the myriad skills they will need to demonstrate proficiency on the state exam and beyond. In preparation for next year's state exams, these students will be prioritized for additional pre-State Exam tutoring.

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 two hours of math per day, one hour of Math Procedures, which is typically more focused on developing procedural fluency, and one hour of Math Problem Solving, which is typically more focused on the application of skills and problem solving. Basically, we double the time dedicated to math instruction each day to ensure that students can compute and problem solve.

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

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

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

Brownsville Collegiate Charter School administered 4 internally developed and aligned Interim Assessments, including a Final Exam in Math during the 2009-10 school year. These assessments were created to reflect the school's scope and sequence in Math, and to mirror the style and scope of the New York State Math exams. Similar to the state exam, the Math Interim Assessments were administered in two parts; a 25-35 question multiple-choice section and a 6-12 question open-response section. The assessments focused primarily on the most recently covered standards, with a smaller focus on cumulative skills and standards covered in previous units.

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

Goal 2: Absolute Measure

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

Method

The school administered the New York State Testing Program mathematics assessment to students in fifth through sixth grade in May 2010. Each student’s raw score has been converted to a performance level and a grade-specific scaled score. Through 2008-09 the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

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

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	71				71
6	29				29
7					
8					
All	100				100

Results

As we have just completed our first school year, we do not have any students enrolled in at least their second year at our school so this measure is not yet applicable to us.

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

Grade	Population	Percent Scoring at or above 650	Number Tested
3	All Students		
	Students in At Least 2 nd Year		
4	All Students		

³ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam

	Students in At Least 2 nd Year		
5	All Students	91%	71
	Students in At Least 2 nd Year	<u>N/A</u>	<u>N/A</u>
6	All Students	83%	29
	Students in At Least 2 nd Year	<u>N/A</u>	<u>N/A</u>
7	All Students		
	Students in At Least 2 nd Year		
8	All Students		
	Students in At Least 2 nd Year		
All	All Students	89%	99
	Students in At Least 2 nd Year	<u>N/A</u>	<u>N/A</u>

Evaluation

We look forward to utilizing this measure when we receive next year’s State Exam results for our returning students. Looking at just this year’s data, however, we are pleased that of the 100 students tested (all of whom are enrolled in their first year), 89% earned a scale score of 650 or higher on their mathematics exam. We think this preliminary data suggests that we are on the right track with our math instruction and our students.

Additional Evidence

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

When our fifth grade students first entered BVC, slightly more than 1 out of 4 of the students were performing at or above the national average (50th percentile) on the Mathematics exam. After only nine months at BVC, the percentage of students scoring above this national average improved to almost three out of five students performing at or above the national average.

Our sixth graders entered BVC similarly below the national average (less than 30% of students were performing at or above the national average). However, after nine months at BVC, this same group of students made substantial improvement and we ended the year with 41% of students performing at or above the national average. We know that this group, who entered BVC as sixth graders, will need a great deal of additional continued support to catch up to grade level. In the coming school year, all students in this cohort will be required to attend Saturday School in order to give them more time to master the basic skills they will need to be successful during 7th and 8th grade.

5th Grade/Class of 2017 – % at or above national average (50th percentile)			
TERRANOVA	2009 5th Grade Pre-Test 70 students	2010 5th Grade Post-Test 70 Students	1-YEAR CHANGE
Math	26%	59%	+33%

6th Grade/Class of 2016– % at or above national average (50th percentile)			
TERRANOVA	2009 6th Grade Pre-Test 29 students	2010 6th Grade Post-Test 29 Students	1-YEAR CHANGE
Math	28%	41%	+14%

Goal 2: Absolute Measure
 Each year, the school’s aggregate Performance Index (PI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in Mathematics. To achieve this measure, all tested students must have a Performance

Index (PI) value that equals or exceeds this year’s Mathematics AMO, which for 2009-10 is 135⁴. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

The table shows the composition of our aggregate PI score of 193.

Calculation of 2009-10 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-6	5	30	45	20	100

$$\begin{aligned}
 \text{PI} &= 30 + 45 + 20 = 95 \\
 &+ 45 + 20 = 65 \\
 \text{PI} &= 160
 \end{aligned}$$

Evaluation

Brownsville Collegiate’s 2009-10 Mathematics Performance Index of 160 exceeds this year’s Mathematics Annual Measurable Objective of 135, which fulfills this measure. Our PI exceeds the AMO by 19%.

Additional Evidence

As we have just completed our first school year, this is the first year we have state assessment data and have a PI. We look forward to seeing the comparison between this year’s performance and next year’s performance, and hope to exceed our already encouraging scores.

Mathematics Performance Index (PI) and Annual Measurable Objective (AMO) by School Year

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2006-07							86	
2007-08							102	
2008-09							119	
2009-10	5-6	100	5	30	45	20	160	135

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

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

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for the corresponding grades in the school district.

Results

As we have just completed our first school year, we do not have any students enrolled in at least their second year at our school so this measure and the accompanying chart are not yet applicable to us. However, our preliminary data for students who have completed their first year looks very strong.

**2009-10 State Mathematics Exam
Charter School and District Performance by Grade Level**

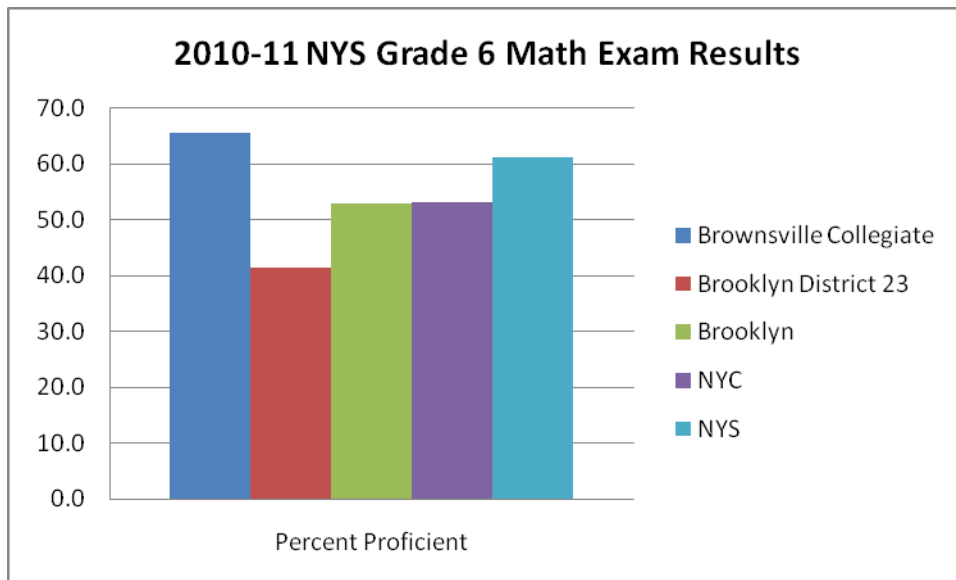
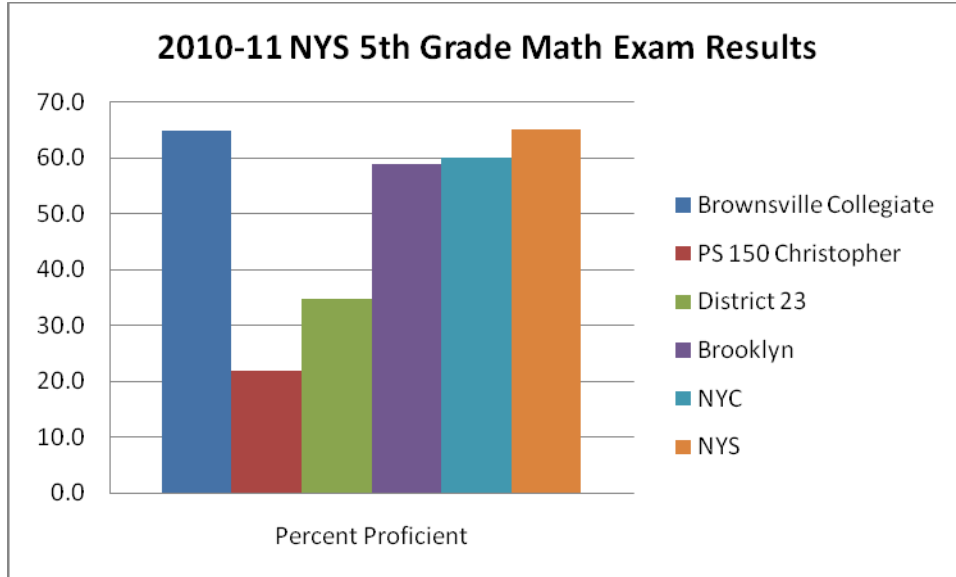
Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6				
7				
8				
All				

Evaluation

N/A

Additional Evidence

Compared to other schools in our district, our students have outperformed students across the district, city and state in grade 6 with 64.8% of our students scoring proficient or advanced proficient. In fifth grade, our students outperformed their counterparts in Community School District 23 as well as NYC, and came less than one percentage point short of the average NYS fifth grade student performance (65%).



Goal 2: Comparative Measure

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

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is

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

Results

Results are to be determined once the state’s release of poverty data and the 2009-10 analysis is available.

2009-10 Mathematics Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6						
7						
8						
All						

School’s Overall Comparative Performance:
<i>TBD</i>

Evaluation

TBD

Additional Evidence

TBD

Goal 2: Growth Measure

Each year through 2008-09, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state mathematics exam and 75 percent at or above Level 3 on the current year’s state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2009-10 state exam and 75 percent of students at or above a

Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2009-10, that cohort is expected to show at least an increase in the percentage in 2009-10

Method

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2009-10. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

The following table presents the cohort growth data for students within a grade level cohort who took the state exam in 2009-10 and also have a state exam score in 2008-09. The percentage of fifth graders scoring at a scale score of 650 or above increased from 82% to 93% , surpassing the target of 75%, and demonstrating a notable increase from the previous year’s scale scores.

In sixth grade, 71% of students scored at a scale score of 650 or greater prior to attending BVC, yet after a few months at BVC, 86of students scored a 650 or greater, surpassing the target of 73.2%.

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

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
4					
5	60	82%	75%	93%	YES
6	28	71%	73.2%	86%	YES
7					
8					
All	88	78%	75%	91%	YES

Evaluation

60 fifth graders at BVC took the state Mathematics exam in 2008-09 at another New York public school. 82% scored at or above a scale score of 650 and our target for this growth measure was 75% or an increase(i.e., reducing by one-half the gap between that number and 75 percent scoring at or above a scale score of 650 on the current year’s state Mathematics exam). 93% of the cohort received a scale score of 650 or above on the 2009-10 state Mathematics exam, meaning that we surpassed the target and showed an increase of almost 12 percentage points.

28 6th graders at BVC took the state Mathematics exam in 2008-09 at another New York public school. 71% scored at or above a scale score of 650 and our target for this growth measure was 73% or an increase (i.e., reducing by one-half the gap between that number and 75 percent scoring at or above a scale score of 650 on the current year’s state Mathematics exam). 86% of the cohort received a scale score of 650 or above on the 2009-10 state Mathematics exam, meaning that we surpassed the target and showed an increase of over 14 percentage points.

We are pleased with our students’ growth this year and look forward to seeing what they accomplish after being enrolled at our school for another year.

Additional Evidence

N/A

Summary of the Mathematics Goal

We look forward to next year’s data, which will present us with our first opportunity to measure the proficiency of tested students who are enrolled at Brownsville Collegiate for their second year. This will allow us to ascertain our school’s performance along the absolute measure of 75% of tested students enrolled in their second year performing at or above a Scale Score of 650. It will also enable us to assess our achievement of the comparative measure of the percentage of tested students enrolled in their second year demonstrating proficiency exceeding that of all students of the same grade level in the local school district.

The data was also not yet available as of the writing of this report for the comparative measure of exceeding our predicted level of performance on the State exam by at least a small Effect Size.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State examination.	N/A
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	TBD
Growth	Each grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2009-10 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	Achieved

Action Plan

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

- We believe that providing a double-period of math gives our teachers the time to teach and our students the time to learn the procedures and problem-solving necessary for success in math. Our math classroom procedures, including a Do Now with spiraled review; Oral Drill which provides students time to practice quick, mental math; and Mad Minute which gives students the opportunity to practice swift computation, provide daily opportunities for cumulative review and basic skills maintenance. We will continue to have one teacher teaching both hours (Procedures and Problem Solving) in order to maintain consistency within the class. All Math teachers have an hour of common planning time each day to collaborate on curriculum, and math teachers who are new to BVC teach different periods than returning teachers so that they have opportunities to observe one another and offer feedback to one another.
- We will continue to build momentum around math achievement with school-wide events such as Pi Day and Math Facts Day (which encourage students to memorize digits and facts and compete against each other), Math Family Fun Night, and class competitions around math facts.
- We will formalize the professional development of our math department this year, using video (teachers recording and reflecting on their own instruction), lesson plan analysis and co-observations to norm our math department and continue to increase the pace, rigor and efficacy of our lessons.
- We have hired an additional Special Education teacher in order to give pull-out support to students in all four sections of fifth grade math and to IEP and at-risk students in sixth and seventh grade math. One Special Education teacher will be dedicated to math and the Special Education Coordinator will split her time between math and ELA. During pull-out time in math, teachers will focus on reinforcing the new material students are learning in grade-level classes while providing accommodations such as manipulatives, more guided practice, and additional independent practice. Additionally, the math Special Education Teacher will teach two groups of Corrective Math in order to remediate basic numeracy skills that students need.
- We will continue to push our highest-achieving math students through Uncommon and NYC-wide Mathletes competitions. By holding consistent weekly practices and competing regularly, we will give our highest-achieving students more opportunities to be exposed to higher-level math and problem solving activities and to interact with and compete against high-achieving math students across the city.
- We will continue to reinforce math skills in fifth grade science class. In fifth grade science, division will be reinforced in the Force and Motion unit, and the fifth grade science teacher will lead an all-school “Graphmasters” challenge. The goal of the Graphmasters challenge is to have 100% of Brownsville Collegiate students able to create and analyze line graphs by November. All students who achieve this goal are celebrated school-wide and earn an after-school incentive.

SCIENCE

Goal 3: Science

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

Background

The Science curriculum at BVC has been designed to provide a solid foundation for students in the essential understandings of Middle Grades Science as outlined in the New York State standards. Our fifth and sixth grade science curriculum is designed to equip students for more in-depth studies of Biology, Chemistry, and Physics in high school. During the 2008-2009 school year, BVC students in the fifth grade completed units of study on the Scientific Method and Measurement, Motion and Forces, Chemicals and Reactions, Matter and Energy, and Living Things; while students in the sixth grade completed units of study on the Scientific Method and Measurement, Ecology, Electricity, Astronomy, and Landforms. Students participated in hands-on science activities or demonstrations on a weekly basis, usually adapted from FOSS Science kits that align with our science content. Science instruction consistently reinforced both math and reading comprehension 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 skills from the math curriculum. In terms of supporting literacy, planning time was dedicated to determining how to best expose students to nonfiction texts during science class each week and how to encourage them to access and use scientific texts for their own learning and study. This exposure to nonfiction provided an important opportunity for students to practice and continue to develop their reading comprehension and vocabulary skills.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science examination.

Method

Most schools administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2010. Each student's raw score is converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

As we opened with fifth graders only during the 2009-2010 school year, we will not have data for this measure until our first group of students reach the eighth grade in 2011-2012.

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

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
4	All Students						
	Students in At Least 2 nd Year						
8	All Students						
	Students in At Least 2 nd Year						

Evaluation

N/A

Additional Evidence

N/A

Goal 3: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State science exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district.

Results

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

**2009-10 State Science Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4				
8				

Evaluation

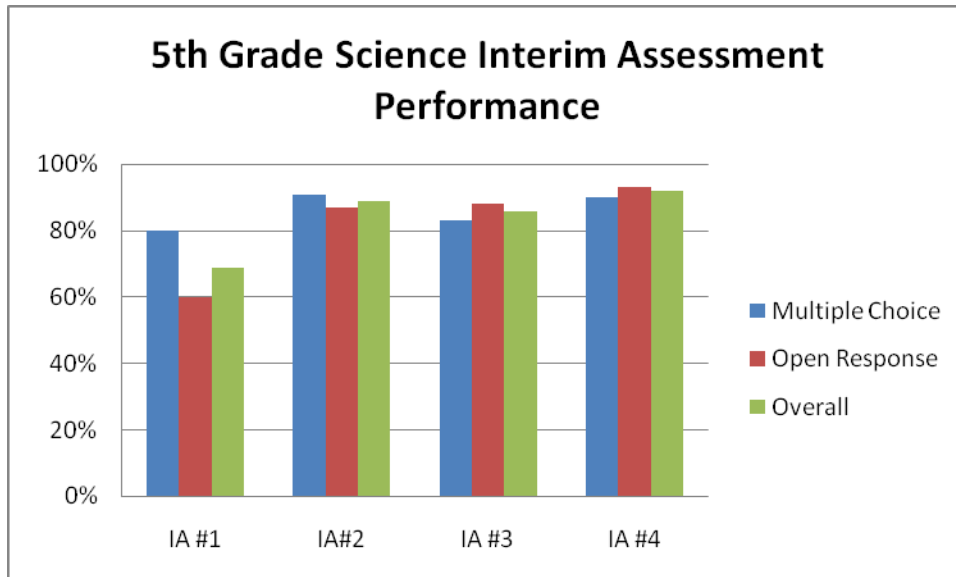
N/A

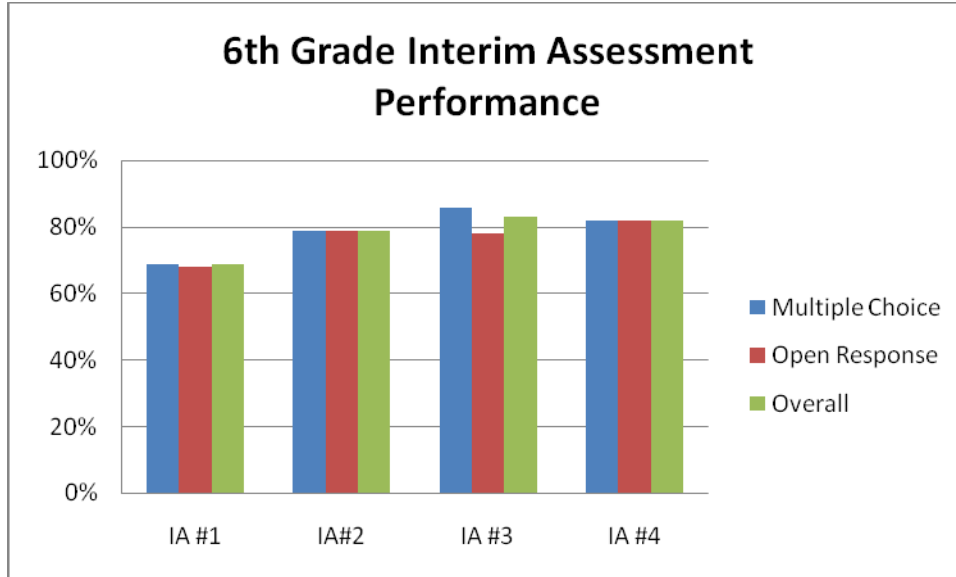
Additional Evidence

N/A

Summary

We will not have data for these measures until our students reach the 8th grade in 2011-2012. In the meantime, however, we are measuring their growth through our own internally developed Interim Assessments, which show that our students are making progress in science. As standards were retested throughout the 2009-2010 school year, the percentage of questions answered correctly increased as students developed stronger science-based skills in both fifth and sixth grade.





Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	N/A

Action Plan

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

- Continue to use fifth and sixth grade science curriculum to provide students with the essential understandings and skills that will prepare them for more in-depth study of Chemistry, Biology, and Physics during seventh and eighth grade;
- Encourage collaboration between science and reading teachers so that comprehension and vocabulary strategies taught in reading class are incorporated into science class during non-fiction Wednesdays. Science teachers will be responsible for teaching all textbook features through science instruction. These skills will then be reinforced by the reading teacher while reading non-fiction texts.
- Schedule observation periods in which BVC science teachers are able to visit and observe science teachers within the Uncommon network.
- Encourage teachers to share best practices at quarterly Collegiate Science Department meetings on topics such as the instruction of scientific method, questioning in the science classroom and the reinforcement of college-readiness standards into science class.
- Guarantee that students continue to participate in as many hands-on science lessons and activities during science classes as is appropriate and possible, including the addition of two science field trips this year, one for 5th and one for 6th/7th that reinforce the curriculum and give students hands-on science experience outside of the classroom. Also, 6th grade students

will use technology (laptop computers and Internet research) in the classroom in order to complete a unit project on biomes; and

- Ensure our new 6th/7th grade science teacher works in close collaboration with our returning 5th grade science teacher to ensure consistency from grade to grade and class to class.

SOCIAL STUDIES

Goal 4: Social Studies

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

Background

The History curriculum at Brownsville Collegiate teaches specific history content through traditional direct instruction and through a series of whole-class historical fiction novels. We develop internal standards for our units of study, building from those outlined in the New York State Social Studies Core Curriculum. We then select three to four historical fiction novels that align with the standards that we outline for each grade level. Through the historical fiction, we continue to develop students' literacy skills (comprehension and vocabulary) while teaching historical content through a specific storyline.

The fifth grade History curriculum at BVC consists of two parts. History instruction from August through November develops essential social studies skills and content. This portion of the scope and sequence focuses largely on preparing students for the New York State Exam in November, developing understandings of geography, history, and social studies; building skills for reading and interpreting graphs and timelines; and preparing students to respond to Document-Based Questions. History instruction from November through the end of the year is based on three historical fiction novels. Fifth grade students read The Sign of the Beaver (Native American culture and early European settlement), The Witch of Blackbird Pond (early European settlement and Puritan culture), and My Brother Sam is Dead (American colonies and Revolutionary War). Each day's history lesson is focused on a content-based objective, and each day's readings and assignments reinforce both the history content and literacy skills of vocabulary and reading comprehension. The sixth grade curriculum focuses on Ancient World History, beginning with a review of essential social studies skills and moving into the study of the Ancient River Valley Civilizations of Mesopotamia, Egypt, India, China, Greece, and Rome. The sixth grade curriculum includes the historical fiction novels A Place in the Sun (Ancient Egypt), Roman Mysteries #1: Thieves of Ostia (Ancient Rome), and The Iliad (Ancient Greece).

Goal 4: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State social studies examination.

Method

The school administered the New York State Testing Program social studies assessment to students in fifth grade in November 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

As we just completed our first year of school, this measure does not yet apply to us.

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

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
5	All Students	20%	18%	58%	4%	62%	74
	Students in At Least 2 nd Year	N/A	N/A	N/A	N/A	N/A	N/A

Evaluation

Because our school starts in fifth grade, we will not have full data to assess this measure until this year’s incoming sixth grade students reach the 8th grade in 2011-12. The data from this year, however, shows that we are making progress in the right direction as of the 74 students taking the state Social Studies assessment in November, 62.2% scored at a Level 3 or Level 4.

Additional Evidence

N/A

Goal 4: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State social studies exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district.

Results

Because our school starts in fifth grade, we will not have full data to assess this measure until this year’s incoming sixth grade students reach the 8th grade in 2011-12.

Evaluation

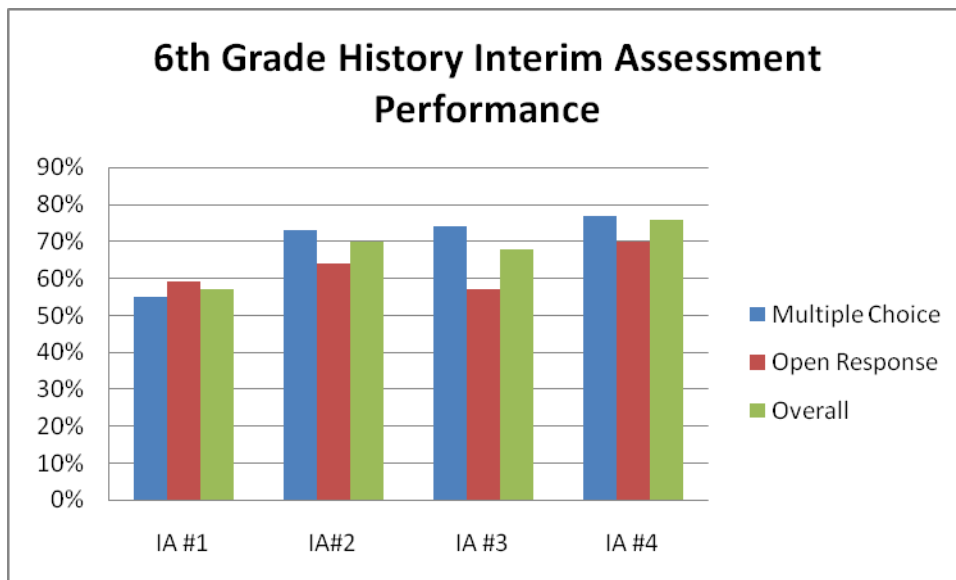
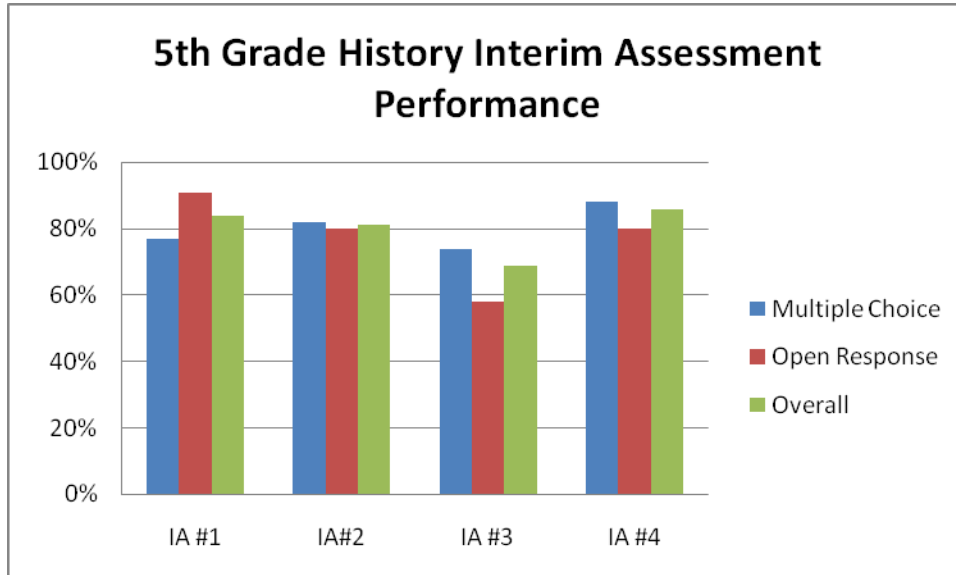
N/A

Additional Evidence

N/A

Summary

We will not have full data for these measures until our students reach the 8th grade in 2011-2012. In the meantime, however, we are measuring their growth through our own internally developed Interim Assessments, which show that our students are making progress in Social Studies. As standards were retested throughout the 2009-2010 school year, the percentage of questions answered correctly increased as students developed stronger history-based skills.



Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	N/A

Action Plan

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

- Continue to use historical fiction as the vehicle for history instruction in 5th and 6th grades, and include additional non-fiction texts in 7th grade;
- Provide professional development and common planning time dedicated to collaboration between our history and literacy teachers to ensure that the BVC history curriculum continues to reinforce essential reading comprehension and writing skills, including having history teachers teach vocabulary with the same strategy as reading teachers and teach Document Based Question responses using the same strategies as the writing teachers;
- Establish a speech competition for Black History month that reinforces the speaking and oratory skills necessary in a comprehensive history curriculum;
- Ensure our new 6th and 7th grade history teacher works in close collaboration with our returning history teacher to ensure consistency from grade to grade and class to class.

NCLB

Goal 5: NCLB
The school will make Adequate Yearly Progress.

Goal 5: Absolute Measure
Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school’s status under the state’s NCLB accountability system. For a school’s status to be “Good Standing” it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

Results

The state has not yet issued its report indicating our Accountability Status.

Evaluation

TBD

Additional Evidence

N/A