

**BROWNSVILLE COLLEGIATE
CHARTER SCHOOL**

**2010-11 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

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Jeannemarie Hendershot Kim and Jessica Simmons prepared this 2010-11 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 5th and 6th grades and will grow to grades 5-12 over time.

STUDENT POPULATION

With an initial enrollment as of BEDS Day 2010 of 157 students, Brownsville Collegiate Charter School had relatively low attrition and ended the 2010-11 school year with 151 students in grade 5-7.

Gender	55% Male	45% Female
Free & Reduced Lunch	86%	
Special Needs	18%	
Race	85% Black/ African American	13% Latino
	1% Asian	
English Language Learners	7%	

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2006-07														
2007-08														
2008-09														
2009-10						74	29							103
2010-11						77	54	20						151

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 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 2010-11, BVC provided explicit instruction in literacy skills and inculcated the reading habit through:

- Two hours of daily literacy instruction;
- Guided reading groups or literature circles in every class for fluency and comprehension practice;
- 30 minutes of silent reading at breakfast to start each school day;
- 20 minutes of read aloud in advisory each morning;
- 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 independent reading book at all times to serve as the entrance ticket to school in the morning, make better use of transition time in the hallways, and ensure that there is never a lost moment during the day since “you never know when you’ll have a chance to read.”

Target Curriculum Focused on Basic Skills. 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 Mathematics and English Language Arts exams, BVC administered three internally-aligned Interim Assessments and one Final Exam in Math, Reading, Writing, 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 2011-12, Brownsville Collegiate will expand the interim assessment program into grade 8 and will also administer Regents exams to 8th grade students in Algebra and Living Environment.

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 2010-11 school year, Brownsville Collegiate was open 188 instructional days for students (208 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, 41% of BVC students (n=63) 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 –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 5th grade students visited Georgetown University and Columbia University, our 6th grade students visited Hofstra University and Wesleyan University and our 7th grade students visited Brooklyn College, Hofstra University, Wheeling Jesuit University, and University of Pittsburgh during trips throughout the year.

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

- Art
- Flag Football
- Basketball
- Soccer

- Martial Arts
- Chess
- Drama
- West African Dance
- Hip Hop
- Printmaking
- Gardening
- Drumming
- Chorus
- Digital Urban Design
- Yoga
- Step and Double Dutch

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 2010-11 school year, Brownsville Collegiate students

- Visited Bear Mountain and spent a day hiking;
- Earned the opportunity to paint pumpkins before Halloween;
- Attended New York Mets games;
- Visited the Museum of Natural History, the Brooklyn Museum, and the NY Hall of Science;
- Went to the movies or dinner with a staff member and ate Ethiopian, Thai, Indian or Japanese food for the first time;
- Volunteered in Kindergarten and First Grade classrooms at Leadership Prep Brownsville and Leadership Prep Ocean Hill;
- Played basketball against staff members and ran races and biked with staff in Central Park and Prospect Park;
- Attended cooking classes with staff;
- Participated in a BVC version of "Minute to Win It";
- Sang Karaoke, played games, and participated in Dance Competitions; and
- Showed off skills in our first Talent Show

Provide Structure and Order. Students need a safe and orderly environment to be productive. In 2010-11, 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 2010-11, 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, discuss strategies for monitoring Internet and cell phone usage, 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 three public performances during the course of the year, with the Winter Celebration being followed by a potluck dinner and were invited to attend the school's first Talent Show,
- attended grade level potluck dinners and welcomed incoming students and families at a New Family Dinner;
- Attended Literacy Night to learn better ways to support reading at home;
- Used games to learn strategies for preparing their students for the NYS ELA and Mathematics exams at State Exam Family Night and;
- participated in an array of charter school advocacy efforts, including phone banks to other families, workshops with Democracy Builders, and participation in numerous hearings and Panel for Educational Policy meetings

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 2010-11 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 spring of 2010, we took the following initiatives:

- We 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 was shared by all Reading teachers, one hour was shared by all Writing teachers, and one hour was shared by both Reading and Writing teachers.
- We increased the opportunities for students to participate in independent reading this year. We began the year with a school-wide, leveled library and assigned 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 increased opportunities for students to participate in guided reading and to move among homogenous groupings as they progressed after each assessment. We 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 provided guided reading to more than half of the students in the school, from our lowest skilled to our medium-high skilled students.
- We added a non-fiction book unit to our 6th and 7th grade reading classes to give students additional exposure to non-fiction texts. In addition, students read non-fiction guided reading books during this unit in reading class. We also continued to use historical fiction novels in 5th - 7th grade History classes. We also continued “Non-Fiction Wednesdays” in our 5th – 7th grade Science classes to further enhance literacy instruction in our middle school.
- We continued to target students who scored a 1 or 2 on State ELA Exams through Saturday School and after-school tutoring to help remediate students’ basic skills and better prepare them for the myriad skills they will need to demonstrate proficiency on the state exam and beyond. These students were also prioritized for additional pre-State Exam tutoring.

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program English language arts assessment to students in 5th through 7th grade in April 2011. Each student’s raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4. For 2009-10 and 2010-11, the criterion for success on this measure requires students to have a Scale Score at or above the state’s Time Adjusted Level 3 cut scores¹, presented in the table below.

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

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

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

**2010-11 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	77	0	0	0	77
6	54	0	0	0	54
7	20	0	0	0	20
8					
All	151	0	0		151

² Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Results

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

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
3	All Students		
	Students in At Least 2 nd Year		
4	All Students		
	Students in At Least 2 nd Year		
5	All Students	58%	77
	Students in At Least 2 nd Year	58%	12
6	All Students	78%	54
	Students in At Least 2 nd Year	78%	50
7	All Students	70%	20
	Students in At Least 2 nd Year	68%	19
8	All Students		
	Students in At Least 2 nd Year		
All	All Students	67%	151
	Students in At Least 2 nd Year	73%	81

Evaluation

During the 2010-11 School Year, we fell just a little more than two percentage points short of this goal with 73% of students in at least their second year at Brownsville Collegiate scoring above the time-adjusted level 3 cut score for ELA. In our 6th grade, we met this goal with 78% of students in their second year scoring above the time adjusted cut score, but fell short of the goal with the handful of students repeating the 5th grade and our students in 7th grade (who started at Brownsville Collegiate as 6th graders, which is unusual for our model). As this is our school’s second year, this is the first year that students have been enrolled for two years and this measure is applicable to our school.

Additional Evidence

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 improvement from the first administration of the exam in June 2010 (6th and 7th grade) and September 2010 (5th grade) to the second administration of the exam in June 2011 in all areas except for 7th grade reading.

In 6th grade in particular, our students continued to make progress towards higher performance, ending the year with a mean NCE above 56. This shows that BVC students are continuing to make

progress towards grade level standards in literacy, and on average, are making more than a year's growth in literacy in all grades except for 7th grade reading.

Measurement Tool	Incoming Student Performance Pre-test 5th Grade Fall 2010 (n=77)	Incoming Student Performance Post-test 5th Grade Spring 2011 (n=77)	Change
TerraNova Reading <i>Mean NCE</i>	43.4	44.3	+ 0.9
TerraNova Language Arts <i>Mean NCE</i>	54.2	56.6	+ 2.4

Measurement Tool	Student Performance Pre-test 5th Grade Fall 2009 (n=51)	Student Performance Post-test 6th Grade Spring 2011 (n=51)	Change
TerraNova Reading <i>Mean NCE</i>	48.15	56.17	+ 8.02
TerraNova Language Arts <i>Mean NCE</i>	42.77	56.62	+ 13.85

Measurement Tool	Student Performance Pre-test 6th Grade Fall 2009 (n=20)	Student Performance Post-test 7th Grade Spring 2011 (n=20)	Change
TerraNova Reading Mean NCE	43.0	46.82	+3.82
TerraNova Language Arts Mean NCE	41.29	48.73	+ 7.44

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Goal 1: Absolute Measure

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

Method

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

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

Goal 1: Comparative Measure

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

Method

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

Results

The table below shows the percentage of BVC students in at least their second year at BVC who scored at least a Level 3 or 4 on the ELA exam compared with performance of students in Community School District 23 who also scored Level 3 and 4 on the ELA exam. The table demonstrates that BVC’s performance exceeds that of the district.

**2010-11 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4	
	Charter School Students In At Least 2 nd Year	All District 23 Students

	Percent	Number Tested	Percent	Number Tested
3				
4				
5	17%	12	35%	977
6	48%	50	35%	1140
7	42%	19	27%	1324
8				
All	42%	81	32%	3441

Evaluation

Overall, the percentage of Brownsville Collegiate students scoring Level 3 or 4 on the NYS ELA exam was almost ten percentage points higher than the percentage of students in District 23 scoring at these levels. This is true for both all students at BVC and students in their second year at BVC. In 5th grade, however, the percentage of students in their second year at the school scoring at Level 3 or 4 on the NYS ELA exam was lower at BVC than in the District – although that only represents a sample size of 12 students, all of whom were repeating the grade. In all other grades, BVC outperformed the District on their measure.

Additional Evidence

As an optional comparison measure, we also decided to compare our performance to three local schools. We are co-located with PS/IS 150, a school with grades K-5 and 8 in 2010-2011. We chose to compare ourselves with P.S./I.S. 284, a K-8 school, because it is located only a couple of blocks from the school and many of our students come to us from that school. Finally, we chose to compare our performance to P.S./I.S. 332, since they are also near to our school.

The chart below shows that our 6th and 7th graders’ performance far exceeds that of the two other schools with equivalent grades. In fact, if you look at our 6th grade performance compared to the other schools, we exceed K284 and K332 by 28 percentage points and 30 percentage points respectively. Our Year 2 5th graders’ performance, though only 12 students, does not exceed that of the other three schools, and could still be improved.

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

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring at or above Level 3 on State Exam							
	Brownsville Collegiate Charter School		PS/IS 150		PS/IS 284		PS/IS 332	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	17%	12	33%	39	34%	62	25%	36
6	48%	50	N/A	N/A	20%	55	18%	28
7	40%	19	N/A	N/A	30%	56	27%	34
8								
All	42%	81	33%	39	28%	173	23%	98

Goal 1: Comparative Measure

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

Method

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

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

Results

The table below shows the actual performance of BVC students on the 2010 NYS ELA exam against their predicted performance based on free lunch eligibility. In 2010, BVC 5th grade students performed slightly higher than predicted on the ELA exam. In the same year, BVC 6th grade students performed slightly lower than predicted. Overall, the effect size of BVC student performance was slightly higher than expected.

2009-10 English Language Arts Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5		70	40	37.3	2.7	.17
6		29	31	32.3	-1.3	-.08
7						
8						
All	76.7	99	37.4	35.8	1.5	.10

School's Overall Comparative Performance:
<i>Slightly higher than expected.</i>

Evaluation

BVC's aggregate effect size on this measure was positive, but small. The measure was not met due to the small effect size. Overall, the effect size for BVC actual performance compared to predicted performance was .10. While this is a not a significant effect size of .3 or higher, it is a positive effect size.

Additional Evidence

N/A

Goal 1: Growth Measure

On the current year's state English language arts exam, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state English language arts exam and 75 percent at or above Level 3. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2010-11 and also have a state exam score in 2009-10. It includes students who repeated the grade. Students who repeated the grade are included in their current grade level cohort,

not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

The table below illustrates our grade-level cohort performance at or above Level 3 proficient during the 2010-2011 school year, as compared with each cohort’s performance on the state exam the previous year. The four grade-level cohorts did not achieve their growth targets.

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

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2009-10	Target	2010-11	
4					
5	73	29%	52%	22%	NO
6	53	49%	62%	47%	NO
7	20	45%	60%	40%	NO
8					
All	146	38%	57%	34%	NO

Additional Evidence

We did not meet the measure this year, perhaps partially because the metric itself changed and the state exam academics and scoring continued to grow more rigorous. Despite that, we are committed to continuing to improve our students’ success in English Language Arts.

Cohort Performance on State English Language Arts Exam Since the Advent of the Grades 3-8 Testing Program by School Year

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2007-08	n/a		
2008-09	n/a		
2009-10	5-6	1	2
2010-11	5-7	0	3

Summary of the English Language Arts Goal

We know that in English Language Arts we still have a great deal of work to do to improve overall student performance and achieve all of our accountability goals. We look forward to seeing the data next year after implementing some significant changes to our ELA program. We will also continue to build on the positives represented by some of the data, however. In all grades except for Grade 5, our students continue to outperform their peers in the district. In addition, while our students’ actual

performance on the 2010 ELA exams was not higher than their predicted performance by a significant effect size, the results were higher than predicted in 5th grade, showing us that we are moving in the right direction.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score on the New York State examination.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Did Not Achieve
Growth	On the 2010-11 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2009-10 state exam and 75 percent at or above Level 3.	Did Not Achieve

Action Plan

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

- We have made some major changes to our daily schedule in order to increase the number of minutes our student receive literacy instruction each day. While we previously had one hour of reading instruction and one hour of writing instruction, in the 2011-12 school year, our students will receive 90 minutes of reading instruction and 60 minutes of writing instruction. This will be achieved by the addition of a 30 minute guided reading block in every grade.
- We have expanded the number of people on staff giving feedback to teachers by hiring a Dean of Curriculum and Instruction whose background is in teaching reading and expanding the role of a returning Writing teacher to give feedback to the other two teachers in her department. We believe this will allow us to give teachers more specific feedback and more time to help them improve their practice in literacy instruction.
- Our fifth grade reading teacher will be implementing the Scholastic Reading Counts program as a pilot program this year. This program will allow students to take quizzes on their independent reading books on a regular basis and will give all reading and guided reading teachers additional data on student comprehension skills. If this system proves successful, it will be expanded to additional grades.
- 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.
- We have added the network position of Director of Staff Development with a focus on supporting literacy instruction across all Collegiate Schools;
- We will leverage the Uncommon 5-8 Reading Taxonomy – a newly launched Uncommon network tool of best practices in literacy instruction – and training Reading, Writing, as well as History and Science teachers in Taxonomy techniques.

- We will hold professional development sessions for all teachers on the best strategies for reading and writing with students, including a specific scope and sequence of professional development to support the new Guided Reading component of our curriculum.

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 5th – 7th graders.

Brownsville Collegiate Charter School administered 4 internally developed and aligned Interim Assessments, including a Final Exam in Math during the 2010-11 school year. These assessments were created to reflect the school's scope and sequence in Math, and to mirror the style and scope of the New York State Math exams. Similar to the state exam, the Math Interim Assessments were administered in two parts; a 25-35 question multiple-choice section and a 6-12 question open-response section. The assessments focused primarily on the most recently covered standards, with a smaller focus on 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 1: Absolute Measure

Each year through 2008-09, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

In 2009-10 and 2010-11, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state’s Time Adjusted Level 3 cut scores on the New York State mathematics examination³.

Method

The school administered the New York State Testing Program mathematics assessment to students in 5th through 7th grade in May 2011. Each student’s raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4. For 2009-10 and 2010-11, the criterion for success on this measure requires students to have a Scale Score at or above the state’s Time Adjusted Level 3 cut scores¹, presented in the table below.

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

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

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

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

Grade	Total Tested	Not Tested ⁴			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	77				77
6	54				54
7	20				20
8					
All	151	0	0-	0	151

Results

The table below shows that in our second year, Brownsville Collegiate students are achieving at high levels in mathematics. 100% of students in their second year at the school across our three grades scored above the Time Adjusted Level 3 Cut Score for mathematics on the 2010-11 NYS Mathematics exam.

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

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
3	All Students		
	Students in At Least 2 nd Year		
4	All Students		
	Students in At Least 2 nd Year		
5	All Students	96%	77
	Students in At Least 2 nd Year	100%	12
6	All Students	100%	54
	Students in At Least 2 nd Year	100%	50
7	All Students	100%	20
	Students in At Least 2 nd Year	100%	19
8	All Students		
	Students in At Least 2 nd Year		
All	All Students	98%	151
	Students in At Least 2 nd Year	100%	81

⁴ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam

Evaluation

The target measure of 75% of students enrolled in at least their second year scoring at or above the state’s Time Adjusted Level 3 cut scores was met and exceeded by 25 percentage points, as 100% of our students enrolled in at least their second year at BVC scored at or above the state’s Time Adjusted Level 3 cut scores. We believe that these incredibly strong results help validate our approach towards math instruction. Additionally, as the table above demonstrates, every grade level easily exceeded the target measure of 75% at or above the Time Adjusted Level 3 Cut Score.

Additional Evidence

Students at BVC have continued to build upon their strong performance on the 2010 NYS Math exam, demonstrating growth in the performance of both cohorts.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and at or above Time Adjusted Level 3 cut score in 2009-10 and 2010-11							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5							100%	12
6							100%	50
7							100%	19
8								
All							100%	81

Goal 2: Absolute Measure

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

Method

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

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

Goal 2: Comparative Measure

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

Method

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

Results

Our aggregate school performance in Mathematics this year exceeded the average of all students within grades 5 – 8 in our local district, District 23, by 55 percentage points.

**2010-11 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	83%	12	42%	986
6	100%	50	39%	1147
7	95%	19	41%	1334
8				
All	96%	81	41%	3467

Evaluation

We met this measure, exceeding the aggregate district performance by 55 percentage points. Each grade level far exceeded the district as well. The percentage of students who scored proficient in our 5th grade cohort exceeded the district by 41 percentage points, the percentage of students who scored proficient in our 6th grade cohort exceeded the district by 61 percentage points, and our 7th graders exceeded the district by 54 percentage points.

Additional Evidence

As an optional comparison measure, we also decided to compare our performance to three local schools. We are co-located with PS/IS 150, a school with grades K-5 and 8 in 2010-2011. We chose to compare ourselves with P.S./I.S. 284, a K-8 school, because it is located only a couple of blocks from the school and many of our students come to us from that school. Finally, we chose to compare our performance to P.S./I.S. 332, since they are also near to our school.

The chart below shows that BVC’s performance overall far exceeds that of the other local comparison schools, with 96% of our students enrolled in our 2nd year performing at or above Level 3 compared with 39% at K150, 40% at K284, and 14% at K332.

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring at or above Level 3 on State Exam							
	Brownsville Collegiate Charter School		PS/IS 150		PS/IS 284		PS/IS 332	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	83%	12	39%	38	35%	63	17%	35
6	100%	50			24%	55	4%	28
7	95%	19			61%	57	19%	36
8								
All	96%	81	39%	38	40%	175	14%	99

Goal 2: Comparative Measure
 Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

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

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

Results

Our aggregate Effect Size was .87 based on the 2009-2010 state exam results.

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		71	64.8	50.0	14.8	.78
6		29	65.5	43.9	21.6	1.09
7						
8						
All	76.7	100	65.0	48.3	16.7	.87

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

Evaluation

This measure was met: our aggregate Effect Size was .87, which exceeds the bar of 0.3. This represents a higher than expected outcome to a large degree.

Additional Evidence

N/A

Goal 1: Growth Measure
 On the current year's state mathematics exam, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state mathematics exam and 75 percent at or above Level 3. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2010-11 and also have a state exam score in 2009-10. It includes students who repeated the grade. Students who repeated the grade are included in their current grade level cohort,

not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

This growth measure was made by all grade level cohorts and overall by the school as a whole.

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

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2009-10	Target	2010-11	
4					
5	73	47%	61%	79%	YES
6	53	77%	+ Growth	100%	YES
7	20	90%	+ Growth	95%	YES
8					
All	146	64%	69%	89%	YES

Evaluation

In 2010-11, all three cohorts exceeded their targets for growth on the NYS Mathematics Exam. Students across all grades made huge amounts of growth, ranging from 32 percentage points in the 5th grade cohort within a single year, 23 percentage points in the 6th grade cohort, and 5 percentage points in the 7th grade cohort.. This data shows that we are well on our way to meeting the accountability goals for math in our charter agreement.

Additional Evidence

Since this is our second year exceeding this measure with all cohorts, we are confident that we can continue to see the same growth and success by focusing on the techniques that have been effective and ensuring more students are achieving at Level 4 in mathematics each year.

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

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2007-08			
2008-09			
2009-10	2	2	2
2010-11	3	3	3

Summary of the Mathematics Goal

All of our measures were achieved this year in math. We are confident that our Mathematics program continues to raise student achievement. We feel that this year’s data shows that we are well underway towards attaining this Accountability Plan goal.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score on the New York State examination.	Achieved/
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved/
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	On the 2010-11 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2009-10 state exam and 75 percent at or above Level 3.	Achieved

Action Plan

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

- Continue double periods of Math daily to ensure that students have significant instruction in both the procedural and problem solving skills required for success in middle school math and beyond;
- Support students with special needs through targeted intervention, specifically through small-group instruction during and out of class;
- Continue to target struggling students through afterschool tutoring and targeted Math instruction as part of Saturday School;
- Introduce the use of SMARTboard technology and Clickers to all math classes;
- Offer math enrichment to high achieving math students through participation in NYC Charter School Math competitions and regular practice sessions geared around problem solving and advanced computation;
- Reinforce math skills in daily science classes (for example, measurement skills in metric and customary units are taught and applied in 5th grade science and unit conversions are reinforced in science across all grades);
- Celebrate student achievement in Math through special events with students (such as Pi Day in March and Number Ninjas multiplication fact competitions) and families (such as Math Fun Night).

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 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

In 2010-11, BVC served grades 5-7. We will not have data for this measure until our first group of students reach the 8th grade in 2011-2012.

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

Grade	Population	Percent at Each Performance Level	Number
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		Level 1	Level 2	Level 3	Level 4	Level 3/4	Tested
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 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

In 2010-11, BVC served grades 5-7. We will not have data for this measure until our first group of students reach the 8th grade in 2011-2012.

**2010-11 State Science Exam
Charter School and District Performance by Grade Level**

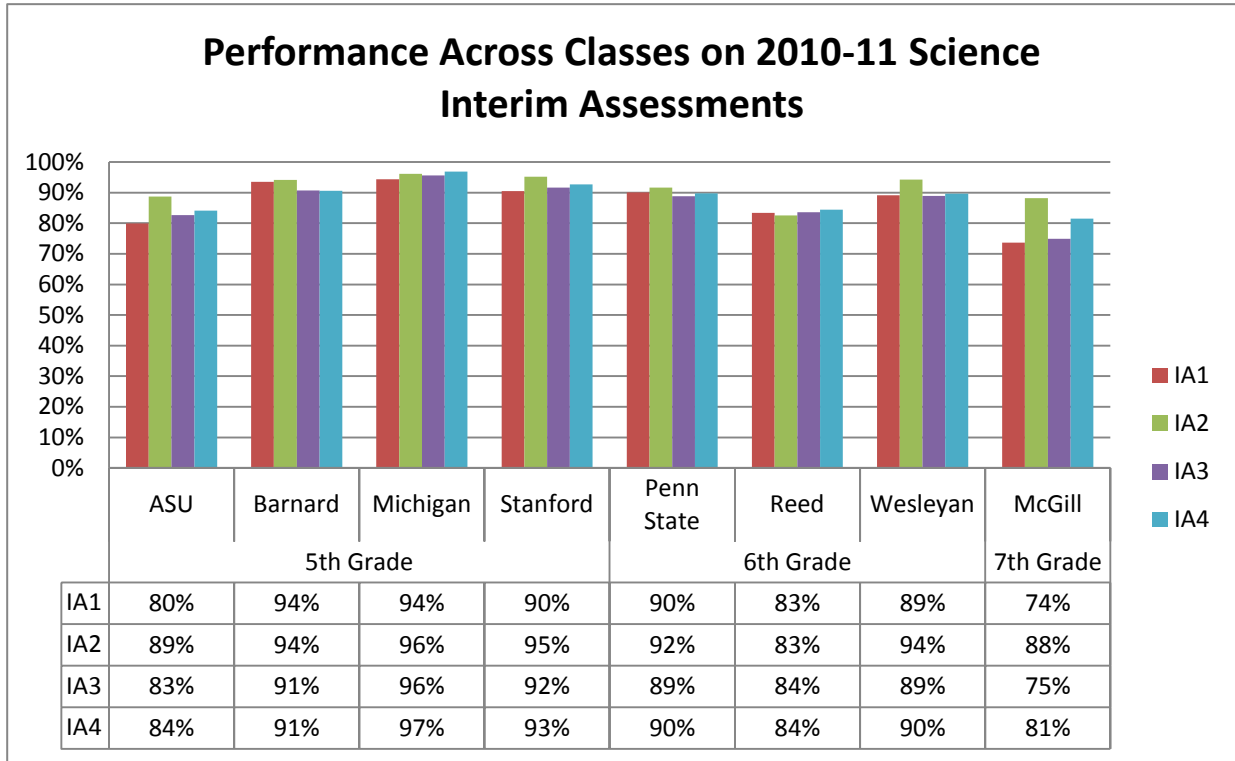
Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4				
8				

Evaluation

N/A

Additional Evidence

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 and achieving at consistently high levels. As standards were retested throughout the 2011-12 school year, the percentage of questions answered correctly either increased or stayed at a high level as students developed stronger science-based skills in 5th – 7th grade.



Summary

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:

- Implement the newly developed Reading Taxonomy and Science Taxonomy techniques in all Science classes to continue to improve teaching practices in these classes.
- Work carefully to prepare 8th grade students for the NYS Science Exam in May as well as the Living Environment Regents in June,
- 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 literacy 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. In addition, Science and Writing teachers will continue to collaborate to give students practice in research and non-fiction writing.
- 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 science field trips in all four grades; and
- Ensure our new 7th/8th grade science teacher works in close collaboration with our returning 5th and 6th grade science teachers 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

For the 2010-2011 school year, Brownsville Collegiate Charter School was found to be in Good Standing.

Evaluation

N/A

Additional Evidence

N/A

NCLB Status by Year

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