

**Brownsville Collegiate
CHARTER SCHOOL**

**2011-12 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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Jeannemarie Hendershot Kim, Director of Operations prepared this 2011-12 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
John Greenstein	Treasurer; Finance Committee
Bob Howitt	Finance Committee
Linton Mann III	Chair; Executive Committee; Accountability Committee
Brett Peiser	Secretary; Executive Committee; Accountability Committee; Finance Committee;
Clint Peterson	Accountability Committee
Eileen Shy	Executive Committee
Julie Kennedy	Executive Committee; Accountability Committee; Finance Committee

Jessica Simmons has served as the Principal since 2009.

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 served grades 5-8 during the 2011-12 school year.

STUDENT POPULATION

With an initial enrollment as of BEDS Day 2011 of 220 students, Brownsville Collegiate Charter School had relatively low attrition and ended the 2011-12 school year with 218 students in grade 5-8. The chart below shows the demographic breakdown of BVC's student population as of the last day of school.

Gender	52% Male	48% Female
Free & Reduced Lunch	88%	
Special Needs	14%	
Race	85.8% Black/ African American	13.8% Latino .5% Asian
English Language Learners	3%	

School Enrollment by Grade Level and School Year*

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2007-08														
2008-09														
2009-10						74	29							103
2010-11						77	54	20						151
2011-12						88	67	47	18					220

*Data as of BEDS Day

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 2011-12, BVC provided explicit instruction in literacy skills and inculcated the reading habit through:

- Two hours of daily literacy instruction;
- 30 minutes of Guided Reading groups four times per week;
- 30 minutes of silent reading at breakfast 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 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 for grades 5-6 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. In addition, Regents exams in Living Environment and Algebra were administered in 8th grade. 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.

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 2011-12 school year, Brownsville Collegiate was open 185 instructional days for students (205 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, 25% of BVC students (n=55) 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)
- 4 30-minute periods of Guided Reading
- 5 periods of Social Studies
- 5 periods of Science
- 3 periods of Enrichment electives

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 Wesleyan University, our 7th grade students visited

Harvard University, and our 8th grade students visited the University of California at Berkeley 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, called Enrichment, including:

- Art
- Flag Football
- Basketball
- Soccer
- Martial Arts
- Chess
- Drama
- West African Dance
- Hip Hop
- Printmaking
- Gardening
- Drumming
- Chorus
- Yoga
- Step and Double Dutch
- Chinese

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 2011-12 school year, Brownsville Collegiate students:

- Visited Bear Mountain and spent a day hiking;
- Earned the opportunity to paint pumpkins before Halloween;
- Participated in team building activities at the Alley Pond Ropes Course;
- Visited the Museum of Natural History, the Brooklyn Museum, and the NY Hall of Science;
- Went to museums, sporting events and restaurants with staff members;
- 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;

- Sang Karaoke, played games, and participated in Dance Competitions; and
- Participated in spelling bees and math competitions.

Provide Structure and Order. Students need a safe and orderly environment to be productive. In 2011-12, 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 2011-12, 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
- Welcomed incoming students and families at a New Family Dinner;
- Attended Literacy Night and Math Night to learn better ways to support students 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 Families for Excellent Schools, voter registration drives, and a citywide charter school celebration in downtown Manhattan.

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 and 6 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 2011-12 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 2011, we took the following steps:

- Increasing student achievement in ELA became a school-wide Strategic Plan initiative and all staff worked to help in some way through tutoring or small group instruction;
- Interim Assessments in Reading and Writing were revised to reflect the longer test times of the NYS ELA exams and to build student stamina for the passages and writing in these exams;
- A new phonics program, *Phonics Boost and Blitz*, was implemented for our lowest readers;
- Scholastic Reading Counts, a program with computerized comprehension quizzes, was implemented in 5th grade reading to boost achievement and culture around reading;
- We implemented a school-wide Guided Reading program with every student in the school participating in 30-minute Guided Reading sessions four times per week. Teachers across content areas as well as out of classroom staff took on Guided Reading groups in order to bolster student achievement in this area;
- 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

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

In 2009-10, 2010-11, and 2011-12, 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 8th grade in April 2012. 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, 2010-11, and 2010-12, 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.

**2011-12 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	86				86
6	71				71
7	45				45
8	16				16
All	218				218

Results

On the 2011-12 NYS ELA exam, 83% of students in their second year at Brownsville Collegiate scored at or above the Time Adjusted Level 3 Cut Score for their grade. When looking at all students, including those that have been at Brownsville Collegiate for less than 2 years, 78% of students scored at or above the Time Adjusted Level 3 Cut Score for their grade.

**Charter School Performance on 2011-12 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		

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.

5	All Students	78%	86
	Students in At Least 2 nd Year	75%	8
6	All Students	82%	71
	Students in At Least 2 nd Year	81%	62
7	All Students	93%	45
	Students in At Least 2 nd Year	93%	44
8	All Students	69%	16
	Students in At Least 2 nd Year	69%	16
All	All Students	82%	218
	Students in At Least 2 nd Year	83%	130

Evaluation

The school met this measure, exceeding the bar of 75% of students enrolled for two or more years at the school scoring at or above the time-adjusted level 3 cut scores by 8 percentage points. This is an improvement of ten percentage points from the 2010-11 school year and therefore shows that some of the interventions have been effective in improving overall ELA performance at the school. We are especially pleased with the results in grades 5, 6 and 7,, and will watch our 8th grade results closely next year.

Additional Evidence

The improvement that Brownsville Collegiate has made this year is positive, as evidenced by the table below. From 2010-11 to 2011-12, the school made an improvement of 10 percentage points in the number of students enrolled for at least two years scoring at or above the Time Adjusted Level 3 cut score.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 in 2008-09 and a Scale Score at or above the Time Adjusted Level 3 cut score in 2009-10, 2010-11 and 2011-12							
	2008-09		2009-10		2010-11		2011-12	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5			N/A	N/A	58%	12	75%	8
6			N/A	N/A	78%	50	81%	62
7			N/A	N/A	68%	19	93%	44
8			N/A	N/A			69%	16
All			N/A	N/A	73%	81	83%	130

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 2011-12 is 148. 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 results below show that Brownsville Collegiate’s PI was 141 when aggregating the number of students performing at Levels 2, 3 and 4.

Calculation of 2011-12 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-8	4	51	44	1	218

$$\begin{array}{rclclclcl}
 \text{PI} & = & 51 & + & 44 & + & 1 & = & 96 \\
 & & & & + & & 1 & = & 45 \\
 & & & & & & \text{PI} & = & \mathbf{141}
 \end{array}$$

Evaluation

Brownsville Collegiate’s PI of 141 fell just short of the English Language Arts AMO of 148.

Additional Evidence

While the school fell just a few points short in meeting this year’s AMO, and we are committed to improving our ELA performance even more, we substantially increased our PI over the 2010-2011 school year, improving by 20 points (a 17% increase). The percentage of students performing at a

Level 1 decreased from 12% to 4%, despite the number of students tested increasing by 65. In addition, the number of students performing at a Level 3 increased by 12 percentage points.

**English Language Arts 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		
2008-09	N/A						162	
2009-10	5-6	99	18	44	32	5	118	
2010-11	5-7	153	12	55	32	1	122	
2011-12	5-8	218	4	51	44	1	141	

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

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

Results

**2011-12 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	13%	8	33%	887
6	52%	62	32%	1186
7	55%	44	32%	1151
8	31%	16	28%	1272
All	48%	130	31%	4496

Evaluation

We met this goal: the percentage of students at Brownsville Collegiate scoring at a Level 3 or 4 on the NYS ELA exam exceeded the percentage of students in District 23 scoring at a Level 3 or 4 by 17 percentage points. The school's performance exceeded the district performance in all grades except for 5th grade, which represented the scores of 8 retained students. In grades 6 and 7, students at BVC outperformed students in District 23 by at least 20 percentage points.

Additional Evidence

The performance of Brownsville Collegiate students on the NYS ELA exam continues to improve each year, while the district's performance has somewhat declined. We see that students who have been at Brownsville Collegiate for longer begin to achieve at higher levels on the NYS ELA exam, while the reverse is true for students in the district where student performance flattens or declines over time.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2008-09		2009-10		2010-11		2011-12	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3								
4								
5					17%	35%	13%	33%
6					48%	35%	52%	32%
7					42%	27%	55%	32%
8							31%	28%
All					<u>42%</u>	<u>32%</u>	48%	31%

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. The Institute uses a regression analysis to control for the percentage of students eligible for free lunch among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar 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 or performing higher than expected to a small degree, is the requirement for achieving this measure.

Given the timing of the state’s release of family income data, the 2011-12 analysis is not yet available. This report contains 2010-11 results, the most recent one available.

Results

The table below shows that the school’s overall comparative performance is slightly lower than expected. Students at BVC within grades 6 and 7 performed better than predicted based on their free lunch status on the 2010-11 ELA exam, with a significant effect size, but students in grade 5 performed worse than predicted.

2010-11 English Language Arts Comparative Performance by Grade Level

Grade	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5		77	20.8	40.5	-19.7	-1.18
6		54	48.1	37.8	10.3	0.66
7		20	40.0	28.4	11.6	0.77
8						
All	74	151	33.1	37.9	-4.8	-0.26

School’s Overall Comparative Performance:
Slightly lower than expected

Evaluation

Since BVC’s overall performance was slightly lower than expected, the school did not meet this measure. However, the effect size of -.26 is not statistically significant. In grades 6 and 7, the school performed significantly better than predicted. This helps support our belief that students continue to improve their performance the longer they stay with us at BVC.

Additional Evidence

The table below shows that in 2009-10, student performance in ELA at BVC was slightly higher than predicted and that in 2010-11, performance was slightly lower than predicted. Again, though, we know that effect size is positive and increases in our upper grade levels, and we expect that trend to continue when the 2011-2012 comparative performance results are released.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for	Number Tested	Actual	Predicted	Effect Size
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		Free Lunch				
2007-08						
2008-09						
2009-10	5-6	76.7%	99	37.4	35.8	.10
2010-11	5-7	74%	151	33.1	37.9	-.26

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 2011-12 and also have a state exam score in 2010-11. 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 school examines the aggregate of all cohorts to determine the growth of all students taking a state exam in both years.

Results

The table below shows that each grade-level cohort at BVC made growth in the percentage of students scoring at or above level 3 except for 8th grade. The grade 5 cohort improved by 8 percentage points, the grade 6 cohort made 13 percentage points worth of progress (falling short of the 6th grade growth target by only 1%), and the grade 7 cohort made 2 percentage points worth of progress.

Cohort Growth on State English Language Arts Exam from 2010-11 to 2011-12

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2010-11	Target	2011-12	
4					
5	74	36%	56%	42%	NO
6	70	26%	50%	49%	NO
7	45	51%	63%	53%	NO
8	16	44%	59%	31%	NO
All	205	37%	56%	46%	NO

Evaluation

The school did not meet this measure in any grades for ELA, however the 6th grade cohort came very close to meeting the measure by 1%. The school demonstrated growth in this measure across all grades except for 8th grade, and there was an overall improvement across grades of 9 percentage points.

Additional Evidence

We still have work to do in order to improve the performance of grade-level cohorts in ELA. However, 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 September 2010 (6th grade) and September 2011 (5th grade) to the second administration of the exam in June 2012 in all areas.

In 6th grade in particular, our students continued to make progress towards higher performance, ending the year with a mean NCE above 55 in Reading and Language Arts. 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.

Measurement Tool	Incoming Student Performance Pre-test <i>5th Grade</i> Fall 2011 (n=85)	Incoming Student Performance Post-test <i>5th Grade</i> Spring 2012 (n=85)	Change
TerraNova Reading <i>Mean NCE</i>	45.4	46.6	+1.2
TerraNova Language Arts <i>Mean NCE</i>	38.8	46.5	+7.7

Measurement Tool	Student Performance Pre-test <i>5th Grade</i> Fall 2010 (n=58)	Student Performance Post-test <i>6th Grade</i> Spring 2012 (n=58)	Change
TerraNova Reading <i>Mean NCE</i>	47.1	55.6	+8.5
TerraNova Language Arts <i>Mean NCE</i>	45.8	57.0	+11.2

Cohort Performance on State English Language Arts Exam

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2008-09			
2009-10	5-6	1	2
2010-11	5-7	0	3
2011-12	5-8	0	4

Summary of the English Language Arts Goal

Students at BVC showed progress in ELA this year. The school met two ELA goals outright: far exceeding its absolute goal of 75% of all students in the second year at BVC scoring at or above a time adjusted level 3 cut score, and students at the school continue to outperform the local district in the same tested grades. Additionally, the percentage of students scoring at a Level 1 has decreased, the percentage of students scoring at a Level 3 has increased, individual grade-level cohorts are close to meeting comparative performance expectations, and we have made significant progress in our aggregate Performance Index. There still remains a great deal of work to be done in ELA at the school, however. The school is still falling short of its goal to meet or exceed the Annual Measurable Objective for ELA, the goal to exceed its predicted level of performance on the State exam, and reducing the gap for each grade-level cohort between the percentage of students scoring at or above level 3 and 75%.

Type	Measure	Outcome
Absolute	75 percent of all tested students 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.	Did Not Achieve
Comparative	Each year, the percent of all tested students 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 2011-12 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2010-11 state exam and 75 percent at or above Level 3.	Did Not Achieve

Action Plan

Improving student performance will once again be a core initiative in our school's strategic plan during the 2012-13 school year. In order to ensure that we meet our charter goals in ELA and that our students are prepared to excel in ELA, we will do the following to help us meet our goals:

- Implement an improved observation template for ELA observations
- Increase network-wide ELA professional development so that teachers share best practices

more widely

- Prioritize ELA teacher peer-observations at other schools
- Differentiate guided reading block so that 7th and 8th grade students have increased independent reading time and accountability
- Improve guided reading training and support for all teachers throughout the year
- Ensure that independent practice time increases in all ELA classes
- Work with other schools to more strategically analyze ELA Interim Assessment data
- Expand our school library and Reading Counts assessments to 6th grade
- Increase the impact of non-instructional reading time by strategically assigning reading teachers to monitor silent reading at breakfast

MATHEMATICS

Goal 1: 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, getting sufficient time to review basic computation skills and practice drilling mathematics computation and facts as well as time for independent practice of the skills and deeper problem solving. 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

Brownsville Collegiate Charter School administered 4 internally developed and aligned Interim Assessments, including a Final Exam in Math during the 2011-12 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 enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

In 2009-10, 2010-11, and 2011-12, 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 examination.³

Method

The school administered the New York State Testing Program mathematics assessment to students in 5th through 8th grade in April 2012. 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, 2010-11, and 2010-12, 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

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).

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.

**2011-12 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁴			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	86				86
6	71				71
7	45				45
8	16				16
All	218				218

Results

The chart below shows all students who have been enrolled at BVC for at least two years performed at or above the time adjusted level 3 cut score in mathematics. When looking at the entire student body, including those enrolled for less than 2 years, 98% of students scored at or above the time adjusted level 3 cut score. For students enrolled for at least 2 years, 100% scored at or above the time adjusted level 3 cut score.

**Charter School Performance on 2011-12 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	95%	86
	Students in At Least 2 nd Year	100%	8
6	All Students	99%	71
	Students in At Least 2 nd Year	100%	62
7	All Students	100%	45
	Students in At Least 2 nd Year	100%	44
8	All Students	100%	16
	Students in At Least 2 nd Year	100%	16
All	All Students	98%	218
	Students in At Least 2 nd Year	100%	130

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 absolute goal of at least 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 of students in at least their second year easily exceeded the target measure of 75% at or above the Time Adjusted Level 3 Cut Score. We are also pleased to see that nearly 100% of our students, regardless of the length of time they have been with BVC, exceeded the cut scores.

Additional Evidence

Students at BVC have continued to maintain their strong performance on the 2011 NYS Math exam.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 in 2008-09 and a Scale Score at or above the Time Adjusted Level 3 cut score in 2009-10, 2010-11 and 2011-12							
	2008-09		2009-10		2010-11		2011-12	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5					100%	12	100%	8
6					100%	50	100%	62
7					100%	19	100%	44
8							100%	16
All					100%	81	100%	130

Goal 1: 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 2011-12 is 158. 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 school's Performance Index (PI) was 193.5, exceeding the Annual Measurable Objective (AMO) of 158 by 35 points.

Calculation of 2011-12 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-8	.5	5.5	48.6	45.4	218

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 5.5 & + & 48.6 & + & 45.4 & = & 99.5 \\
 & & & & + & & 45.4 & = & 94 \\
 & & & & & & \text{PI} & = & \mathbf{193.5}
 \end{array}$$

Evaluation

The school easily exceeded the measure, with a nearly perfect PI, and 22% higher than the AMO.

Additional Evidence

BVC's PI increased from 185 to 193.5 in the past year. As shown in the table below, not only did the PI increase, but the percentage of students scoring at Levels 1 and 2 decreased while the percentage of students scoring at a Level 4 drastically increased (by more than 15 percentage points).

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		
2008-09							168	
2009-10	5-6						174	
2010-11	5-7	151	1	11	58	29	185	
2011-12	5-8	218	.5	5.5	48.6	45.4	193.5	

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

Method

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

Results

BVC continues to far outperform schools in the local school district on the NYS Math exam. In grade 5, the performance of BVC students was almost double that of students in the local district, and in grades 6-8, the performance of BVC students was easily more than double the performance of students in the local district.

2011-12 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	88%	8	44%	894
6	100%	62	40%	1198
7	100%	44	41%	1159
8	88%	16	36%	1281
All	98%	130	40%	4532

Evaluation

BVC easily met the measure of the percentage of students in at least their second year and scoring at levels 3 or 4 outperforming that of the local district, exceeding the district by 58 percentage points. Almost all BVC students scored at Level 3 or 4, compared with less than half of district students in the same grades.

Additional Evidence

We are proud that BVC students have continued to maintain and even improve over their high Math performance in 2010-2011, with almost 98% of students enrolled in at least their second year scoring at Level 3 and 4, compared to a small decline for District 23.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2008-09		2009-10		2010-11		2011-12	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3								
4								
5					83%	42%	88%	44%
6					100%	39%	100%	40%
7					95%	41%	100%	41%
8							88%	36%
All					96%	41%	98%	40%

Goal 1: 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. The Institute uses a regression analysis to control for the percentage of students eligible for free lunch among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar 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 or performing higher than expected to a small degree, is the requirement for achieving this measure.

Given the timing of the state's release of family income data, the 2011-12 analysis is not yet available. This report contains 2010-11 results, the most recent one available.

Results

The chart below displays how BVC students in each grade performed compared to students in public schools in New York State with the same grade and a similar population of free-lunch-eligible students. As evidenced in the chart, BVC students performed much better than predicted in all grades, and had significant positive effect sizes overall and in each grade.

2010-11 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		77	76.6	53.9	22.7	1.17
6		54	100.0	47.2	52.8	2.51
7		20	95.0	46.7	48.3	2.32
8						
All	74	151	87.4	50.6	36.9	1.80

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

Evaluation

Once again, BVC met and exceeded this measure with a significant positive effect size.

Additional Evidence

BVC continues to demonstrate strong results in mathematics with students performing better than predicted by their free lunch status (a proxy for poverty). From 2010-11 to 2011-12, the actual performance of BVC students exceeded predicted performance to a larger degree with an even stronger positive effect size.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2007-08						
2008-09						
2009-10	5-6	76.7	100	65.0	48.3	.87
2010-11	5-7	74	151	87.4	50.6	1.80

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 2011-12 and also have a state exam score in 2010-11. 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 school examines the aggregate of all cohorts to determine the growth of all students taking a state exam in both years.

Results

Three out of four grade-level cohorts easily exceeded their targets, with 5th grade making 49 percentage points of growth, 6th grade making 12 percentage points of growth, and 7th grade maintaining 100% at or above Level 3. The small cohort of 8th grade students did not meet their target, as two out of the sixteen students did not score at Level 3 or 4.

Cohort Growth on State Mathematics Exam from 2010-11 to 2011-12

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2010-11	Target	2011-12	
4					
5	74	43%	59%	92%	YES
6	70	87%	88%	99%	YES
7	45	100%	100%	100%	YES
8	16	94%	95%	88%	NO
All	205	75%	76%	89%	YES

Evaluation

This measure was not met, as not all grade-level cohorts at BVC exceeded their targets. We are proud of the progress made within our 5th and 6th grades, especially as our 5th graders had mostly only been with us for less than a year, and we are happy that our 7th graders continued to maintain their 100% proficiency. Though the 8th grade cohort did not meet their target, we recognize that the small cohort size means the difference of one student.

Additional Evidence

Year-to-year cohort performance has been strong, with all but one grade-level cohort within the past three years meeting their target.

Cohort Performance on State Mathematics Exam

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2008-09			
2009-10	5-6	2	2
2010-11	5-7	3	3
2011-12	5-8	3	4

Summary of the of the Mathematics Goal

BVC students continued to demonstrate strong performance in math this year. The school met four of its five accountability plan math goals. The school’s absolute performance of 98% of students in their second year performing at or above the time adjusted level 3 cut score continued to exceed the goal of 75%. Additionally, the school’s PI of 193.5 once again exceeded the State’s AMO. Student performance in math at BVC also continues to exceed the performance of students in the local district and the performance of similar students across the state based on free lunch eligibility. The school did not meet its growth goal with one of the four cohorts, with 8th grade math performance dropping slightly from last year in this small cohort.

Type	Measure	Outcome
Absolute	75 percent of all tested students 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.	Achieved
Comparative	Each year, the percent of all tested students 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 2011-12 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2010-11 state exam and 75 percent at or above Level 3.	Did Not Achieve

Action Plan

BVC hopes to continue to build on its strong results from the previous three years by doing the following:

- Increase instructional time devoted to problem-solving and literacy within the math block
- Using returning strong mathematics teachers as Department Leads who will give feedback to newer math teachers to ensure that they are able to achieve the same results as their experienced peers;
- Continuing to collaborate with other Uncommon Schools in Brooklyn to strengthen and hone the curriculum to incorporate Common Core standards;
- Celebrating student success in mathematics and building a strong culture of mathematics achievement through the Mathletes team, Math Night and Pi Day.

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. 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. In eighth grade Science, the Regents examinations in The Living Environment were administered for the first time. In preparation for this, students participated in a rigorous course of study and set of laboratory activities, again using literacy skills to complete lab reports throughout the year and conduct research. Students took the Living Environment Regents exam in lieu of the 8th grade State Science exam, following guidance from NYSED which allowed students to forego the 8th grade science exam if they took the Regents instead.

Goal 3: Absolute Measure

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

Method

In lieu of administering the New York State Testing Program science assessment in 8th grade science, the school administered the Regents examination in the Living Environment. The state has set the passing score for Regents exams at 65.

Results

In the school's first administration of the NYS Regents exam in The Living Environment, 88% of students tested scored a 65 or higher on the exam, which was equivalent to passing the exam.

Science Regents Passing Rate by Cohort and Year

Cohort Designation	2008-09		2009-10		2010-11		2011-12	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent

	in Cohort	Passing	in Cohort	Passing	in Cohort	Passing	in Cohort	Passing
2006								
2007								
2008								
2009								
2010								
2011							16	88%

Evaluation

This measure was met and exceeded, with 88% of students achieving “proficiency” as measured by a passing grade of 65 or higher on the Regents exam (equivalent to “Level 3 or higher” on the State Science exam).

Goal 3: Comparative Measure

Each year, the percent of all tested students 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

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

Results

In its first administration of the Living Environment Regents Exam, a test typically taken in high school, 88% of BVC students scored a 65 or higher, which is equivalent to achieving a passing grade (or Level 3 on the state science exam), compared to 58% of students in the local district passing the Living Environment Regents exam⁵.

2011-12 Living Environment Regents Exam Charter School and District Performance by Grade Level

Grade	Percent of Students Passing at 65 or Higher			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested

⁵ Data from *The New York Times*: <http://projects.nytimes.com/new-york-schools-test-scores/counties/kings/districts/new-york-city-district-23>

4				
8	88%	16	58%	675

Evaluation

The school met this goal, with student performance exceeding performance in the district by 30 percentage points. This is particularly impressive given that BVC students took the exam as 8th graders instead of in high school.

Additional Evidence

N/A

Summary of the Science Goal

The school met both of its measures in the Science goal during the first administration of a state exam in Science. With 88% of 8th graders passing the Living Environment Regents exam, their performance exceeded the goal of 75% and the performance of students taking the same exam in the local district.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above Level 3 on the New York State examination*.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at 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

- The Living Environment Regents was used as the measurement tool in lieu of the NYS Science exam.

Action Plan

BVC looks forward to continuing to build on the success of this first year of Regents exam administration by tightening its curriculum as well as:

- Hiring a highly experienced Science teacher to teach 8th grade Science exclusively and revise 8th grade curriculum to be a Living Environments Regents class
- Utilizing our building's shared science lab space for all 8th grade classes to allow for more high quality laboratory experiences
- Align classroom lessons and materials to revised Scope & Sequence for science grades 5-8 that builds up to Regents preparation in 8th grade
- Build academic culture in science through field trips, enrichment activities (i.e. dissections), and grade-level celebrations
- Increase literacy instruction through science class by consistently embedding non-narrative, non-fiction texts into each science unit in grades 5-8
- Establish a formal vocabulary procedure for science class starting in 5th grade

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 No Child Left Behind (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 2011-12 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
2009-10	N/A
2010-11	Good Standing
2011-12	Good Standing