

# Accountability Plan Progress Reports for the 2008-09 School Year

## Reader's Guide

### *SUNY Authorized Charter Schools*

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

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

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

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

**BEDFORD STUYVESANT  
COLLEGIATE  
CHARTER SCHOOL**

**2008-09  
ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 1, 2009

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Melissa D'Agostino prepared this 2008-09 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Allyson Alimansky	Trustee
C.J. Cash	Trustee
Kiesha Earle	Trustee
John Greenstein	Treasurer
Bob Howitt	Trustee
John Kim	Chair
Brett Peiser	Clerk
Reemah Sen	Trustee
Mabel Lajes-Guiteras, <i>ex officio</i>	

(as of June 30, 2009)

## INTRODUCTION

### *MISSION and GRADES SERVED*

The mission of Bedford Stuyvesant Collegiate Charter School (BSC) is to prepare each student for college. Bedford Stuyvesant Collegiate Charter School opened on August 25, 2008. The school opened with 5<sup>th</sup> grade and will grow to grades 5-12 over time.

### *STUDENT POPULATION*

With an initial enrollment of 81 students, Bedford Stuyvesant Collegiate Charter School ended the 2008-09 school year with 75 students in grade 5.

Gender	64% Boys	36% Girls
Free & Reduced Lunch	85%	
Special Needs	9%	
Race	95% Black 4% Latino 1% Asian	
English Language Learners	0%	
Mode of Transportation	36% School Bus 15% Car	43% Subway/City Bus 7% Walk
Geography	100% Brooklyn	
<i>Students selected via public lottery</i>		

### **School Enrollment by Grade Level and School Year**

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2005-06														
2006-07														
2007-08														
2008-09						79								79

Based on results from the TerraNova exam, our inaugural group of students began the year scoring below average compared to students nationwide, with our lowest skilled class scoring substantially below average in all areas.

Measurement Tool Fall 2008 Mean Normal Curve Equivalent	Incoming Student Performance 5 <sup>th</sup> Grade/Class of 2016	Incoming Student Performance Northwestern class (n = 13)
TerraNova Reading	40.6	29.2
TerraNova Language Arts	39.8	28.8
TerraNova Math	45.8	34.5

## STRATEGY

Bedford Stuyvesant Collegiate Charter School's educational program rests on three pillars:

1. We believe that creativity flourishes within structured academic environments.  
*Good work cannot occur unless there is a safe and orderly environment in and out of the classroom.*
2. We have very high academic and behavioral expectations.  
*High expectations demand significant amounts of extra support before, during, and after school and on Saturdays.*
3. We know that without great teachers, nothing else matters.  
*Teachers must have the time and professional tools and resources to do their jobs effectively.*

At Bedford Stuyvesant Collegiate, we do not believe that there is a panacea that makes a school work. Nor do we pretend that what we do is "rocket science" or necessarily innovative. BSC teachers work hard and use common sense because elevating student achievement and transforming lives requires constant attention to hundreds of different elements – not one, magical 100% solution but rather one hundred, individual 1% solutions.

## Our Design

The school design of Bedford Stuyvesant Collegiate Charter School includes seven core components.

**Focus on Literacy.** Most students beginning in grade 5 are reading substantially below grade level. If a school does not address this dramatic and central issue immediately, students will be at a huge disadvantage in all subjects in high school and college. The ultimate academic success of Bedford Stuyvesant Collegiate students, therefore, is tied to mastering this fundamental skill. Bedford Stuyvesant Collegiate provides explicit instruction in literacy skills and inculcates the reading habit through:

- More than two hours of daily literacy instruction;
- 20 minutes of Read Aloud to start each school day;
- At least 20 minutes of whole-class novel or independent reading each night;
- Requiring students to read two, reading level-appropriate books during the summer, accompanied by comprehension assessments which are due on the first day of school;

- Expecting graded, written work in every class, including math; and
- Requiring students to carry an independent reading book at all times to serve as the entrance ticket to school in the morning, make better use of transition time in the hallways, and ensure that there is never a lost moment during the day since “you never know when you’ll have a chance to read.”

**Target Curriculum Focused on Basic Skills.** Bedford Stuyvesant Collegiate does not use an off-the-shelf curriculum. Rather, Bedford Stuyvesant Collegiate develops curriculum directly from the New York State Learning Standards that ensures students master a core set of basic academic skills before they can master higher-level, abstract material.

Bedford Stuyvesant Collegiate teachers pay particularly close attention to the topics, sequence and performance standards outlined in the New York State standards. This ensures that students are mastering the same material as their cohort throughout New York State. At the same time, we trust teachers to adapt the subject topics and performance standards according to their professional expertise. During Staff Summer Orientation, Bedford Stuyvesant Collegiate teachers analyze the New York State standards and exams and create Curriculum Alignment Templates (CATs) and Universal Backwards Design (UBDs) which outline the specific learning objectives they will teach during the school year and activities and assessments for those objectives. During the school year, teachers maintain comprehensive curriculum binders with a year-long scope and sequence, unit plans, daily lesson plans, and assessment materials. Not only does this provide the school with a record of individual course instruction but this also serves as a valuable curricular planning resource for returning and future teachers.

**Assess Early and Often to Drive the Instructional Program.** The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of continuous reflection and improvement. In addition to the TerraNova Assessments (nationally-normed tests that students take at the beginning and end of the year to measure annual performance gains) and New York State Mathematics and English Language Arts Assessments, Bedford Stuyvesant Collegiate administers 5-6, internally-aligned Interim Assessments in Math, English Language Arts, History, and Science. These tests assess ongoing student mastery of internal standards throughout the year and provide immediate data on individual student and class growth. Bedford Stuyvesant Collegiate teachers, with the support of the Principal, use this data to identify standards mastered and standards in need of re-teaching so that lesson plans could be continuously adjusted. Bedford Stuyvesant Collegiate also utilizes the information to target content- and skills-driven tutoring in class, afterschool, and on Saturdays.

**Make More Time.** In order to provide students with a comprehensive, college preparatory education, Bedford Stuyvesant Collegiate has a longer-than-usual school day and longer-than-usual school year (nearly 185 student days and 200 staff days). For most students, the regular school day begins at 7:45 AM and ends at 4:30 PM. For those receiving tutoring and homework help or serving additional detention, the day ends at 5:30 PM. Finally, students who were struggling academically also attended school from 9:00 AM to 12:30 PM on Saturday mornings.

With hour-long periods – except on early-release Wednesdays when there are only three, 65-minute periods to allow for significant staff meeting time – Bedford Stuyvesant Collegiate students receive weekly:

- 10 periods of Mathematics (Math Procedures and Math Problem Solving)

- 10 periods of English Language Arts (Reading and Writing)
- 5 periods of History
- 5 periods of Science
- 1 period of Advisory/Character Education
- 3 periods of Enrichment

**Emphasis on College.** For too many at-risk students, college only exists in the abstract. For BSC students, freshman year of college will be a natural extension of their educational experience at Bedford Stuyvesant Collegiate.

Bedford Stuyvesant Collegiate students begin talking about college on the first day of school, since their homerooms are named after their homeroom teacher's alma mater. In Advisory, students learn about the college application process, financial aid, dorm life, selecting a major, and other important aspects of college survival.

Bedford Stuyvesant Collegiate's school culture is based on its core values of STRIVE: Scholarship, Tenacity, Respect, Introspection, Veracity, Effort. Bedford Stuyvesant Collegiate students are expected to consistently demonstrate these characteristics wherever they find themselves and are rewarded with STRIVE Merits when they model these characteristics well. Students earning merits receive the opportunity to bid on rewards, prizes, and teacher-provided services.

**Provide Structure and Order.** Students need a safe and orderly environment to be productive. Bedford Stuyvesant Collegiate creates a calm, composed, and disciplined environment to maximize the amount of time on-task. Strategies include:

- Strictly enforced school dress code;
- Merit system that defines clear expectations of and immediate responses to positive behavior;
- Demerit system that defines clear expectations of and immediate responses to negative behavior;
- Rubric system that provides immediate feedback to classes at the end of each class each day; and
- Common Blackboard Configuration (BBC) consisting of a Do Now, Aim, Agenda, and Homework.

**Insist on Family Involvement.** Bedford Stuyvesant Collegiate's educational program is structured so that families must be involved in their child's academic pursuits. Bedford Stuyvesant Collegiate families:

- Pick up their child's report card in person at the school three times, followed by day and night formal Family-Teacher Conferences;
- Meet with teachers and staff whenever is necessary to formally and informally discuss their child's academic and behavioral performance;
- Maintain an open line of communication with their child's teachers through in-person meetings, phone calls, and e-mails;
- Are called at home or at work each day if any of their child's homework assignments are missing or completed poorly or if students have earned detention;
- Are asked to offer input on the school on annual surveys, grading the school on how it is doing; and

- Are offered the opportunity to chaperone trips, to speak with frequent school guests and visitors, to participate in Family Involvement Committee meetings, and to celebrate their children's success at school events throughout the year.



## ENGLISH LANGUAGE ARTS

### **Goal 1: English Language Arts**

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

#### **Background**

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

- Criterion-referenced New York State exams in English Language Arts
- 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, Bedford Stuyvesant Collegiate Charter School administers in grades 5 through 8 exams in Reading, Language Arts and Mathematics using the TerraNova Assessment (CTB/McGraw-Hill TerraNova 2<sup>nd</sup> Edition (fall), 3<sup>rd</sup> Edition (spring) Basic Multiple Assessment). 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.

Bedford Stuyvesant Collegiate Charter School administered 4 internally development aligned Interim Assessments and a Final Exam in English Language Arts (Reading and Writing) during the 2008-09 school year. These assessments were created to reflect the school's scope and sequence in Reading and Writing, and to mirror the style and scope of the New York State English Language Arts exams. Similar to the state exam, the ELA Interim Assessments were administered in two parts: 3-4 reading passages accompanied by multiple choice questions and a listening comprehension section with multiple choice and open response questions. The assessments also included at least two editing passages that assessed student mastery of grammar, capitalization, and punctuation skills.

After the tests were administered, BSC 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, Bedford Stuyvesant Collegiate analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. BSC also utilized the information to target content- and skills-driven tutoring and re-teaching after school and on Saturdays.

The Interim Assessments from 2008-09 provided valuable data on the overall English Language Arts program at Bedford Stuyvesant Collegiate. Analysis of Interim Assessment data throughout the year revealed that BSC students would benefit from additional practice with nonfiction texts and constructing open responses. This led us to integrate more reading comprehension and writing work into Science and History classes.

To maintain our rate of progress along this goal next year, we intend to implement the following

changes in the 2009-10 academic year:

- providing highly structured common planning time to increase the quality of collaboration between our Writing and Reading teachers to ensure that students are consistently writing about what they are reading;
- implementing a common writing rubric, and set of editing marks to ensure that all students are being held to the same high expectations for writing across the school, especially since we will now have more than one grade; and
- formalizing our Independent Reading program to include more specific skill-building activities.

### **Goal 1: 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 English language arts examination.

### **Method**

The school administered the New York State Testing Program English Language Arts assessment to students in the 5<sup>th</sup> grade in January 2009. Each student's raw score has been converted to a grade-specific scaled score and a performance level and. 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.

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.

**2008-09 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>1</sup>			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	77				77
6					
7					
8					
All	77				77

### **Results**

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

<sup>1</sup> 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.

**Charter School Performance on 2008-09 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students						
	Students in At Least 2 <sup>nd</sup> Year						
4	All Students						
	Students in At Least 2 <sup>nd</sup> Year						
5	All Students	0%	31%	62%	7%	69%	77
	Students in At Least 2 <sup>nd</sup> Year	N/A	N/A	N/A	N/A	N/A	N/A
6	All Students						
	Students in At Least 2 <sup>nd</sup> Year						
7	All Students						
	Students in At Least 2 <sup>nd</sup> Year						
8	All Students						
	Students in At Least 2 <sup>nd</sup> Year						
All	All Students	0%	31%	62%	7%	69%	77
	Students in At Least 2 <sup>nd</sup> Year	N/A	N/A	N/A	N/A	N/A	N/A

### Evaluation

We look forward to utilizing this measure when we receive next year's State Exam results for our returning students. The percentage of students scoring advanced or proficient on the ELA exam increased by 18% from 2007 to 2008. Of the 76 students who had a NYS ELA exam score from 2007-08, 50% scored a 3 or 4 on the ELA exam on the 2007 exam. Of these same 76 students, 68% of them scored a 3 or 4 on the ELA exam in 2008. We are confident that we will make even more significant gains with our students by next year's exam date, after students will have attended Bedford Stuyvesant Collegiate for nearly 1½ years.

During the 2009-10 school year, we plan to improve our students' performance on the ELA exam by:

- providing highly structured planning time to increase the quality of collaboration between our Writing and Reading teachers to ensure that students are consistently writing about what they are reading;
- implementing a common writing rubric, and set of editing marks to ensure that all students are being held to the same high expectations for writing across the school, especially since we will now have more than one grade; and
- formalizing our Independent Reading program to include more specific skill-building activities.

### Additional Evidence

Our students' results on the TerraNova exam help provide a sense of our progress against these results. Despite the fact that Bedford Stuyvesant Collegiate's curriculum is based on the New York State Learning Standards, and not on the curriculum from which the TerraNova is drawn, BSC

students showed strong improvement from the first administration of the exam in early September 2008 to the second administration of the exam in early June 2009.

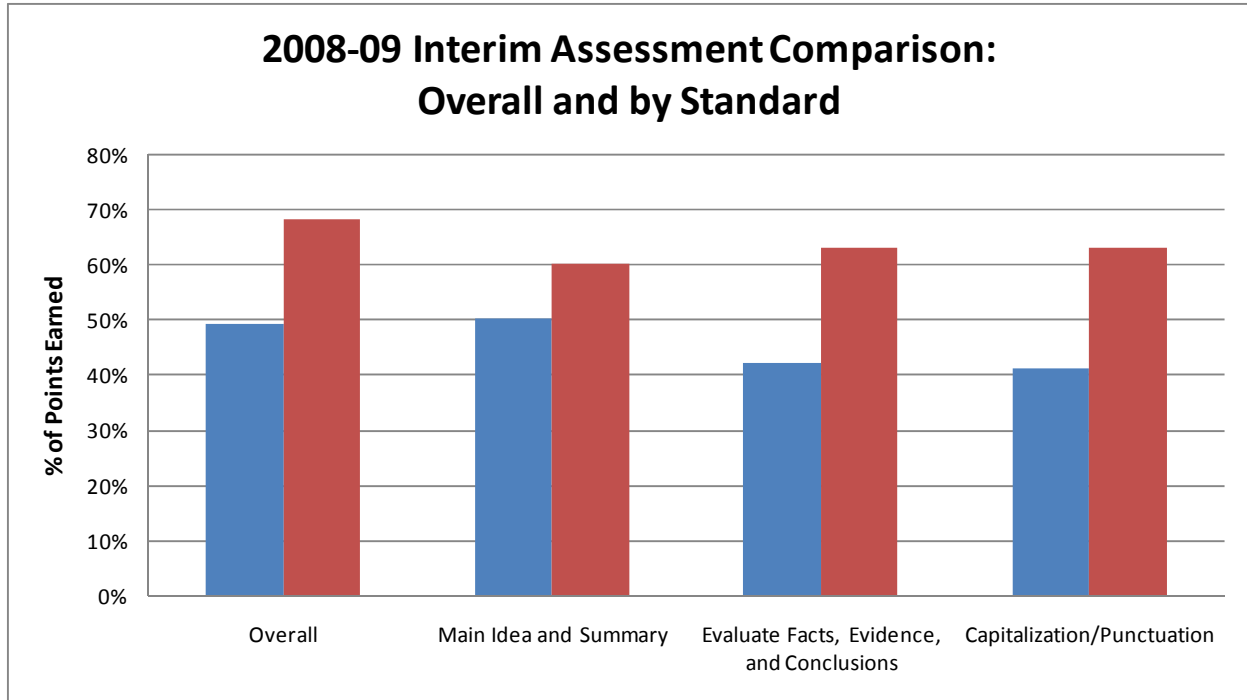
When our 5<sup>th</sup> grade students first entered BSC, only about a quarter of the students were performing at the national average (50<sup>th</sup> percentile) on the Reading and Language Arts exams. After only nine months at BSC, the percentage of students scoring above this national average improved significantly, particularly showing strong improvement in Reading.

<b>5<sup>th</sup> Grade/Class of 2016 – % at or above national average (50<sup>th</sup> percentile)</b>			
<b>TERRANOVA</b>	<b>2008 5<sup>th</sup> Grade Pre-Test 72 students</b>	<b>2009 5<sup>th</sup> Grade Post-Test 72 Students</b>	<b>1-YEAR CHANGE</b>
<b>Reading</b>	<b>23.6%</b>	<b>43.1%</b>	<b>+19.5%</b>
<b>Language Arts</b>	<b>26.4%</b>	<b>38.9%</b>	<b>+12.5%</b>

Similarly, the increase in Mean Normal Curve Equivalent scores of students in Reading and Language Arts shows that student proficiency at Bedford Stuyvesant Collegiate is increasing.

<b>5<sup>th</sup> Grade/Class of 2016 – Mean Normal Curve Equivalent</b>			
<b>TERRANOVA</b>	<b>2008 5<sup>th</sup> Grade Pre-Test 72 students</b>	<b>2009 5<sup>th</sup> Grade Post-Test 72 Students</b>	<b>1-YEAR CHANGE</b>
<b>Reading</b>	<b>40.6</b>	<b>48.6</b>	<b>+ 8.6</b>
<b>Language Arts</b>	<b>39.8</b>	<b>45.8</b>	<b>+ 6.0</b>

Our results from the Interim Assessments also demonstrated student growth on reading grade-level material and answering questions based on the material. As standards were retested throughout the 2008-09 school year, the percentage of questions answered correctly increased as students developed stronger reading skills. For example, BSC fifth graders' ability to identify the main idea in a passage increased from 50% accuracy in October to 69% accuracy in June. Similarly, in October, fifth grade students earned only 41% of points related to capitalization and punctuation; this percentage increased to 63% by June. Student growth overall and an example of growth on tested reading standards, from Interim Assessment #1 to Interim Assessment #5 (final exam), is shown below:



### 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 2008-09 is 144. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

## Results

The table shows the composition of our aggregate PI score of 169.0.

### Calculation of 2008-09 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	0%	31%	62%	7%	77

$$\begin{array}{rclclclcl}
 \text{PI} & = & 31 & + & 62 & + & 7 & = & 100 \\
 & & & + & 62 & + & 7 & = & 69 \\
 & & & & & & \text{PI} & = & \mathbf{169}
 \end{array}$$

## Evaluation

Bedford Stuyvesant Collegiate's 2008-09 English Language Arts Performance Index of 169 exceeds this year's English Language Arts Annual Measurable Objective of 144, which fulfills this measure.

## Additional Evidence

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

### English Language Arts Performance Index (PI) and Annual Measurable Objective (AMO) by School Year

Year	Grades <sup>2</sup>	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06								122
2006-07								122
2007-08								133
2008-09	5	77	0	31%	62%	7%	169	144

### 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

<sup>2</sup> Beginning in 2005-06 the state administered tests in grades 3-8 and a single AMO was set for the aggregate PI of all tested students in those grades.

well as between the total result of students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

## **Results**

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

## **Evaluation**

N/A

## **Additional Evidence**

N/A

### **Goal 1: Comparative Measure**

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

## **Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state's release of poverty data, the 2007-08 analysis is not yet available. As we have just completed the school's first year, we do not yet have data from prior years.

## **Results**

Results are to be determined once the state's release of poverty data and the 2008-09 analysis is available.

**2008-09 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						
6						
7						
8						
All						

**School's Overall Comparative Performance:***TBD***Evaluation**

TBD

**Additional Evidence**

TBD

**English Language Arts Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06						
2006-07						
2007-08						
2008-09						

**Goal 1: Growth Measure**

Each year, 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 on the current year's state English Language Arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

**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 proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. The criterion for achieving this measure is for each grade-level cohort to halve the



difference between the percentage of students proficient in 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

## Results

The following table presents the cohort growth data for students within a grade level cohort who took the state exam in 2008-09 and also have a state exam score in 2007-08. The percentage scoring at Level 3 and 4 increased from 50% in 2007-08 to 68% in 2008-09 and did achieve the target of 62.5% proficiency.

**Cohort Growth on State English Language Arts Exam from 2007-08 to 2008-09**

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
4					
5	76	50.0%	62.5%	68.4%	YES
6					
7					
8					
All	76	50.0%	62.5%	68.4%	YES

## Evaluation

76 5<sup>th</sup> graders at Bedford Stuyvesant Collegiate took the state English Language Arts exam in 2007-08 at another New York public school. 50.0% were proficient in 2007-08 and our target for this growth measure was 62.5% (i.e., reducing by one-half the gap between that number and 75 percent scoring at or above Level 3 on the current year's state English Language Arts exam). 68.4% of the cohort received a Level 3 or above on the 2008-09 state English Language Arts exam, meaning that we did achieve that target.

## Additional Evidence

N/A

## Summary of the English Language Arts Goal

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

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

In terms of the other measures, our school's aggregate Performance Index (169) on the State exam, did meet the Annual Measurable Objective of 144 set forth in the state's NCLB accountability system. We also achieved the measure of our grade-level cohort reducing by one-half the gap between the percent at or above Level 3 on the previous year's State exam and 75% at or above Level 3 on the current year's state exam.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
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
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Data Not Available Yet
Growth	Each year, 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 exam and 75 percent at or above Level 3 on the current year's State exam.	Achieved

### **Action Plan**

To maintain our rate of progress along these goals next year, we intend to do the following:

- provide highly structured planning time to increase the quality of collaboration between our Writing and Reading teachers to ensure that students are consistently writing about what they are reading;
- continue to expose students to nonfiction texts and unfamiliar short passages;
- continue to use historical fiction novels in History classes to further enhance literacy instruction;
- implement a common writing rubric, and set of editing marks to ensure that all students are being held to the same high expectations for writing across the school, especially since we will now have more than one grade; and
- formalize our Independent Reading program to include more specific skill-building activities.

## MATHEMATICS

### **Goal 2: Mathematics**

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

### **Background**

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

- Criterion-referenced New York State exams in Mathematics
- 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, Bedford Stuyvesant Collegiate Charter School administers in grades 5 through 8 exams in Reading, Language Arts and Mathematics using the TerraNova Assessment (CTB/McGraw-Hill TerraNova 2<sup>nd</sup> Edition (fall), 3<sup>rd</sup> Edition (spring) Basic Multiple Assessment). 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.

Bedford Stuyvesant Collegiate Charter School administered 4 internally development aligned Interim Assessments and a Final Exam in Math during the 2008-09 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 standards covered in previous units.

After the tests were administered, BSC 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, Bedford Stuyvesant Collegiate analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. BSC also utilized the information to target content- and skills-driven tutoring after school and on Saturdays.

The Interim Assessments from 2008-09 provided valuable data on the overall Math program at Bedford Stuyvesant Collegiate. As a result of data analysis, BSC made the following changes to strengthen and enhance the Math program. Bedford Stuyvesant Collegiate:

- introduced additional targeted instruction through both through push-in support during class and through small-group instruction outside of class;
- reinforced math skills in daily science classes.

**Goal 2: 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 mathematics examination.

**Method**

The school administered the New York State Testing Program mathematics assessment to students in 5<sup>th</sup> grade in March 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

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.

**2008-09 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>3</sup>			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	75				75
6					
7					
8					
All	75				75

**Results**

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

<sup>3</sup> 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

**Charter School Performance on 2008-09 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students						
	Students in At Least 2 <sup>nd</sup> Year						
4	All Students						
	Students in At Least 2 <sup>nd</sup> Year						
5	All Students	0.0%	10.7%	53.3%	36.0%	89.3%	75
	Students in At Least 2 <sup>nd</sup> Year	N/A	N/A	N/A	N/A	N/A	N/A
6	All Students						
	Students in At Least 2 <sup>nd</sup> Year						
7	All Students						
	Students in At Least 2 <sup>nd</sup> Year						
8	All Students						
	Students in At Least 2 <sup>nd</sup> Year						
All	All Students	0.0%	10.7%	53.3%	36.0%	89.3%	75
	Students in At Least 2 <sup>nd</sup> Year	N/A	N/A	N/A	N/A	N/A	N/A

### Evaluation

We look forward to utilizing this measure when we receive next year's State Exam results for our returning students. Looking at just this year's data, however, we are pleased that of the 75 students tested, 89.3% demonstrated proficiency by performing at Level 3 or 4. 74 of our students also have a state exam score in 2007-08. The percentage scoring at Level 3 and 4 increased from 70.3% in 2007-08 to 89.2% in 2008-09, surpassing the target of 79.8% proficiency. We think this preliminary data suggests that we are on the right track with our math instruction and our students.

### Additional Evidence

Our students' results on the TerraNova exam help provide a sense of our progress against these results. Despite the fact that Bedford Stuyvesant Collegiate's curriculum is based on the New York State Learning Standards, and not on the curriculum from which the TerraNova is drawn, BSC students showed strong improvement from the first administration of the exam in early September 2008 to the second administration of the exam in early June 2009.

When our 5<sup>th</sup> grade students first entered BSC, slightly more than one-third of the students were performing above the national average (50<sup>th</sup> percentile) on the Mathematics exam. After only nine months at BSC, the percentage of students scoring above this national average improved to over half of our students performing above the national average.

<b>5<sup>th</sup> Grade/Class of 2016 – % at or above national average (50<sup>th</sup> percentile)</b>			
<b>TERRANOVA</b>	<b>2008 5<sup>th</sup> Grade Pre-Test 72 students</b>	<b>2009 5<sup>th</sup> Grade Post-Test 72 Students</b>	<b>1-YEAR CHANGE</b>
<b>Math</b>	<b>36.1%</b>	<b>59.7%</b>	<b>+25.1 %</b>

Similarly, the increase in Mean Normal Curve Equivalent scores of students in Math shows that student proficiency at BSC is increasing.

<b>5<sup>th</sup> Grade/Class of 2016 – Mean Normal Curve Equivalent</b>			
<b>TERRANOVA</b>	<b>2008 5<sup>th</sup> Grade Pre-Test 72 students</b>	<b>2009 5<sup>th</sup> Grade Post-Test 72 Students</b>	<b>1-YEAR CHANGE</b>
<b>Math</b>	<b>45.8</b>	<b>52.3</b>	<b>+ 6.5</b>

### **Goal 2: Absolute Measure**

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

### **Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's Mathematics AMO, which for 2008-09 is 119. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

## Results

The table shows the composition of our aggregate PI score of 189.3

### Calculation of 2008-09 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5	0	10.7	53.3	36.0	75

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 10.7 & + & 53.3 & + & 36.0 & = & 100 \\
 & & & + & 53.3 & + & 36.0 & = & 89.3 \\
 & & & & & & \text{PI} & = & \mathbf{189.3}
 \end{array}$$

## Evaluation

Bedford Stuyvesant Collegiate's 2008-09 Mathematics Performance Index of 189.3 exceeds this year's Mathematics Annual Measurable Objective of 119, which fulfills this measure. Our PI exceeds the AMO by 70.3%.

## Additional Evidence

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

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

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06								86
2006-07								86
2007-08								102
2008-09	5	75	0	10.7	53.3	36.0	189.3	119

### 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

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

## Evaluation

N/A

## Additional Evidence

N/A

### 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 2007-08 analysis is not yet available. As we have just completed the school's first year, we do not yet have data from prior years.

## Results

Results are to be determined once the state's release of poverty data and the 2007-08 analysis is available.

### 2008-09 Mathematics Comparative Performance by Grade Level

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



6		
7		
8		
All		

<b>School's Overall Comparative Performance:</b>
<i>TBD</i>

**Evaluation**

TBD

**Additional Evidence**

TBD

**Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06						
2006-07						
2007-08						
2008-09						

**Goal 2: Growth Measure**

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

**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 proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

**Results**

The following table presents the cohort growth data for students within a grade level cohort who took the state exam in 2008-09 and also have a state exam score in 2007-08. The percentage scoring at

Level 3 and 4 increased from 70.3% in 2007-08 to 89.2% in 2008-09, surpassing the target of 79.8% proficiency.

### **Cohort Growth on State Mathematics Exam from 2007-08 to 2008-09**

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
4					
5	74	70.3%	72.4%	89.2%	YES
6					
7					
8					
All	74	70.3%	72.4%	89.2%	YES

### **Evaluation**

74 5<sup>th</sup> graders at Bedford Stuyvesant Collegiate took the state Mathematics exam in 2007-08 at another New York public school. 70.3% were proficient in 2007-08 and our target for this growth measure was 72.4% (i.e., reducing by one-half the gap between that number and 75 percent scoring at or above Level 3 on the current year's state Mathematics exam). 89.2% of the cohort received a Level 3 or above on the 2008-09 state Mathematics exam, meaning that we achieved the target and surpassed it by 16.8%. We are pleased with our students' growth this year and look forward to seeing what they accomplish after being enrolled at our school for another year.

### **Additional Evidence**

N/A

### **Summary of the Mathematics Goal**

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

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

Our success along the other measures indicates that we are making strong progress towards achievement of our goal of all students demonstrating competency in the understanding and application of mathematical computation and problem solving. Our school's aggregate Performance Index (189.3) on the State exam met and surpassed the Annual Measurable Objective of 119 set forth in the state's NCLB accountability system. We also far outshot the measure of our grade-level cohort reducing by one-half the gap between the percent at or above Level 3 on the previous year's State exam and 75% at or above Level 3 on the current year's state exam: 89.2% of the grade-level cohort

scored advanced or proficient versus 70.3% on last year's test. Our strong performance along these two measures demonstrates that we are on the right path with our math instruction.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
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
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Data Not Available Yet
Growth	Each year, 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 exam and 75 percent at or above Level 3 on the current year's State exam.	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;
- Celebrate student achievement in Math through special events with students and families;
- Support students with special needs through targeted intervention both through push-in support during class and through small-group instruction out of class;
- Offer math enrichment through participation Math competitions and enrichment opportunities; and
- Reinforce math skills in daily science classes.

## SCIENCE

### **Goal 3: Science**

Students will demonstrate proficiency in the understanding and application of scientific properties

#### **Background**

The Science curriculum at BSC 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 the seventh and eighth grades. During the 2008-2009 school year, BSC students completed units of study on the Scientific Method and Measurement, Physics, Chemistry, and Biology. Students participated in hands-on science activities or demonstrations on a weekly basis, usually adapted from FOSS Science kits that were adopted to align with our fifth grade science content. Science instruction consistently reinforced both math and reading skills, and our science teacher frequently worked closely with both our Math and English Language Arts teachers to ensure that common approaches and language were used to reinforce cross-curricular content. For example, during the Scientific Method and Measurement unit, students worked with units of measurement, tools of measurement, and conversions between units of measure, reinforcing important math skills. In terms of supporting literacy, professional development time was dedicated to determining how to best expose students to nonfiction texts during science class each week and how to encourage them to access and use scientific texts for their own learning and study. This exposure to nonfiction provided an important opportunity for students to practice and continue to develop their reading comprehension and vocabulary skills.

### **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**

Schools administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

#### **Results**

As we opened with 5<sup>th</sup> graders only during the 2008-2009 school year, we will not have data for this measure until our students reach the 8<sup>th</sup> grade in 2011-2012.

#### **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**

As we opened with 5<sup>th</sup> graders only during the 2008-2009 school year, we will not have data for this measure until our students reach the 8<sup>th</sup> grade in 2011-2012.

### **Evaluation**

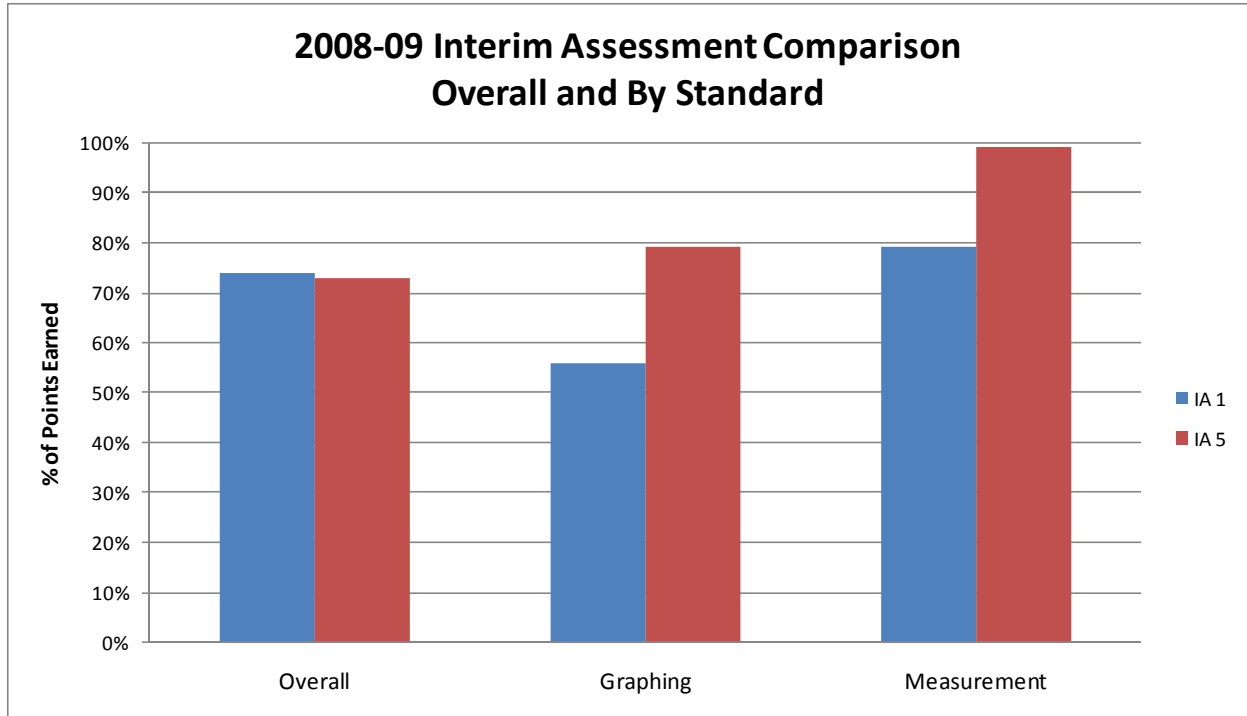
N/A

### **Additional Evidence**

N/A

### **Summary**

We will not have data for these measures until our students reach the 8<sup>th</sup> grade in 2011-2012. In the meantime, however, we are measuring their growth through our own internally developed Interim Assessments, which show that our students are making progress in science. As standards were retested throughout the 2008-09 school year, the percentage of questions answered correctly increased as students developed stronger science-based skills. BSC fifth graders' overall scores stayed relatively constant from October to June. However, the final exam incorporated more standards than the initial exam, and increased in difficulty. Student performance in specific standards that were tested in both October and June showed growth. For example, in October, fifth grade students earned only 56% of points related to the graphing; this percentage increased to 79% by June. Student performance overall and an example of growth on tested science standards, from Interim Assessment #1 to Interim Assessment #5 (final exam), is shown below:



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

### **Action Plan**

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

- Continue to use 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;
- Provide professional development and common planning time dedicated to collaboration between science, math, and literacy teachers to ensure that the BSC science curriculum continues to reinforce essential math and reading comprehension skills; and
- Guarantee that students continue to participate in as many hands-on Science lessons and activities during Science classes as is appropriate and possible.

## SOCIAL STUDIES

### Goal 4: Social Studies

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

### Background

The fifth grade History curriculum at BSC consists of three parts. History instruction from August through November develops the most essential social studies skills and content knowledge with our students. The scope and sequence for these months focuses largely on preparing students for the New York State Exam in November, developing understandings of geography, history, and social studies; building skills for reading and interpreting graphs and timelines; and preparing students to respond to Document-Based Questions. History instruction from November through early May centers around three historical fiction novels. We use historical fiction as a means of continuing to develop students' literacy skills while teaching historical content both through a storyline and more traditional means. Fifth grade students read The Sign of the Beaver (Native American culture and early European settlement), Tituba (early European settlement and Puritan culture), and My Brother Sam is Dead (American colonies and Revolutionary War). Each day's history lesson is framed by a content-based objective, and each day's readings and assignments reinforce both the history content and literacy skills of vocabulary and reading comprehension.

### Goal 4: Absolute Measure

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

### Method

The school administered the New York State Testing Program social studies assessment to students in 5<sup>th</sup> grade in November 2008 and 8<sup>th</sup> grade in June 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

### Results

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

#### Charter School Performance on 2008-09 State Social Studies Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
5	All Students	9.1%	9.1%	75.3%	6.5%	81.8%	77
	Students in At Least 2 <sup>nd</sup> Year	N/A	N/A	N/A	N/A	N/A	N/A
8	All Students						
	Students in At Least 2 <sup>nd</sup> Year						

## **Evaluation**

Because our school starts in 5<sup>th</sup> grade, we will not have full data to assess this measure until this year's students reach the 8<sup>th</sup> grade in 2011-12. The data from this year, however, is encouraging as of the 77 students taking the state Social Studies assessment in November, 81.8% scored at a Level 3 or Level 4.

## **Additional Evidence**

N/A

### **Goal 4: Comparative Measure**

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

## **Method**

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

## **Results**

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

## **Evaluation**

Because our school starts in 5<sup>th</sup> grade, we will not have full data to assess this measure until this year's students reach the 8<sup>th</sup> grade in 2011-12.

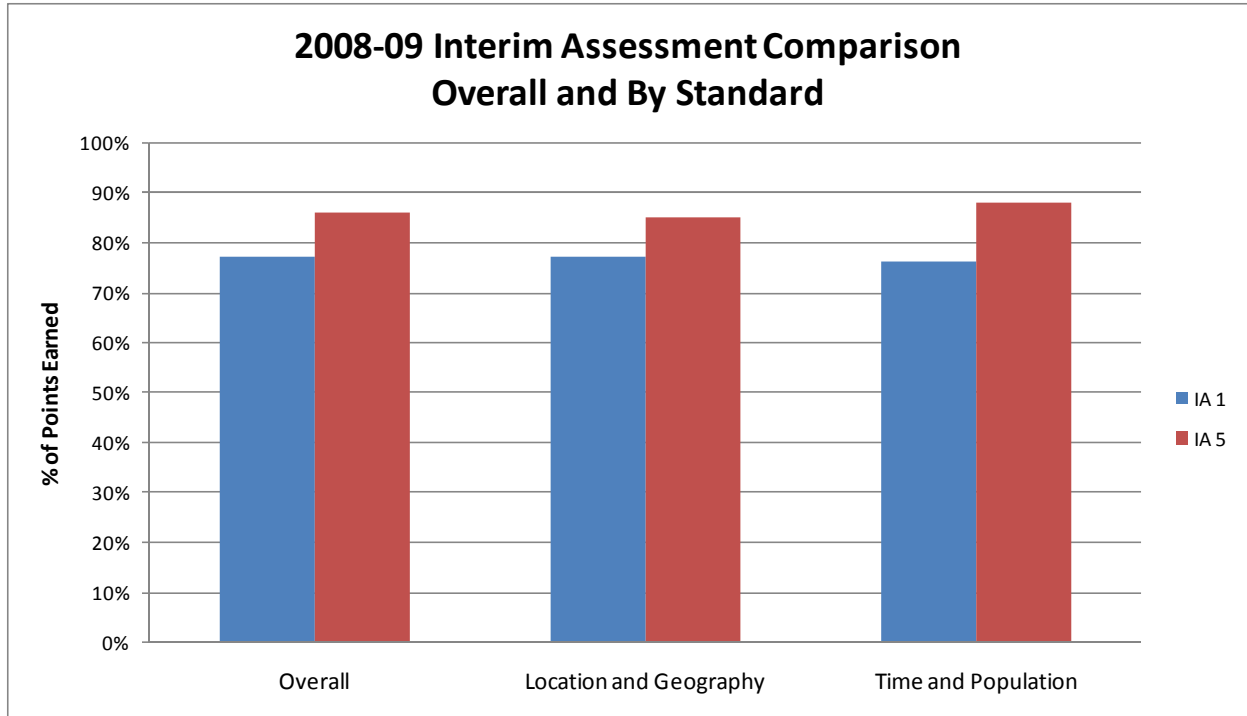
## **Additional Evidence**

N/A

## **Summary**

We will not have full data for these measures until our students reach the 8<sup>th</sup> grade in 2011-2012. In the meantime, however, we are measuring their growth through our own internally developed Interim Assessments, which show that our students are making progress in Social Studies. As standards were retested throughout the 2008-09 school year, the percentage of questions answered correctly increased as students developed stronger history-based skills. BSC fifth graders' overall scores grew from 77% in October to 86% in June. As an example, in October, fifth grade students earned only 77% of points related to location and geography; this percentage increased to 85% by June. Student growth overall and an example of growth on tested history standards, from Interim Assessment #1 to Interim Assessment #5 (final exam), is shown below:





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

### **Action Plan**

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

- Continue to use historical fiction as the vehicle for history instruction in the middle school grades;
- Provide professional development and common planning time dedicated to collaboration between our history and literacy teachers to ensure that the BSC history curriculum continues to reinforce essential reading comprehension and writing skills; and
- Ensure our new 5<sup>th</sup> grade History teacher works in close collaboration with our returning History teacher to ensure consistency from grade to grade and class to class.

## **NCLB**

### **Goal 5: NCLB**

The school will make Adequate Yearly Progress

### **Goal 5: Absolute Measure**

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

### **Method**

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

### **Results**

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

### **Evaluation**

TBD

### **Additional Evidence**

N/A