



BEDFORD STUYVESANT  
**NEW BEGINNINGS**  
CHARTER SCHOOLS

**Bedford Stuyvesant New Beginnings  
Charter School**

**2024-25 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

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## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Nicholas Tishuk, Executive Director, prepared this 2024-25 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Kevin Nesbitt	Chair	Executive
Shawn Carson	Vice Chair	Finance
John Matos	Treasurer	Finance
Doris Givens	Secretary	Governance
Victor Rivera	Trustee	Governance
Joseph Sciamè	Trustee	Governance
Cecelia Russo	Trustee	Academic
Cynthia Aker	Trustee	Academic
Simone Pratt	Trustee	Development
Vishal Gupta	Trustee	Development

Nicholas Tishuk has served as the Executive Director since 2014.

## SCHOOL OVERVIEW

At the Bedford Stuyvesant New Beginnings Charter School, families, educators and community members will join together to create a supportive and rigorous academic environment. Through the pursuit of 21<sup>st</sup> century learning, project based & service learning, and traditional coursework strategies, students will be prepared to succeed in academically competitive schools as well as become responsible citizens of the global community.

BSNBCS opened in 2010. In 2024-25, it served grades 2-9 and it currently services grades 3-10 in two campuses. It is expanding its high school in its grade modification each year from a K-8 school to become a 6-12 school at the end of the current charter term. At the date of this submission, it currently serves 787 students.

BSNBCS serves students who include 96% eligible for Free and Reduced Lunch, 22% with Individual Education Plans, 20% English Language Learners and 20% McKinney-Vento Eligible students. The BSNBCS model includes data-driven instruction, co-teaching in most courses, Response to Intervention supports for students and a positive culture that supports student learning.

## ENROLLMENT SUMMARY

In the table below, provide the school’s BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2022-23	71	82	79	69	84	78	93	84	82	0	0	0	0	723
2023-24	82	66	86	75	73	89	82	91	82	0	0	0	0	726
2024-25	0	0	84	83	80	82	88	81	90	76	0	0	0	664

## GOAL 1: ENGLISH LANGUAGE ARTS

### BACKGROUND

During the Reading Workshop, Grade 3-4 teachers use the *Into Reading* curriculum (Houghton Mifflin Harcourt) to directly instruct reading strategies and skills. Starting in Grade 5, our curriculum transitions to modified units taken from Amplify. During the Writing Workshop, teachers use a blended approach of writing to sources from the Reading workshop, however, teachers also create units that are interdisciplinary and thematic. This approach allows teachers to explicitly teach writing and grammar skills, as well as incorporate genre based units so students learn to write with the purpose of expressing meaning in other content courses, like Social Studies and Science.

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Throughout our entire program, students build and reinforce foundational reading, writing, and basic academic skills needed for success in high school. Struggling readers develop mastery in reading comprehension, vocabulary building, study skills, and media literacy. Students build confidence in writing fundamentals by focusing on composition in a variety of formats, grammar, style, and media literacy. Assessments incorporate all aspects of literacy: foundational reading standards (K-2), and reading comprehension and writing tasks (K-9).

Guided Reading continues in grades 3 and 4 so that teachers continue to use formative data to remediate and re-teach standards-based content/skills. This allows students who are struggling to have an isolated time for repeated application and practice for skills that are foundational to more complex reading skills, even as the core instructional program progresses. Dynamic co-teaching and targeted small group instruction continue in grades 5-8 so that teachers continue to use formative data to remediate and re-teach standards-based content/skills.

High School's 9th grade ELA curriculum is focused on Regents level competency, including focus on reading comprehension, source based analysis, comparison and contrast as the baseline skills. We also focus on critical thinking, usage of digital media, sources and media literacy as well argumentative writing, technical writing and skills that support their application and acceptance to institutions of higher learning and careers.

### ELEMENTARY AND MIDDLE ELA

#### ELA Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2024-25 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	78	1	4	0	0	0	1	84
4	78	1	4	0	0	0	1	84
5	78	0	5	0	0	0	0	83
6	82	1	7	0	0	0	0	90
7	77	1	2	0	0	0	0	80
8	92	0	1	0	0	0	0	93
All	485	4	23	0	0	0	2	514

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

### Performance on 2024-25 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year<sup>1</sup>

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	78	75	96.2%	75	73	97.3%
4	78	70	89.7%	76	68	89.5%
5	78	69	88.5%	75	66	88.0%
6	82	67	81.2%	80	65	81.3%
7	77	63	81.8%	75	62	82.67
8	92	68	73.9%	90	67	74.4%
All	485	412	85.0%	471	401	85.1%

#### ELA Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024-25 English language arts MIP for all students of **117.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.<sup>2</sup>

#### English Language Arts 2024-25 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
471	24	46	147	264

$$PI = 0 * 24 + 1 * 46 + 2 * 147 + 2.5 * 264 = 1000 / 471 * 100 = 212.3$$

$$PI = 0 * [?]_{Level 1} + 1 * [?]_{Level 2} + 2 * [?]_{Level 3} + 2.5 * [?]_{Level 4} = [?]$$

<sup>1</sup> Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

<sup>2</sup> You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

**ELA Measure 3 - Comparative**

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

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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.<sup>3</sup>

2024-25 State English Language Arts Exam  
Charter School and District Performance by Grade Level

District Comparison data is from: <https://infohub.nyced.org/reports/academics/test-results>

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	75	97.3%	58.0%	49433
4	76	89.5%	56.8%	49668
5	75	88.0%	59.7%	51055
6	80	81.3%	52.6%	50871
7	75	82.67	55.3%	53196
8	90	74.4%	55.6%	52302
All	471	85.1%	56.3%	306525

**ELA Measure 4 - Comparative**

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing

<sup>3</sup> Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

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of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.<sup>4</sup>

**N/A. Per institute team, this data was not provided to the school for 2023-24.**

### 2023-24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3				
4				
5				
6				
7				
8				
All				

### ELA Measure 5 - Growth

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

### METHOD

Given the timing of the state’s release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.<sup>5</sup> This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2023-24 and also have a state exam score from 2022-23 including students who were retained in the same grade. Students with the same 2022-23 score are ranked by their 2023-24 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

**N/A. Per institute team, this data was not provided to the school for 2023-24.**

### 2023-24 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	NA	50.0
5	NA	50.0
6	NA	50.0
7	NA	50.0
8	NA	50.0
All	NA	50.0

<sup>4</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2025.

<sup>5</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2025.

**ELA INTERNAL EXAM RESULTS**

Our schoolwide assessment framework considers multiple internal data points on an ongoing basis, so we receive data on student progress every 4-6 weeks. We do this by assessing formative during class and utilizing co teaching to support small group instruction. We then take quizzes and interims with data action meetings attached to each one, so we can utilize our MTSS instructors effectively. All curriculum and assessments are standards aligned with internal cut scores measuring proficiency with 70% and above. This allows us to assess relative to the rigor that appears on NYS exams, as well as build a robust ELA program that is responsive and representative of our student needs consistently.

During 2024-25, in addition to the New York State 3<sup>rd</sup>– 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: EdVista. Data tables measuring growth proficiency can be found embedded below.

Summary by Grade	All Students					Enrolled in at least their second year		
	Grade	# Tested BOY	# Tested EOY	%Proficiency BOY	% Proficiency EOY	Median Growth in % Passing	Percent Proficient	Number Tested
	3	73	70	76%	87%	10.9%	88.9%	69
	4	64	64	71.8%	93.7%	21.8%	90.9%	66
	5	66	60	33.3%	63.0%	30%	57.9%	66
	6	77	76	50.6%	64.9%	14.2%	64.9%	76
	7	73	76	47.3%	73.6%	26.3%	76.7%	73
	8	87	86	48.2%	60.9%	12.6%	62.4%	84

**SUMMARY OF THE ELA GOAL**

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	YES

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Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	YES
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	YES
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A; Per Institute
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A; Per Institute

### EVALUATION OF ELA GOAL

Overall, the school met its goals and measures for 2024-25. In particular, the school’s 85.1% proficiency for both all students and students in the two year cohort compare favorably with the district performance of 56.3%. Our grade 3 students were a highlight with over 95% proficiency. Additionally, students had an aggregate performance of 212.3 on the Performance Index, which met and exceed the the **117.3**.

According to the SIRS-106 overview report for ELA, 74.1% of our students with disabilities and 68.9% of English Language Learners passed the ELA assessment. Not only did our students compare favorably NYC’s reported proficiency their peers in these subgroups (26.7% for Students with Disabilities and 12.5% for English Language Learners) in NYCDOE schools, our SWD and ELL students outperformed the posted proficiency of NYC’s ‘Not-SWD’ at 64.5% and ‘Never-ELL’ at 62.7% categories. Accordingly, in 2024-25 for these specific measures, our English Language Learners and Students with Disabilities have eliminated the achievement gap with their NYCDOE peers who are classified as general education and never-ELL students.. We are very proud of this work considering our subgroup enrollment of students with disabilities in 2024-25 was 21% and ELLs were 23%, constituting a significant portion of our overall enrollment.

### ADDITIONAL CONTEXT AND EVIDENCE

Overall, BSNBCS has no concerns about this data; test participation rate was approximately 95%, mostly parents who held out their students for personal or ideological reasons. The NYS data is generally consistent with our internal measures and we see progress annually in student performance.

Institute staff confirmed that measures 4 and 5 could not be completed because this data was not provided in the Spring, however we look forward to providing this information for 2025-26 once the data is available to provide a richer understanding of our student performance.

## ELA ACTION PLAN

The current academic framework is working and is continuing to provide high quality data and reporting for all our students. In particular, our gains in ELL and Students With Disabilities is something we want to continue through our Response to Intervention, ELL and Special Education programming, all under our Multi-Tiered Support Services model. Additionally, with 96% of students eligible for free and reduced lunch, we want to continue to serve all students regardless of their demographic status or needs.

## GOAL 2: MATHEMATICS

### BACKGROUND

For mathematics, our 3-8 program consists of a balanced approach to teach numeracy and arithmetic, while still teaching procedural fluency and metacognition for problem solving. Our curriculum is grounded in Eureka Squared (Great Minds) and has approximately 105 instructional minutes a day. Each classroom typically includes a Teacher and a full-time Special Education teacher who provides special education services through the Collaborative Team Teaching framework. This allows us to provide differentiated instruction across all tiers on a daily basis. We embedded this to compensate for the shift to NGSS, and assess proficiency in mathematics in a more three dimensional way.

During mathematics lessons, teachers use formative data from the curriculum in order to provide explicit instruction in grade level concepts. We use the CPA (concrete-pictorial-abstract) approach in order to scaffold and prioritize conceptual understanding of standards. Daily exit tickets and recent EdVista assessments are then used to remediate and re-teach standards-based content/skills during the second block of math. We use a mixture of station teaching, online programs (ie iReady/IXL) and workshop tasks so all students are receiving time to apply skills on their current level of mastery. This allows students who are struggling to have an isolated time for repeated application and practice for skills that are foundational to more complex mathematical skills, and allows time for grade level and above grade level students time for enrichment and a higher push for metacognitive practices in procedural fluency, even as the core instructional program progresses.

For 9th grade, students who did not pass the Regents exam for Algebra I in 8th grade will take it their freshmen year. The mathematics curriculum is aligned with this exam to ensure nearly all students have passed their foundational mathematics course by the end of their freshmen year.

## ELEMENTARY AND MIDDLE MATHEMATICS

### **Math Measure 1 - Absolute**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

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The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2024-25 State Mathematics Exam Number of Students Tested and Not Tested									
Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	81	0	2	0	0	0	0	0	83
4	79	1	4	0	0	0	0	0	84
5	79	0	4	0	0	0	0	0	83
6	81	2	7	0	0	0	0	0	90
7	77	1	2	0	0	0	0	0	80
8	0	0	0	0	0	0	0	86	86
All	397	4	19	0	0	0	0	86	506

Performance on 2024-25 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year						
Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	81	79	97.5%	76	75	98.7%
4	79	72	91.1%	76	71	93.4%
5	79	71	89.9%	76	68	89.5%
6	81	75	92.6%	78	73	93.6%
7	77	68	88.31%	75	67	89.3%
8	-	-	-	-	-	-
All	397	365	91.9%	381	354	92.9%

### Math Measure 2 - Absolute

Each year, the school’s aggregate Performance Index (“PI”) on the state mathematics exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

### METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school’s students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by

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the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2024-25 mathematics MIP for all students of **119.4**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

### Mathematics 2024-25 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
465	41	58	148	218

$$PI = 0 * [\%]_{Level 1} + 1 * [\%]_{Level 2} + 2 * [\%]_{Level 3} + 2.5 * [\%]_{Level 4} = [\%]$$

$$41*0 + 58*1 + 148*2 + 218*2.5 = 899 / 465 * 100 = \mathbf{193.4}$$

### Math Measure 3 - Comparative

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

### METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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

### 2024-25 State Mathematics Exam Charter School and District Performance by Grade Level

District Comparison data is from: <https://infohub.nyced.org/reports/academics/test-results>

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	98.7%	76	63.6%	51315
4	93.4%	76	60.3%	51379
5	89.5%	76	57.0%	52495
6	93.6%	78	50.0%	52002
7	89.3%	75	58.3%	53630
8	-	-	-	-
All	92.9%	381	57.8%	260821

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

### Math Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

#### METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.<sup>6</sup>

**N/A. Per institute team, this data was not provided to the school for 2023-24.**

#### 2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3				
4				
5				
6				
7				
8				
All				

### Math Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

#### METHOD

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.<sup>7</sup>

<sup>6</sup> These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

<sup>7</sup> These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

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This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2023-24 and also have a state exam score in 2022-23 including students who were retained in the same grade. Students with the same 2022-23 scores are ranked by their 2023-24 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

**N/A. Per institute team, this data was not provided to the school for 2023-24.**

2023-24 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	NA	50.0
5	NA	50.0
6	NA	50.0
7	NA	50.0
8	NA	50.0
All	NA	50.0

### MATHEMATICS INTERNAL EXAM RESULTS

Aligned with the plan above for ELA, to ensure we have consistency within each grade and across multiple grade spans, our Chief Academic Officer and School Principal review Mathematics data consistently with our team and make adjustments to our collection, timing and formation of assessment materials. This regular review ensures that students are making progress directionally (improving throughout the year) but also that our model is robust enough to ensure that no students fall between the cracks of our assessment framework. For Grades 3-8, this also includes explicit teaching and assessing students within a Computer Based Instructional framework in order to prepare students for computer based assessments, given by NYS and our online diagnostic platforms. This ensures that students are able to show proficiency of standards in a multitude of ways, and that skills taught are transferable, rather than test-based.

During 2024-25, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: EdVista assessments, outlined in the chart below.

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	All Students					Enrolled in at least their second year	
	# Tested BOY	# Tested EOY	% > 50 BOY	% > 50 EOY	Growth in % Passing	Percent Proficient	Number Tested
3	69	66	57.9%	78.2%	20.2%	80.6%	64
4	68	66	57.3%	86.7%	29.4%	86.7%	63
5	60	60	75%	81.6%	6.6%	81.6%	54
6	74	84	63.0%	79.7%	16.6%	79.7%	76
7	73	74	58.1%	91.8%	33.7%	91.8%	73
8	84	86	72%	90.6%	18.6%	90.6%	81

### SUMMARY OF THE MATHEMATICS GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	YES
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	YES
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	YES
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

### EVALUATION OF THE MATHEMATICS GOAL

Overall, the school met its goals and measures for 2024-25. In particular, the school's 91.9% proficiency for both all students and 92.9% proficiency students in the two year cohort compare favorably with the district performance of 57.8%. Our grade 3 students were a highlight with over 95% proficiency. Additionally, students had an aggregate performance of 193.4 on the Performance Index, which met the **119.4** bar with ease.

Our 8th graders took the Algebra I Regents Exam, in lieu of the 8th Grade NYS Mathematics assessment. 50 of the 86 students passed the exam with a 65 or above, a pass rate of 58.2%. While we do not have the District Regents data, this performance compares favorably to the lower bar of the 8th Grade NYS Assessment results for their peers in NYCDOE, which was 49.2%.

### ADDITIONAL CONTEXT AND EVIDENCE

BSNBCS has no concerns about this data; test participation rate was approximately 95%, mostly parents who held out their students for personal or ideological reasons.

Institute staff confirmed that measures 4 and 5 could not be completed because this data was not provided in the Spring, however we look forward to providing this information for 2025-26 once the data is available to provide a richer understanding of our student performance.

### MATHEMATICS ACTION PLAN

The current academic framework is working and is continuing to provide high quality data and reporting for all our students. In particular, our gains in ELL and Students With Disabilities is something we want to continue through our Response to Intervention, ELL and Special Education programming, all under our Multi-Tiered Support Services model. Additionally, with 96% of students eligible for free and reduced lunch, we want to continue to serve all students regardless of their demographic status or needs.

## GOAL 3: SCIENCE

### BACKGROUND

Science instruction is grounded in explicit lessons on science concepts, while integrating research and experiential learning in ELA/MATH units. This interdisciplinary approach allows students to engage in more project based learning and prepares them for structured lab work in grade 6-8. Our students in Grade 8 take the NYS Living Environment Regents exam. For each grade level, we assess prior knowledge at the start of the school year in a "Unit 0", and subsequently assess grade level concepts using interval assessments during the year. The curriculum is aligned with NGSS, and grounded in inquiry, as outlined in the three-dimensional learning model that integrates disciplinary core ideas, science and engineering practices, and crosscutting concepts.

Grades 3-5 use the PhD Science curriculum (Great Minds), and have thematic units in ELA that provide students with a more experiential understanding of foundational science concepts, as well as show proficiency of standards within reading and writing tasks. Grade 5 mitigates the shift to a computer based NYS exam by including computer based instruction using Inner Orbit and IXL for skills practice and ensuring students are able to express understanding in multiple formats.

Grades 6-8 use the same approach, for consistency and continuity, however they used the iScience curriculum from McGraw Hill. Students are assessed at the end of each unit, as well as take an end of year exam in order to assess progress towards a regents level class (8th grade). Grade 8 also takes a mid-year assessment and spiral quizzes in anticipation of taking the NYS Regents exam. Students are offered additional instructional time on Saturdays and during holiday breaks in order to continue receiving academic support for the Regents.

## ELEMENTARY AND MIDDLE SCIENCE

### Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in 5<sup>th</sup> and 8<sup>th</sup> grade in spring 2025. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2024-25 State Science Exam  
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 <sup>nd</sup> Year		
	Number Tested	Number Proficient	Percent Proficient
5	79	74	93.4%
8	NA	NA	NA
All	79	74	93.4%

### Science Measure 2 - Comparative

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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 school district of comparison.

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

### Charter School and District Performance by Grade Level

	Charter School Students in at Least 2 <sup>nd</sup> Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	79	74	93.4%	NA	NA	NA
8	-	-	-	-	-	-
All	79	74	93.4%	NA	NA	NA

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	MET
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A; science data not released on the <a href="https://infohub.nyced.org/reports/academics/test-results">https://infohub.nyced.org/reports/academics/test-results</a>
	[Write in optional measure here]	

### EVALUATION OF THE SCIENCE GOAL

The school met its 5th grade assessment goal with 93.4% proficiency in 2024-25. For the 8th grade assessment, our students took the Living Environment Regents Exam, 43 students out of 85 passed the exam with a score of 65 or above. This is the first time all students took the exam, as we previously offered the 8th grade exam as the standard with an opt-in for Regents. We are reviewing the benefits and drawbacks to this approach for 2024-25 as we aim to maintain and expand our expectations for our students.

### ADDITIONAL CONTEXT AND EVIDENCE

While the shifting in NYS exams has led to adjustments in our approach to the way we internally assess students, we have considered other shifts and adjustments that will be beneficial and lead to greater proficiency in Middle School science. Namely, we have shifted our Middle School curriculum to ensure our vertical alignment and readiness of students for a Regents level course in 8th grade. We have adjusted our scope and sequence to have more in depth inquiry units based in Life Science, while maintaining more breadth of concepts in Grades 3-6 (ie Earth & Space, Physical science). We are also shifting our assessment framework in K-7 so we are able to track science proficiency over a longer period of time, and thus have predictive models and support for students who may be underperforming in science in elementary grades.

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

### Performance on a Regents Science Exam Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2022-23	Living Environment	-	-	-
8	2023-24	Living Environment	71	30	42.3%
8	2024-25	Living Environment	85	43	50.6%

### ACTION PLAN

As outlined above, our corrective action in response to Regents data has started with switching to a more robust and in depth curriculum to assess mastery of Life Science concepts before Grade 8. Grade 8 has shifted and will teach Biology, rather than Living Environment, to remain in alignment with the shifts in the Board of Regents guidance on regents examinations and the NGSS. Professional development in science is a priority shift for Middle School to ensure all teachers are familiar with the core competencies in teaching NGSS aligned curriculum and lessons. We are also adjusting our assessment structures to collect data on a more continuous basis internally, but also expanding it to include diagnostic assessments for early intervention and reteaching of any foundational science concepts that may prevent students from being able to engage in more complex concepts in middle school science.

### GOAL 4: ESSA

#### ESSA Measure 1

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

Because *all* students are expected to meet the state's performance standards, the federal statute 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. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

### Accountability Status by Year

Year	Status
2022-23	Local Support and Improvement
2023-24	Local Support and Improvement
2024-25	Local Support and Improvement

### ADDITIONAL CONTEXT AND EVIDENCE

The school has been in good standing the past three years and remains under the Local Support and Improvement Tier and has not been identified with Targeted or Comprehensive improvement.