

**Bedford Stuyvesant Collegiate Charter
School**

**2018-19 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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By Kate Latta and Justin Pigeon

800 Gates Avenue
Brooklyn, NY 11221

(718) 669 - 7460

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Kate Latta (Director of Operations) prepared this 2018-2019 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee Name	Position on the Board
Linton Mann III	Chair
Tony Pasquariello	Vice Chair
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Justin Pigeon has served as the Principal of the school since 2013. Kate Latta has served as the Director of Operations of the school since 2017.

The mission of Bedford Stuyvesant Collegiate Charter School (BSC) is to prepare each student for college. Bedford Stuyvesant Collegiate opened on August 25, 2008. The school opened with 5th grade and now serves 5th – 8th grade since 2012.

Bedford Stuyvesant Collegiate (BSC) Charter School's school design includes seven core components.

Focus on Literacy. Many of our students beginning in grade 5 are reading substantially below grade level. If a school does not address this dramatic and central issue immediately, students will be at a huge disadvantage in all subjects in high school and college. The ultimate academic success of Bedford Stuyvesant Collegiate (BSC) students, therefore, is tied to mastering this fundamental skill. In 2018-19, BSC provided explicit instruction in literacy skills and inculcated the reading habit through:

- Building in a minimum of two hours and a half of daily and group literacy instruction in the academic schedule;
- 30 minutes of small group instruction for independent, leveled reading every Monday through Thursday;
- Requiring students to read level-appropriate books during the summer;
- Expecting graded written work in all classes, regardless of subject area;
- Requiring students to carry an independent reading book during breakfast for a calm, and structured morning so they can focus throughout their academically, rigorous day
- Also requiring students to carry an independent reading book during lunch and transition time in the hallways to build a habitual, lifelong routine of self-electing to read at any spare moment.

Target Curriculum Focused on Basic Skills. Bedford Stuyvesant Collegiate does not use an off-the-shelf curriculum. Rather, BSC uses curriculum developed by our Curriculum Assessment Team (CAT) and Lead Lesson Planners (LLP). Our CAT and LLP develop 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.

Our Curriculum Assessment Team (CAT) and Lead Lesson Planners (LLP) pay particularly close attention to the topics, sequence, and performance standards outlined in the New York State standards. This ensures that students are mastering the same material as their peers throughout New York State.

At the same time, both teams adapt the subject topics and performance standards according to their professional expertise and from data-driven feedback from our teachers. CAT and our LLP create a comprehensive curriculum for their subject, saved on our network's share drive, with a year-long scope and sequence, individual unit plans, daily lesson plans, and assessment materials. BSC teachers will then save their lessons to our school's share drive with any edits they have adapted for their classroom. 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 assessments to diagnose student needs, measure instructional impact, and build a culture of continuous reflection and improvement. In addition to the New York State Social Studies, Mathematics, English Language Arts, and Science exams, Bedford Stuyvesant Collegiate (BSC) administered three internally developed Interim Assessments and a Final Exam in Math, English Language Arts, Science and History. These tests assessed ongoing student mastery of Math, Reading/Writing, Science and History skills and standards throughout the year and provided

immediate data on individual student and class growth. BSC teachers, with the support of the Principal, used this data to identify standards mastered and standards in need of re-teaching so that lesson plans could be continuously adjusted. BSC also utilized the information to target content- and skills-driven tutoring and small-group instruction.

Our CAT team this year also began the use of weekly data collection through small assessments in both ELA and math. The data from these assessments was used by CAT and our LLPs to address gaps in content or skill that they could see trend across our Brooklyn Schools.

Make More Time. In order to provide students with a comprehensive, college preparatory education, Bedford Stuyvesant Collegiate has an extended school day and school year. For most students, the regular school day began at 7:15 AM and ended at 4:00 PM.

With hour-long periods five days a week and time built in each Friday to allow for significant staff meeting and professional development time, all students at Bedford Stuyvesant Collegiate received the following weekly:

- 9 periods of English Language Arts (Reading and Writing)
- 5 periods of Mathematics
- 4 periods of Independent Reading
- 5 periods of Social Studies
- 5 periods of Science
- 4 periods of Performing Arts, Physical Education, or Computer Science (courses rotate)

Bedford Stuyvesant Collegiate students extended their learning beyond the school day completing, on average, one-and-a-half to two hours of homework every night.

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

Bedford Stuyvesant Collegiate students began talking about college on the first day of school as their homerooms are named after the alma maters of their teachers. Through informal conversations in homeroom and in classes, students learned about the college application process, financial aid, dorm-life, selecting a major, and other important aspects of college survival.

BSC's school culture is based on its five core STRIVE values of "Scholarship," "Tenacity," "Respect," "Introspection," "Veracity" and "Effort." Bedford Stuyvesant Collegiate students are expected to consistently demonstrate these values wherever they find themselves and are rewarded with merits when they model these values well or go above and beyond. Students earning merits receive the opportunity to represent the school on merit trips and trade their merits at Merit Auctions for tangible rewards. Every other month, by participating in merit-earned trips either with a group of the top merit earners or one-on-one/two-on-one with staff members, merit winners develop the more abstract skills necessary for true college preparation (trying new activities, demonstrating leadership and professionalism, and participating in community service).

Provide Structure and Order. Students need a safe and orderly environment to be productive. In 2018-19, BSC created a calm, composed, and disciplined environment to maximize the amount of time on-task. Strategies included:

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- Strictly enforced school dress code;
- Merit system that defined clear expectations of and immediate responses to positive behavior;
- Demerit and reflection system that defined clear expectations of and immediate responses to negative or inappropriate behavior
- Rubric system that provided immediate feedback to classes at the end of each class each day.

Insist on Family Involvement. BSC’s educational program is structured so that families must be involved in their child’s academic pursuits. In 2018-19, BSC families:

- picked up their child’s report card in person at the school three times;
- met with teachers and staff on multiple occasions to formally and informally discuss their child’s academic and behavioral performance;
- maintained an open line of communication with their child’s teachers through in-person meetings, weekly dashboards, semi-monthly progress reports, advisory calls and e-mails;
- were notified at home or at work each day if their child earned a detention;
- were asked to offer input on the school on mid-year and year-end surveys, grading the school;
- were offered the opportunity to participate in a potluck and watch their children perform in their chosen Enrichment activity at three public performances during the course of the year
- were invited to multiple social events with scholars, teachers and families focused on strengthening the involvement of parents in the school community

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2014-15						69	88	75	67					299
2015-16						83	87	73	59					302
2016-17						86	87	91	74					338
2017-18						87	88	85	86					346
2018-19						89	89	88	85					351

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

ALL UNCOMMON NEW YORK CITY STUDENTS WILL BE PROFICIENT READERS AND WRITERS OF THE ENGLISH LANGUAGE.

BACKGROUND

Reading instruction at Bedford Stuyvesant Collegiate is based around shared, whole-class novels. The curriculum develops reading comprehension skills and strategies and vocabulary. Whole-class novels are selected for each grade that are appropriately leveled for the majority of students in that grade. The whole-class novels should be accessible for students with the appropriate scaffolding. Additionally, during the 2018-2019 school year, BSC continued with an additional 30 minutes to allow for Small Group Instruction for all students outside of reading class, which allowed for targeted instruction in small groups of no more than 10 students. This increased every 5th and 6th graders' ELA instruction to 2.5 hours each day.

In writing classes at BSC, students learn the essential skills of grammar and writing. Writing class explicitly supports the work that students are doing in Reading class, as students learn to write strong responses to literature in short answer and essay formats and use weekly vocabulary words from Reading class in their daily writing assignments.

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
- Leveled Reading Assessments
- Internally developed Interim Assessments in English Language Arts
- Internally developed Final Examination in English Language Arts

Bedford Stuyvesant Collegiate Charter School administered two internally developed, aligned Interim Assessments and a Final Exam in Reading and Writing during the 2018-2019 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, Bedford Stuyvesant Collegiate teachers graded each exam, analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. Bedford Stuyvesant Collegiate also utilized the information to target content and skills-driven tutoring and re-teaching after school and during the Small Group Instruction block. During the 2018-2019 school year, we continued the following key changes that began in 2016- 2017:

- Utilized co-teaching model for all students once a week for an ELA intensive hour-long class each Friday
- Prioritized ELA instruction during a Small Group block starting in January to give targeted feedback to students on ELA skills

Goal 1: Absolute Measure

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.

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 5th through 8th grade in April 2019. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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 not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2018-19 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5	89	0	0	0	0	89
6	89	0	0	0	0	89
7	88	0	0	0	0	88
8	85	0	0	0	0	85
All	351	0	0	0	0	351

RESULTS AND EVALUATION

This is the eleventh year that Bedford Stuyvesant Collegiate has administered the NYS ELA assessment. The school fell short of the measure by 25% despite 8th graders demonstrating consistent proficiency from 2017-18 to 2018-19. It is still the school’s goal to see that at least 75% of tested students perform at proficiency on the on the New York State English language arts examination after their second year. We are encouraged by the results in 7th and 8th grade among students beyond their second year. We look forward to implementing a higher level of rigor in our English Language Arts instruction going forward to better prepare our students to meet this bar.

We believe that the steps we continue to take will help to increase student performance on the exam in the coming year.

- We are continuing to prioritize our teacher professional development with a renewed focus on differentiation to meet individualized teacher needs. This includes strengthening our curriculum and lesson plan alignment, providing real-time (in the moment) feedback, developing individual performance goals and implementing measures for accountability. These outlined areas of

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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focus will enable our teachers to further drive student achievement and provide our students with the knowledge and skills to demonstrate proficiency on the examinations.

- Our school is focusing on driving the rigor in each classroom, and particularly in our reading and writing classes. Driving rigor in classrooms includes maintaining fidelity to our meticulously developed lesson plans, prioritizing time for student independent practice, and ensuring that teachers are collecting and responding to data throughout their instruction. By providing students with increased opportunities to practice and demonstrate new knowledge and skills, our school will prepare them for higher achievement more broadly.
- Our school hosts weekly subject data meetings to dive deeply into student performance on lesson standards. This focus enables teachers to adjust lessons as needed in response to student data.

Performance on 2018-19 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5	31%	89	29%	31
6	49%	89	50%	82
7	49%	88	50%	80
8	56%	85	58%	80
All	46%	351	50%	273

ADDITIONAL EVIDENCE

While we have seen a dip in proficiency for 5th through 7th grade, we have integrated additional literacy supports such as holding four 30-minute periods each week of small group instruction where 5-8 students engage in guided reading, a book club, and work on online platform, News ELA to build muscle memory for learning and practicing literacy. Students are challenged with various texts that allow them to learn about current events, but also analyze news clips to develop argumentative writing skills and critical thinking skills. The school's goal remains to see that at least 75% of students reach proficiency on the NYS ELA exam, and we are looking forward to implementing a higher level of rigor and complementary instructional supports in our English Language Arts classes and overall school day to better prepare our students to meet and exceed this bar.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5	0%	2	57%	7	29%	31

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6	38%	73	59%	78	50%	82
7	47%	87	61%	77	50%	80
8	68%	68	58%	81	58%	80
All	50%	228	59%	245	50%	273

Goal 1: Absolute Measure

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.

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 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 2018-19 English language arts MIP for all students of 105. 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.

RESULTS AND EVALUATION

In 2018-2019, Bedford Stuyvesant Collegiate tested students had a PI value of **135.8**. MIP for 2018 and 2019 for NY State has not yet been released at the time of this report. Based on the Accountability Identification Report data shared by NY State for 2017-18, our school met Higher MIP and State Long Term Goal for ELA.

English Language Arts 2018-19 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
352	20	33	30	17

$$(116)+(106 \times 2)+(60 \times 2.5)/(70+116+106+60) \times 100 = \mathbf{135.8}$$

Goal 1: Comparative Measure

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.

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.²

RESULTS AND EVALUATION

In 2018-2019, Bedford Stuyvesant Collegiate (BSC) Charter School tested students in at least their second year outperformed all tested students in the same grades in Community District 16 on the English Language Arts exam. BSC had 50% of students perform at proficiency compared to the district's 28%. This data further supports that the longer students are enrolled at Bedford Stuyvesant Collegiate, the more prepared they are for college. This demonstrates that when students are enrolled at Bedford Stuyvesant Collegiate, the more prepared they are for rigorous curriculum and to succeed in college.

2018-19 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	29%	31	31%	485
6	50%	82	24%	334
7	50%	80	24%	344
8	58%	80	32%	364
All	50%	273	28%	1527

ADDITIONAL EVIDENCE

Over the past three years, BSC has outperformed the community district overall and across almost every grade on the English Language Arts exam. In 2016-2017, 50% of BSC students in at least their second year scored proficient compared with 22% in Community District 16. By the same metric in 2017-2018, there were 59% of BSC students and 25% of community district students scoring proficient. Finally, in 2018-2019, there were 50% of BSC students and 28% of community district students scoring proficient.

² Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3						
4						
5	0%	25%	57%	29%	29%	31%
6	38%	13%	59%	23%	50%	24%
7	47%	20%	61%	21%	50%	24%
8	68%	28%	58%	28%	58%	32%
All	50%	22%	59%	25%	50%	28%

Goal 1: Comparative Measure

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.

METHOD

The SUNY Charter Schools Institute (“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 Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. 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 requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

The table below shows that the school’s overall comparative performance is higher than expected overall. Once again, Bedford Stuyvesant Collegiate met this measure with a significant positive effect size in all grades. In 2017-2018, the aggregate effect size for BSC was 0.56. BSC’s student achievement increases the longer students are enrolled at the school, the effect size jumped from last year’s overall effect size of 0.56, to this year’s current effect size of 0.88. We are continually pushing our student growth and are excited to see the magnitude of the work we are seeing each year.

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2017-18 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	73.6	87	42.5	30.8	11.8	0.73
6	71.9	88	54.5	42.9	11.6	0.67
7	77.5	85	57.6	31.5	26.1	1.40
8	66.7	86	58.1	43.8	14.4	0.73
All	72.4	346	53.2	37.3	15.9	0.88

School's Overall Comparative Performance:

Higher than expected to large degree

ADDITIONAL EVIDENCE

Across 2015-2016, 2016-2017 and 2017-2018, Bedford Stuyvesant Collegiate is encouraged by the significant increase in aggregate effect sizes. Over the past several years, BSC has exceeded its predicted performance on the NYS ELA exams. This demonstrates that the school is moving in a positive direction with ELA instruction. It also shows that as students spend more time at the school, their performance improves and moves further away from predicted performance based on income.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	5-8	78.6	319	39.9	13.8	0.86
2016-17	5-8	62.6	332	44.8	35.5	0.56
2017-18	5-8	72.4	346	53.2	37.3	0.88

Goal 1: Growth Measure³

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

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 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 score and assigned a percentile based on their

³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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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.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁴

RESULTS AND EVALUATION

The school's overall Mean Growth Percentile was 57.0, which is greater than 50. This measure was met when averaged across all grades within the school. Specifically, grades 5, 6, and 7, individually met the benchmark.

2017-18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
5	61.3	50.0
6	60.8	50.0
7	57.9	50.0
8	48.3	50.0
All	57.0	50.0

ADDITIONAL EVIDENCE

In 2016-2017, we did meet this measure, and we continued to spend time examining and analyzing teacher practice and support during the 2017-2018 school year to ensure that we would meet this benchmark again. This included better guided reading instruction and building a more cohesive English Language Arts curriculum. We are very excited to see that those efforts paid off and will continue working towards meeting this goal across all grades.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Target
	2015-16	2016-17	2017-18	
4				50.0
5	60.3	49.6	61.3	50.0
6	55.4	58.0	60.8	50.0
7	62.6	58.8	57.9	50.0
8	54.2	59.2	48.3	50.0
All	58.4	56.3	57.0	50.0

⁴ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

In its eleventh year of state testing, Bedford Stuyvesant Collegiate did not achieve the goal of having 75% of all tested students who are enrolled in at least their second-year score proficient. However, BSC achieved the comparative and growth goals. Additionally, BSC, as a whole, outperformed its district peers by 18 percentage points. The school had an effect size of .88, exceeding the goal of exceeding the predicted level of performance by an effect size of 0.3. Finally, Bedford Stuyvesant Collegiate exceeded the aggregate statewide growth percentile.

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.	Did not Achieve
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.	N/A
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.	Achieved
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. (Using 2017-18 results.)	Achieved
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. (Using 2017-18 results.)	Achieved

ACTION PLAN

Literacy is the foundation on which all other learning rests, and accordingly, English Language Arts (ELA) instruction lies at the core of Bedford Stuyvesant Collegiate Charter School’s curriculum. BSC came close to meeting its ELA accountability goals over this past year, has demonstrated progress towards all remaining goals, and is continuously improving upon its literacy instruction. BSC realizes that, similar to most urban public schools, this is still an area for growth.

Based on historical accountability progress performance, BSC urgently made adjustments to improve outcomes for students since last year. This year we intend to strengthen skills as well as systems for responding to data. Our Dean of Curriculum and Instruction will hold weekly practice groups with their newest teachers to give feedback and improve instruction provided to students, Instructional Leaders will review teacher lesson plans weekly and provided feedback before implementation, and leaders will increase the amount of real time feedback given to teachers during the school day. Additionally, our instructional leadership along with the Uncommon Curriculum and Development team will lead professional development sessions in addition to Weekly Data Meetings and Creating Response to Data Lessons. As a result, we intend to see an increase in student performance on the NYS ELA exam for this coming year and make more progress toward our absolute, growth and comparative ELA accountability goals and measures for school year 2019-2020.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

STUDENTS WILL DEMONSTRATE COMPETENCY IN THE UNDERSTANDING AND APPLICATION OF MATHEMATICAL COMPUTATION AND PROBLEM SOLVING.

BACKGROUND

We believe our students should be able to compute numbers quickly and accurately, apply appropriate math procedures in single- and multi-step problems, and speak and write fluently and clearly about math problem solving and procedures, using accurate mathematical vocabulary. For this reason, our students take seven hours of math each week, during which students review concepts for procedural fluency, explore conceptual understanding of old and new content through guided instruction and partner work, and engage in rigorous problem solving requiring the application of skills and the extension of learned content. Basically, we double the time dedicated to math instruction each day to ensure that students can compute and problem solve.

BSC uses data from the following assessments to ensure student proficiency in Mathematics:

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

BSC administered five internally developed and aligned Interim Assessments, including a Final Exam in Math during the 2018-19 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. The assessments focused primarily on the most recently covered standards, with a smaller focus on cumulative skills and standards covered in previous units.

After the tests were administered, 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, teachers 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 throughout the day in school from January to May.

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 5th through 7th grade in April 2019. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

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those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2018-19 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5	89	0	0	0	0	89
6	89	0	0	0	0	89
7	88	0	0	0	0	88
8	N/A	0	0	0	0	N/A
All	177	0	0	0	0	177

RESULTS AND EVALUATION

On the 2018-19 NYS Math exam, 64% of students in their second year at Bedford Stuyvesant Collegiate scored advanced or proficient. When looking at all students, including those that have been at BSC for less than 2 years, only 64% of students scored advanced or proficient.

While we keep making progress, In the 11th year of the administration of the New York State mathematics examination, the school did not meet its measure of at least 75% of students reaching proficiency on the State exam. In evaluating our scholars' results, we are strengthening our math curriculum and teacher development to help bring all our scholars, not just those in at least their second year, closer to meeting the 75% goal of proficiency. We are looking forward to implementing a higher level of rigor in our Math classes going forward to better prepare our students to meet this bar.

Performance on 2018-19 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5	64%	89	65%	31
6	66%	89	67%	82
7	61%	88	60%	80
8	N/A	N/A	N/A	N/A
All	64%	266	64%	193

⁵ 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.

ADDITIONAL EVIDENCE

We have seen growth in grade 6 and a slight dip in 5th and 7th grade. The school’s goal remains to see that at least 75% of students reach proficiency on the NYS Math exam, and we are looking forward to implementing a higher level of rigor and complemental instructional supports in our Math classes and overall school day to better prepare our students to meet and exceed this bar.

Performance on a Regents Mathematics Exam Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17	Algebra I	88%	74
8	2017-18	Algebra I	74%	86
8	2018-19	Algebra I	77%	85

The chart above represents the percentage of Bedford Stuyvesant Collegiate’s 8th grade cohort who passed the Algebra 1 regents with a score of 65. From our 2018-2019 8th grade cohort, 77% scored 65 or higher on the Algebra 1 Regents exam. Based on this data, we are confident that they are developing a strong foundation preparing them for College.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5	50%	2	71%	7	65%	31
6	54%	79	55%	78	67%	82
7	41%	85	69%	77	60%	80
8	N/A	N/A	N/A	N/A	N/A	N/A
All	48%	166	65%	162	64%	193

Goal 2: Absolute Measure

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 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 2018-19 mathematics MIP for all students of 107. 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.

RESULTS AND EVALUATION

Bedford Stuyvesant Collegiate achieved a Performance Level Index of **166.9**. The **2019 MIP for NY State has not yet been released at the time of this report**. Therefore, BSC cannot report if this measure was achieved.

Mathematics 2017-18 Performance Level Index (PI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
266	12	24	34	30

$$(64)+(90 \times 2)+(80 \times 2.5)/(32+64+90+80) \times 100 = \mathbf{166.9}$$

Goal 2: Comparative Measure

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 the performance of tested students enrolled in at least their second year to that of 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.⁶

⁶ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

RESULTS AND EVALUATION

BSC's percentage of students scoring proficient on the NYS mathematics exam exceeded the percentage of students in Community School District 16 scoring proficient or advanced on the exam in the same grades by 31%.

BSC met its comparative measure with its overall percentage of students scoring proficient exceeding the percentage of students in CSD 16 scoring proficient or advanced on the 2019 NYS Math Exam. In all grades, 54% students in their second year at Bedford Stuyvesant Collegiate scored proficient or advanced. While BSC is still not satisfied by this performance and hopes to get all students to proficiency as quickly as possible, the school is glad to offer students a viable alternative to reaching math proficiency.

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	65%	31	33%	482
6	67%	82	19%	334
7	60%	80	22%	330
8	N/A	N/A	15%	328
All	64%	193	23%	1474

ADDITIONAL EVIDENCE

Over the past three years, the school has outperformed the community district overall and across almost every grade on the NYS Math exam. In 2016-2017, 48% of BSC students in at least their second year scored proficient compared with 12% in Community District 16. By the same metric in 2017-2018, there were 65% of BSC students and 18% of community district students scoring proficient. Finally, in 2018-2019, there were 64% of BSC students and 23% of community district 16 students scoring proficient.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3						
4						
5	50%	22%	71%	33%	67%	33%
6	54%	8%	55%	13%	67%	19%
7	41%	10%	69%	12%	63%	22%
8	N/A	9%	N/A	15%	N/A	15%
All	48%	12%	65%	18%	65%	23%

Goal 2: Comparative Measure

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 Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. 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 requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

The table below shows that the school's overall comparative performance is higher than expected overall. Once again, BSC met this measure with a significant positive effect size in all grades. In 2017-2018, the aggregate effect size for BSC was 0.94. BSC's student achievement increases the longer students are enrolled at the school, the effect size jumped from last year's overall effect size of 0.54, to this year's current effect size of 0.94. We are continually pushing our student growth and are excited to see the magnitude of our work each year.

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2017-18 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	73.6	87	43.7	36.5	7.2	0.39
6	71.9	88	53.4	37.6	15.8	0.80
7	77.5	85	67.1	30.6	36.5	1.60
8	N/A	N/A	N/A	N/A	N/A	N/A
All	74.3	260	54.6	34.9	19.8	0.94

School's Overall Comparative Performance:

Higher than expected to large degree

ADDITIONAL EVIDENCE

Across 2015-2016, 2016-2017 and 2017-2018, BSC is encouraged by the significant increase in aggregate effect sizes. Over the past several years, BSC has exceeded its predicted performance on the NYS Math exams. This demonstrates that the school is moving in a positive direction with Math instruction. It also shows that as students spend more time with our school, their performance improves and moves further away from predicted performance based on income.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	5-8	80.5%	248	42%	25.6%	0.85
2016-17	5-8	63.5%	259	46.3%	35.9%	0.54
2017-18	5-8	74.3%	260	54.6%	34.9%	0.94

Goal 2: Growth Measure⁷

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.

⁷ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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 in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 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.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁸

RESULTS AND EVALUATION

The school's overall Mean Growth Percentile was 65.9, which is greater than 50. This measure was met when averaged across all grades within the school. Specifically grades 5, 6, and 7 individually met the benchmark.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5	58.5	50.0
6	64.5	50.0
7	74.9	50.0
8	0.0	50.0
All	65.9	50.0

ADDITIONAL EVIDENCE

In 2016-2017, we did meet this measure, and we continued to spend time examining and analyzing teacher practice and support during the 2017-2018 school year to ensure that we would meet this benchmark again. This included building a more cohesive Math curriculum. We are very excited to see that those efforts paid off and will continue working towards meeting this goal across all grades.

Mathematics Mean Growth Percentile by Grade Level and School Year

⁸ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4				
5	46.3	65.4	58.5	50.0
6	59.6	75.2	64.5	50.0
7	75.7	75.7	74.9	50.0
8	N/A	N/A	N/A	50.0
All	60.2	72.2	65.9	50.0

SUMMARY OF THE MATHEMATICS GOAL

In its eleventh year of state testing, BSC did not achieve the goal of having 75% of all tested students who are enrolled in at least their second-year score proficient. However, BSC achieved the comparative and growth goals. Additionally, BSC, as a whole, outperformed its district peers by 31 percentage points. The school had an effect size of .94, exceeding the goal of exceeding the predicted level of performance by an effect size of 0.3. Finally, BSC exceeded the aggregate statewide growth percentile.

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.	Did not Achieve
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.	N/A
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.	Achieved
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. (Using 2017-18 results.)	Achieved
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. (Using the 2017-18 results.)	Achieved

ACTION PLAN

Bedford Stuyvesant Collegiate Charter School has come close to meeting most of its math accountability goals for school year 2018-2019, and has demonstrated progress towards remaining goals.

In order to ensure that our students have foundational skills to progress in grade-level math courses, we initiated a math remediation program for all grades. This is an opportunity for students to get about 40 minutes four times a week of intensive interventions to make sure they have mastered basic multiplication, algebraic steps, and order of operations. Additionally, we offer a Saturday Math Academy for students who may require additional tutoring outside of the normal school hours.

As mentioned before, we continue to strive for our students to get individualized feedback in both Math and ELA. We know with real-time feedback and continued independent practice, students will be able to refine their skills in both Math and ELA. As a network, we will continue to implement a small group instruction into the day. There, students and staff emphasize the importance of preparation and practice with blocks of ELA & Math Monday – Thursday, giving real-time feedback to students on their work throughout the block. Our Curriculum Assessment Team collect this data and work with our principals and Assistant Superintendents to implement data-driven worksheets based on where our students needed the most practice.

GOAL 3: SCIENCE

Goal 3: Science

STUDENTS WILL DEMONSTRATE PROFICIENCY IN THE UNDERSTANDING AND APPLICATION OF SCIENTIFIC PRINCIPLES.

BACKGROUND

The Science curriculum at Bedford Stuyvesant Collegiate 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. During the 2018-19 year, students had a chance to plan and carry out investigations, developing and using models to describe phenomena as provided by each unit plan.

The science curriculum is created within the Uncommon Schools Network. Lesson plans include crosscutting concepts that make strong and tangible connections to engineering, technology, and applications of science. Curricula are designed with minute-by-minute plans for teachers to execute in their classrooms. Students took the Living Environment Regents exam in lieu of the 8th grade State Science exam, following guidance from NYSED which allowed students to forego the 8th grade science exam if they took the Regents instead.

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 8th grade in spring 2019. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency. The state has set the passing score for Regents exam at 65.

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RESULTS AND EVALUATION

For our 8th grade, 80% in at least their second year at BSC achieved proficiency on the Living Environment Regents Exam. In 8th grade, 84 students took the Living Environment Regents instead of the New York State Science exam and 80% in their second year scored proficient.

For 8th grade, the goal was at least met.

Charter School Performance on 2018-19 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
8	Students took Regents	Students took Regents
All	80%	80

ADDITIONAL EVIDENCE

Since 2013, BSC has maintained a high level of performance on the high school level science exam. For 8th grade, 80% of students scored proficient on the high school level science exam, which shows that we are preparing our students for science in high school.

Performance on a Regents Science Exam Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17	Living Environment	90%	73
8	2017-18	Living Environment	74%	86
8	2018-19	Living Environment	79%	85

In 8th grade, students took the Living Environment Regents instead of the New York State Science exam and 79% scored proficient. For 8th grade, the goal was met.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
8	93%	62	85%	80	80%	80
All	93%	62	85%	80	80%	80

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 3: Comparative Measure

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.

METHOD

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. Given the timing of the state's release of district science data, the 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district's **2017-18** data.

RESULTS AND EVALUATION

The district comparative data was not available for the 2018-2019 State Science Exam or Living Environment Regents Exam while completing this report so we are using 2017-18 data for comparison purposes. In 2017-18, Bedford Stuyvesant Collegiate Charter School had 85% of students score as proficient or advanced compared to 64% of Community School District 16.

2018-19 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students ⁹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
8	80%	80	N/A	N/A
All	80%	80	N/A	N/A

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
8	93%	68%	85%	64%	80%	Data not released

⁹ This table uses the prior year's results as 2018-19 district science scores are not yet available.

SUMMARY OF THE SCIENCE GOAL

The absolute measure was achieved, and the comparative data was achieved when comparing the 2018-2019 Bedford Stuyvesant Collegiate data to the 2017-2018 District data.

Type	Measure	Outcome
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 examination.	Achieved
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.	Achieved for 2017-18

ACTION PLAN

In 2019-20, Bedford Stuyvesant Collegiate Charter School will continue to build on the success of its first several years of Regents exam administration in the following ways:

- Incorporating high quality laboratory experiences to increase engagement and provide a practical approach to science curricula
- Align classroom lessons and materials to revised Scope & Sequence for science grades 5-8 that builds up to Regents preparation in 8th grade
- Incorporates elements of Next Generation Science Standards (NGSS) into curriculum to prepare students for 8th grade and beyond
- Created science programs and extensive hands-on experiments to move students towards competency in the understanding and application of Science.

BSC remains strongly committed to ensuring that our scholars develop the core knowledge that will allow them to become critical thinkers in all areas and will support their development in reading comprehension. We are equally committed to meeting our Accountability Plan goals in Science.

GOAL 4: ESSA

Goal 4: ESSA

The school will remain in good standing under the state’s ESSA accountability system.

Goal 4: Absolute Measure

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.

METHOD

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.

RESULTS AND EVALUATION

Bedford Stuyvesant Collegiate Charter School received a "Good Standing" status under ESSA. The school has diligently worked to meet each ESSA requirement and comply with all stated guidelines for testing and we will maintain this going forward.

Accountability Status by Year

Year	Status
2016-17	Good Standing
2017-18	Good Standing
2018-19	Good Standing

