

Betty Shabazz International Charter School - Barbara A. Sizemore Academy Campus

Address: 6936 S. Hermitage Ave.	Opened: Fall 2005
Grades Served: K - 6th	Charter Term: 2008-2013
P: 773-535-9144	School ID: 400074
Accountability Version: C	
Academic Status:	Failing to Meet or Make Reasonable Progress

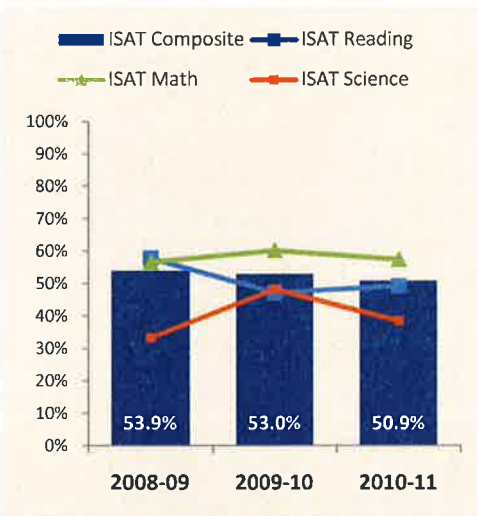
SCHOOL MISSION

The mission of the BSICS Charter is to provide a safe, academic and culturally relevant educational program that integrates and balances socialization with excellence in reading, oral and written language, mathematics, science, technology, social studies, the arts and humanities.

SCHOOL INFORMATION

2010-11 Enrollment	284	
STUDENT ETHNICITY	School	District Avg.
African American	99.6%	41.6%
Hispanic	0%	44.1%
White	0%	8.8%
Native American	0%	0.4%
Asian	0%	3.3%
Multi-Racial	0.4%	1.1%
OTHER DEMOGRAPHICS		
Low-income	91.5%	85.9%
Limited English Proficiency	0.4%	15.8%
Special Education	7%	12.2%

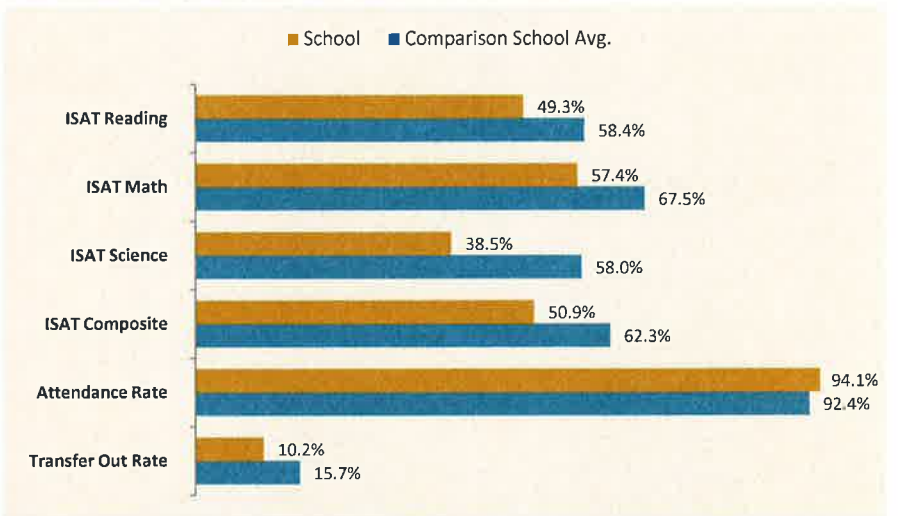
STUDENT PERFORMANCE OVER TIME



Test*	2008-09	2009-10	2010-11
ISAT Composite	53.9%	53.0%	50.9%
ISAT Reading	57.8%	47.1%	49.3%
ISAT Math	56.6%	60.2%	57.4%
ISAT Science	33.3%	48.3%	38.5%

* Percentage of students meeting/exceeding state standards. Excludes ELLs in years 0-5.

ABSOLUTE AND RELATIVE STUDENT PERFORMANCE



Indicator	School	Absolute Rating	Comparison School Avg.	Difference
Elementary School				
ISAT Reading	49.3%	Middle	58.4%	-9.1%
ISAT Reading Change*	-8.4%	Low		
ISAT Math	57.4%	Middle	67.5%	-10.1%
ISAT Math Change*	-1.5%	Middle		
ISAT Science	38.5%	Low	58.0%	-19.5%
ISAT Science Change*	-4.8%	Low		
ISAT Composite	50.9%	Middle	62.3%	-11.4%
ISAT Composite Change*	-5.2%	Low	5.3%	-10.5%
Attendance Rate	94.1%	Middle	92.4%	1.6%
Transfer Out Rate	10.2%	Middle	15.7%	-5.4%

* Change: The difference between the school's most recent score and the average of the three prior years. If the school does not have three prior years of data, two years will be used.

Appendix 1

Glossary of Terms

School Information

Charter School. An independently operated public school approved and certified under the Illinois Charter Schools Law, Illinois School Code, 105 ILCS 5/27, et seq. All charter schools in Chicago are governed pursuant to Illinois School Code, 105 ILCS 5/27A-5 as well as each school's Charter School Agreement. A charter operator has freedom over the school's educational program and is responsible for the financial management and operation of the school.

Contract School. Contract schools are attendance centers that operate pursuant to the Illinois School Code (105 ILCS 5/34-1.1) and are managed by an independent for-profit or not-for-profit organization that is retained by the Board.

Grades Served. Refers to the grade level(s) served during the 2010–11 school year.

Term of Agreement. The years for which the contract school has entered into an agreement with the Chicago Board of Education to operate its school.

Student Enrollment. The total number of students attending the school based on figures reported on October 5, 2010 used to determine funding allocations to each school.

Student Ethnicity. The number of students in each of the ethnic categories (African American, Hispanic, white, Asian/Pacific Islander, and other) as defined by the U.S. Census, are shown as a percentage of the total fall enrollment (October 5, 2010).

Low Income Rate. The percentage of students eligible for free or reduced-price lunch during the 2010–11 school year. This classification is determined using the number of students entitled to receive free or reduced-priced meals as of October 5, 2010. The percentage of low-income students is determined by dividing the total number of low-income students by the total fall enrollment and then multiplying by 100.

Limited English Proficiency (LEP) percentage. LEP students are those who are eligible for bilingual education. The percentage of LEP students is determined by dividing the total number of LEP students by the total fall enrollment (October 5, 2010) and then multiplying by 100.

Special education percentage. The percentage of students who require special education services through an Individualized Educational Plan (IEP) based on figures reported as of October 5, 2010. This percentage does not include students with 504 plans. The percentage of IEP students is determined by dividing the total number of students with an IEP by the total fall enrollment (October 5, 2010) and then multiplying by 100.

Charter and Contract School Accountability

Charter and Contract accountability plan. Included as an exhibit in the Charter School Agreement and the Comprehensive Educational Services and Performance Agreement for Contract schools, the accountability plan clearly defines the standards a charter or contract school is held accountable to annually during the term of its charter or contract. The charter and contract accountability plan includes information regarding the pupil performance indicators (absolute and relative) and the financial management and compliance indicators (operations) the charter or contract school is evaluated on in the annual performance report. It establishes the performance levels that generate the ratings for the absolute and operations performance indicators.

Absolute Student Performance Indicators. Schools are measured on their performance indicators such as the percentage of students performing at or above the state learning standards on the Illinois Standards Achievement Test (ISAT) and the Prairie State Achievement Examination (PSAE), and attendance, transfer-out, graduation, and dropout rates. A High, Middle, or Low rating is assigned to the school's performance on the absolute student performance indicators, per the accountability plan version.

Relative Student Performance Measure. The Office of New Schools and Programs compares charter and contract school performance to the performance of the charter and contract students' neighborhood schools by using a comparison school average. The comparison school average is a weighted average of the performance of the neighborhood schools, proportional to the number of students from each school. The school's performance against the comparison school average is not given a High, Middle, or Low rating, although, the Chicago Board of Education will consider this data during renewal decisions.

High Rating. This rating indicates that the school's performance meets or exceeds expectations for the indicator it is assessed on.

Middle Rating. This rating indicates that the school's performance meets minimum requirements for the indicator it is assessed on.

Low Rating. This rating indicates that the school's performance does not meet expectations for the indicator it is assessed on.

Student Performance Indicators

Illinois Standards Achievement Test (ISAT). The assessment measures individual student achievement relative to the Illinois Learning Standards.

In 2004–05, students in grades 3, 5, and 8 took the ISAT for reading and mathematics. Students in grades 4 and 7 took the ISAT only for science. Since 2005–06, students in grades 3 through 8 take the ISAT for reading and mathematics, while student in grades 4 and 7 also take the ISAT for science.

Beginning in 2007-2008, English Language Learner (ELL) students in program years 0 through 5 were required by the Illinois State Board of Education (ISBE) to take the ISAT. The 2010-2011 ISAT data presented in this Report *excludes* the performance of ELL students in program years 0 through 5 in order to be able to relatively compare a school's prior performance on the ISAT with 2010-2011 data.

The ISAT composite score is the average of the reading, mathematics, and science scores, excluding ELL students in program years 0 through 5.

Prairie State Achievement Examination (PSAE). The assessment measures the achievement of grade 11 students relative to the Illinois Learning Standards in reading, mathematics, science, and writing. The PSAE includes three components: (1) the ACT Plus Writing, which includes the ACT series of four multiple-choice tests in English, mathematics, reading, and science and a 30-minute constructed-response writing test; (2) an ISBE-developed science assessment, and (3) two WorkKeys assessments (Applied Mathematics and Reading for Information).

Beginning in 2007-2008, English Language Learner (ELL) students in program years 0 through 5 were required by the Illinois State Board of Education (ISBE) to take the PSAE. The 2010-2011 PSAE data presented in this Report *excludes* the performance of ELL students in program years 0 through 5 in order to be able to relatively compare a school's prior performance on the PSAE with 2010-2011 data.

The PSAE composite score is the average of the reading, mathematics, and science scores, excluding ELL students in program years 0 through 5.

WorkKeys. The WorkKeys is an assessment that is criterion-based and measures 10 foundational workplace skills. Students are given a score between 0 and 7 on the Applied Mathematics and Reading for Information assessments. The percentage of students scoring between 5 and 7 signifies that the students are prepared for 90 percent of jobs. The WorkKeys assessment in Applied Mathematics and Reading for Information is part of the Prairie State Achievement Examination (PSAE).

The percentage of students scoring between 5 and 7 on the WorkKeys Applied Mathematics and Reading for Information excludes ELL students in program years 0 through 5.

Student Attendance Rate. Student Attendance Rate is calculated by dividing the total days of student attendance in a given school year by the total days in that school year, multiplied by 100.

Graduation Rate. The graduation rate is a measure of how many students completed high school within *four* years. For example, the 2010–11 graduation rate is calculated by dividing the number of 2010–11 high school graduates by the enrollment of first-time 9th graders in 2007-08, minus students who transferred out, plus students who transferred in, multiplied by 100. This rate is based on figures reported by CPS to the Illinois State Board of Education based on data entered by the school in the student information system.

Transfer-out Rate. The transfer-out rate is the percentage of students that transferred out of the school over the course of the school year for any reason. The first and last months of school

are not included in this calculation. The transfer-out rate is calculated by dividing the number of students that transferred out of a given school by the average daily enrollment of that school, multiplied by 100.

Dropout Rate. The dropout rate is calculated for one school year, in this case for 2010-2011. It is the number of students in grades 9 through 12 that dropped out of school in a given year, divided by the total number of students enrolled in the school over the course of the school year, multiplied by 100. Please note that the number of students dropping out includes unverified transfers. The number of students enrolled does not include students who transferred to another Chicago public school before the end of the school year, as all students are counted only toward their most recent Chicago public school.

Adequate Yearly Progress (AYP). The federal No Child Left Behind Act (NCLB) requires states to set annual performance benchmarks in reading and mathematics. A school must meet these benchmarks as a whole and in each subgroup to make AYP. In Illinois, AYP calculations for the 2010–11 school year were based on four factors:

1. At least 95 percent of total student population and each subgroup must take the state test;
2. At least 85.0 percent of students must be meeting or exceeding standards in reading and math;
3. All subgroups with at least 45 students must meet mathematics and reading assessment targets or make Safe Harbor; and
4. The attendance rate for non-high schools must be at least 91 percent, and the graduation rate for high schools must be at least 80 percent.

For charter schools operating multiple campuses, AYP results are reported for the charter school entity and are not given to each charter school campus.

The performance of ELL students in programs years 0 through 5 on the Illinois Standards Achievement Test (ISAT) and Prairie State Achievement Examination (PSAE) were included in determining whether the school met the AYP targets.

Appendix 2

Version C: Academic Rating Matrix for 2010-2011 Performance Report

Absolute Student Performance Indicator	High	Middle	Low
ISAT: Reading Percent meet and/or exceed State standards	More than 70%	40% - 69.99%	Less than 39.99%
ISAT: Reading Percent meet and/or exceed standards in current year compared to the average percent of students meeting/exceeding standards on reading for the past 3 years	At least 2.0% increase	+/- 1.99%	At least 2.0% decrease
ISAT: Math Percent meet and/or exceed State standards	More than 70%	40% - 69.99%	Less than 39.99%
ISAT: Math Percent meet and/or exceed standards in current year compared to the average percent of students meeting/exceeding standards on math for the past 3 years	At least 2.0% increase	+/- 1.99%	At least 2.0% decrease
ISAT: Science Percent meet and/or exceed State standards	More than 70%	40% - 69.99%	Less than 39.99%
ISAT: Science Percent meet and/or exceed standards in current year compared to the average percent of students meeting/exceeding standards on science for the past 3 years	At least 2.0% increase	+/- 1.99%	At least 2.0% decrease
ISAT: Composite Percent meet and/ or exceed State standards	More than 70%	40% - 69.99%	Less than 39.99%
ISAT: Composite Percent meet and/or exceed standards in current year compared to the average percent of students meeting/exceeding standards for the past 3 years	At least 2.0% increase	+/- 1.99%	At least 2.0% decrease
PSAE: Reading (11 th grade students only) Percent meet and/or exceed State standards	More than 70%	30% - 69.99%	Less than 29.99%
PSAE: Reading Percent meet and/or exceed standards in current year compared to the average percent of students meeting/exceeding standards for the past 3 years	At least 2.0% increase	+/- 1.99%	At least 2.0% decrease
PSAE: Math (11 th grade students only) Percent meet and/or exceed State standards	More than 70%	30% - 69.99%	Less than 29.99%

PSAE: Math Percent meet and/or exceed standards in current year compared to the average percent of students meeting/exceeding standards for the past 3 years	At least 2.0% increase	+/- 1.99%	At least 2.0% decrease
PSAE: Science (11 th grade students only) Percent meet and/or exceed State standards	More than 70%	30% - 69.99%	Less than 29.99%
PSAE: Science Percent meet and/or exceed standards in current year compared to the average percent of students meeting/exceeding standards for the past 3 years	At least 2.0% increase	+/- 1.99%	At least 2.0% decrease
PSAE: Composite (11 th grade students only) Percent meet and/or exceed State standards	More than 70%	30% - 69.99%	Less than 29.99%
PSAE: Composite Percent meet and/or exceed standards in current year compared to the average percent of students meeting/exceeding standards for the past 3 years	At least 2.0% increase	+/- 1.99%	At least 2.0% decrease
Attendance Rate (Evaluated by type of school - elementary or high school)	Top 25% of city's public schools	Middle 50% of city's public schools	Lowest 25% of city's public schools
Graduation Rate (High schools only)	Top 25% of city's public schools	Middle 50% of city's public schools	Lowest 25% of city's public schools
Transfer Out Rate (Evaluated by type of school - elementary or high school)	Top 25% of city's public schools	Middle 50% of city's public schools	Lowest 25% of city's public schools
Dropout Rate (High schools only)	Top 25% of city's public schools	Middle 50% of city's public schools	Lowest 25% of city's public schools
Unique Standards and Assessments Percent of students who meet standard at levels to be determined by the Charter School and Board	To be determined for each Indicator	To be determined for each Indicator	To be determined for each Indicator
Adequate Yearly Progress (NCLB)	Met AYP target	Failed to meet AYP target (1 year)	Failed to meet AYP targets for 2 or more years