

**BROWNSVILLE COLLEGIATE  
CHARTER SCHOOL**

**2014-15 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Michael Blake

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Michael Blake, Director of Operations, prepared this 2014-15 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position
John Greenstein	Treasurer
Bob Howitt	Trustee
Eileen Shy	Trustee
Linton Mann III	Chair
Julie Kennedy	Trustee
Stuart Linde	Trustee
Gerald St. Claire	Trustee
Ian Sacks	Trustee
Ekwutozia Nwabuzor	Trustee

**Jessica Simmons served as the Principal from 2009 through 2015 of Grades 5-8. Paul Chin and Anjya Thomas currently serve as Co-Principals of Grade 5-8.**

**Jesse Corburn has served as the Principal since 2012 of Grades 9-12.**

## INTRODUCTION

### *MISSION and GRADES SERVED*

The mission of Brownsville Collegiate Charter School (BVC) is to prepare each student for college. Brownsville Collegiate Charter School opened on August 31, 2009. The school opened with 5<sup>th</sup> and 6<sup>th</sup> grades and served grades 5-11 during the 2014-15 school year.

### *STUDENT POPULATION*

With an initial enrollment as of BEDS Day 2014 of 390 students, Brownsville Collegiate Charter School had relatively low attrition and ended the 2014-15 school year with 391 students in grade 5-11. BVC continued to enroll 5<sup>th</sup> grade students after BEDS Day 2014, hence the higher year-end enrollment number. The chart below shows the demographic breakdown of BVC's student population as of the last day of school.

Gender	46% Male	54% Female
Free & Reduced Lunch	83%	
Special Needs	15%	
Race	83% Black/ African American	16% Latino Less than 1% Asian
English Language Learners	3%	

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

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2009-10						74	29							103
2010-11						77	54	20						151
2011-12						88	67	47	18					220
2012-13						87	86	67	40	15				295
2013-14						74	72	77	56	31	14			324
2014-15						68	89	77	68	53	25	10		390

\* Data is as of BEDS day

### **STRATEGY**

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

1. We believe that creativity flourishes within structured academic environments.  
*Good work cannot occur unless there is a safe and orderly environment in and out of the classroom.*
2. We have very high academic and behavioral expectations.

*High expectations demand significant amounts of extra support before, during, and after school and on Saturdays.*

3. We know that without great teachers, nothing else matters.  
*Teachers must have the time and professional tools and resources to do their jobs effectively.*

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

## **DESIGN**

Brownsville Collegiate Charter School’s school design includes seven core components.

**Focus on Literacy.** Many of our students beginning in grade 5 are reading substantially below grade level. If a school does not address this dramatic and central issue immediately, students will be at a huge disadvantage in all subjects in high school and college. The ultimate academic success of BVC students, therefore, is tied to mastering this fundamental skill. In 2014-15, BVC provided explicit instruction in literacy skills and inculcated the reading habit through:

- Two hours of daily literacy instruction;
- 30 minutes of Guided Reading groups or Book Clubs four times per week;
- 20 minutes of silent reading at breakfast to start each school day;
- Requiring students to read grade level-appropriate books during the summer;
- Requiring graded, written work in every class, including math; and
- Requiring students to carry a silent independent reading book at all times to serve as the entrance ticket to school in the morning, make better use of transition time in the hallways, and ensure that there is never a lost moment during the day since “you never know when you’ll have a chance to read.”

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

BVC teachers pay particularly close attention to the topics, sequence, and performance standards outlined in the New York State standards. This ensures that students are mastering the same material as their peers throughout New York State. At the same time, we trust teachers to adapt the subject topics and performance standards according to their professional expertise. BVC teachers create a comprehensive curriculum for their subject, saved on the school’s shared drive, with a year-long scope and sequence, individual unit plans, daily lesson plans, and assessment materials. Not only does this provide the school with a record of individual course instruction but this also serves as a valuable curricular planning resource for returning and future teachers.

**Assess Early and Often to Drive the Instructional Program.** The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of continuous reflection and improvement. In addition to the New York State Common Core Mathematics and English Language Arts exams, BVC administered three internally-aligned Interim Assessments and one Final Exam in Math, Reading, Writing, Science and History. These tests assessed ongoing student mastery of Math, Reading, Writing, Science and History skills and standards throughout the year and provided immediate data on individual student and class growth. In addition, Regents exams in Living Environment and Algebra were administered in 8<sup>th</sup> grade. BVC teachers, with the support of the Principal, used this data to identify standards mastered and standards in need of re-teaching so that lesson plans could be continuously adjusted. BVC also utilized the information to target content- and skills-driven tutoring and small-group instruction afterschool and on Saturdays.

**Make More Time.** In order to provide students with a comprehensive, college preparatory education, Brownsville Collegiate has a longer-than-usual school day and longer-than-usual school year. During the 2014-15 school year, Brownsville Collegiate was open 188 instructional days for students (205 days for teachers). For most students, the regular school day began at 7:35 AM and ended at 4:00 PM. For those receiving tutoring and homework help, the day ended at 5:00 PM. Finally, as a result of their academic need, 19% of BVC students (n=57) also attended school from 9:00 AM to 12:00 PM on Saturdays at some point during the school year.

With hour-long periods four days a week and an alternating A/B Schedule with 75 minute classes on Wednesdays to allow for significant staff meeting and professional development time, students at Brownsville Collegiate received weekly:

- 9 periods of Mathematics
- 10 periods of English Language Arts (Reading and Writing)
- 4 30-minute periods of Guided Reading or Book Clubs
- 5 periods of Social Studies
- 5 periods of Science
- 3 periods of Enrichment electives

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

**Emphasis on College.** For too many at-risk students, college only exists in the abstract. For Brownsville Collegiate students, freshman year of college will be a natural extension of their educational experience at BVC. In the school's whole-school Friday Community Meetings, the goals for the day consistently revolved around the question, "How do we get to college?" To which BVC students answered together, "By being mindful, achieving, professional and prepared!"

Brownsville Collegiate students began talking about college on the first day of school as their advisories are named after the alma maters of their teachers. Through informal conversations in advisory and in classes, students learned about the college application process, financial aid, dorm-life, selecting a major, and other important aspects of college survival. Students also won T-shirts

from their namesake advisories. Our 5<sup>th</sup> grade students visited American University, our 6<sup>th</sup> grade students visited Yale University, our 7<sup>th</sup> grade students visited Boston College, and our 8<sup>th</sup> grade students visited Stanford University during trips throughout the year.

During the regular school day, from 3:00 to 3:45 PM three days per week, BVC offers a variety of rotating electives, called Enrichment, including:

- Art & Drawing
- Fashion Design
- Flag Football
- Basketball
- Soccer
- Track & Field
- Culinary Arts
- Chess
- Film-making
- West African Dance
- Jazz Ballet
- Hip Hop
- Yearbook
- Drumming
- Glee Club
- Acting & Improv
- Step
- Set Design
- Musical theater

From 4:00 to 5:00 PM, BVC offers subject-specific tutoring and requires students struggling to regularly complete homework assignments on-time and at high quality to spend their lunch period in Homework Center working on that night's homework assignments.

BVC's school culture is based on its four core MAPP values of being "Mindful," "Achieving," "Professional," and "Prepared." Brownsville Collegiate students are expected to consistently demonstrate these characteristics wherever they find themselves and are rewarded with merits when they model these characteristics well or go above and beyond. Students earning merits receive the opportunity to represent the school on merit trips and trade their merits at Merit Auctions for tangible rewards. Every other month, by participating in merit-earned trips either with a group of the top merit earners or one-on-one/two-on-one with staff members, merit winners develop the more abstract skills necessary for true college preparation (trying new activities, demonstrating leadership and professionalism, and participating in community service). During the 2014-15 school year, Brownsville Collegiate students:

- Visited Bear Mountain and spent a day hiking;
- Earned the opportunity to paint pumpkins before Halloween;
- Participated in team building activities at Governor's Island
- Visited the Museum of Natural History, the Brooklyn Museum, the Museum of Math and the NY Hall of Science;

- Went to museums, sporting events and restaurants with staff members;
- Sang Karaoke, played games, and participated in Dance Competitions;
- Participated in spelling bees, a “Writing Oscars” and math competitions;
- Performed in a musical production of “Lion King”; and
- Participated in grade level and school wide field day competitions.

**Provide Structure and Order.** Students need a safe and orderly environment to be productive. In 2014-15, BVC created a calm, composed, and disciplined environment to maximize the amount of time on-task. Strategies included:

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

**Insist on Family Involvement.** BVC’s educational program is structured so that families must be involved in their child’s academic pursuits. In 2014-15, BVC families:

- Picked up their child’s report card in person at the school three times;
- Met with teachers and staff on dozens of occasions to formally and informally discuss their child’s academic and behavioral performance;
- Maintained an open line of communication with their child’s teachers through in-person meetings, bi-weekly advisory phone calls, and e-mails;
- Were called at home or at work each day if their child earned a detention;
- Attended Family Involvement Committee meetings throughout the year to better understand the curricular program, learn about summer camp opportunities, discuss strategies for monitoring Internet and cell phone usage, and talk about how to communicate with their pre-teen;
- Were asked to offer input on the school on mid-year and year-end surveys, grading the school on how it was doing;
- Were offered the opportunity to watch their children perform in their chosen Enrichment activity at three public performances during the course of the year, with the Winter Celebration being followed by a potluck dinner;
- Attended Literacy Night and Math Night to learn better ways to support students at home;
- Used games to learn strategies for preparing their students for the NYS ELA and Mathematics exams at State Exam Family Night ;
- Attended a performance of BVC’s musical production of *The Lion King* and;
- Participated in an array of charter school advocacy efforts, including a rally in Manhattan and a rally in Albany

## ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

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

#### Background

Reading instruction at Brownsville Collegiate is based around shared, whole-class novels. The curriculum develops reading comprehension skills and strategies and vocabulary. Whole-class novels are selected for each grade that are appropriately leveled for the majority of students in that grade. The whole-class novels should be accessible for students with the appropriate scaffolding.

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

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

- Criterion-referenced New York State exams in English Language Arts
- Leveled Reading Assessments
- Internally developed Interim Assessments in English Language Arts
- Internally developed Final Examination in English Language Arts.

Brownsville Collegiate Charter School administered four externally developed and aligned Interim Assessments in English Language Arts (Reading and Writing) during the 2014-15 school year, including one Final Exam. These assessments were created using an external vendor to increase the level of rigor and Common Core alignment of the literacy exams. They were also administered to all other Uncommon NYC middle schools, as well as our counterparts in Troy and Rochester. Similar to the state exam, the ELA Interim Assessments were administered in two parts: 3-4 reading passages accompanied by multiple choice questions and open response questions or an extended response/essay section. The assessments also included at least two editing passages that assessed student mastery of grammar, capitalization, and punctuation skills.

After the tests were administered, Uncommon NYC middle school teachers from each subject/grade level scored each exam and BVC administrative staff entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, BVC teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. BVC also utilized the information to target content- and skills-driven tutoring and re-teaching after school and on Saturdays.

After seeing the reading and writing performance of our students in the spring of 2014, we took the following steps:

- Increasing student achievement in ELA became a school-wide Strategic Plan initiative for the fourth year in a row

- Reading and Writing teachers continued to use lessons from Curriculum Specialists across the network and tailored them for their individual classes to leverage the best lesson planning in Uncommon’s middle schools;
- We continued to target students who scored a 1 or 2 on State ELA Exams through Saturday School and after-school tutoring to help remediate students’ basic skills and better prepare them for the myriad skills they will need to demonstrate proficiency on the state exam and beyond. These students were also prioritized for additional pre-State Exam tutoring.

**Goal 1: Absolute Measure**  
 Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.

**Method**

The school administered the New York State Testing Program Common Core English language arts assessment to students in 5<sup>th</sup> through 8<sup>th</sup> grade in April 2014. 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.

**2014-15 State English Language Arts Exam  
 Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>1</sup>			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	78			1	79
6	85				85
7	75				75
8	66				66
All	304				305

**Results**

On the 2014-15 NYS ELA exam, 22% of students in their second year at Brownsville Collegiate scored proficient. When looking at all students, including those that have been at Brownsville

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

Collegiate for less than 2 years, 22% of students scored proficient. While the percentage of students scoring proficient is 22% overall and for students enrolled for two or more years, the performance of 8<sup>th</sup> graders enrolled two or more years is 6 points higher at 28%.

**Performance on 2014-15 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	Number Tested	Percent	Number Tested
3				
4				
5	22%	78	0%	3
6	18%	85	18%	67
7	21%	75	22%	74
8	27%	66	28%	65
All	22%	304	22%	209

**Evaluation**

We did not achieve the goal of 75% of students meeting this measure in ELA for 2104-15, however we feel energized to embrace the challenge of significant growth that we will need to make in order to achieve the goal. ELA continues to be an important focus area for the school in the 2015-16 school year.

**Additional Evidence**

With the exception of 5<sup>th</sup> grade, at every grade level, we have seen that students who are enrolled longer at Brownsville Collegiate are more likely to score proficient on the NYS ELA exams. We look forward to seeing these numbers increase in the coming years as we revise curriculum and work to ensure all students are prepared for the rigor of the new exams, but we feel positive about the momentum we have seen over the past few years in terms of student growth in English language arts. We are hopeful that the network wide focus on improving these results, along with the dogged determination of our teachers, will yield stronger performance next year.

**English Language Arts Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5	11%	9	0%	9	0%	3

6	11%	82	25%	67	18%	67
7	25%	60	18%	73	22%	74
8	29%	34	47%	53	28%	65
All	19%	185	27%	202	22%	209

**Goal 1: Absolute Measure**

Each year, the school’s aggregate Performance Level Index (PLI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

**Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (“PLI”) value that equals or exceeds the 2014-15 English language arts AMO of 97. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>2</sup>

**Results**

The school achieved this goal with a PLI of 96, surpassing the AMO of 89 by 7 points.

**English Language Arts 2014-15 Performance Level Index (PLI)**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	32	47	17	4

$$\begin{array}{rclclclcl}
 \text{PI} & = & 47 & + & 17 & + & 4 & = & 68 \\
 & & & & 17 & + & 4 & = & \underline{22} \\
 & & & & & & \text{PLI} & = & 90
 \end{array}$$

**Evaluation**

Brownsville Collegiate did not exceed the AMO of 97, scoring a 90 on the Performance Index. We believe that the strengthening of our English Language Arts program will improve student performance and will increase our overall Performance Index next year.

**Goal 1: Comparative Measure**

<sup>2</sup> In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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 local school district.

**Method**

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>3</sup>

**Results**

Students in their second year at Brownsville Collegiate outperformed Community School District 23 on 2014 administration of the Common Core English Language Arts exam by 8 percentage points. The school outperformed the district in all grades on an absolute level, though none of the 3 fifth graders repeating the grade scored proficient. On an absolute level, however, 22% of Brownsville Collegiate 5<sup>th</sup> graders scored proficient (compared to just 8.4% in CSD 23). In 8<sup>th</sup> grade, Brownsville Collegiate’s performance exceeded CSD 23 performance by at 12 percentage points, demonstrating that the longer students are enrolled at Brownsville Collegiate, the more prepared they are for rigorous curriculum and to succeed in college.

**2014-15 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	0%	3	8.4%	798
6	18%	67	11.7%	855
7	22%	74	14.7%	977
8	28%	65	15.9%	975
All	22%	209	13.9%	3605

**Evaluation**

Brownsville Collegiate met this measure in all grades except for with 5<sup>th</sup> graders in their second year at the school. Overall, the school outperformed the same grades in Community School District 23 by between 6 and 13 percentage points, and by 8 percentage points as a whole.

<sup>3</sup> Schools can acquire these data when the New York State Education Department releases its Access 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](#).

## Additional Evidence

Brownsville Collegiate students continue to outperform their district counterparts in English Language Arts across almost all grades. While the gap in performance between BVC's students and students in the district has decreased with the new Common Core standards, we know that there is still a good deal of work to do to prepare our students for the level of performance that we expect of them.

### 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 Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						
4						
5	11%	9.7%	0%	9.8%	0%	8.4%
6	11%	13.3%	25%	13.4%	18%	11.7%
7	25%	14.6%	18%	15.4%	22%	14.7%
8	29%	14.3%	47%	16.4%	28%	15.9%
All	19%	13%	27%	13.75%	22%	13.6%

#### 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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.

#### Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of 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 economically disadvantaged percentage. The difference between the schools' 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 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

## Results

The table below shows that the school's overall comparative performance is higher than expected to a meaningful degree. Students at BVC in grades 6 and 8 performed significantly better than predicted based on their free lunch status on the 2013-14 ELA exam, and while students in grades 5 performed slightly worse than predicted. Overall, the table below shows that in general, students enrolled at Brownsville Collegiate perform higher than expected on the NYS ELA exam the longer they are enrolled at the school.

### **2013-14 English Language Arts Comparative Performance by Grade Level**

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	85.0	77	15	18.7	-3.7	-0.32
6	87.0	79	24	15.6	8.4	0.71
7	80.5	75	20	18.1	1.9	0.13
8	81.4	55	47	21.6	25.4	1.62
All	83.7	286	25.0	18.2	6.7	0.45

<b>School's Overall Comparative Performance:</b>
Higher than expected to a meaningful degree

## Evaluation

Brownsville Collegiate met this measure as a school overall, with very promising results in grades 6 and 8. The school did not meet the measure in grades 5, the grade where students first enroll at the school and have attended for less than one year before taking the NYS ELA exam.

## Additional Evidence

In two of the past three years, Brownsville Collegiate 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 Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2011-12	5-8	77.3%	218	45.0	37.6	0.47
2012-13	5-8	87.9%	277	18.4	16.1	0.18
2013-14	5-8	83.7%	286	25.0	18.2	0.45

#### Goal 1: Growth Measure<sup>4</sup>

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 state’s unadjusted median growth percentile.

#### 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 2013-14 and also have a state exam score from 2012-13 including students who were retained in the same grade. Students with the same 2012-13 score are ranked by their 2013-14 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 statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.<sup>5</sup>

#### Results

##### 2013-14 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
3		50.0
4		50.0
5	52.5	50.0
6	53.0	50.0
7	49.0	50.0
8	48.5	50.0
All	50.5	50.0

<sup>4</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>5</sup> Schools can acquire these data from the NYSED’s Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

## Evaluation

In 2013-14, Brownsville Collegiate overall exceeded the statewide median of 50 by 0.5 points. From a grade level perspective, Brownsville Collegiate exceeded the statewide media in both Grades 5 & 6.

## Additional Evidence

Although our 2013-14 Mean Growth Percentile was lower than 2013-14, we have exceeded the statewide average in both years this measurement has been taken.

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

Grade	Mean Growth Percentile			
	2011-12 <sup>6</sup>	2012-13	2013-14	Statewide Average
3				50.0
4				50.0
5		59.5	52.5	50.0
6		59	53.0	50.0
7		51.5	49	50.0
8		57.5	48.5	50.0
All		56.5	50.5	50.0

## Summary of the English Language Arts Goal

Brownsville Collegiate achieved three of the five relevant English Language Arts goals based on results of the 2013-14 and 2014-15 state exams. We are proud that our students continue to outperform the district in Grades 6 through 8 in ELA and that our students are exceeding predicted performance based on free lunch status. However, we know that we still have a long way to go in terms of absolute performance .

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 Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students 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 local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the	Achieved

<sup>6</sup> Grade level results not available.

	state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	
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 state’s unadjusted median growth percentile.	Achieved

**Action Plan**

As a result of the most recent state exams, the school has made increasing rigor and achievement and the use of student data to inform instruction in ELA a continued focus area for the leadership team. In order to achieve the goals in the coming years, the school has taken the following steps:

- Standardizing ELA curriculum across all NYS Uncommon Middle Schools
- Weekly data meetings with ELA teachers to inform next steps in their classrooms
- Instructional leaders are maintaining a strict focus on data driven instruction for ELA
- The school is continuing to refine expectations for Guided Reading and Book Club in order to maximize this school-wide time each day and provide additional small group instruction
- Building out our school library and implementing the Scholastic Reading Counts program to measure and recognize the number of independent reading books our students are reading throughout the course of the school year
- ELA teachers each have a professional development goal around increasing the ratio of cognitive work for students

## 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 two hours of math per day, getting sufficient time to review basic computation skills and practice drilling mathematics computation and facts as well as time for independent practice of the skills and deeper problem solving. We offer 90 minutes of math instruction each day to ensure that students can compute and problem solve.

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

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

Brownsville Collegiate Charter School administered 4 internally developed and aligned Interim Assessments, including a Final Exam in Math during the 2014-15 school year. These assessments were created to reflect the school's scope and sequence in Math, and to mirror the style and scope of the New York State Math exams. Similar to the state exam, the Math Interim Assessments were administered in two parts; a 25-35 question multiple-choice section and a 6-12 question open-response section. The assessments focused primarily on the most recently covered standards, with a smaller focus on cumulative skills and standards covered in previous units.

After the tests were administered, Uncommon NYC middle school teachers from each subject/grade level scored each exam and BVC administrative staff entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, BVC teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. BVC also utilized the information to target content- and skills-driven tutoring after school and on Saturdays.

### **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 5 through 7 grade in April 2015. (Our 8<sup>th</sup> Grade students took the Algebra I in lieu of the 2015

NYS Grade 8 Math Exam.) 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.

**2014-15 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>7</sup>			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	78			1	79
6	85				85
7	75				75
8	0				66
All	238				305

**Results**

During the 2014-15 school year, 38% of all students tested across Grades 5-7 earned scores of 3 or 4 on the NYS Common Core math exam and 42% of students in their second year at the school achieved proficiency. Students who have been enrolled at Brownsville Collegiate longer demonstrated stronger performance on the exam, particularly in grade 6 and 7 where 40% and 43% of students enrolled in their second year scored proficient.

**Performance on 2014-15 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	Number Tested	Percent	Number Tested
3				
4				
5	28%	78	33%	3
6	41%	85	40%	67
7	44%	75	43%	74
8	--	0	--	0
All	38%	238	42%	144

<sup>7</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## Evaluation

Brownsville Collegiate did not meet this measure in 2014-15 after administering its third set of Common Core math exams. Students who have been enrolled at the school longer performed better, with 43% of 7<sup>th</sup> grade students scoring a Level 3 or 4.

## Additional Evidence

Brownsville Collegiate has historically performed well on the NYS Mathematics assessments, exceeding the goal of 75% of students reaching proficiency each year prior to 2012-13. While the school did not meet or exceed this goal this year, we are confident that our strong track record in mathematics as well as the deep level of Common Core alignment that our instructional leaders have conducted will help the school demonstrate strong performance going forward.

### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5	22%	9	11%	9	33%	3
6	37%	82	43%	67	40%	67
7	35%	60	44%	73	43%	74
8	59%	34	72%	53	--	0
All	39%	185	50%	202	42%	144

### Goal 2: Absolute Measure

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

## Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 mathematics AMO of 94. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>8</sup>

<sup>8</sup> In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

## Results

Brownsville Collegiate scored a Mathematics PLI of 113 during the 2014-15 school year, exceeding state mathematics AMO of 94.

### Mathematics 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	24	38	27	11

$$\begin{array}{rcccccccc} \text{PI} & = & 38 & + & 27 & + & 11 & = & 76 \\ & & & & 27 & + & 11 & = & \underline{28} \\ & & & & & & \text{PLI} & = & 113 \end{array}$$

## Evaluation

Brownsville Collegiate met this goal, exceeding the state AMO of 94 by 19 points.

### 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 local school district.

## Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>9</sup>

## Results

Brownsville Collegiate's percentage of students scoring proficient or advanced proficient on the NYS Common Core mathematics exam exceeded the percentage of students in Community School District 23 scoring proficient or advanced proficient on the exam in the same grades by 32 percentage points overall.

<sup>9</sup> Schools can acquire these data when the New York State Education Department releases its Access 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](#).

**2014-15 State Mathematics Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	33%	3	11.7%	801
6	40%	67	15.9%	862
7	43%	74	12.1%	979
8	--	0	8.9%	930
All	42%	144	12.1%	3573

**Evaluation**

Once again, Brownsville Collegiate met its comparative measure with its percentage of students scoring proficient exceeding the percentage of students in CSD 23 scoring proficient or advanced proficient across grades 5-8. The percentage of students at Brownsville Collegiate scoring proficient in each grade was at least double the percentage in the district in all grades. While Brownsville Collegiate is still not satisfied with its performance and hopes to get all students to proficiency as quickly as possible, the school is glad that it is able to offer students a viable alternative to math instruction in the district which is putting far fewer students on a path to mathematics proficiency.

**Additional Evidence**

Despite changes to the NYS Math exam, Brownsville Collegiate students continue to outperform the district average for math across all grades and have done so for the past three years. The school hopes to bring more students to proficiency during the 2015-16 school year in order to provide a viable program that is truly preparing students for college level mathematics.

**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					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						
4						
5	22%	8%	11%	12.7%	33%	11.7%
6	37%	15%	43%	14.3%	40%	15.9%
7	35%	11%	44%	14.8%	43%	12.1%
8	59%	10%	72%	15.4%	--	8.9%
All	39%	11%	50%	14%	42%	12.1%

## 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 Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of 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 economically disadvantaged percentage. The difference between the schools' 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 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

### Results

The chart below displays how BVC students in each grade performed compared to students in public schools in New York State with the same grade and a similar population of free-lunch-eligible students. As evidenced in the chart, BVC students performed much better than predicted in all grades except Grade 5, the year in which students enter the school. Overall, our school had significant positive effect sizes overall and in Grades 6-8.

#### **2013-14 Mathematics Comparative Performance by Grade Level**

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	85.0	77	26	27.2	-1.2	-0.07
6	87.0	78	40	22.7	17.3	0.93
7	80.5	76	44	20.2	23.8	1.26
8	81.4	55	73	15.6	57.4	2.82
All	83.7	286	43.6	21.9	21.8	1.11

#### **School's Overall Comparative Performance:**

Higher than expected to a large degree

## Evaluation

Once again, BVC met and exceeded this measure with a significant positive effect size of 1.11, with a particularly strong effect size of 2.82 in grade 8.

## Additional Evidence

Brownsville Collegiate continues to exceed predicted performance in mathematics across all grades. Brownsville Collegiate students who have spent more time at the school fare better each year in exceeding predicted performance. In Grade 8, our students exceeded their predicted performance by 57 points.

**Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2011-12	5-8	77.3	218	94.1	50.4	2.07
2012-13	5-8	87.9	277	39.7	16.1	1.50
2013-14	5-8	83.7	286	43.6	21.9	1.11

### Goal 2: Growth Measure<sup>10</sup>

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 state's unadjusted median growth percentile.

### 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 2013-14 and also have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 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 perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.<sup>11</sup>

<sup>10</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>11</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

## Results

The table below shows the mean growth percentile for Brownsville Collegiate's 5<sup>th</sup> – 8<sup>th</sup> graders from the 2013-14 state exam. In all grades, Brownsville Collegiate students exceeded the statewide average, with a school-wide percentile of 65 points.

### **2013-14 Mathematics Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Statewide Average
3		50.0
4		50.0
5	63.5	50.0
6	67	50.0
7	64.5	50.0
8	--	50.0
All	65	50.0

## Evaluation

Brownsville Collegiate students exceeded the mean growth percentile in every grade by at least 13 points, and overall exceeded the state wide average by 15 points.

## Additional Evidence

This is our second year using the mean growth percentile as a measure, and in both years we are well above the statewide average. We feel energized by the results and look forward to seeing our results next year given our increased focus on common core rigor in mathematics.

### **Mathematics Mean Growth Percentile by Grade Level and School Year**

Grade	Mean Growth Percentile			
	2011-12 <sup>12</sup>	2012-13	2013-14	Statewide Average
3				50.0
4				50.0
5		61	63.5	50.0
6		61.5	67	50.0
7		61.5	64.5	50.0
8		72.5	--	50.0
All		64	65	50.0

<sup>12</sup> Grade level results not available.

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

Brownsville Collegiate achieved 4 of the 5 measures in the mathematics goal for the 2014-15 school year. We feel energized by the challenge of reaching the ambitious goal of 75% of students reaching proficiency and want to be able to meet that goal in the coming years.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district 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 state's unadjusted median growth percentile.	Achieved

### **Action Plan**

The absolute performance across all grades in mathematics on the 2014-15, while slightly higher than in the previous year, has shown that our thinking about mathematics instruction will need to continue to evolve as we prepare our students to meet the demands of more challenging math curricula. In order to continue to improve our curricula in math, we have put a network wide focus on Explore problems. Similar to our ELA department, there are bi-weekly Math data meetings to review and respond to student data, and an increased attention to data driven instruction that will allow teachers to focus in on student needs in a timely way.

## SCIENCE

### **Goal 3: Science**

Students will demonstrate proficiency in the understanding and application of scientific principles.

#### **Background**

The Science curriculum at BVC has been designed to provide a solid foundation for students in the essential understandings of Middle Grades Science as outlined in the New York State standards. Our fifth and sixth grade science curriculum is designed to equip students for more in-depth studies of Biology, Chemistry, and Physics in high school. Students participated in hands-on science activities or demonstrations on a weekly basis, usually adapted from FOSS Science kits that align with our science content. Science instruction consistently reinforced both math and reading comprehension skills, and our science teachers frequently worked closely with both our math and English Language Arts teachers to ensure that common approaches and language were used to reinforce cross-curricular content. For example, during the Scientific Method and Measurement unit, students worked with units of measurement, tools of measurement, and conversions between units of measure, reinforcing important skills from the math curriculum. In terms of supporting literacy, planning time was dedicated to determining how to best expose students to nonfiction texts during science class each week and how to encourage them to access and use scientific texts for their own learning and study. This exposure to nonfiction provided an important opportunity for students to practice and continue to develop their reading comprehension and vocabulary skills. In eighth grade Science, the Regents examinations in The Living Environment were administered for the first time. In preparation for this, students participated in a rigorous course of study and set of laboratory activities, again using literacy skills to complete lab reports throughout the year and conduct research. Students took the Living Environment Regents exam in lieu of the 8<sup>th</sup> grade State Science exam, following guidance from NYSED which allowed students to forego the 8<sup>th</sup> 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 proficiency on the New York State science examination.

#### **Method**

The school administered the Living Environment Regents exam to students in 8<sup>th</sup> grade in June of 2015 in lieu of the 8<sup>th</sup> grade NYS Science test.

#### **Results**

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

### **Charter School Performance on 2014-15 State Science Exam**

**By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4				
8	85%	65	N/A	N/A

**Evaluation**

This measure was met and exceeded, with 85% of students achieving “proficiency” as measured by a passing grade of 65 or higher on the Regents exam (equivalent to “Level 3 or higher” on the State Science exam).

**Additional Evidence**

The table below shows performance of Brownsville Collegiate 8<sup>th</sup> graders on the Living Environment Regents exam for the past three years. In 2012 through 2015, the vast majority of students passed the Regents exam with a score of 65 or higher. As our 8<sup>th</sup> grade enrollment continues to grow and we backfill seats in upper grades and retaining students longer, we are happy to report that – although our scores have slightly declined –88% of students passed the exam and received Regents credit during 8<sup>th</sup> grade.

**Science Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4						
8	98%	38	96%	54	85%	65
All	98%	38	96%	54	88%	65

**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 local school district.

**Method**

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

## Results

Comparative data was not available for the past two years for NYS Science exams or Regents by districts.

### 2014-15 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4				
8	66%	66	N/A	N/A

## Evaluation

At the time of this report, comparative NYS Science exam and NYS Regents exam data had not yet been released. Brownsville Collegiate will update this report when the data becomes available.

## Additional Evidence

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					
	2012-13		2013-14		2014-2015	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4						
8	98%	Data not released	96%	Data not released	88%	Data not released
All	98%		96		88%	

## Summary of the Science Goal

Brownsville Collegiate exceeded its one measureable science goal for the 2014-15 school year and feels confident that it will exceed the comparative goal once data is released on Community School District 23's Living Environment Regents performance.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at	Achieved

	least their second year will perform at proficiency on the New York State examination.	
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 local school district.	N/A

**Action Plan**

BVC looks forward to continuing to build on the success of its first several years of Regents exam administration in the following ways:

- Leveraging centralize lesson planning within Uncommon’s Brooklyn middle schools to continue to build up the rigor of our curriculum
- Implementing new Science curricular materials from Pearson that incorporate far more writing and critical thinking than in the past.
- Continuing to utilize our building’s shared science lab space for all 8<sup>th</sup> grade classes to allow for more high quality laboratory experiences
- Align classroom lessons and materials to revised Scope & Sequence for science grades 5-8 that builds up to Regents preparation in 8<sup>th</sup> grade and also adds elements of Common Core standards so that this course is aligned to Common Core Regents expectations
- Revise assessments and scope and sequence for 5<sup>th</sup>-8<sup>th</sup> grade science to align all grades with Common Core science standards

**NCLB**

**Goal 4: NCLB**  
The school will make Adequate Yearly Progress.

**Goal 4: Absolute Measure**  
Under the state’s NCLB accountability system, the school’s Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

**Method**

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school’s status under the state’s No Child Left Behind (NCLB) accountability system.

**Results**

Brownsville Collegiate was designated a school In Good Standing under NCLB for the 2014-15 school year.

**Evaluation**

N/A

**Additional Evidence**

N/A

**NCLB Status by Year**

Year	Status
2012-13	Good Standing
2013-14	Good Standing
2014-15	Good Standing

## APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

### ENGLISH LANGUAGE ARTS

#### Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

(S) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.

#### Method

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma; and scoring 75 to meet the college and career readiness standard.<sup>13</sup> This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

#### Results

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

**English Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>14</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	12	100%
2013	29	100%
2014	47	87% (Common Core English)

<sup>13</sup> The statewide adaptation of the Common Core State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

<sup>14</sup> Based on the highest score for each student on the English Regents exam

## Evaluation

N/A

## Additional Evidence

In its third year with a 9<sup>th</sup> grade cohort, Brownsville Collegiate made some progress towards the goal of having 75% of 10<sup>th</sup> pass three Regents exams within their first three years, and did see 100% of 10<sup>th</sup> and 11<sup>th</sup> grade students pass the English Regents.

**English Regents Passing Rate with a score of 65 by Cohort and Year**

Cohort Designation	2012-2013		2013-2014		2014-2015	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	15	60%	12	75%	11	100%
2013	-	-	33	84%	29	100%
2014	-	-	-	-	47	87%

### Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score proficient on the New York State 8<sup>th</sup> grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

**(S)** Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.

## Method

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation with a Regents diploma (the college and career readiness standard).

## Results

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

**English Regents Passing Rate with a Score of 65 (75) among Students  
Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>15</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 (75)
2012	12	N/A
2013	29	N/A
2014	47	N/A

**Evaluation**

N/A

**Additional Evidence**

N/A

**Goal 1: Absolute Measure**  
Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

**Method**

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:

[http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

The AMO continues to be its basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2012-13 English language arts AMO of **163**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4.

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<sup>15</sup> Based on the highest score for each student on the English Regents exam

**Results**

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

**English Language Arts Accountability Performance Level (APL)  
For the 2009 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	?	?	?	?

$$PI = ? + ? + ? = APL = ?$$

**Evaluation**

N/A.

**Additional Evidence**

N/A

**Goal 1: Comparative Measure**

**(S)** Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on a Regents mathematics exam or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.

**Method**

The Charter Schools Institute will conduct a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school’s performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the school’s actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other high schools with similar economically disadvantaged statistics produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available.

## Results

*Leave Blank*

### Goal 1: Comparative Measure

Each year, the percent to students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

### Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.<sup>16</sup>

### Results

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

#### English Regents Passing Rate with a Score of 65 of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District <sup>17</sup>	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012				
2013				
2014			N/A	N/A

OR

### Evaluation

N/A

### Additional Evidence

N/A

<sup>16</sup> The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

<sup>17</sup> District results for the 2009 cohort are not yet available.

**Goal 1: Growth Measure**

(§) Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.

**Method**

This measure will examine the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean 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 statewide median, it will have a mean growth percentile greater than 50.

*The State Education Department has not yet developed the high school Growth Model.*

**Results**

*Leave Blank*

**Summary of the High School English Language Arts Goal <sup>18</sup>**

This goal does not yet apply to Brownsville Collegiate since it had its first class of 9<sup>th</sup> graders in 2012-13. However, in its second administration of the Comprehensive English Regents Exam, 75% of students tested passed with a score of 65 or higher at the completion of their second year in the cohort. This indicates meets the goal of 75% of students passing this exam by completion of their fourth year in the cohort.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	N/A
	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents	N/A

<sup>18</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

	English exam by the completion of their fourth year in the cohort. (§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A
Comparative	Each year, the percent to students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2011-12 school district results.) (§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2011-12 school district results.)	N/A
Growth	(§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.	N/A

**Action Plan**

Brownsville Collegiate, having just completed its second year serving high school grades, will continue to refine its English curriculum and determine ways to offer additional supports from staff and peers to students who struggle to reach this benchmark.

## MATHEMATICS

### Goal 2: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

### Method

The school administered the New York State Regents in Geometry. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma; and scoring 80 to meet the college and career readiness standard.<sup>19</sup> This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

### Results

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

**Mathematics Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>20</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 (75)
2012	12	100%
2013	29	88%
2014	47	74% (Common Core Algebra I and/or Geometry)

### Evaluation

N/A

<sup>19</sup> The statewide adaptation of the Common Core State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

<sup>20</sup> Based on the highest score for each student on the Mathematics Regents exam

### Additional Evidence

Even though this goal does not yet apply to Brownsville Collegiate, our students are showing strong progress towards this goal, with all students in only their second year cohort passing the mandatory mathematics Regents exams. We hope to continue to build on these strong results as students encounter more Regents exams in their high school career.

#### Mathematics Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	16	94%	15	80%	15	100%
2013			29	72%	29	88%
2014					47	74%
2012						

#### Goal 2: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8<sup>th</sup> grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

(S) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

#### Method

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for graduation with a Regents diploma (the college and career readiness standard).

#### Results

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

**Mathematics Regents Passing Rate with a Score of 65 (80) among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>21</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 (80)
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

**Evaluation**

N/A

**Additional Evidence**

N/A

**Goal 2: Absolute Measure**  
 Each year, the Accountability Performance Level (APL) on a Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

**Method**

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:

[http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

The AMO continues to be its basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2012-13 mathematics AMO of 142.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4.

**Results**

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

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<sup>21</sup> Based on the highest score for each student on the Mathematics Regents exam

**Mathematics Accountability Performance Level (APL)  
For the 2009 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	?	?	?	?

$$PI = ? + ? + ? = APL = ?$$

**Evaluation**

N/A

**Additional Evidence**

N/A

**Goal 2: Comparative Measure**

(§) Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on a Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.

**Method**

The Charter Schools Institute will conduct a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school’s performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the school’s actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other high schools with similar economically disadvantaged statistics produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available.

**Results**

*Leave Blank*

**Goal 2: Comparative Measure**

Each year, the percent to students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

**(S)** Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

**Method**

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.<sup>22</sup>

**Results**

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

**Mathematics Regents Passing Rate with a Score of 65 of Fourth-Year Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District <sup>23</sup>	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012				
2013				
2014			N/A	N/A

**OR**

**Mathematics Accountability Performance Level (APL) of Fourth-Year Accountability Cohorts by Charter School and School District<sup>24</sup>**

Cohort	Charter School		School District <sup>25</sup>	
	APL	Cohort Size	APL	Cohort Size
2012	N/A	N/A	N/A	N/A
2013				
2014			N/A	N/A

<sup>22</sup> The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

<sup>23</sup> District results for the 2009 cohort are not yet available.

<sup>24</sup> See page 38 above for an explanation of the APL.

<sup>25</sup> District results for the 2009 cohort are not yet available.

**Evaluation**

N/A

**Additional Evidence**

N/A

**Goal 2: Growth Measure**

**(S)** Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.

**Method**

This measure will examine the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean 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 statewide median, it will have a mean growth percentile greater than 50.

*The State Education Department has not yet developed the high school Growth Model.*

**Results**

*Leave Blank*

**Summary of the High School Mathematics Goal**<sup>26</sup>

Although our oldest Brownsville Collegiate students only entered 9th grade in 2012-13, 100% have already met the goal of passing a New York State Regents mathematics exam. 94% of the 2012 Accountability Cohort passed the Integrated Algebra Regents in 2012: 56% with a Level 3 score and 31% passed with a Level 4 score. Additionally, 80% of the 2012 Accountability Cohort passed the Geometry Regents: 40% with a Level 3 score or higher and 20% passed with a Level 4 score. At the completion of their second cohort year, 100% of students had passed both the Integrated Algebra and Geometry Regents exams. Our students are already demonstrating competency in the understanding and application of mathematical computation and problem solving.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the	N/A

<sup>26</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

	completion of their fourth year in the cohort.	
	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	N/A
	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	N/A
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on a New York State Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A
Comparative	Each year, the percent to students in the high school Accountability Cohort passing a New York State Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2011-12 school district results.)	N/A
	(§) Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2011-12 school district results.)	
Growth	(§) Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.	N/A

**Action Plan**

- Students will continue to receive 50-100 minutes of math instruction each day.
- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom instruction and provide feedback on instruction.
- The school’s leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers.
- The school’s leadership team will continue to review the effectiveness of the school’s curriculum and make necessary revisions to increase student achievement.
- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.
- Brownsville Collegiate Charter School will continue to offer Regents/AP/SAT preparation classes on Saturdays beginning in the 9th grade.

- Brownsville Collegiate Charter School will continue to provide professional development before the school year, during the school year, and following the school year, during which teachers can review and discuss results.

**SCIENCE**

**Goal 3: Absolute Measure**

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

**Method**

New York State administers multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment Regents in 2011 to the 2012 cohort when they were in 8<sup>th</sup> grade. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

**Results**

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

**Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort<sup>27</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	N/A	N/A
2013	N/A	N/A
2014	10	100%

**Evaluation**

N/A

**Additional Evidence**

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<sup>27</sup> Based on the highest score for each student on a science Regents exam

N/A

**Goal 3: Comparative Measure**

Each year, the percent to students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

**Method**

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

**Results**

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

**Science Regents Passing Rate  
of the High School Total Cohort by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

**Evaluation**

N/A

**SOCIAL STUDIES**

**Goal 4: Social Studies**

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

**Goal 4: Absolute Measure**

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

**Method**

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

**Results**

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13). The school did not administer any Regents exams in social studies during the 2012-13 academic year.

**U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort<sup>28</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

**Evaluation**

N/A

**Additional Evidence**

N/A

**U.S. History Regents Passing Rate with a score of 65 by Cohort and Year**

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012					10	100%

<sup>28</sup> Based on the highest score for each student on a science Regents exam

**Goal 4: Comparative Measure**

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

**Method**

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

**Results**

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

**U.S. History Passing Rate  
of the High School Total Cohort by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

**Evaluation**

N/A

**Additional Evidence**

The US History Regents was not administered to Brownsville Collegiate 9<sup>th</sup> graders this year.

**Goal 4: Absolute Measure**

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

**Method**

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

## Results

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

### Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort<sup>29</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	10	100%
2013	29	96%
2014	N/A	N/A

## Evaluation

N/A

## Additional Evidence

The Global History Regents was administered to students in the second year cohort. Eighty-three percent of these students passed the Global History Regents exam.

### Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012			12	83%	10	100%
2013					29	96%

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<sup>29</sup> Based on the highest score for each student on a science Regents exam

## HIGH SCHOOL GRADUATION

### GOAL 6: HIGH SCHOOL GRADUATION

Students will graduate from high school.

#### Goal 6: Absolute Measure

Each year, 75 percent of students in each cohort will pass their core academic subjects by the end of August and the school will promote them to the next grade.

(S) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

#### Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

#### Promotion Policies

Scholars who receive a final failing grade (below a 70) for a class do not receive credit for the class. The final grade is based on individual quarter grades and a comprehensive subject-area test.

In subjects that earn 2.0 credits per year (English, Math, Science and History), a scholar who fails will be required to take an additional class to recover the lost credits. There are two ways this occurs, depending on how many classes a scholar is failing that academic year:

1. **One class:** The scholar can recover credit by taking an intensive summer school class in this subject at his/her expense and/or at the school if offered. In order to recover credit, the class must be approved by the school.
2. **Two or more classes:** A scholar is required to repeat the grade.

In subjects that require less than four years of credits (Foreign Language, Physical Education, Health and Electives), a scholar must make up the class in a subsequent school year after the school day, during the summer or another time the school deems appropriate (at his/her expense).

Seniors who fail a class but need the credit to graduate must take an intensive summer school class and cannot partake in commencement activities.

Given that Brownsville Collegiate has provided four tiers of scholar support throughout the school year –Weekly Progress Reports, Office Hours, Weekly Check-in Meetings with the Advisor, and Saturday School – summer coursework for all subjects is the responsibility of the family, both financially and logistically. Subject-area teachers will supply the directions and expectations for summer research projects.

Scholars who need summer remediation and do not fulfill all requirements will automatically be retained.

**Graduation Credit Requirements:**

- a) English: 4 years (8 credits)
- b) Math: 3-4 years (6-8 credits)
- c) Science: 4 years (8 credits)
- d) History: 4 years (8 credits)
- e) Foreign Language: 3 years (6 credits)
- f) Electives: 3 years (6 credits)
- g) Physical Education: 2 years (4 credits)

**Results**

Last year, all but one of our students in the twoBrownsville Collegiate cohorts – Accountability Cohort 2012 and 2013 – passed their academic classes and were promoted to the next grade.

**Percent of Students Promoted by Cohort in 2014-2015**

Cohort Designation	Number in Cohort	Percent promoted
2012	10	100%
2013	29	100%
2014	47	96%

**Evaluation**

The school met this measure, promoting 96% and 100% of students within our 2013 and 2012cohorts, well above the threshold of 75% of students within the cohort promoted.

**Additional Evidence**

N/A

**Goal 6: Absolute Measure**

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 on at least three different New York State Regents exams required for graduation.

**Method**

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2013, the 2011 cohort will have completed its second year.

**Results**

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

**Percent of Students in their Second Year Passing Three Regents Exams by Cohort**

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

**Evaluation**

N/A

**Additional Evidence**

At the end of their first year in high school, the Brownsville Collegiate 2012 Accountability Cohort has already met this measure. Of the 15 students in the cohort, 12 (or 80% of students) have passed three Regents exams (Living Environment, Geometry and Integrated Algebra).

**Goal 6: Absolute Measure**

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

**Method**

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2009 cohort and graduated four years later and those who entered as members of the 2008 cohort and graduate five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer to complete their graduation requirements.

The school's graduation requirements appear above under the graduation goal's first measure pertaining to annual grade-by-grade promotion.

## Results

N/A

### Percent of Students in the Graduation Cohort who have Graduated After Four Years

Cohort Designation	Number in Cohort	Percent Graduating
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

### Percent of Students in Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	Number in Cohort	Percent Graduating
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

## Evaluation

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

## Additional Evidence

N/A

### Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.

## Method

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the local school district<sup>30</sup>. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

<sup>30</sup> Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

**Results**

N/A

**Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to Local District**

Cohort Designation	Charter School		School District <sup>31</sup>	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

**Evaluation**

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

**Additional Evidence**

N/A

**Summary of the High School Graduation Goal**

In its second year with high school grades, Brownsville Collegiate achieved its goal of 75% of students in the cohort passing their core classes and being promoted to the next grade.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.	Achieved
	(§) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Not Applicable
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Not Applicable
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the	Not Applicable

<sup>31</sup> District results for the 2009 cohort are not yet available.

	completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	
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**Action Plan**

- Brownsville Collegiate will continue to use an academic model that is largely similar to that of grades 5-8, utilizing practices and approaches that have proven effective in producing significant academic gains at the highest-performing urban public schools in the country. Specifically, the high school will focus around:

- A College Preparatory Mission
- High Standards for Academics and Character
- A Highly Structured Learning Environment
- A Longer School Day and A Longer School Year
- A Focus on Accountability and Data-Driven Instruction
- A Faculty of Committed and Talented Leaders and Teachers

The school has developed a rigorous high school curriculum based on the New York State Learning Standards and the newly adopted Common Core Learning Standards with a special emphasis on preparing students for admission into and success in college. The school is structured so that students will meet the criteria for a Regents or Advanced Regents degree and will be accepted to at least one 4-year college.

- Quarterly Exams will continue to serve as a critical driver of classroom instruction and lesson planning for grades 9-12. The results will provide teachers with ongoing feedback on students’ progress in meeting state standards so they know, at any moment, which students have mastered which skills and which students have not. Armed with this information, teachers will be better prepared to target instruction and make significant content adjustments throughout the year, without waiting for an end-of-year assessment that shows a student in need.
- Brownsville Collegiate Charter School will continue to administer Interim Assessments/Quarterly Exams on a quarterly basis in all five major subjects. During the 2015-16 school year, Brownsville Collegiate Charter School will modify Interim Assessments/Quarterly Exams, ensuring that they measure student progress with respect to the Common Core Learning Standards.
- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom instruction and provide feedback on instruction. The school’s leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers.
- The school’s leadership team will continue to review the effectiveness of the school’s curriculum and making necessary revisions to increase student achievement.
- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.
- Brownsville Collegiate will continue to offer Regents/AP/SAT preparation classes on Saturdays beginning in the 9th grade.

