



Brooklyn Prospect Charter School

2015-16 ACCOUNTABILITY PLAN PROGRESS REPORT

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By Daniel Rubenstein

3002 Fort Hamilton Parkway

Brooklyn, NY 11218

Phone: (347) 889-7041

INTRODUCTION

Daniel Rubenstein, Executive Director, prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Luyen Chou	Chair, Executive; Academic Oversight; Audit/Finance; Development; Discipline; Facility; Governance
Christine Burke	Trustee, Academic Oversight; Governance
Anne Burns	Trustee, Governance Chair; Executive; Academic Oversight; Discipline
Elizabeth Camp	Trustee, Finance/Audit Chair; Executive; Development
Stacey Hightower	Trustee, Development Chair; Executive; Finance/Audit
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Sam Koch	Trustee, Discipline; Governance
Kevin Mole	Trustee, Finance/Audit
Candace Olsen	Trustee, Academic Oversight Chair; Executive
David Von Spreckelsen	Trustee, Development; Facility

Daniel Rubenstein has served as the Executive Director since 2009.

INTRODUCTION

Brooklyn Prospect Charter School (“BPCS”) opened in 2009 with sixth grade in the Sunset Park neighborhood in Brooklyn School District #15 (“CSD #15”). In 2012, BPCS moved to a new location, in the CSD #15 neighborhood of Windsor Terrace. In the 2014-15 school year, BPCS served kindergarten through first, and sixth through eleventh grade. In April 2013, BPCS submitted a request to amend the BPCS charter so that BPCS may add kindergarten through fifth grade. BPCS secured a facility for this elementary school in Brooklyn School District #13 (“CSD 13”) and served kindergarten and first grade students in the 2014-15 school year. Per our chartered plan, BPCS will add one grade each year to ultimately serve students in grades kindergarten through twelve, with our first class of seniors graduating in 2016.

Our Mission

Serving students in kindergarten through twelfth grade, Brooklyn Prospect pairs students with excellent teachers in a college preparatory environment using the International Baccalaureate program. We prepare students for success as global citizens and help them to develop the love of learning that provides the foundation for lifelong personal and academic success.

Brooklyn Prospect is committed to:

- Teaching the skills and habits of mind necessary for success in the global community
- Recruiting, training and retaining excellent teachers
- Reflecting the diversity of Brooklyn's neighborhoods

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12							98	101	99					298
2012-13							104	102	105	111				422
2013-14	75						107	108	103	111	107			613
2014-15	51	79					109	108	107	104	107	104		769
2015-16	54	54	80				108	107	106	108	107	105	96	925

INTRODUCTION

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2012 state Accountability Cohort consists of students who entered the 9th grade in the 2012-13 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2015-16 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's website for its accountability rules and cohort definitions: www.p12.nysed.gov/accountability/)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled on BEDS Day in October and on June 30th.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2015-16	2012-13	2012	96	0	96

TOTAL COHORT FOR GRADUATION

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9th grade. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9th grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Additional Students Still in Cohort ¹ (b)	Graduation Cohort (a) + (b)
2015-16	2012-13	2012	89	15	104

¹ Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

INTRODUCTION

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students at the Brooklyn Prospect Charter School will become proficient in reading and writing of the English Language.

BACKGROUND

In English Language Arts courses at Brooklyn Prospect Charter School students develop the receptive literacy skills of listening, viewing, and reading, and the expressive literacy skills of speaking and writing, following the standards laid out by the Common Core Standards. Curriculum maps for the 6th, 7th and 8th grades are created by teachers at each level to ensure that instruction addresses the New York State Common Core ELA standards. Curriculum maps are reviewed by the department chair to ensure vertical alignment and increase rigor of student work across all grades.

Students' work on receptive skills includes formal note-taking in response to class read-alouds of literary and informational passages, conducting non-fiction research, reading independently in student-selected texts as well as reading collaboratively in whole-class novels. Students view and respond to a number of illustrated texts and a variety of fictional and informational video media.

Students' work on expressive skills includes formal presentations and writing in a variety of genres, including narrative, persuasive, informational, analytical and poetic expression. The thematically organized curriculum scaffolds each speaking and writing assignment, leading students through the stages of the writing process, focusing on revision and editing to produce high-quality work.

Vocabulary instruction in the middle school is approached in two ways: through the development of context clues skills to help students determine the meaning of unfamiliar words and through direct instruction to build students' academic vocabulary. Starting in 7th grade, there is extended study of classical morphemes. Since the 2015-2016 school year, the middle school has been teaching one tier-two vocabulary word in homeroom each week at each grade level. These are words that are essential in multiple disciplines, and they are in addition to the words already taught in ELA and the tier-three words students learn in their content classes.

Instruction in English Language Arts takes a variety of forms, including whole-class and small group discussions, skill and activity-based stations teaching, and independent reading and writing projects. Each class begins with a "Do Now," addressing particular reading and writing skills such as inferencing or editing sentences for correct mechanics. Instruction typically involves a teacher led mini-lesson that models the work of powerful readers and writers.

One to two sections at every grade are co-taught by a certified special education teacher in a CTT classroom, and SETSS push-in instruction is also available for ELA.

Goal 1: Absolute Measure

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

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METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 6th through 8th in April 2016. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2015-16 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ²				Total Enrolled
		IEP	ELL	Absent	Refused	
6	107			1		108
7	102			4		106
8	87			20		107
All	296			25		321

RESULTS

44 percent of grade 7-8 students enrolled in at least their second year at BPCS achieved proficiency levels of 3 or 4 on the NYS ELA exam. This is slightly higher than the total grade 6-8 student proficiency rate of 43 percent.

Performance on 2015-16 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
6	107	42%		
7	102	36%	36%	101
8	87	53%	53%	87
All	296	43%	44%	188

EVALUATION

BPCS did not achieve this outcome measure.

² Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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ADDITIONAL EVIDENCE

The middle school ELA proficiency rate is down from 2014-15. Because we only have grade 7 and 8 students in at least their second year, performance varies from group to group depending on the students' abilities.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
6			0	1		
7	46%	98	52%	100	36%	101
8	46%	90	55%	95	53%	87
All	46%	188	53%	196	44%	188

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 PLI value that equals or exceeds the 2015-16 English language arts AMO of **104**. 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 200.³

RESULTS

BPCS' ELA performance level index calculates to 136 for 2015-16, far exceeding the target AMO of 104.

English Language Arts 2015-16 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
296	9%	48%	27%	17%

$$PI = 48 + 27 + 17 = 92$$

³ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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$$\begin{array}{rclcl} 27 & + & 17 & = & \underline{44} \\ & & \text{PLI} & = & 136 \end{array}$$

EVALUATION

BPCS achieved this outcome measure.

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the 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.⁴

RESULTS

The BPCS ELA proficiency percent fell just below students in the same grades at the local school district.

2015-16 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 2nd Year		All District 15 Students	
	Percent	Number Tested	Percent	Number Tested
7	36%	101	53%	1630
8	53%	87	48%	1461
All	44%	188	50%	3091

EVALUATION

BPCS did not achieve this measure.

ADDITIONAL EVIDENCE

2015-16 is the first year in many that the scores have dipped below those of the local district #15 in ELA.

⁴ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
6			0%	44%		
7	46%	40%	52%	43%	36%	53%
8	46%	40%	55%	45%	53%	48%
All	46%	40%	53%	44%	44%	50%

Goal 1: Comparative Measure

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

METHOD

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

RESULTS

Based on the most recent results available, BPCS’ ELA effect size for the 2014-15 year calculates to 0.4, higher than expected to a meaningful degree.

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2014-15 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6	49.5	106	26	31.9	-5.9	-0.43
7	34.3	107	50	38.1	11.9	0.83
8	39.3	98	54	42.3	11.7	0.82
All	41	311	43.1	37.3	5.8	0.4

School's Overall Comparative Performance:

Higher than expected to a meaningful degree

EVALUATION

BPCS achieved this outcome measure.

ADDITIONAL EVIDENCE

The ELA effect size has been greater than 0.3 for the past three years.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	6-8	30.9	308	45.7	39.8	0.49
2013-14	6-8	35.24	308	42.7	36.9	0.44
2014-15	6-8	41	311	43.1	37.3	0.4

Goal 1: Growth Measure⁵

⁵ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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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 2014-15 and also have a state exam score from 2013-14 including students who were retained in the same grade. Students with the same 2013-14 score are ranked by their 2014-15 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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.⁶

RESULTS

The overall mean growth percentile for grades 6-8 in 2014-15 was 47.7, just below the statewide median of 50. The grade 6 students pulled down the average.

2014-15 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
6	33.7	50.0
7	52.6	50.0
8	56.1	50.0
All	47.7	50.0

EVALUATION

BPCS did not achieve this measure.

ADDITIONAL EVIDENCE

Although the proficiency rates have stayed higher than the city average, the growth has leveled off based on these numbers.

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

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	Statewide Median

⁶ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

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6	42.1	45.8	33.7	50.0
7	51.9	51.8	52.6	50.0
8	64.0	50.1	56.1	50.0
All	52.7	49.3	47.7	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

As evidenced below, our middle school ELA results from this year and 2014-15 yielded varying achievements based on the goals. Our students are still working towards the absolute goal of 75% at 3 and 4. Although the proficiency rate is greater than the city average, the district did outperform us this year in grades 7 and 8. The ELA effect size is positive and greater than 0.3, but growth has leveled off through 2015.

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.	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 English language arts exam will be greater than that of students in the same tested grades in the local school district.	Did Not Achieve
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a 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 English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Did Not Achieve

ACTION PLAN

MS Action Plan

1. Focus on Intensive Reading

Prior to the 2011-12 school year, the Intensive Reading Course was redesigned to provide targeted instruction to two tiers of emerging readers, those who need support with decoding, word recognition and fluency and those who need support with literal and inferential comprehension. Students were identified for these courses through assessments conducted by the Student Support Services Department.

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In the 2014-15 school year, we hired two full-time, trained reading teachers to further develop the curriculum of the Intensive Reading Course. The Department Head for the Reading Department is also serving as a reading coach to the full middle school faculty. This expansion of the reading program will serve a greater number of students.

In the 2015-2016 school year, we trained teachers to administer MAP (Measures of Academic Progress) assessments of the NWEA to track students' reading levels at the onset of the school year. Students will be reassessed via MAP's online, adaptive system at the midpoint and end of the year. Data collected from these assessments will be analyzed to inform tutorial placements and reading class placements.

Additionally, in the 2016-2017 school year, the entire middle school population will participate in a regular "Reading Hall". This will be a consistent time, 3-5 times per week, depending on grade level, for students to read books at their level that they have selected as per their interests. Two teachers will be assigned to each room so as to facilitate conferring around student interests, reading habits, and growth, and one teacher will be responsible for conducting running record assessments 2-3 times per year via the Fountas & Pinnell system.

2. Data Driven Instruction continuation

Beginning in the 2015-2016 school year and continuing in 2016-2017, we have set out to participate in an assessment collaborative with other charter schools. With this group, we have created an assessment bank that will allow teacher to create standards-aligned mock state tests. Coupled with our MAP beginning, middle, and end of year assessments, and one mock state exam, and as-needed F&P testing for struggling readers, we will have a robust picture of students' skills mastery and growth in relation to the state test and to the approximate reading levels of students nationwide.

Students in all grades will complete diagnostic tests in ELA in September in Reading and Writing. The achievement results of these tests will drive classroom instruction and will be used to inform student groupings and differentiation needs.

3. Middle School-Wide Literacy Initiatives

In the 2014-2015 school year, professional development time was set aside monthly to build all teachers' toolkits for literacy instruction. For the 2015-2016 school year, grade-level vocabulary lists were compiled such that one word would be taught each Monday during homeroom by all homeroom teachers. Teachers were trained on best practices for vocabulary instruction. Further professional development sessions for the year will focus on writing instruction and increasing vertical alignment of grammar and writing skills.

In the 2015-2016 school year, we also hired an English Language Learner coordinator to serve our growing population of students of linguistic diversity. The ELL Coordinator teaches a small group English Language Learners and is also charged with providing professional development to the full middle school faculty.

In the 2016-2017 school year, we created a literacy alignment committee to examine and align our practices K-12. In addition to continuing the practice of grade-wide tier 2 vocabulary instruction, we are continuing to push toward common rubrics for writing and

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shared writing expectations across each grade. Finally, we have we overhauled our study hall structure to carve out sacred, choice reading time in the form of Reading Hall. Teachers will be trained on best practices for student reading conferences, and conducting and analyzing running records.

GOAL 1: ENGLISH LANGUAGE ARTS

HS Language A/English Background

In HS, the Brooklyn Prospect Charter School has developed a sequence of English courses to continue building on the skills learned in middle school and prepare students for post-secondary study at university. The sequence of courses in the HS is as follows:

Grade	Course	Special Notes	Credits
9	Literature and Composition * Honors option available	Optional Embedded Honors program is available	2
10	Literary Genres * Honors option available	Optional Embedded Honors program is available	2
11	<ul style="list-style-type: none">● IB Language and Literature HL (year 1)*● IB Language and Literature (year 1)	Students taking HL Language and Literature for a certificate and not the full Diploma Programme need a recommendation from a teacher	2
12	<ul style="list-style-type: none">● IB Language and Literature (year 2)● IB Language and Literature HL (year 2)	All students are continuing the course they began in 11 th Grade, as it is a 2 year sequence.	2

Students who have been identified as reading significantly below grade level may be supported through an additional Reading course in lieu of World Language (9th grade) or World Language/Art (10th grade).

Goal 1: Absolute Measure

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Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Choose an item. 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 75 to meet the college and career readiness standard.⁷ 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

85.4 percent of the 96 students in the 2012 accountability cohort passed the English Language Arts Regents with at least a score of 75.

English Regents Passing Rate with a Score of 75
by Fourth Year Accountability Cohort⁸

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2012	96	85.4%

EVALUATION

BPCS achieved this outcome measure.

ADDITIONAL EVIDENCE

The 2012 cohort achieved over 85% scoring at 75 or greater on the ELA and the 2013 and 2014 made great progress toward the goal.

English Regents Passing Rate with a score of 75 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	105	30%	101	67.3%	96	85.4%
2013	103	0%	106	36.8%	99	74.7%
2014			109	--	104	58.7%

⁷ The statewide adaptation of new 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.

⁸ Based on the highest score for each student on the English Regents exam

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2015					109	
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Goal 1: Absolute Measure

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 readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) 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 the college and career readiness standard.

RESULTS

BPCS only has record of students who were enrolled at BPCS as eighth grade students. Of the 31 students who scored at levels 1 and 2 as eighth graders, 52 percent scored at 75 percent or higher on the ELA Regents by the end of their fourth year.

English Regents Passing Rate with a Score of 75 among Students
Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ⁹

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2012	31	52%

EVALUATION

BPCS did not achieve this measure.

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

⁹ Based on the highest score for each student on the English Regents exam

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towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school s:

www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED’s 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 2015-16 English language arts AMO of **174**.

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 exam in Comprehensive English is 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. The Regents Common Core Examination in English is scored on a scale from 0 to 100; 0 to 64 is level 1, 65 to 78 is level 2; 79 to 84 is level 3, and 85 to 100 is level 4.

RESULTS

The high school ELA APL for the 2012 cohort calculates to a 194, far exceeding the target AMO of 174.

English Language Arts Accountability Performance Level (APL)
For the 2012 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
96	2%	2%	56%	40%

$$\begin{array}{rcccccccc} \text{PI} & = & 2 & + & 56 & + & 40 & = & 98 \\ & & & & 56 & + & 40 & = & \underline{96} \\ & & & & & & \text{AP} & = & 19 \\ & & & & & & \text{L} & & 4 \end{array}$$

EVALUATION

BPCS achieved this outcome measure.

Goal 1: Comparative Measure

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

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that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.¹⁰

RESULTS

The APL of 194 for the BPCS 2012 cohort far surpassed that of the local district's 2011 cohort which was 135, the most recent data available.

English Regents Accountability Performance Level (APL)¹¹
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2011			135	1304
2012	194	96	N/A	N/A

EVALUATION

BPCS achieved this outcome measure.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL¹²

BPCS high school students achieved all measures, with the exception of bringing greater than 65% of students who scored below proficiency on the NYS ELA exam in grade 8 up to passing the ELA Regents with a 75+ by graduation.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) 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.	Achieved
Absolute	(§) 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.	Did Not Achieve
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.	Achieved
Comparative	(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will	Achieved

¹⁰ The New York State Report Card provides the district results for students scoring at or above 65.

¹¹ For an explanation of the procedure to calculate the school's APL, see page 31.

¹² If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

INTRODUCTION

	exceed the APL of comparable students from the local school district. (Using 2013-14 school district results.)	
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ACTION PLAN

Over the last few years, the HS English department has worked on aligning our curriculum to the 6-12 Common Core State Standards, aligning to the IB MYP approaches, and IB DP courses. Within our department, we expect all students to sit the Common Core English Regents at the end of 10th grade, rather than at the middle of 11th grade in order to provide students with the necessary skills and time to focus on IB Language and Literature courses (at both the High and Standard levels). Any student who does not receive a college-ready score of an 85 or above on the Common Core English Regents will be asked to re-sit the exam after another semester of English classes.

During the 2015-16 academic year students in the class of 2016 who had not yet passed the final year of the Comprehensive English Regents were provided with additional after school tutoring by a staff member. During the 2016-2017 school year this process will be more formalized and students in 11th and 12th grade who were identified as in need of additional Regents preparation may be supported through an additional reading course.

During the 2016-17 academic year, the HS English department will administer diagnostics and interim assessments to collect data about student progress and mastery on English standards and skills. In 9th and 10th grade classes diagnostics will focus around the Common Core English Regents, while 11th and 12th grade SL and HL diagnostics are focused on the corresponding Language and Literature Exams. Additionally, we will use small-group instruction in-class and during office hours to address the individualized needs of our student body. In order to continue supporting the alignment of our HS courses to the IB DP, our 2016-17 departmental goal is to teach active reading strategies, use write to learn strategies, and incorporate more student-led discussions in strategic groupings. We believe that this will support our school's focus on inquiry-based instruction while simultaneously preparing our students to read, write and give oral presentations as required by IB courses, in the 11th and 12th grades.

MATHEMATICS

Goal 2: Mathematics

All Students at the Brooklyn Prospect Charter School will become proficient in Mathematics.

BACKGROUND

In the Brooklyn Prospect Charter School mathematics program, students develop foundational skills with whole and rational numbers while engaging in real-world problem-solving and algebraic thinking tasks. All of our students will be prepared to take a rigorous sequence of HS Math classes

INTRODUCTION

by the end of 8th grade. Students who have shown readiness for greater challenge earlier enter an accelerated track in 7th grade, beginning Algebra in 8th grade.

Prior to the school year, curriculum maps were created ensuring that the grade level and, where appropriate, Regents standards would be covered and the math and science departments would be able to support each other's work. The curriculum for the standard 6th, 7th, and 8th grade courses is based on Curriculum Associates' Ready Mathematics program and Houghton Mifflin Harcourt's Go Math curricula. The curriculum is standards aligned with units designed by teachers to align with the International Baccalaureate Middle Years Program. Each grade's curriculum is tightly aligned to New York State Common Core standards. The 8th grade Algebra curriculum is based on the Prentice Hall New York State Integrated Algebra course, a regents-aligned curriculum.

Though instruction in mathematics takes a variety of forms, class usually commences with a "Do Now" including a spiraled review of topics, and includes a mini-lesson or guided exploration, discussion, pair work, independent practice time, and exit assessment. Teachers provide various opportunities for extension work such as the problem of the day, tiered assignments, seeker opportunities, and differentiated homework assignments.

Students take a diagnostic test of foundational skills in the first week of school, which is used to remediate skill gaps and plan for extra support and challenge. Students are assessed through "Do Nows," homework, biweekly quizzes, and standards-aligned interim assessments. For the 2016-17 year, this data will be provided by the MAP Exam, along with a series of interim assessments, and a full mock NYS exam aligned to the grade-specific standards. Students take three MAP adaptive assessments covering grade level standards, and a full mock exam in the spring assessing standards that have already been taught. Data collected through exams is used to inform instruction and tutorial groups. These groups, which are incorporated into the school day, allow math and science teachers to work with students in small groups. These groups work on tiered mastery sheets, a research-based technique for developing students' skills in mathematics.

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 6th through 8th grade in April 2016. 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.

2015-16 State Mathematics Exam
Number of Students Tested and Not Tested

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Grade	Total Tested	Not Tested ¹³				Total Enrolled
		IEP	ELL	Absent	Refused	
6	105			3		108
7	99			7		106
8	56			51		107
All	260			61		321

RESULTS

54 percent of BPCS students having completed 2 or more years in the Middle School (students in grades 7 and 8) have demonstrated proficiency in math on NYS exams in 2015-16. This includes our 8th graders who sat for the Algebra 1 Regents rather than the 8th grade NYS math exam.

Performance on 2015-16 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
6	55%	105		
7	47%	99	48%	98
8	36%	56	36%	56
8 Regents	100%	34	100%	34
All	54%	294	54%	188

EVALUATION

BPCS did not achieve this measure.

ADDITIONAL EVIDENCE

The middle school math students are making steady progress in math. Please note that 2015-2016 was the first year in which students who sat the Algebra Regents were not double tested on the NYS Math State Test.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number	Percent	Number

¹³ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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				Tested		Tested
6			0%	1		
7	51%	98	52%	99	48%	98
8	44%	88	55%	94	60%	90
All	48%	186	53%	194	54%	188

- Grade 8 includes all NYS 8 Math and Algebra 1 Regents taken by eighth grade students who did not sit for the NYS Math 8.

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 PLI value that equals or exceeds the 2015-16 mathematics AMO of 101. 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 200.¹⁴

RESULTS

The PLI in math calculates to 128, exceeding the target AMO of 101.

Mathematics 2015-16 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
260	12%	40%	28%	20%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 40 & + & 28 & + & 20 & = & 88 \\
 & & & & 28 & + & 20 & = & \underline{48} \\
 & & & & & & \text{PLI} & = & \underline{128}
 \end{array}$$

EVALUATION

BPCS achieved this measure.

Goal 2: Comparative Measure

¹⁴ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

INTRODUCTION

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 the performance of tested students enrolled in at least their second year to that of 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.¹⁵

RESULTS

BPCS students in at least their second year outperformed district #15 students in same grades 44% to their 40%.

2015-16 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District #15 Students	
	Percent	Number Tested	Percent	Number Tested
7	48%	98	53%	1643
8	36%	56	19%	1029
All	44%	154	40%	2672

EVALUATION

BPCS achieved this outcome measure.

ADDITIONAL EVIDENCE

Middle school cohort students have outperformed the district for the past three years.

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
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¹⁵ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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	Proficiency Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
6			0%	51%		
7	51%	42%	52%	45%	48%	53%
8	44%	22%	55%	19%	36%	19%
All	<u>48%</u>	<u>36%</u>	<u>53%</u>	<u>41%</u>	<u>44%</u>	<u>40%</u>

Goal 2: Comparative Measure

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

METHOD

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

RESULTS

The 2014-15 math effect size was deemed Higher than expected to a large degree at 1.02.

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Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6	49.5	106	51	41.5	9.5	0.57
7	34.3	106	53	44.8	8.2	0.57
8	39.3	97	55	23.9	31.1	2.00
All	41.1	309	52.9	37.1	15.9	1.02

School's Overall Comparative Performance:

Higher than expected to a large degree

EVALUATION

BPCS achieved this measure.

ADDITIONAL EVIDENCE

BPCS consistently has achieved this measure with effect sizes greater than 0.3.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	6-8	30.9	310	48.4	33.5	1.01
2013-14	6-8	35.28	306	50.4	35.6	0.97
2014-15	6-8	41.1	309	52.9	37.1	1.02

Goal 2: Growth Measure¹⁶

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.

¹⁶ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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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 2014-15 and also have a state exam score in 2013-14 including students who were retained in the same grade. Students with the same 2013-14 scores are ranked by their 2014-15 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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.¹⁷

RESULTS

The math overall mean growth percentile for 2014-15 is 50.5, just exceeding the statewide median of 50.

2014-15 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5		50.0
6	52.1	50.0
7	40.9	50.0
8	59.2	50.0
All	50.5	50.0

EVALUATION

BPCS achieved this measure.

ADDITIONAL EVIDENCE

The mean growth percentile has been above 50 for the past three years.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Statewide Median
	2012-13	2013-14	2014-15	
6	65.9	61.38	52.1	50.0
7	46.9	49.04	40.9	50.0
8	63.5	48.48	59.2	50.0

¹⁷ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

INTRODUCTION

All	58.6	52.9	50.5	50.0
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SUMMARY OF THE MATHEMATICS GOAL

BPCS middle school scholars performed well in math in 2014-15 and 2015-16. Although 75 percent did not score at levels 3 and 4, all other math measures were achieved.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate 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

In the 2015-2016 school year, Brooklyn Prospect closely monitored the performance of students in the extra assistance tutorial group, using interim assessment data and classroom observations. During the 2014-15 year, we also partnered with the Achievement Network, which provided us with four Common Core aligned interim assessments as well as coaching on data analysis and re-teaching best practices. For the 2016-17 school year, we will administer a series of 4 interim assessments and 1 mock exam, analyze data at department meetings and design and track interventions for students in 1:1 meetings between teachers and the Department Head. Collaborative analysis time was provided during department meetings to ensure that all teachers understood and responded to the data collected. After each interim assessment, standards not yet mastered were re-taught to students and reassessed.

Students whose performance on diagnostic or interim assessments indicated the need for additional assistance received increased support during tutorial sessions held during study hall and were also invited to receive extra support during teachers' before and after school office hours.

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After the March interim test was given, additional small group instruction was provided around specific weak standards both after school and during the February break.

In the 2016-2017 school year, we will maintain and improve many aspects of our existing program, while introducing some new programs and policies:

- 1) In 2010-2011, we introduced students and families to IXL, an online, skill-based, math review program, which allows us to provide individualized practice exercises to students as well as track their progress. We will continue to use IXL in 2016-2017.
- 2) We will continue to assess students in systematic ways against the grade level standards, as well as Regents standards in the Algebra class. We will administer a computational diagnostic at the beginning of the school year to all students in sixth grade and standard track seventh and eighth grade math courses. We will follow up with additional computational assessments given every 6-8 weeks throughout the first semester, in order to track student progress on foundational skills. We will also administer standards-based “mini interim assessments” on a pre-determined schedule every 6-8 weeks exam to allow for the quick turnaround of data on student performance on grade level standards and timely re-teaching. We will follow up with three MAP assessments and one full mock benchmark assessment.
- 3) We will continue to use our common data analysis template and set aside for teachers to complete the analysis and plan re-teaching strategies and other interventions. We will use the Illuminate Education program as our technological tool to analyze, manage, and interpret student data from our unit as well as benchmark assessments.
- 4) In 2016-2017, we will continue our tutorial program, taught by math and science teachers during our study hall period. Students will be identified for small group tutorial based on classroom observations and assessment data. We will continue to use tiered mastery sheets and the computer-based IXL program to provide scaffolded practice on weak skills for students in tutorial. Additionally, this year we will offer these tutorial services after school for both small groups of students and individual students during office hours.
- 5) The math department is focusing on making our teaching more conceptual, and we are developing in-house professional development toward this end while also pursuing outside opportunities. In August, Brooklyn Prospect hosted a two-day Math Solutions PD focused on teaching [Ratios and Proportionality](#) through inquiry. As part of this push, the principal is gathering and providing math teachers with resources to support them in making a shift to integrating more conceptual work and open-ended problem-solving in their instruction. The Math DH or principal will work with math teachers to integrate these activities into their curricula and will model lessons as necessary.

In HS, the Brooklyn Prospect Charter School has developed a sequence of Mathematics courses to continue building on the skills learned in middle school and prepare students for post-secondary study at university. The sequence of courses in the HS is as follows:

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Grade	Course	Special Notes	Credits
9	<ul style="list-style-type: none"> Algebra I Geometry 		2
10	<ul style="list-style-type: none"> Algebra I Geometry Algebra II 		2
11	<ul style="list-style-type: none"> Algebra I Geometry Algebra II IB Mathematics SL, Y1 Computer Science 	<p>To enter IB Mathematics SL students must complete the Geometry Regents exam and course. Teacher recommendation is required.</p> <p>Computer Science is a math elective that introduces students to computer programming. No prior programming experience is required.</p>	2
12	<ul style="list-style-type: none"> Algebra I Geometry Algebra II IB Mathematics SL, Y2 IB Math Studies SL Computer Science 	<p>To enter IB Mathematical Studies SL, students must successfully complete the Algebra Regents exam and Geometry course.</p> <p>IB Math SL is a two-year course that involve advanced studies designed for students with a strong mathematical background.</p>	2

MATHEMATICS

Goal 2: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common Core expectations on the Regents Algebra I (Common Core) exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the New York State Regents Algebra I (Common Core), Geometry, Geometry (Common Core), Algebra 2/Trigonometry, and/or Algebra II (Common Core) exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 80 or fully meeting Common Core expectations to meet the college

INTRODUCTION

and career readiness standard.¹⁸ 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

43.8 percent of the 2012 Accountability Cohort scored at least an 80 on a math regenst by the fourth year in the cohort.

Mathematics Regents Passing Rate with a Score of 80
by Fourth Year Accountability Cohort¹⁹

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2012	96	43.8%

EVALUATION

BPCS did not achieve this measure.

ADDITIONAL EVIDENCE

This is the first year BPCS has had a fourth year cohort. Going forward, we strive to get our students achieving higher scores on the math Regents. Rather than just passing, they must pass with higher levels of mastery.

Mathematics Regents Passing Rate with a score of 80 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	105	29.5%	101	44.6%	96	43.8%
2013	103	49.5%	106	70.8%	99	61.6
2014			109	16.5%	104	32.7
2015					109	76.92

¹⁸ The statewide adaptation of the revised 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.

¹⁹ Based on the highest score for each student on the Mathematics Regents exam

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Goal 2: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th 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 the college and career readiness standard.

RESULTS

Unfortunately, none of the 25 students who scored at levels 1 and 2 while at BPCS middle school in 8th grade scored above an 80 by the fourth year in high school.

Mathematics Regents Passing Rate with a Score of 80 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²⁰

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2012	25	0

EVALUATION

BPCS did not achieve this measure.

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

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort

²⁰ Based on the highest score for each student on the Mathematics Regents exam

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must have an Accountability Performance Level (APL) that equals or exceeds 2015-16 mathematics AMO of 159.

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. The Regents Common Core exams in mathematics are scored on a scale from 0 to 100; 0 to 64 is level 1; 65 to 73 is level 2, 74 to 84 is level 3, and 85 to 100 is level 4.

RESULTS

BPCS achieved an APL of 199 in high school math, far exceeding the target AMO of 159.

Mathematics Accountability Performance Level (APL)
For the 2012 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
96	0	1	77	22

$$\begin{array}{rcccccccc} \text{PI} & = & 1 & + & 77 & + & 22 & = & 100 \\ & & & & 77 & + & 22 & = & \underline{99} \\ & & & & & & \text{APL} & = & 199 \end{array}$$

EVALUATION

BPCS achieved this outcome measure.

Goal 2: Comparative Measure

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.²¹

²¹ The New York State Report Card provides the district results for students scoring at or above 65.

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RESULTS

The BPCS APL in math calculates to 199, much higher than the local district's 2011 Cohort's Performance Index of 106. (most recent data available)

Mathematics Accountability Performance Level (APL)
of Fourth-Year Accountability Cohorts by Charter School and School District²²

Cohort	Brooklyn Prospect Charter School		NYC #15 School District	
	APL	Cohort Size	APL	Cohort Size
2011			106 (PI)	1122
2012	199	96	N/A	N/A

EVALUATION

BPCS achieved this measure.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL²³

As with the high school ELA progress towards goals, there is room for improvement in high school math going forward. However, this is our first group of graduates and we are extremely pleased with the APL this year. The first two goals below will be focused on more closely going forward as we are now experienced in a full high school cycle. That said, the 2012 cohort outperformed the local district and had 99% at levels 3 and 4 on a math Regents.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) 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.	Did Not Achieve
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam 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.	Did Not Achieve
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	Achieved

²² See page 39 above for an explanation of the APL.

²³ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

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	state's NCLB accountability system.	
Comparative	(§) 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 2013-14 school district results.)	Achieved

ACTION PLAN

Over the last few years, the HS Mathematics department has worked on aligning our curriculum to the 6-12 Common Core State Standards, aligning to the IB MYP approaches, and IB DP courses. Within our department, we offer a variety of Regents based courses (Algebra 1, Geometry, and Algebra 2) and IB Diploma Programme courses (IB Mathematics SL and IB Mathematical Studies SL). During the 2015-16 academic year, our department worked to align our coursework to the IB Math SL course - which is our pinnacle mathematics course offered at Brooklyn Prospect. The department focused upon pushing students to persevere by enduring the productive struggle with familiar and unfamiliar math problems as well as 'making sense' of their work. Within our classes, we incorporated numerous literacy strategies to tackle word problems and problem solving techniques to equip our students with the appropriate mathematical practices.

During the 2016-17 academic year, the HS Math department will administer diagnostics and interims assessments to collect data about student progress and mastery on mathematics standards and skills. We continue to use small-group instruction in-class and during office hours to address the individualized needs of our student body. Prior to the annual January, June, and August Regents exams, we have implemented small group tutoring and individualized support to support students who aim to score a 65 on any math Regents exam to meet the graduation requirement for a Regents diploma or those who aim to score an 80 to meet the college and career readiness standard.

In order to continue supporting the alignment of our HS courses to the IB DP, our 2016-17 departmental goal is to incorporate regular writing prompts and writing projects/tasks. We believe that this will support our school's focus on inquiry-based instruction whilst simultaneously preparing our students to write independent mathematical explorations, are required by IB courses, by the 11th and 12th grades. This year, we've continued to expand course options for students by offering an Algebra 2 course that is inquiry-focused and project-based to ensure access for all of our students. In addition, we continue to build upon our Computer Science course to allow students to earn math credits by learning computer programming languages and 21st century skills that have immediate transfer to real-world opportunities.

SCIENCE

Goal 3: Science

All students at Brooklyn Prospect Charter School will demonstrate competency in the understanding and application of scientific reasoning.

INTRODUCTION

BACKGROUND

The science curriculum at Brooklyn Prospect is based on the New York City Scope and Sequence for Science, which includes standards from life, earth, and physical science each year, using themes like energy or systems to organize these concepts. Each year, students learn laboratory techniques appropriate to the content of the course. The MYP engineering design and the scientific method are taught to students in a scaffolded manner so that they develop independence in problem-solving and experiment design over the course of three years. Similarly, nonfiction reading, writing, and research skills are taught each year with increasing levels of complexity. Students produce written lab reports and essays, design projects, and multimedia presentations at each grade level.

Student progress is tracked in all three grades through a fall diagnostic exam and four interim exams that test the standards taught. Students are provided with extra support in science through a combination of differentiated assignments, small group tutorials and office hours, and collaboration with the ELA, Reading, and SETSS teachers, who reinforce content in their classes and tutorials. Eighth grade students take the NYS Intermediate Level Science exam in May and June. To prepare students for the 2016-17 test, a full mock exam will be given in the spring of that year. Standards-based extra support will be provided for eighth graders who show significant skill gaps on the mock exam.

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 New York State Testing Program science assessment to students in 8th grade in spring 2016. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS

All the eighth grade students have been enrolled in at least their second year at BPCS. 83 percent of them scored at proficiency on the NYS Science 8 exam.

Charter School Performance on 2015-16 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	All Students		Charter School Students In At Least 2 nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested

INTRODUCTION

8	83%	103	83%	103
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EVALUATION

BPCS achieved this outcome measure.

ADDITIONAL EVIDENCE

BPCS has made gains over time on the NYS Science 8.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2013-14		2014-15		2015-16	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
8	69%	90	85%	99	83%	103

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

2016 district results have not been made public at the time of this report.

INTRODUCTION

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
8	83%	103	TBD	

EVALUATION

Results pending.

ADDITIONAL EVIDENCE

In years past, BPCS has outperformed the local district on this exam.

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					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
8	69%	61%	85%	63%	83%	Pending

SUMMARY OF THE SCIENCE GOAL

BPCS middle school scholars achieved the absolute science measure.

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

ACTION PLAN

1. Integrated Science

In the 2013-14 school year, we adopted a program called Achieve 3000 provided ELA and reading teachers differentiated texts related to the science standards. Reading and ELA teachers will teach students the ELA skills through the science context, thus granting students an increased exposure to science content. In the 2016-17 school year, we will continue to use differentiated text while also providing science teachers professional development around literacy instruction in the Science classroom. This year, students will also be encouraged to read non-fiction Science texts as part of the built-in Reading Hall

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program in 2016-17. In addition, key scientific terms will be taught as part of a middle school wide word of the week effort to teach and reinforce critical vocabulary.

2. Data Driven Instruction

We will use teacher made diagnostics and interim exams to collect data on student progress toward mastery of the science standards. For the 2016-17 school year we will use the Illuminate program as a tool to provide teachers charts and graphs of student performance data to aid their data analysis and guide their re-teaching plans. We plan to add a full mock exam to collect data for students in need of more intense interventions leading up to the state science test.

3. Small Group Support

Each teacher will provide students small group support in the 2016-17 school year through Office Hours before school and at the end of the school day. Office Hours will support students' skill development by providing targeted re-teaching in response to the data collected from interim and benchmark testing, as well as from in-class formative data (exit tickets). We have expanded the office hour supports to ensure a range of options for student support each week.

4. Computer Modeling

Our 2015-16 eighth grade science teacher participated in training through [Project GUTS](#) (Growing Up Thinking Scientifically), which is a curriculum that integrates computer programming and scientific experimentation by teaching students to develop their own models of scientific phenomena that they can then use to conduct virtual experiments. This work is continuing in 2016-2017.

GOAL 3: 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.

BACKGROUND

In HS, the Brooklyn Prospect Charter School has developed a sequence of Science courses to continue building on the skills learned in middle school and prepare students for post-secondary study at university. The sequence of courses in the HS is as follows:

Grade	Course	Special Notes	Credits
9	<ul style="list-style-type: none">Earth Science (2012-		2

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	<ul style="list-style-type: none"> 2014) Living Environment (2014 to present: Class of 2016, 2017 and 2018 may take course in Grade 10, 11, 12) 		
10	<ul style="list-style-type: none"> Chemistry (Offered 2014-to present) Earth Science (2016) 	<p>Earth Science is taught to prepare students for the Regents exam. It will introduce students to the biological systems that make life on Earth possible.</p> <p>10th Grade students who still need to pass a Regents exam, or have already taken Chemistry will be taking Earth Science. In addition, student who are credit deficient will take Earth Science.</p>	2
11	<ul style="list-style-type: none"> IB Ecosystems and Societies SL * IB Biology HL (Year 1) 	<p>Students enrolling in IB Biology HL must receive an overall grade of 80 or higher in Chemistry.</p> <p>Students enrolling in IB Ecosystems and Societies SL must successfully complete at least ONE Regents Science Exam prior to this course.</p>	2
12	<ul style="list-style-type: none"> Physics IB Ecosystems and Societies SL IB Biology HL (Year 2) 	<p>Students enrolling in IB Biology HL (Year 2) must receive an overall grade of 65 or higher in IB Biology HL (Year 1).</p> <p>Students enrolling in Physics must receive an overall grade of 80 or higher in Chemistry and Algebra II/Trigonometry; concurrent enrollment in IB Mathematics SL recommended.</p> <p>Students enrolling in IB Ecosystems and Societies SL must successfully complete at least ONE Regents Science Exam prior to this course.</p>	

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living

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Environment, Earth Science, Chemistry and Physics. 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

95.8 percent of the 2012 accountability cohort passed a science Regents with at least a 65%.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁴

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	96	95.8%

EVALUATION

BPCS achieved this measure.

ADDITIONAL EVIDENCE

As evidenced below, all four accountability cohorts have achieved this absolute measure, most before their fourth year in the cohort.

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

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	107	73%	101	87.1%	96	95.8%
2013	103	70%	106	67.9%	99	93.9%
2014			109	86.2%	104	96.2%
2015					109	76.92%

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.

²⁴ Based on the highest score for each student on any science Regents exam

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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

The BPCS 2012 Total Cohort outperformed the district's 2011 students in science, 94% to their 69%.

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
2011			69%	1334
2012	104	94.23%		

EVALUATION

BPCS achieved this outcome measure.

GOAL 4: SOCIAL STUDIES

Goal 4: Social Studies

All students at Brooklyn Prospect Charter School will demonstrate proficiency in the social sciences.

BACKGROUND

The faculty of the Brooklyn Prospect Social Studies Department endeavors to shape curious thinkers who question and explore the world, its history and the possibilities for change; creative thinkers who empathize and fair-mindedly accept others' rights in being different; critical thinkers who manifest intellectual integrity, humility, perseverance, courage, and autonomy; and reflective thinkers who regularly assess their own thinking for clarity, accuracy, precision, relevance, and logic. We will always work to implement stronger vertical alignment across grade levels in teaching academic skills, implementing grading practices, integrating IB concepts, establishing strong interdisciplinary inquiry based units on connections centered around diversity, and differentiated assessment practices that put a strong emphasis on academic writing and accountable speaking activities.

9th Grade: Global Studies I

INTRODUCTION

Global Studies I is the first year of a two year curriculum that prepares students for the Global History and Geography Regents exam. Student will focus on developing the skills of a historian in sourcing, contextualizing, analyzing and corroborating evidence-based conclusions. With explicit practice accessing both primary and secondary sources, students will develop the effective inquiry skills necessary to achieve conceptual understanding of the content. The content covered in year one spans 2,000 years of human history including Classical Civilizations, World Religions, the Middle Ages, the Mongols, the Renaissance, Early Exploration, Conquest of the Americas, the Transatlantic Slave Trade, the Enlightenment, and French Revolution. Through this work, students will recognize patterns in the interactions and interdependence of individuals, societies and environments across time and space.

10th Grade: Global Studies II

Global Studies II is the second year in a two-year curriculum that will prepare students for the Global History and Geography Regents exam, which students will take at the conclusion of this course. Students will investigate the theme of revolution in seeking to understand how both environmental and human systems operate and evolve over time. Students will build on the explicit practice accessing both primary and secondary sources in the 9th grade so that students will continue to develop the effective inquiry skills necessary to achieve conceptual understanding of the content. Students will explore the conditions, causes and outcomes of major global revolutions, including but not limited to: the Industrial Revolution, the French Revolution, the Communist Revolution in China, and the Technological Revolution. Students will be prepared to write clear, well-organized and well-supported historical analyses and will conduct focused historical research on course topics. Students will also engage in accountable speaking activities like socratic seminars and graded dialogues to improve their critical thinking and verbal communication skills.

11th Grade: United States History

“The United States History course begins with the colonial and constitutional foundations of the United States and explores the government structure and functions provided in the Constitution. Students examine the development of the nation and the political, social, and economic factors that led to the challenges our nation faced in the Civil War. Students explore industrialization, urbanization, and their accompanying problems, along with America’s emergence as a world power, the two world wars of the 20th century, and the Cold War. Students explore the expansion of the federal government, evolving social beliefs and behaviors, and the nation’s place in an increasingly globalized and interconnected world.”* Students will continue their work from the 10th grade in conceptual understanding and inquiry based learning through the completion of research papers, accountable speak, and research-based presentations.

** part of course description taken from New York State Common Core Social Studies Framework 9-11*

History Regents Elective

This elective course is designed for students who failed to meet the credit requirements for Social Studies in their 9th and 10th grade years. The course will prepare students for success on the Global

INTRODUCTION

History and Geography Regents exam and the United States History Regents exam. Students will focus on critical reading and writing skills to improve their scores on the exams.

IB History (HL)

IB History is a two-year course, with prescribed syllabus topics spread across the four semesters. The course is designed to help students be successful on the IB History (HL) exam at the end of the second year.

In year one (11th grade) students will investigate the establishment of the United States of America as an independent nation and the national process of building the Constitution, whose allowances led to the disunion in law, economics, society and politics that resulted in the Civil War. Students will then examine the transformation of American government and society that resulted from the passage of the Reconstruction Amendments and the expansion of the role of government during the Great Depression. In the second semester, students will explore America's role in World War II and the ensuing impact of the military-industrial legacy on United States' domestic rule and foreign policy through the Civil Rights Movement and the global Cold War. Students will delve deeply into conceptual and inquiry based learning through many accountable talk, research, and IB style assessments.

In Year 2 (12th grade), students will focus on developments across the globe from 1800-2000. Students will begin by studying independence movements from around the world, looking at Haiti, Vietnam, and Zimbabwe and asking ourselves what makes fledgling nation states successful. Next they will continue the Rights and Protest unit from Year 1, this time investigating the fight against apartheid in South Africa. Finally, we will explore the global impacts of the Cold War. Students will complete their Internal Assessment: Historical Investigation requirement over the course of the fall and winter. Students will complete their Internal Assessment Essay: Historical Investigation requirement in the second semester of this course. Students will take the IB Exam in May of 2017. Students will also continue to delve deeply into conceptual and inquiry based learning through many accountable talk, research paper, and IB style assessments.

IB Psychology (HL)

IB Psychology HL is a two-year course in the systematic study of behaviour and mental processes that examines the interaction of biological, cognitive and sociocultural influences on human behaviour. Students can expect to develop an understanding of how psychological knowledge is generated, developed and applied, allowing them to have a greater understanding of themselves and appreciate the diversity of human behaviour. The holistic approach reflected in the curriculum, which sees biological, cognitive and sociocultural analysis being taught in an integrated way ensures that students are able to develop an understanding of what all humans share, as well as the immense diversity of influences on human behaviour and mental processes. The ethical concerns raised by the methodology and application of psychological research are also key considerations of the IB psychology course.

The following courses are both required for a NYS Regents Diploma. Course descriptions have been taken from the *New York State Common Core Social Studies Framework 9-12*, revised December 2013.

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12th grade: Participation in Government and Civics

This course examines the foundations of our American democracy, calling attention to the importance of voting and other methods of participation in government and civic life. In order to equip students to navigate in the digital age, the importance of information and the need to be able to access and evaluate information should be integrated throughout the course. All levels of government are encompassed within the course affording the opportunity to utilize local resources. Each unit provides an opportunity for comparison of our governmental system with that of other countries. Content specifications are not included so that the course can adapt to present local, national and global circumstances, allowing teachers to select flexibly from current events to illuminate key ideas and conceptual understandings.

Economics of Free Enterprise in a Global Economy

This course examines the principles of the United States free market economy in a global context. Students will examine their individual responsibility for managing their personal finances in a global economy. Students will analyze the role of supply and demand in determining the prices individuals and businesses face in the product and factor markets, and the global nature of these markets. Students will study changes to the workforce in the United States and the role of entrepreneurs in our economy, as well as the impact of globalization. Students will explore the challenges facing the United States free market economy in a global environment and various policy-making opportunities available to government to address these challenges. Content specifications are not included so that the course can adapt to present local, national and global circumstances, allowing teachers to select flexibly from current events to illuminate key ideas and conceptual understandings.

Government and Research Methods

The purpose of the Government and Research class is three fold. One it will help students fulfill a United States History Humanities credit required for graduation early. Second, the students will engage in learning, practicing, and displaying critical research skills crucial to the college prep process. Students will produce presentations and formal academic essays that will support their skills in these areas, which will be reproducible in all of their subjects. Third, the students will examine the critical structures, procedures, and questions of the U.S. constitutional system. They will study and evaluate pivotal Supreme Court Cases throughout U.S. history to better understand the strengths and weaknesses of our government.

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.

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RESULTS

92.7% of the 2012 Accountability Cohort scored a 65 or better on the NYS U.S. History regents by their fourth year in the cohort.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁵

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	96	92.7%

EVALUATION

BPCS achieved this outcome measure.

ADDITIONAL EVIDENCE

Both the 2012 and 2013 cohorts have achieved this measure by the end of 2015-16.

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

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012			101	84.2%	96	94.8%
2013			106	2.8%	99	89.9%
2014			109	--	104	--
2015					109	--

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

²⁵ Based on the highest score for each student on a science Regents exam

INTRODUCTION

that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

RESULTS

The 2012 Total Cohort outperformed the 2011 Graduation Cohort of the local district #15 students, 88.46% to their 62%.

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
2011			62%	1334
2012	88.46%	104		

EVALUATION

BPCS achieved this measure.

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

92.7 percent of the 2012 Accountability Cohort scored at least a 65% on the Global History Regents exam by the end of their fourth year in high school.

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort²⁶

Cohort	Number in	Percent
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²⁶ Based on the highest score for each student on a science Regents exam

INTRODUCTION

Designation	Cohort	Passing with a score of 65
2012	96	92.7%

EVALUATION

BPCS achieved this measure.

ADDITIONAL EVIDENCE

Greater than 70 percent of all 2015-16 cohorts have already passed the Global History Regents.

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

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	107	64%	101	78.2%	96	92.7%
2013	103	1%	106	73.6%	99	91.7%
2014			109	--	104	70.2%
2015					109	--

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global 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, the school presents most recently available district results.

RESULTS

86.54% of the 2012 Total Cohort passed the Global History Regents, whereas 61% of District #15's 2011 Cohort did the same.

Global History Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort	Charter School	School District
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INTRODUCTION

	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2011			61%	1334
2012	86.54%	104		

EVALUATION

BPCS achieved this measure.

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 school requiring a local assistance plan.

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

Brooklyn Prospect Charter School has not been identified as a Focus School or as a school requiring a local assistance plan, therefore it remains in good standing as always.

EVALUATION

BPCS achieved this measure.

ADDITIONAL EVIDENCE

BPCS continues to be in good standing year to year.

NCLB Status by Year

Year	Status
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INTRODUCTION

2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing

GOAL 5: HIGH SCHOOL GRADUATION

GOAL 5: HIGH SCHOOL GRADUATION

Brooklyn Prospect Charter School will maintain high graduation rates each year.

Goal 5: Absolute Measure

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.

High School Promotion/Retention Policy:

Students receive 1 credit per semester for each course that meets for 180 minutes/week.

Students must receive a minimum achievement grade of 2 in order to be considered as having met the standard in academic subject areas and to receive course credit.

In alignment with the NY guidelines, promotion from to each grade will be based on whether students:

1. Successfully complete standards in academic subject areas; and
2. Accumulates the annual minimum number of required credits.

Grade Level	Coursework/Exams	Minimum Credits
9	Successful completion of standards in academic subject areas	8 credits

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10	Successful completion of standards in academic subject areas including 4 in English and/or ESL and 4 in Social Studies	20 credits
11	Successful completion of standards in academic subject areas	30 credits
12	Successful completion of standards in academic subject areas Passing score on 5 Regents Exams – English, Global History, U.S. History, Math, and Science	44 credits in required subject areas

RESULTS

Greater than 89 percent of students in the 2014 and 2015 Graduation Cohort were promoted to the next grade at the end of the 2015-16 school year.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2015-16

Cohort Designation	Number in Cohort	Percent promoted
2014	104	89.4%
2015	109	93.58%

EVALUATION

BPCS achieved this outcome measure.

Goal 5: 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 2015, the 2013 cohort will have completed its second year.

RESULTS

More than 89 percent of the 2014 cohort passed at least three Regents exams by the end of their second year in high school.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2012	107	58%

INTRODUCTION

2013	108	64.6%
2014	104	89.42%

EVALUATION

BPCS achieved this outcome measure.

ADDITIONAL EVIDENCE

2015-16 marks the first year we have achieved this measure.

Goal 5: 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 9th grade as members of the 2011 cohort and graduated four years later and those who entered as members of the 2010 cohort and graduated 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 at the end of their fourth year to complete graduation requirements.

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

RESULTS

79.8 percent of the 104 students in the 2012 Total Cohort graduated from BPCS by the end of August.

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

Cohort Designation	Number in Cohort	Percent Graduating
2012	104	79.8%

EVALUATION

BPCS achieved this outcome measure with our first graduating class at Brooklyn Prospect Charter School.

ADDITIONAL EVIDENCE

The 2012 Cohort was the first cohort to graduate from BPCS.

Goal 5: Comparative Measure

INTRODUCTION

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 district²⁷. 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.

RESULTS

The Class of 2012 at BPCS represents 79.8 percent of the Total Cohort, much greater than the local district's 66.2 percent (2011) of four year graduates.

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

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2011			1334	66.2%
2012	104	79.8%		

EVALUATION

BPCS achieved this outcome measure.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

BPCS achieved all of the graduation goals in the first year we had graduates.

Type	Measure	Outcome
Absolute	(§) 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.	Achieved
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.	Achieved

²⁷ 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](#).

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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.	Achieved
Comparative	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.	Achieved

ACTION PLAN

The following initiatives were implemented in 2015-16 year and will be utilized going forward in an effort to attain the graduation goals.

- Design summer school Regents Prep and frequent opportunities to gain skills and demonstrate learning in small class setting, with the intent to help students recover credit and better track toward on-time graduation.
- Improved organization of student performance data into Excel and TE for effective analysis and record keeping to inform Tier 3 groupings and interventions.
- Monthly analysis of student data to analyze students in all grades tracking toward June graduation and elevating group of select 11th and 12th grade students in danger as “Tier 3”
- Guidance counselor, principal and grade level team develop individualized set of RTI interventions for each student including academic support, Regents Prep and counseling, as necessary
- Consistent and coordinated communication between school and families of Tier 3 students on student progress toward the earning of adequate credits and Regents scores toward on-time graduation between marking periods
- Administration of mock exams in April to determine additional supports needed for students to pass necessary Regents
- Organization of additional afterschool and weekend tutoring for Regents Prep for 9-12 Tier 3 students across all departments at key points in year, as well as investment in “World History” course offering geared toward dual preparation of US history and Global Regents
- Guidance counselor researches local diploma and appeal options for eligible IEP and ELL students

GOAL 6: COLLEGE PREPARATION

GOAL 6: COLLEGE PREPARATION

Brooklyn Prospect Charter School graduates will be prepared for academic institutions of higher education.

Goal 6: Comparative Measure

INTRODUCTION

Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

METHOD

This measure tracks student performance one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student's highest score on each subsection. Compare school averages to the New York State average for all 10th grade (sophomore) test takers in the given year.

RESULTS

New York State averages have not been released as of the date of this report.

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2013-14	107	95	39.5	45.5	40.7	47.0
2014-15	106	77	47	46.9	47.4	48.6
2015-16	104	89	453		449	

EVALUATION

Results Pending

Goal 7: Comparative Measure

Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

METHOD

This measure tracks student performance on one of the most commonly used high school college prep assessments.

The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 2400 as the highest possible score. As students may choose to take the test multiple times during the year, the school only reports a student's highest score. The school compares its averages the New York State average for all 12th grade test takers in the given year.

RESULTS

2015-16 New York State average SAT scores have not been released at the time of this report.

12th Grade SAT Performance by School Year

School	Number	Number of Students	Reading	Writing	Mathematics
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Year	of Students in the 12 th Grade	Tested	School	New York State	School	New York State	School	New York State
2015-16	96	84	466		462		457	

EVALUATION

Results pending.

College Prep Goal:

The percent of graduating students that meets the state’s aspirational performance measure (“APM”), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.

METHOD

Recognizing that remediation rates in New York’s colleges are far too high, the Board of Regents has reviewed data showing the gap between high school expectations and college attainment. They reviewed data comparing the graduation rate for the 2005 cohort with the "college and career ready" graduation rate – defined as the percentage of students in the cohort who graduated with a score 80 or better on a math Regents exam and 75 or better on the English Regents exam. The Regents view these data as an important indicator of future student success. Students who graduate high school – but do so with a score below 80 on a math Regents exam and below 75 on the English exam – are likely to require remediation in college.

RESULTS

35 percent of the 83 graduates achieved the aspirational performance measure of earning at least a 75% on the English exam and at least an 80% on a math Regents exam.

Percent of Graduates Meeting the Aspirational Performance Measure²⁸

Cohort	Charter School	Statewide ²⁹
2011		40.0
2012	35%	N/A

²⁸ Schools can retrieve state 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](#).

²⁹ Statewide results for the 2012 cohort are not yet available.

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EVALUATION

BPCS did not achieve this outcome measure.

College Prep Goal:

The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the local district.

METHOD

In establishing measures to be used by schools, districts and parents to better inform them of the progress of their students, the Regents have also set as an additional aspirational measure of achievement the percent of graduating students who earned a Regents diploma with Advanced Designation (i.e., earned 22 units of course credit; passed seven-to-nine Regents exams with a score of 65 or above; and took advanced course sequences in Career and Technical Education, the arts, or a language other than English).

RESULTS

No students at BPCS earned a Regents diploma with advanced designation. The IB curriculum and coursework is set up a bit differently than the traditional sequences offered in New York State.

Percent of Graduates with a Regents Diploma with Advanced Designation³⁰

Cohort	Charter School	School District ³¹
2011		2%
2012	0	N/A

EVALUATION

BPCS did not achieve this measure.

College Prep Goal:

Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (“AP”) exam, a College Level Examination Program (“CLEP”) exam or a college level course.

METHOD

This goal is not applicable to BPCS as we do not offer AP or CLEP exams, but instead offer an International Baccalaureate Diploma Programme. BPCS leaders chose as a curricular guide the International Baccalaureate Middle Years Program and upper-level Diploma Program because these programs most accurately reflect the global focus that BPCS seeks in its curriculum design. These

³⁰ Schools can retrieve information about diplomas conferred 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](#).

³¹ District results for the 2012 cohort are not yet available.

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programs further raise the level of academic responsibility for our students and serve as an important indicator of our students' preparedness for success in college and the global workplace.

International Baccalaureate is well known for admissions success at the most competitive Colleges and Universities. Credits for the IB Diploma and/or IB courses taken are accepted at nearly 2,000 colleges and universities worldwide.

RESULTS

In 2015-2016, we had 23% of our 2012 cohort participating in the International Baccalaureate Diploma Program, with 15% of the cohort being awarded their IB Diploma.

Goal 7: School Created College Attendance or Achievement Measure

(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.

METHOD

Since this is the first group of BPCS graduates, we are looking at ways to track our graduates in an alumni system.

RESULTS

Results pending.

EVALUATION

Pending

SUMMARY OF THE COLLEGE PREPARATION GOAL

Much of the information needed for the college prep goals is still pending. Closer tracking of the aspirational performance measure will take place going forward.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	N/A
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	N/A
	(§) The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.	Did Not Achieve
	(§) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an	N/A

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	Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.	
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