



BROOKLYN DREAMS

A PUBLIC CHARTER SCHOOL MANAGED
BY NATIONAL HERITAGE ACADEMIES

**BROOKLYN DREAMS
CHARTER SCHOOL**

**2012-13 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 16, 2013

By the Brooklyn Dreams Charter School Board of Trustees

259 Parkville Avenue
Brooklyn, NY 11230

National Heritage Academies prepared this 2012-13 Accountability Progress Report, on behalf of the Brooklyn Dreams Board of Trustees

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In 2012-13, Letta Belle completed her first year as Brooklyn Dreams Charter School's Principal.

INTRODUCTION

The State University of New York's Board of Trustees (SUNY) authorized Brooklyn Dreams Charter School in October 2009. The school, located in a refurbished school building at 259 Parkville Avenue in Brooklyn, opened its doors to K-3 students in the fall of 2010.

The school served 193 students in grades K-3 during its first year of operation. In 2011-12, it expanded to serve a capacity of 248 students in grades K-4. Serving K-5 students in 2012-13, served a capacity of 418 students. As of September 2013 Brooklyn Dreams has more than 1,100 students on the waiting list. The mission of Brooklyn Dreams Charter School is:

*"To offer the families of Brooklyn a school with a culture that values **integrity, academic excellence, and accountability**, where all students are given the opportunity for success in high school, college, and beyond by offering an academically rigorous and challenging K-8 educational program."*

This mission has guided the operation of the school since its inception. We have worked and will continue to work to ensure that our students have the academic knowledge and skills, as well as personal characteristics, necessary for success.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2010-11	39	51	51	52	-	-	-	-	-	193
2011-12	40	51	50	52	52					245
2012-13	76	76	78	77	52	53				412

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students will be proficient in English Language Arts.

Background

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement a curricular program which is built around the Common Core Learning Standards and aligns with our goal of preparing students for success in high school, college, and beyond.

The curriculum has been carefully aligned with the Common Core Learning Standards for English Language Arts (ELA). This approach ensures students are learning the content appropriate for each grade level.

Developing reading proficiency and strong literacy skills in elementary and middle school grades is essential to ensuring that students are on a college-readiness trajectory.¹ The ELA curriculum is designed to produce highly literate students who are proficient readers and strong writers. The curriculum enables students to read, comprehend, write, and respond thoughtfully to what they encounter in the classroom and the world around them through its reading, writing, speaking, listening, and viewing components.

The curriculum emphasizes the five components of reading instruction as outlined by the National Reading Panel. Students who master the ELA curriculum are prepared to read for deep meaning and understanding, write and speak effectively to communicate ideas and information while using appropriate language conventions, listen actively and critically as they encounter new information and ideas, and generate new ideas based on what they encounter both inside and outside the classroom.

Beyond this, the curriculum in grades K-2 focuses on and supports the process of learning to read. Decoding, word recognition, and building vocabulary are important as students begin to develop understanding and fluency. In grades 3-5, the curriculum supports a transition from learning to read to reading in order to learn; learning shifts to understanding that texts have specific purposes and students learn to read with those purposes in mind. Students are introduced to informational text in addition to a variety of literary texts. Reliance on the basal reader decreases and additional resources like novels, newspapers, magazines, and web-based resources are used to support reading instruction. Finally, in grades 6-8, the curriculum focuses on extending reading and comprehension skills, developing deep evaluation and analysis skills and the ability to make connections within and between texts.

The ELA curriculum supports learning in language conventions, mechanics, spelling, and writing. In the earliest grades, students learn how to write words and sentences using appropriate mechanics and grammar and begin to use the writing process to convey information and narrative through written text. In middle grades, the curriculum develops in students a deeper understanding of writing through a focus on prewriting strategies,

¹ ACT, Inc., *Reading Between the Lines: What the ACT Reveals About College Readiness in Reading* (Iowa City, IA, 2006).

organizational formats, drafting, revising, proofreading and publishing. The curriculum ensures that students learn to write for different purposes; writing includes narratives, stories, poems, interpretive responses, essays, and descriptive pieces. In later grades, the curriculum continues to extend students' writing skills through narrative, expository, persuasive, and technical writing, and technology enhances students' ability to write, revise, edit, and publish their work. Grammar, punctuation, spelling, and writing conventions are taught as part of language arts for students in all grades.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.²

Method

The school administered the New York State Testing Program English language arts assessment to students in 3rd through 5th grade in April 2013. 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.

**2012-13 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
3	76	0	0	4	80
4	52	0	0	1	53
5	51	1	0	0	53
6	-	-	-	-	-
7	-	-	-	-	-
8	-	-	-	-	-
All	179	1	0	5	185

Results

Of students in at least their 2nd year at Brooklyn Dreams, 20% of students achieved proficiency on the 2012-13 New York State ELA Exam.

² Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous years using the state's published results for scoring at proficiency.

³ 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.

**Performance on 2012-13 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	28%	65	29%	45
4	17%	52	16%	43
5	12%	51	10%	48
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	20%	179	18%	136

Evaluation

Brooklyn Dreams did not meet this measure with 18% of students enrolled in at least their second year achieving proficiency. However, with the change to a common core based state test, scores across the state dropped precipitously.

Additional Evidence

During the 2011-12 and 2012-13 school years, Brooklyn Dreams did not meet the 75% proficiency threshold. However, the Northwest Evaluation Association's measure of academic progress shows that students at Brooklyn Dreams grew at an accelerated rate during the 2012-13 school year in language usage and reading. Compared to the national average of 100%, students at Brooklyn Dreams grew 108% in language use and 112% in reading.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	-	-	63%	52	29%	45
4	-	-	75%	45	16%	43
5	-	-	-	-	10%	48
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	69%	97	18%	136

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 Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year's English language arts AMO. 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 200.⁴

Evaluation

The State Education Department has not recalibrated the AMO to align with the new English Language Arts 3-8 testing program

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.⁵

Results

Eighteen percent of Brooklyn Dreams students performed at or above proficiency on the New York State ELA exam, compared to 33% of students enrolled in district public schools.

⁴ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

⁵ Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

**2012-13 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	29%	45	32.0%	2,764
4	16%	43	33.7%	2,772
5	10%	48	34.6%	2,834
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	18%	136	33.4%	8,370

Evaluation

Brooklyn Dreams did not meet this threshold. While 33% of the local school district's students were at levels 3 and 4, 18% of the Brooklyn Dreams students were at or above proficiency.

Additional Evidence

While Brooklyn Dreams did not exceed the proficiency rates of the local school district in 2011-12 and 2012-13, the Northwest Evaluation Association's measure of academic progress shows that students at Brooklyn Dreams grew at an accelerated rate during the 2012-13 school year in language usage and reading. Compared to the national average of 100%, students at Brooklyn Dreams grew 108% in language use and 112% in reading.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	-	-	39.2%	55.4%	28.9%	32.0%
4	-	-	42.2%	60.6%	16.3%	33.7%
5	-	-	-	-	10.4%	34.6%
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	40.6%	58.0%	18.4%	33.4%

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁶

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small 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 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results

In 2011-12 Brooklyn Dreams achieved an Effect Size of -0.19.

2011-12 English Language Arts Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size	
			Actual	Predicted			
3	76.7%	52	40.4	40.9	-0.5	-0.03	
4		51	39.2	44.9	-5.7	-0.36	
5							
6							
7							
8							
All			103	39.8	42.9	-3.1	-0.19

School's Overall Comparative Performance:

Performance was as expected for 3rd grade, lower than expected for 4th grade.

⁶ The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

Evaluation

Brooklyn Dreams' performance was as expected for 3rd grade, while it was lower than expected for 4th grade.

Additional Evidence

While the effect size in 2011-12 was still below expected, there was a marked improvement from 2010-11 to 2011-12.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3	73%	51	21.6	42.9	-1.44
2011-12	3-4	76.7%	102	39.8	42.9	-0.19

Goal 1: Growth Measure⁷

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 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

The State Education Department has not yet reported schools' mean growth percentiles for the 2012-13 school year.⁸

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

⁸ See the Guidelines.

Summary of the English Language Arts Goal

While Brooklyn Dreams made progress on the effect size measure in 2011-12, they did not meet the targets laid out in their accountability plan for the first absolute measure as well as each of the comparative measures.

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.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the 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 2011-12 school district results.)	Did Not Achieve
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.	N/A

Action Plan

To enhance student performance in the 2013-14 school year, Brooklyn Dreams has compiled the state ELA exam and NWEA test results. The students' teacher will use this data in creating their lessons and in class grouping. In addition, we will also take the following steps:

- Using the workshop model, we will target the individual academic needs of each student. We will use the workshop model to meet the diverse needs of our students by establishing and facilitating groups (guiding group and/or individual activities; direct teaching; monitoring student progress).
- Implementing targeted academic tutoring 3 days during the week beginning in Sept. /Oct. The tutoring program is designed to offer differentiated instruction in targeted skill areas in order to support academic growth and improve student achievement. NWEA scores will be used in the selection of students for the program. Students scoring in the 20th percentile and below in each grade level will be given first priority. Skill gaps will be identified for each student selected using NWEA reports. Students will be grouped in the program based on their targeted skill needs. Groupings will be flexible and are subject to change based on student performance. Student performance will be evaluated throughout the program and classes will be reconfigured.

MATHEMATICS

Goal 1: Mathematics

All students will be proficient in Math.

Background

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement a curricular program which is built around the Common Core Learning Standards and aligns with our goal of preparing students for success in high school, college, and beyond.

The curriculum has been carefully aligned with the Common Core Learning Standards for mathematics. This approach ensures students are learning the content appropriate for each grade level.

The National Council for Teachers of Mathematics has recognized the importance of the study of algebra in developing mathematical fluency and has also noted the importance of the study of other mathematics components such as number sense and number operations, measurement, geometry, data analysis and probability and problem solving. The curriculum focuses on each of these components beginning in kindergarten. Number sense is developed through a variety of concrete models, allowing students to use the area of the brain used for the comprehension of mathematical knowledge. Students are prepared to be fluent in computation using formal algorithms and learn essential measurement and data analysis skills. Students also learn to make connections and apply mathematical knowledge through problem solving and inquiry.

In grades K-2, algebraic awareness, number sense and computational fluency are the main focus of students' learning. Students develop the skills necessary to progress into higher level mathematics; through open-ended problem solving, they increase their critical thinking skills and ability to see connections across mathematics as well as other subjects. In grades 3-5, learning shifts from computation to fractional awareness. The part-to-whole relationships developed in these early grades leads to a deeper understanding of fractions, percents, and decimals and computation. Algebraic skills move from pattern recognition and development to the creation of equations and the use of variables. As students move into grades 6 through 8, the focus shifts to the study of algebra and functions. Number sense remains a critical focus area through the study of integers, rational and irrational numbers, exponents, and absolute values. Conceptual ideas are integrated through lab activities that provide exploratory opportunities for students to explicitly connect abstract ideas to concrete examples.

The mathematics curriculum also ensures that students become effective as mathematical communicators by engaging them in thinking, reading, and writing about mathematics to help them understand the foundational concepts necessary for success in more complex mathematical coursework.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.⁹

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 5th grade in April 2013. 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.

**2012-13 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹⁰			Total Enrolled
		IEP	ELL	Absent	
3	77	0	0	3	80
4	52	0	0	1	53
5	51	1	0	0	52
6	-	-	-	-	-
7	-	-	-	-	-
8	-	-	-	-	-
All	180	1	0	4	185

Results

Of students in at least their 2nd year at Brooklyn Dreams, 35.5% of students achieved proficiency on the New York state math exam.

**Performance on 2012-13 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested

⁹ Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous year's using the state's published results for scoring at proficiency.

¹⁰ 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.

3	55.9%	76	55.6%	45
4	32.7%	52	27.9%	43
5	7.8%	51	8.3%	48
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	35.5%	179	30.1%	136

Evaluation

Brooklyn Dreams did not meet this measure with 30% of returning students scoring at or above proficiency on the state exam. However, with the change to a common core based state test, scores across the state dropped precipitously.

Additional Evidence

While Brooklyn Dreams exceeded the 75% proficiency threshold in 2011-12, it failed to do so in 2012-13. The Northwest Evaluation Association’s measure of academic progress shows that students at Brooklyn Dreams grew at an accelerated rate during the 2012-13 school year in mathematics. Compared to the national average of 100%, students at Brooklyn Dreams grew 148% in math.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	-	-	96%	51	55.6%	45
4	-	-	91%	45	27.9%	43
5	-	-	-	-	8.3%	48
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	94%	96	30.1%	136

Goal 1: 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 Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year's mathematics AMO. 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 200.¹¹

The State Education Department has not recalibrated the AMO to align with the new Mathematics 3-8 testing program

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 mathematics exam will be greater than that of all students in the same tested grades in the local school district.

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.¹²

Results

Brooklyn Dreams did not meet this target with 30% of its students achieving proficiency compared to 38% of the district's students. While the school outperformed the local district in 3rd grade, its performance was lower in grades 4-5 and overall.

2012-13 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency
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¹¹ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

¹² Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	55.6%	45	36.6%	2,818
4	27.9%	43	41.9%	2,831
5	8.3%	48	35.1%	2,893
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	30.1%	136	37.9%	8,542

Evaluation

The students at Brooklyn Dreams did not attain the comparable proficiency of Community School District 22. Brooklyn Dreams had a higher percentage of third grade students who were proficient in comparison to the school district. However, in grades 4 and 5, Brooklyn Dreams students trailed the local school district.

Additional Evidence

The Northwest Evaluation Association’s measure of academic progress shows that students at Brooklyn Dreams grew at an accelerated rate during the 2012-13 school year in mathematics. Compared to the national average of 100%, students at Brooklyn Dreams grew 148% in mathematics.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3			57%	61%	56%	37%
4			53%	73%	28%	42%
5					8%	35%
6						
7						
8						
All			55%	67%	30%	38%

Goal 1: 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 small degree)

according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹³

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small 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 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results

In 2011-12, Brooklyn Dreams achieved an Effect Size of 0.13.

2011-12 Mathematics Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		52	57.7	48.4	9.3	0.49
4		51	52.9	57.3	-4.4	-0.24
5						
6						
7						
8						
All	76.7%	103	55.3	52.8	2.6	0.13

School's Overall Comparative Performance:

Overall effect size is higher than expected

Evaluation

¹³ The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

While the overall school effect size is slightly higher than expected, grade 3 was at the top of the higher than expected range to a small degree range.

Additional Evidence

While the effect size in 2011-12 was only slightly higher than expected, there was a marked improvement between 2010-11 and 2011-12.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10	N/A					
2010-11	3	73%	52	32.6	48.0	-0.81
2011-12	3-4	76.7%	103	55.3	52.8	0.13

Goal 1: Growth Measure¹⁴

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

The State Education Department has not yet reported schools' mean growth percentiles for the 2012-13 school year.

¹⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

Summary of the Mathematics Goal

Based on the available data, Brooklyn Dreams did not meet its first absolute measure and both comparative measures.

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.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Did Not Achieve
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 2011-12 school district results.)	Did Not Achieve
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.	N/A

Action Plan

To enhance student performance in the 2013-14 school year, Brooklyn Dreams has compiled the state Math exam and NWEA test results. The students' teacher will utilize this data and through the workshop method, the teacher can better address each student and their skills gap. In addition, we will also take the following steps:

- We have organized classes in grades 3-8 based on student performance. The classroom arrangements and how the students are grouped are based on ability, allowing for two general classes and one advanced class. The purpose of this structure is to allow our teachers to better differentiate instruction to our students' varied performance levels. The challenge for our staff is tailoring instruction to different groups as they produce multiple lesson plans and keep closer track of students' progress. Instead of teaching a class as one group, students are grouped according to the skill they need the most support with. The idea of ability grouping is that the teacher can teach all groups the same material, but tailor activities and assignments to each group. Skill gaps will be identified for each student using State Exam results and NWEA reports. Students will be grouped based on their targeted skill needs. Groupings will be flexible and are subject to change based on student performance.

SCIENCE

Goal 3: Science

Students will be proficient in Science.

Background

As the Association for the Advancement of Science and the National Council on Science explain, developing college-ready and scientifically literate students involves teaching a mixture of content knowledge, the practices and skills of scientists, and information on the nature of science. The curriculum, which includes study in life science, physical science and earth and space science, is designed to develop content knowledge about the results of scientific discoveries regarding the natural world. The teaching of practices and skills of scientists requires that students participate in the scientific process of inquiry and discovery through conducting investigations, using instruments, and applying mathematical skills that model the process used by scientists to learn about the universe. The curriculum provides students with the opportunity to participate in the scientific process, in addition to read, write, discuss and experiment with science through high level thinking and problem solving. It also ensures that students use the scientific processes and skills through lab work and investigations.

The content of the science curriculum in kindergarten through grade two focuses scientific learning primarily through the study of events and phenomena in nature that can be observed with the five senses. Investigations at this level are modeled, simple, and structured, allowing students to write journals on their discoveries, create simple pictographs of data, and draw conclusions from observations under the direction of the teacher. The incorporation of non-fiction readers on each topic provides students the opportunity to develop grade level appropriate science vocabulary.

Building on these foundational skills, including the integration of skills from ELA and math, the curriculum for grades three through five directs students to begin exploring cause and effect connections between events (e.g., the sun rises every day and it gets warmer during the day, ergo, the sun provides heat to earth). Investigations for students in grades three through five are still often modeled, but they are more complex and involve more detailed measurements, use a variety of tools such as balances and microscopes, and require students to control for multiple variables. Students engage in the practices of scientists as they chart data, complete lab reports, and create graphs in order to communicate results of investigations orally and in writing while defending their conclusions.

The curriculum for students in grades six through eight includes further exploration of cause and effect relationships while also connecting knowledge of concepts to real world examples and solidifying congruence between students' understanding of phenomena to that of the scientific community. Investigations are more student- directed, from the guiding question through the scientific procedures to the organizing, analyzing and reporting of data.

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 4th grade in spring 2013. 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 (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

In 2012-13, 100% of Brooklyn Dreams' students scored at or above proficiency in science.

**Charter School Performance on 2012-13 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	100%	50	-	-
8	-	-	-	-

Evaluation

Brooklyn Dreams met this measure. With 100% of students scoring at or above proficiency, Brooklyn Dreams achieved the accountability goal.

Additional Evidence

Brooklyn Dreams has improved their science scores from 74% proficient in 2011-12 to 100% proficient in 2012-13.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	-	-	74%	50	100%	50
8	-	-	-	-	-	-
All	-	-	-	-	100%	50

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

Brooklyn Dreams achieved a proficiency rate of 100% in science. Data for the district public schools is not yet available. Therefore, we are unable to compare Brooklyn Dreams scores to those of the district schools.

2012-13 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	100%	41	Results Not Available	
8	-	-		

Evaluation

Since data for district public schools has not yet been released, we are unable to determine if the School met this measure.

Additional Evidence

In 2011-12, the local school district exceeded Brooklyn Dreams in the percentage of students at proficiency enrolled in at least their second year. In 2012-13, 100% of students were proficient in Science. Since data for district public schools has not yet been released, we are unable to determine if the School met this measure.

**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					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	No 4 th or 8 th Grade Students		74%	89%	100%	-
8			-	63%	-	-
All			74%	77%	-	-

Summary of the Science Goal

Brooklyn Dreams achieved the measure for which data is available. With 100% of students achieving at or above proficiency, it exceeded its accountability plan goal. Data from the district public schools is not yet available. Therefore, we are unable to report on the comparative measure for 2012-13.

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.	To Be Determined

Action Plan

With a proficiency rate of 100%, Brooklyn Dreams met its accountability goal in Science. To maintain student performance in Science during the 2013-14 school year, Brooklyn Dreams will take the following steps:

- Professional Development will incorporate the sharing of best practices with an increased amount of time for collaboration and visits to High Performing Schools. Our Staff Professional Development schedule is differentiated, professional development and will be designed to meet teachers needs specifically as it pertains to Curriculum Alignment, Workshop, Common Core, and the use of data. We will have increased collaboration with grade level teams to better meet the needs of our students and ensure teachers have time to develop common core aligned curriculum and analyze assessments.
- We will analyze our lesson plans, curriculum maps and assessments among our grade teams. Through Project Based Learning, students can experience an enrichment component where the teacher has a period to do an activity with the students. It can be a lab, a real world application/project, or an activity with manipulatives. The emphasis is for the students to learn by doing.

NCLB

Goal 5: NCLB

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

Method

Since *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 which indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results

Brooklyn Dreams' accountability status for the 2012-13 school year is in "good standing."

Evaluation

Brooklyn Dreams met this measure. The school was deemed in "good standing" for the 2012-13 school year.

Additional Evidence

Brooklyn Dreams has met this measure every year during the current Accountability Period.

NCLB Status by Year

Year	Status
2010-11	Good Standing
2011-12	Good Standing
2012-13	Good Standing

NATIONAL NORM REFERENCED ASSESSMENT

Goal 1: Absolute Measure

Growth Measure (national norm-referenced assessment)

Each year, on a national norm-referenced assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they made towards the desirable outcome of grade level or an NCE of 50. Each grade level cohort consists of those students who took the same norm-referenced exam in 2011-12 and 2012-13. It includes students who repeated the grade. In addition, the school examines the aggregate of all cohorts to determine the growth of all students who took the exam in both years.

Brooklyn Dreams administered the norm-referenced NWEA MAP (Measures of Academic Progress) test to all students three times per year (fall, winter & spring). Cohorts of students are evaluated from the Spring of 2012 to the Spring of 2013.

Results

Brooklyn Dreams did not achieve its overall target in reading, but did achieve its target in math.

Cohort Growth on NWEA Reading Test from Spring 2012 to Spring 2013

Grade	Cohort Size	NCE Scores			Target Achieved
		2011-12	Target	2012-13	
K	2	22.1	36.1	61.0	Y
1	36	68.6	68.7	66.4	N
2	45	57.9	58.0	53.9	N
3	44	56.6	56.7	57.2	Y
4	43	56.4	56.5	56.0	N
5	48	52.3	52.4	48.7	N
All	217	57.4	57.5	56.0	N

Cohort Growth on NWEA Math Test from Spring 2012 to Spring 2013

Grade	Cohort Size	NCE Scores			Target Achieved
		2011-12	Target	2012-13	
K	2	31.8	40.4	67.9	Y
1	36	61.8	61.9	74.6	Y
2	44	52.2	52.3	58.2	Y
3	44	50.4	50.5	64.5	Y
4	43	50.4	50.5	53.8	Y
5	48	46.6	48.3	47.8	N
All	216	51.7	51.8	58.7	Y

Evaluation

Brooklyn Dreams did not meet its overall target in reading although the targets were achieved in kindergarten and third grade. The school was successful in meeting its overall NWEA target in Math and in each grade with the exception of fifth grade.

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 towards the desirable outcome of grade level or an NCE of 50.

The school administered the Northwest Evaluation Association Primary Grade Assessment (PGA) to grades K-1 and the NWEA Measure of Academic Performance (MAP) to grades 2-5 in reading, language usage, and mathematics in the fall, winter and spring of the 2012-13 school year. The norm-referenced test measures student growth against a national sample of approximately 3 million students. Success on this measure is indicated by a higher rate of growth and greater incidence of meeting typical growth from year to year.

Results

In 2012-13, 70% met or exceeded typical growth on the NWEA Primary Grades Assessments (K-1) and the NWEA Measures of Academic Progress (2-5).

**Cohort Growth on the NWEA assessments from Fall 2012 to
Spring 2013**

Grade	Cohort Size	Percent Meeting NWEA Typical Growth
		2012-13
K	65	97%
1	71	76%
2	72	64%
3	71	70%
4	48	64%
5	50	57%
All	379	70%

Evaluation

Overall, 70% of Brooklyn Dreams students met or exceeded typical growth. In kindergarten, first, and third grades, at least 70% of students achieved typical growth.