



BROOKLYN DREAMS

A PUBLIC CHARTER SCHOOL MANAGED
BY NATIONAL HERITAGE ACADEMIES

**BROOKLYN DREAMS
CHARTER SCHOOL**

**2014-15 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2015

By the
Brooklyn Dreams Charter School
Board of Trustees
259 Parkville Avenue
Brooklyn, NY 11230

On behalf of the school's Board of Trustees, National Heritage Academies prepared this 2014-15 Accountability Progress Report.

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Letta Belle has served as the school's principal since July 2012.

INTRODUCTION

Since Brooklyn Dreams Charter School opened in fall 2010, we have not wavered from our original mission:

“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.”

We started in 2010 by serving 196 students in grades K-3, and we have added one grade level each year. In the 2014-15 school year, we served 564 students in grades K-7¹, of whom 87 percent qualify for free or reduced price lunch.

From the beginning, we have consistently and faithfully adhered to the key design elements of our educational program, which are outlined below.

- **Character Development.** We continue to believe that great schools develop both a student’s heart and mind. Our character program is designed to support parents’ efforts to teach strong character at home by reinforcing and modeling traditional human virtues, such as compassion and respect.
- **Academic Excellence.** We work intentionally to create a culture of academic excellence by providing students with a challenging learning environment. By providing an academically rigorous program, we believe that students will have the opportunity to achieve academic excellence and acquire the knowledge and skills necessary to thrive in high school, college, and beyond.
- **Accountability.** At Brooklyn Dreams, staff, students, and parents are accountable for both their actions and results.
 - *Staff* – Multiple data points are collected and analyzed to monitor the quality of the educational program at the school level, grade level, classroom level, and student level. Using data to drive instruction, we are able to hold teachers accountable for student learning results.
 - *Students* – We encourage our students to take an active role in their education. Students are taught to act responsibly and take accountability for their learning.
 - *Parents* – We encourage parents and families to be involved in their child’s education because we recognize that parental involvement is a key indicator of student success. We work purposely to involve parents in their child’s education because it is crucial to maintaining the school culture we desire.

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	40	51	50	52	52	-	-	-	-	-	-	-	-	245
2012-13	75	73	77	73	52	53	-	-	-	-	-	-	-	403
2013-14	66	78	79	78	76	51	51	-	-	-	-	-	-	479
2014-15	80	77	79	76	78	76	52	46	-	-	-	-	-	564

¹ Consistent with the original charter, Brooklyn Dreams is expected to reach full capacity in the 2017-18 school year by serving 704 students in grades K-8.

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students will be proficient in English Language Arts (ELA).

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, including a robust system of assessment, which is built around the Common Core Learning Standards (CCLS) and aligns with our mission².

It is important to note that in spring 2013, the NYSTP changed significantly: For the first time, New York measured student learning using the new Common Core Learning Standards. This change created a new baseline for student academic performance – and significantly changed how the state defines proficiency. Like many schools across the state, Brooklyn Dreams' absolute proficiency changed as defined by this assessment.

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program English language arts assessment to students in third through seventh grade in April 2015. 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).

² When the school opened in fall 2010, the curriculum was built around the New York State Learning Standards. It has since been updated to reflect the State's adoption of the Common Core Learning Standards for ELA and math.

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

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
3	78	1	0	2	80
4	77	0	0	1	78
5	73	0	0	7	80
6	51	0	0	2	53
7	50	0	0	1	51
All	329	1	0	13	342

Results

In 2014-15, 26 percent of students in at least their second year at Brooklyn Dreams achieved Level 3 or higher on the 2014-15 New York State ELA Exam.

**Performance on 2014-15 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	28.2%	78	31.3%	67
4	28.6%	77	28.6%	70
5	17.8%	73	18.5%	65
6	33.3%	51	35.7%	42
7	16.0%	50	17.5%	40
All	24.9%	329	26.4%	284

Evaluation

Brooklyn Dreams did not meet this measure in 2014-15. However, the school increased the percentage of students scoring proficient by eight percentage points over 2013-14.

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.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	29%	45	20%	69	31%	67
4	16%	43	22%	64	29%	70
5	10%	48	15%	47	18%	65
6	-	-	11%	46	36%	42
7	-	-	-	-	17%	40
8	-	-	-	-	-	-
All	18%	136	18%	226	26%	284

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 English language arts AMO of 97. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁴

Results

Brooklyn Dream's did not meet the overall AMO target of 97 for 2014-15.

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

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	36.2	38.9	19.1	5.8

$$\begin{array}{rclclclcl}
 \text{PI} & = & 38.9 & + & 19.1 & + & 5.8 & = & 63.8 \\
 & & & & 19.1 & + & 5.8 & = & \underline{24.9} \\
 & & & & & & \text{PLI} & = & 88.7
 \end{array}$$

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

Evaluation

Brooklyn Dreams did not meet the AMO target for 2014-15, however they did improve three PLI points over 2013-14.

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

In 2014-15, 26 percent of Brooklyn Dreams students scored at or above Level 3 on the New York State ELA exam, compared to 35 percent of students enrolled in district public schools.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least Second Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	31.3%	67	35.1%	2,781
4	28.6%	70	35.7%	2,743
5	18.5%	65	33.4%	2,617
6	35.7%	42	35.3%	2,144
7	17.5%	40	32.8%	2,221
8	--	--	--	--
All	26.4%	284	34.5%	12,506

Evaluation

Brooklyn Dreams did not meet this threshold in 2014-15. While 35 percent of the local school district's students were at Levels 3 and 4, 26 percent of the Brooklyn Dreams two year+ students were proficient. However, it is important to note that in 2014-15, Brooklyn Dreams narrowed the gap by seven percentage points over the previous year.

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

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	29%	32%	20%	35%	31%	35%
4	16%	34%	22%	37%	29%	36%
5	10%	35%	15%	35%	18%	33%
6	-	-	11%	30%	36%	35%
7	-	-	-	-	17%	33%
8	-	-	-	-	-	--
All	18%	33%	18%	34%	26%	35%

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

Results

In 2013-14 Brooklyn Dreams achieved an Effect Size of -0.08 which is just below the threshold for performing "As Expected".

2013-14 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	83.5	79	22	22.1	-0.1	-0.01
4	93.1	72	20	19.3	0.7	0.05
5	90.4	52	15	16.9	-1.9	-0.17
6	92.2	51	10	13.7	-3.7	-0.31
7	--	--	--	--	--	--
8	--	--	--	--	--	--
All	89.4	254	17.6	18.6	-1.0	-0.08

School's Overall Comparative Performance:
Lower than expected

Evaluation

Brooklyn Dreams did not meet this measure in 2013-14.

Additional Evidence

While the Effect Size in 2013-14 was lower than expected, for both 2012-13 and 2013-14 the school has been within 0.10 of performing 'As Expected'.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	3-4	76.7%	102	39.8	42.9	-0.19
2012-13	3-5	82.4%	179	20.1	20.4	-0.03
2013-14	3-6	89.4%	254	17.6	18.6	-0.08

Goal 1: Growth Measure⁶

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.

⁶ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score from 2012-13 including students who were retained in the same grade. Students with the same 2012-13 score are ranked by their 2013-14 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.⁷

Results

In 2013-14 Brooklyn Dreams had a Mean Growth Percentile (MGP) that was below the state average of 50.

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

Grade	Mean Growth Percentile	
	School	Statewide Median
4	43.5	50.0
5	44	50.0
6	48.5	50.0
7	--	50.0
8	--	50.0
All	45	50.0

Evaluation

The school did not meet this measure with the school aggregate and all grade levels performing below the state average for growth.

Summary of the English Language Arts Goal

While Brooklyn Dreams has not met all of its ELA goals, it has demonstrated progress towards meeting its goals.

⁷ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	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.)	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.	Did Not Achieve

Action Plan

Based on our analysis of performance against charter goals and other available data, we are implementing the following improvements to our educational program:

- *Update our curricular tools.* As previously mentioned, new curricular tools are being implemented to better support implementation of the state's Common Core standards in ELA. We have given our teachers extensive professional development to help them use these new tools effectively. We will continue offering this training and support through this transition.
- *Modify our assessment strategy.* In the first four years of our charter term, we administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) three times per year in language usage, math, and reading. Over time, our program of assessment has evolved as we strive to meet the demands of New York's career- and college-readiness standards. For this reason, we will adjust assessment practices to better serve students. In our intensified approach, we will:
 - Administer the NWEA MAP in the fall and spring in reading.
 - In 2015-16, we will adopt a formative assessment framework in grades K-8 in ELA that is aligned to the state's Common Core Learning Standards. These assessments will provide common benchmarking data to ensure that students are mastering the essential knowledge they need to be successful on the NYSTP.
 - Administer the Ready New York Common Core assessments by Curriculum Associates in grades 2-8 as a mock NYSTP assessment. Results will be closely analyzed to determine what instructional adjustments should be made prior to the NYSTP administration in the spring.
- *Implement flexible groupings during workshop.* Teachers will offer differentiated instruction through regularly scheduled workshop sessions and flexible grouping – approaches designed to meet each student's individual learning needs.

- *Provide extended day/year academic intervention.* Students will have the opportunity to attend after-school and summer-learning programs. These sessions will emphasize an intensified approach to intervention that focuses on fewer high-priority reading skills. Additionally, we will continue to partner with the READ Alliance to provide one-on-one tutoring to students in grades K-1, as well as students in grade two who demonstrate academic need for the program.

MATHEMATICS

Goal 2: 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, including a robust system of assessment, which is built around the Common Core Learning Standards (CCLS) and aligns with our mission⁸.

It is important to note that in spring 2013, the NYSTP changed significantly: For the first time, New York measured student learning using the new Common Core Learning Standards. This change created a new baseline for student academic performance – and significantly changed how the state defines proficiency. Like many schools across the state, Brooklyn Dreams' absolute proficiency changed as defined by this assessment.

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 third through seventh grade in April 2015. 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.

⁸ When the school opened in fall 2010, the curriculum was built around the New York State Learning Standards. It has since been updated to reflect the State's adoption of the Common Core Learning Standards for ELA and math.

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

Grade	Total Tested	Not Tested ⁹			Total Enrolled
		IEP	ELL	Absent	
3	78	1	0	2	80
4	77	0	0	2	79
5	73	0	0	7	80
6	51	0	0	2	53
7	50	0	0	1	51
8	-	-	-	-	-
All	329	1	0	14	343

Results

At Brooklyn Dreams, 40 percent of students who attended the school for two or more years were proficient.

**Performance on 2014-15 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	57.7%	78	59.7%	67
4	42.9%	77	41.4%	70
5	35.6%	73	33.8%	65
6	39.2%	51	38.1%	42
7	20.0%	50	17.5%	40
8	-	-	-	-
All	40.7%	329	40.1%	284

Evaluation

Brooklyn Dreams did not meet this measure with 40 percent of returning students scoring proficient on the state test.

Additional Evidence

Brooklyn Dreams is making progress toward this goal, with the percent of students proficient rising ten percentage points over the last two years.

⁹ 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.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	56%	45	48%	69	60%	67
4	28%	43	38%	64	41%	70
5	8%	48	38%	47	34%	65
6	-	-	28%	46	38%	42
7	-	-	-	-	18%	40
8	-	-	-	-	-	-
All	30%	136	39%	226	40%	284

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 mathematics AMO of 94. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.¹⁰

Results

Brooklyn Dream's met the overall AMO target of 94 for 2014-15.

Mathematics 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	28.0	31.3	21.9	18.8

$$\begin{array}{rclclcl}
 \text{PI} & = & 31.3 & + & 21.9 & + & 18.8 & = & 72.0 \\
 & & & & 21.9 & + & 18.8 & = & \underline{40.7} \\
 & & & & & & \text{PLI} & = & 112.7
 \end{array}$$

Evaluation

Brooklyn Dream's met this measure with a score of 113 compared to a target of 94.

¹⁰ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

Method

A school compares 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.¹¹

Results

Brooklyn Dreams came very close to meeting the proficiency level of the local district, falling one percentage point short at 40 percent vs. 41 percent.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least Second Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	59.7%	67	44.1%	2,829
4	41.4%	70	43.1%	2,795
5	33.8%	65	45.8%	2,640
6	38.1%	42	37.1%	2,167
7	17.5%	40	34.5%	2,230
8	-	-	-	-
All	40.1%	284	41.4%	12661

Evaluation

Returning students at Brooklyn Dreams did not have a proficiency level above the local district, falling one percentage point short at 40 percent vs. 41 percent.

Additional Evidence

While Brooklyn Dreams did not outperform the local district, they have been moving closer, reducing the gap from eight percentage points in 2012-13, to four percentage points in 2013-14, to one percentage point in 2014-15.

¹¹ 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](#).

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	56%	37%	48%	43%	60%	44%
4	28%	42%	38%	45%	41%	43%
5	8%	35%	38%	46%	34%	46%
6	-	-	28%	36%	38%	37%
7	-	-	-	-	18%	35%
8	-	-	-	-	-	-
All	30%	38%	39%	43%	40%	41%

Goal 2: Comparative Measure

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

Method

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

Results

The overall school Effect Size for 2013-14 is 'higher than expected to a meaningful degree'. Furthermore all grade levels had a positive Effect Size showing that gains are widespread across the school and not concentrated in one particular area.

2013-14 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	83.5	79	47	31.2	15.8	0.86
4	93.1	73	33	26.6	6.4	0.35
5	90.4	52	41	25.1	15.9	0.90
6	92.2	51	28	20.4	7.6	0.41
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	89.4	255	38.0	26.5	11.5	0.63

School's Overall Comparative Performance:
Higher than expected to a meaningful degree

Evaluation

The school met this measure with an Effect Size of 0.63.

Additional Evidence

The Effect Size in 2013-14 was 'higher than expected to a meaningful degree', and there has been a marked improvement in this metric over the last four years indicating that the school is moving in the right direction.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	3-4	76.7%	103	55.3	52.8	0.13
2012-13	3-5	82.4%	179	35.6	23.6	0.69
2013-14	3-6	89.4%	255	38.0	26.5	0.63

Goal 2: Growth Measure¹²

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.

¹² See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.¹³

Results

Growth in 2013-14 was below the state average in the aggregate. Looking at individual grade levels sixth grade was above the state average while fourth and fifth grade were below the state average.

2013-14 Mathematics Mean Growth Percentile (MGP) by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	24	50.0
5	46	50.0
6	66	50.0
7	-	50.0
8	-	50.0
All	42	50.0

Evaluation

In 2013-14 Brooklyn Dreams did not meet this measure with a MGP of 42, which is below the state average of 50.

¹³ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12 ¹⁴	2012-13	2013-14	Statewide Median
4		53	24	50.0
5		53.5	46	50.0
6		-	66	50.0
7		-	-	50.0
8		-	-	50.0
All	n/a	53	42	50.0

Summary of the Mathematics Goal

Brooklyn Dreams has met two of its five math goals.

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.	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 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.	Did Not Achieve

¹⁴ Grade level results not available.

Action Plan

Based on our analysis of performance against charter goals and other available data, we are implementing the following improvements to our educational program:

- *Update our curricular tools.* As previously mentioned, new curricular tools are being implemented to better support implementation of the state's Common Core standards in math. We have given our teachers extensive professional development to help them use these new tools effectively. We will continue offering this training and support through this transition.
- *Modify our assessment strategy.* In the first four years of our charter term, we administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) three times per year in language usage, math, and reading. Over time, our program of assessment has evolved as we strive to meet the demands of New York's career- and college-readiness standards. For this reason, we will adjust assessment practices to better serve students. In our intensified approach, we will:
 - Administer the NWEA MAP in the fall and spring in math.
 - In 2015-16, we will adopt a formative assessment framework in grades K-8 in math that is aligned to the state's Common Core Learning Standards. These assessments will provide common benchmarking data to ensure that students are mastering the essential knowledge they need to be successful on the NYSTP.
 - Administer the Ready New York Common Core assessments by Curriculum Associates in grades 2-8 as a mock NYSTP assessment. Results will be closely analyzed to determine what instructional adjustments should be made prior to the NYSTP administration in the spring.
- *Implement flexible groupings during workshop.* Teachers will offer differentiated instruction through regularly scheduled workshop sessions and flexible grouping – approaches designed to meet each student's individual learning needs.
- *Provide extended day/year academic intervention.* Students will have the opportunity to attend after-school and summer-learning programs.

SCIENCE

Goal 3: Science

Students will be proficient in Science.

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. As such, we implement a rigorous curricular program, including a robust system of assessment, which is built around the New York State Learning Standards (NYSLs) for science and aligns with our mission. Staff is provided with professional development to support the implementation of the school's science curriculum.

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 fourth grade in spring 2015. 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

At Brooklyn Dreams, 81 percent of students were proficient on the science test in 2014-15.

Charter School Performance on 2014-15 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least Second Year		All Charter School Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	81.4%	70	80.8%	78
8	-	-	-	-

Evaluation

Brooklyn Dreams met this goal with 81 percent of two+ year students being proficient on the state test. Currently the school only has grades K-7, so no eighth grade students were tested.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2012-13		2013-14		2014-15	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	1	50	85%	66	81.4%	70
8	-	-	-	-	-	-
All	100%	50	85%	66	81.4%	70

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 81 percent in science for 2014-15. Data for the local district is not yet available.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	81.4%	70	n/a	n/a
8	-	-	n/a	n/a

Evaluation

Brooklyn Dreams met this goal with 81 percent of two+ year students being proficient on the state test. Currently the school only has grades K-7, so no eighth grade students were tested.

Additional Evidence

In 2014-15 science proficiency at Brooklyn Dreams was down from 2013-14, but was still above the goal of 75 percent proficient

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	100%	91%	85%	87%	81.4%	n/a
8	-	-	-	-	-	-
All	100%	91%	85%	87%	81.4%	n/a

Summary of the Science Goal

Brooklyn Dreams has met at least one of its science goals.

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.	Did Not Achieve

Action Plan

Teachers will continue with implementation of the scope and sequence for science instruction. Professional development will be offered, as needed, to support the implementation of our science program.

NCLB

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 Dreams is in good standing for the 2014-15 school year.

NCLB Status by Year

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

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

Not applicable. Brooklyn Dreams does not serve high school grades.

APPENDIX B: OPTIONAL GOALS

Goal 5: National Norm Referenced Assessment

Goal 5: Growth Measure

The school will be above average (>50 percent) for students making growth (combination of reading, math, and language usage).

Method

The school administered the Northwest Evaluation Association (NWEA) Primary Grade Assessment (PGA) to grades K-1 and the NWEA Measure of Academic Performance (MAP) to grades two through seven in reading, language usage, and mathematics in the fall, winter and spring of the 2014-15 school year.

Results

Brooklyn Dreams met this goal with 54 percent of students making growth. However, growth in grades two, three, five and six were below target.

Grade	Cohort Size	Percent Meeting NWEA Typical Growth
		2014-15
K	81	81%
1	77	70%
2	80	30%
3	80	44%
4	79	53%
5	80	48%
6	53	47%
7	53	52%
All	583	54%

Evaluation

Brooklyn Dreams met this goal in the aggregate, but had four grades with < 50 percent of students making growth, indicating that learning gains are not distributed evenly across the school.

Goal 5: Attainment Measure

The median percentile for students in the spring of their third year will be = 50 (combination of reading, math, and language usage) by the spring of their third year.

Method

The school administered the NWEA reading, language usage, and mathematics in the fall, winter and spring of the 2014-15 school year.

Results

Brooklyn Dreams met this goal with a median RIT score percentile of 61 for students in at least their third year at the school.

Grade	Median RIT Score Percentile
2	67
3	68
4	59
5	61
6	57
7	54
All	61

Evaluation

Brooklyn Dreams met this goal overall, and in every grade level for 2014-15.

Goal 5: Comparative Measure

The school will meet or exceed the growth of comparable students (using NWEA GRD) for 17 of 24 comparison categories by the third year, e.g. grade two reading is one category, grade three reading is another category, etc. Typical numbers of categories by the third year would be 24.

Method

The school administered the NWEA reading, language usage, and mathematics in the fall, winter and spring of the 2014-15 school year.

Results

Grade	Math	Reading
2	71%	73%
3	82%	88%
4	122%	86%
5	113%	60%
6	100%	33%
7	120%	83%

Evaluation

Brooklyn Dreams did not meet this goal. Four of the 12 comparison categories had a median rate of growth over 100 percent.

Goal 5: Performance Measure

Each year, more than 50 percent of students in grades K-2 who have been enrolled at Brooklyn Dreams Charter School on BEDS day for at least two consecutive years will perform at or above the fiftieth percentile nationally on the spring administration of the NWEA reading and mathematics assessment.

Method

The school administered the NWEA reading, language usage, and mathematics in the fall, winter and spring of the 2014-15 school year.

Results

Grade	> 50th Percentile	# Tested
K	67%	3
1	79%	72
2	64%	74
All	71%	149

Evaluation

Brooklyn Dreams met this goal with 71 percent of K-2 students that are in at least their second year scoring at or above the fiftieth percentile.

Goal 6: Student Attendance. Each year, Brooklyn Dreams Charter School will have a daily student attendance rate of at least 95 percent.

Method

The student attendance rate is determined using the school's Average Daily Attendance during the 2014-15 school year.

Results

For 2014-2015, the student attendance rate for Brooklyn Dreams Charter School was 93.6 percent.

Evaluation

Brooklyn Dreams did not meet this goal. With an attendance rate of 93.6 percent, Brooklyn Dreams Charter School did not meet the stated measure.

Goal 7: Legal Obligations. Each year, Brooklyn Dream Charter School will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.

Method

In consultation with its legal counsel, Brooklyn Dreams Charter School will be in compliance with all applicable state and federal laws, rules, and regulations.

Results

In consultation with its legal counsel, Brooklyn Dreams Charter School was in full compliance with all applicable state and federal laws, rules, and regulations.

Evaluation

Brooklyn Dreams met this goal by being compliant with all applicable state and federal laws, rules, and regulations.

Goal 8: Enrollment Stability. Each year, student enrollment will be within 20 percent of full enrollment as defined in Brooklyn Dreams Charter School's contract.

Method

Using student enrollment on BEDS Count Day, a comparison is made to the full enrollment as defined in the school's Charter contract.

Results

In comparison to full enrollment as defined in its charter school contract, Brooklyn Dreams Charter School's enrollment was 98 percent.

Evaluation

Brooklyn Dreams met this goal with an enrollment of 98 percent when compared to full enrollment as defined in its contract.

Goal 9: Financial Compliance. Upon completion of Brooklyn Dreams Charter School's first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.

Method

Brooklyn Dreams Charter School will retain an independent certified accounting firm to review the school's financial transactions during the 2014-15 school year.

Results

Brooklyn Dreams has contracted with an independent certified public accounting firm to complete an audit of the 2014-15 school year. This audit is in process and will be submitted to the Institute on or before November 1, 2015.

Evaluation

Brooklyn Dreams has contracted with an independent certified public accounting firm to complete an audit of the 2014-15 school year. This audit is in process and will be submitted to the Institute on or before November 1, 2015.

Goal 10: Financial Compliance. Financial Viability: Each year, Brooklyn Dreams Charter School will operate on a balanced budget and maintain a stable cash flow.

Method

Brooklyn Dreams Charter School will retain an independent certified accounting firm to review the school's financial transactions.

Results

Brooklyn Dreams Charter School maintained a stable cash flow for the school year ending in 2015.

Evaluation

Brooklyn Dreams met this goal by maintaining a stable cash flow for the school year ending in 2015.

Goal 11: Parent Satisfaction. Each year, parents will express overall satisfaction with the school's program, based on the school's Parent Survey in which at least 50% of all parents respond, among which at least 80 percent or respondents will be satisfied.

Method

Using the school's annual Parent survey, parental satisfaction with the school's program will be assessed.

Results

During 2014-15, 276 parents responded to the Parent survey. Of the total responses, 86 percent of parents expressed satisfaction with the school's program.

Evaluation

Brooklyn Dreams met this goal and increased parent satisfaction by eight percentage points over the prior year.

Below is a summary of the response rate, as well as the overall parent satisfaction survey results, for each year of the charter term.

Year	Satisfaction	Response Count
Spring 2015	86%	276
Spring 2014	78%	264
Spring 2013	91%	401
Spring 2012	95%	215
Spring 2011	95%	163

Goal 12: Staff Satisfaction and Retention. Each year, at least 70 percent of teachers will express overall satisfaction with school leadership and professional development opportunities as determined by a school administered survey. Brooklyn Dreams Charter School will only have met this goal if 50 percent or more teachers participate in the survey.

Method

Using the school's annual survey, teacher satisfaction with the school's leadership and professional development is assessed.

Results

During 2014-15, the majority (n=40) of the school's teachers responded to the school's annual survey.

- In the last year, I have had opportunities at work to learn and grow.
 - 73 percent of staff expressed satisfaction with this question.
- I am satisfied with my relationship with the Dean(s).
 - 69 percent of staff expressed satisfaction with this question.
- My Principal or Manager is fair.
 - 63 percent of staff expressed satisfaction with this question.

Evaluation

Brooklyn Dreams Charter School partially met this goal with the majority of teachers responding to the teacher survey and 73 percent of respondents expressing satisfaction with their opportunities to learn and grow. However, 69 percent expressed satisfaction with their Dean and 63 percent expressed satisfaction with the Principal.

Goal 12: Student Satisfaction. Brooklyn Dreams Charter School will have students in grades six and higher participate, each year, in the NYCDOE Learning Environment Survey. Students will express satisfaction with Brooklyn Dreams Charter School as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect.

Method

Using the NYCDOE Learning Environment Survey, student satisfaction with Brooklyn Dreams Charter School will be assessed.

Results

Only one student completed the survey; therefore, results are not available.

Evaluation

Only one student completed the survey; therefore, results are not available.