Brooklyn Prospect Charter School

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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Daniel Rubenstein, Executive Director, prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Jill Inbar	Executive (Chair); Academic Oversight; Audit & Finance; Facilities; Governance & Nominating
Luyen Chou	Executive; Academic Oversight (Chair); Audit & Finance; Governance & Nominating
Christine Burke	Executive; Academic Oversight; Audit & Finance (Chair)
Sam Koch	Executive; Governance & Nominating (Chair)
David Von Spreckelsen	Executive; Facilities (Chair)
Jilian Gersten	Parent Representative (ex-officio)

Daniel Rubenstein has served as the Executive Director since 2009.

CONTENTS

INTRODUCTION

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 2: COLLEGE PREPARATION

GOAL 3: ENGLISH LANGUAGE ARTS

GOAL 4: MATHEMATICS

GOAL 5: SCIENCE

GOAL 6: SOCIAL STUDIES

GOAL 7: ESSA

INTRODUCTION

Brooklyn Prospect Charter School ("BPCS") opened in 2009 with sixth grade in the Sunset Park neighborhood in Brooklyn School District #15 ("CSD #15"). In 2012, BPCS moved to a new location, in the CSD #15 neighborhood of Windsor Terrace. In the 2014-15 school year, BPCS served kindergarten through first, and sixth through eleventh grade. In April 2013, BPCS submitted a request to amend the BPCS charter so that BPCS may add kindergarten through fifth grade. BPCS secured a facility for this elementary school in Brooklyn School District #13 ("CSD 13") and served kindergarten and first grade students in the 2014-15 school year. Again in 2016 we amended our charter, so that BPCS may add another middle school sixth through eighth grade and in 2016-2017 our Clinton Hill campus in CSD 13 served its first sixth grade cohort. Per our chartered plan, BPCS will add one grade each year to ultimately serve students in grades kindergarten through twelve, with our first class of seniors having graduated in 2016.

Our Mission

Brooklyn Prospect Charter School is a K-12 college preparatory community where excellent teachers prepare a diverse student body to have a positive impact on society and a lifelong passion for learning.

Brooklyn Prospect is committed to:

Diversity - Building a truly diverse and inclusive community is our most important goal, our hardest challenge, and the driving force behind everything we do. By thoughtfully serving students and families from all backgrounds — racial, cultural, linguistic, and socioeconomic — we create learning environments where students can gain a deep understanding of the ways in which alternative perspectives drive innovation and creativity.

World Class Academics - An IB world school, Brooklyn Prospect models its curriculum on the renowned International Baccalaureate Program. This rigorous program raises the level of academic responsibility for our students and serves as an important indicator of their capacity for success in college and beyond. Our liberal arts-focused curriculum inspires creative inquiry, problem solving, critical thinking, personal reflection and collaborative learning, going far beyond the basic standards required by the state.

Excellent Teaching - The bedrock of any successful school is strong, professional teachers. Our teachers are highly skilled in their content areas and are constantly improving their craft. They are committed to the Brooklyn Prospect mission and excel as enthusiastic collaborators and engaged community members. We conduct regular class observations, one-to-one meetings and professional reviews, as well as routinely send out surveys to ensure the needs of every student are being met.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-14	75						107	108	103	111	107			613
2014-15	51	79					109	108	107	104	107	104		769
2015-16	54	54	80				108	107	106	108	107	104	96	924
2016-17	52	57	52	80			198	106	104	103	102	99	99	1052
2017-18	57	58	58	55	80		223	209	108	111	100	99	95	1253

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2014 state Accountability Cohort consists of students who entered the 9th grade anywhere in the 2014-15 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2017-18 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility: http://www.p12.nysed.gov/irs/sirs/ht)

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2015-16	2012-13	2012	96	6	102
2016-17	2013-14	2013	99	6	105
2017-18	2014-15	2014	94	1	95

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the

SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2015-16	2012-13	2012	96	0	96
2016-17	2013-14	2013	99	0	99
2017-18	2014-15	2014	94	1	95

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2015-16	2011-12	2011	NA	NA	NA
2016-17	2012-13	2012	1	0	1
2017-18	2013-14	2013	2	0	2

GOAL 1: HIGH SCHOOL GRADUATION

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

Goal 1: Leading Indicator

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

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

High School Promotion/Retention Policy:

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

Students must receive a minimum grade of 65% in order to be considered as having met the standard in academic subject areas and to receive course credit.
In alignment with the NY guidelines, promotion from to each grade will be based on whether students:

1. Successfully complete standards in academic subject areas; and

2. Accumulates the annual minimum number of required credits.

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

RESULTS AND EVALUATION

Brooklyn Prospect met this goal. Greater than 89 percent of students in the 2015 and 2016 Graduation Cohorts were promoted, level with our performance last year.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2017-18		
Cohort	Number in	Percent

Designation	Cohort	promoted
2016	100	89.0%
2017	111	90.1%

Goal 1: Leading Indicator

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

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort. In August of 2018, the 2016 cohort will have completed its second year.

RESULTS AND EVALUATION

BPCS has achieved this measure. We have seen a decline in this number since the 2015-16 school year.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2014	104	89.4%
2015	102	82.4%
2016	107	75.7%

Goal 1: Absolute Measures

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

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2014 cohort and graduated four years later and those who entered as members of the 2013 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed five Regents exams required for high school

graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.[1]

The school's graduation requirements appear in this document below the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

RESULTS AND EVALUATION

Brooklyn Prospect met this goal for the third consecutive year.

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

Cohort Designation	Number in Cohort	Percent Graduating
2012	104	79.8%
2013	99	89.9%
2014	95	95.8%

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

Cohort Designation	Number in Cohort	Percent Graduating
2011	NA	NA
2012	2	100%
2013	1	100%

Goal 1: Comparative Measure

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

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison.[2] Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

RESULTS AND EVALUATION

We have been outperforming the district on our graduation rates since our first graduating cohort in 2015-16. Although the finals numbers for 2017-18 have not yet been released, we are confident that with a graduation rate of more than 95%, we have again outperformed the district.

[1] The state's guidance for the 4+1 graduation pathway can be found here: http://www.p12.nysed.gov/ciai/multiple-pathways/.

[2] Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the IRS Data Release webpage.

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

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2012	104	79.8%	1335	65%
2013	99	89.9%	1460	66%
2014	95	95.8%		

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: http://www.p12.nysed.gov/ciai/multiple-pathways/. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

RESULTS AND EVALUATION

Since our first graduating class in 2015-16, we have not had any students opt for an alternative pathway to graduation.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Brooklyn Prospect met all of the graduation goals that applied to our 2014 Cohort.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Met
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Met
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Met

Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Met
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Met
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

ACTION PLAN

The following initiatives were used this past year and will continue to be utilized going forward in an effort to attain our graduation goals.

Regents Preparation
Brooklyn Prospect teachers embed differentiated Regents preparation throughout the year in ELA, U.S. and Global History, Algebra I, Living Environment and advanced math and sciences classes. Our teachers track student performance on mid-year and mock Regents, analyzing standards mastery for the class and subgroups. Reteach is designed to target the range of needs in the class, to the end of raising performance on June Regents.

Outside of the classroom, BPCS offers additional afterschool and weekend tutoring and Regents Prep for 9-12 students across all departments throughout the year. Beyond the regular school year, we offer a site-based summer school program that emphasized family communication, small group instruction, skill building and Regents preparation.

Extended Support
Brooklyn Prospect has a dedicated high school IEP and 504 Plan Coordinator to the Student Support Services team who can serve as a liaison between families and the school on the IEP process, coordinating related services and testing accommodations and ensure strong collaboration between teachers to the end of raising achievement of students with disabilities. We maintain student performance data into usable teacher tools and our SIS for effective analysis and record keeping to inform Tier 3 groupings and interventions.

Our guidance team leads monthly analysis of student data to analyze students in all grades tracking toward June graduation and elevating group of select 11th and 12th grade students in danger as "Tier 3". Additionally, our guidance counselor, principal and grade level team develop individualized set of RTI interventions for each student including academic support, Regents Prep and counseling, as necessary. We also provide consistent and coordinated communication between school and families of Tier 3 students on student progress toward the earning of adequate credits and Regents scores toward on-time graduation between marking periods.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

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

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement ("AP") exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate ("IB") exam;
- Passing a College Level Examination Program ("CLEP") exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT; or,
- Earning a Regents diploma with advanced designation; or,

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant measures, and the overall percentage achieving the measure.

RESULTS AND EVALUATION

BPCS did not achieve this measure. In 2017-18 72.2% of our graduating class achieved college preparedness through a combination of meeting the SAT benchmark in both EBRW and Math and IB examinations.

Percentage of the 2014 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
SAT	89	45	50.6%
IB Exam	57	54	94.7%
Overall	90	65	72.2%

ADDITIONAL EVIDENCE

Our College Readiness has held consistent from 2016-17 at 72%, up from 59% in 2015-16.

Indicator	2015-16	2016-17	2017-18
SAT	56.0%	51.8%	50.6%
IB Exam	34.4%	98.4%	94.7%
Overall	59.4%	72.7%	72.2%

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index ("CCCRI") for the school's Total Cohort will exceed the Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

The state's recently finalized ESSA plan includes a College, Career, and Civic Readiness Index that measures the rate of completion among the Total Cohort of a variety of indicators of readiness for the next step after high school. Indicators that are more rigorous and that are therefore more difficult to attain receive greater weight in the new CCCRI (e.g., attaining a Regents diploma and a score of 4 or higher on an IB exam). Conversely, some less rigorous indicators that were not included in the College and Career Readiness Index under the state's NCLB accountability system are included in the CCCRI (e.g., completion of a high school equivalency program).[3]

To achieve this measure, the school must have a CCCRI value that equals or exceeds the 2017-18 CCCRI MIP for all students. The state will calculate and disseminate the MIP in the summer of 2018. The CCCRI is calculated by multiplying the number of students in the cohort demonstrating college and career readiness by the weighting for the method by which the student demonstrated college

[3] For more detail about the weighting of college readiness methods for calculation of the CCCRI, see page 64 of the state's finalized ESSA plan here: www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf

and career readiness, divided by the number of students in the cohort. The highest possible CCCRI is 200.

RESULTS AND EVALUATION

Measures of Interim Progress and the College and Career Readiness Index has not yet been released by the state.

CCCRI Performance by Cohort Year

Graduation Year	Cohort	Number of Students in Cohort	MIP	School CCCRI
2015-16	2012	96	TBD	TBD
2016-17	2013	99	TBD	TBD
2017-18	2014	95	TBD	TBD

Goal 2: Comparative Measure

Each year, the school's CCCRI for the Total Cohort will exceed that of the district of comparison's Total Cohort.

METHOD

The school compares the CCCRI of students from the fourth year in the charter school Total Cohort to that of the respective cohort of students in the school district of comparison.

RESULTS AND EVALUATION

Measures of Interim Progress and the College and Career Readiness Index has not yet been released by the state for Brooklyn Prospect or the District.

CCRI of Fourth-Year Total Cohort by Charter School and School District

Cohort	Charter School	School District
2012	N/A	N/A
2013	N/A	N/A
2014	TBD	TBD

Goal 2: Absolute Measure

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

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the fall following graduation.

RESULTS AND EVALUATION

Brooklyn Prospect has achieved this goal for the past three years. Our 2014 cohort has had our highest matriculation rate yet with close to 94% of students matriculating to a 2 or 4 year college or university.

Matriculation Rate of Graduates by Year

Cohort	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Fall (b)	Matriculation Rate =[(b)/(a)]*100
2012	104	87	87.7%
2013	99	87	87.9%
2014	95	89	93.7%

SUMMARY OF THE COLLEGE PREPARATION GOAL

Without our CCRI and MIP data from the State it is difficult to assess our overall performance on college preparedness. We were less than 3 percentage points from meeting the goal of "75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness" and anticipate meeting it next year.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Did Not Meet
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	TBD
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	TBD
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Met

ACTION PLAN

Integrated SAT Preparation

Prior to the 2017-18 school year, SAT prep courses were offered after school on an opt-in basis. However, this was prohibitive to many students who were involved in extracurricular activities, had long commutes, held jobs outside of schools etc. As such, 2017-18 was the first school year in which

integrated SAT prep for 11th graders into the school day, giving the entire cohort the opportunity to benefit from the program.

Increased PSAT Frequency

Beginning in 2018-19 our 9th and 10th grade students will use the Mathematics PSAT as an interim assessment, taking it in the Fall and Spring of each school year. Increasing the frequency of this SAT-aligned assessment, will give teachers actionable data on student performance, sufficient time to reteach and then the opportunity to analyze growth. From a student perspective, this will also increase student comfort with the testing program through more frequent exposures to SAT-style assessments.

IB Language and Literature Requirement

Cohort 2014 was the first graduating cohort, in which all students were enrolled in IB Language and Literature as a course beginning in 11th grade. This gave all students exposure to the IB programme, as well as the opportunity to take at least one IB examination during their time at Brooklyn Prospect. Although we yet to have a class graduate college, a study has shown that students who participated in the IBDP regardless of whether or not they received the IB diploma graduated college at a rate much higher than the national average: 79% of participating students graduated college within 4 years, 20% higher than the national average, and 83% of IB participating students graduated within 6 years, 24% higher than the national average. College graduation rate increased when students received a IB Diploma to 84% in 4 years and 87% in 6 years.[4] We are anticipating that our now required participation in an IB course will not only increase our students' likelihood of matriculating to college but also graduating.

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

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

BACKGROUND

In English Language Arts courses at Brooklyn Prospect Charter School students develop the receptive literacy skills of listening, viewing, and reading, and the expressive literacy skills of speaking and writing, following the standards laid out by the Common Core Standards. Curriculum maps for K-12 are created by teachers at each level to ensure that instruction addresses the New York State Common Core ELA standards. Curriculum maps are reviewed by the department chair to ensure vertical alignment and increase rigor of student work across all grades.

Students' work on receptive skills includes formal note-taking in response to class read-alouds of literary and informational passages, conducting non-fiction research, reading independently in

[4] Bergeron, Liz, Ph.D. "Diploma Programme Students' Enrollment and Outcomes at US Postsecondary Institutions 2008-2014." January 2015. https://www.ibo.org/globalassets/publications/ib-research/dp/dp-student-enrollment-outcomes-us-en.pdf.

student-selected texts as well as reading collaboratively in whole-class novels. Students view and respond to a number of illustrated texts and a variety of fictional and informational video media.

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

Vocabulary instruction in the middle school is approached in two ways: through the development of context clues skills to help students determine the meaning of unfamiliar words and through direct instruction to build students' academic tier 2 vocabulary. Starting in 7th grade, there is extended study of classical morphemes. Since the 2015-2016 school year, the middle school has been teaching one tier-two vocabulary word in homeroom each week at each grade level. These are words that are essential in multiple disciplines, and they are in addition to the words already taught in ELA and the tier-three words students learn in their content classes.

Instruction in English Language Arts takes a variety of forms, including whole-class and small group discussions, skill-based stations teaching, independent reading and writing projects, as well as close reading and mentor text study.. Each class begins with a "Do Now," that previews thematic or topical lenses for the day, reinforces skills instruction from previous lessons, or provides time for immersive reading or journaling. Skills instruction typically involves a teacher led mini-lesson that models the work of powerful readers and writers. Teachers strive for regular conferences with students about their reading and writing growth.

At BPCS we have an inclusion model, so students in the CTT sections receive the same general education experience as their peers in the non-CTT sections, this is then buttressed with differentiated materials, support and pacing as necessary. One to two sections at every grade are co-taught by a certified special education teacher in a CTT classroom, and SETSS push-in instruction is also available for ELA.

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3rd through 8th grade in April 2018. 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).

2017-18 State English Language Arts Exam

Number of Students Tested and Not Tested						
Grade	Total Tested	Not Tested[5]				Total Enrolled
		IEP	ELL	Absent	Refused	
3	47	7		8		55
4	76	11		4		80
6	219	34	7	4		223
7	203	27	1	6		209
8	102	16	1	6		108
All	647	95	9	28		675

RESULTS AND EVALUATION

BPCS did not meet this measure. 70 percent of grade 3-8 students enrolled in at least their second year at BPCS achieved proficiency levels of 3 or 4 on the NYS ELA exam, up from 58 percent last year and 44 percent the year before.

Performance on 2017-18 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year				
Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	74%	47	74%	43
4	79%	76	80%	74
6	71%	219		
7	64%	203	64%	177
8	71%	102	71%	100
All	70%	647	70%	394

ADDITIONAL EVIDENCE

Our ELA 2017-18 proficiency rate is higher than it has ever been, as we have seen consistent growth since 2015-16.

ELA Performance by Grade Level and Year	
Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency

[5] 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.

	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3			74%	74	74%	43
4					80%	74
6						
7	36%	101	61%	102	64%	177
8	53%	87	55%	86	71%	100
All	44%	188	58%	188	70%	394

Goal 3: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

BPCS' ELA performance level index calculates to 179.5 for 2017-18. The state's PL for the 2016-17 year was 120.5, meaning we likely significantly outperformed the state's PI.

English Language Arts 2017-18 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
647	5.9%	24.2%	39.3%	30.8%

PI	=	24.	+	39	+	31	= 94
				39	+	31	= 70
						15.5	= 15.5
						PI	= **179.5**

Goal 3: 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 school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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.[6]

RESULTS AND EVALUATION

The BPCS ELA proficiency percent at the same level overall as the district, an improvement over last year, when we fell just below students in the same grades at the local school district. BPCS achieved this measure this year. We scored at the same level of proficiency at our District 15 school last year.

2017-18 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		**District 15** Students (2016-17 data)	
	Percent	Number Tested	Percent	Number Tested
7	70%	105	58%	1741
8	71%	100	59%	1429
All	71%	205	58%	3170

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		**District 13** Students (2016-17 data)	
	Percent	Number Tested	Percent	Number Tested
7	56%	72	32%	618
All	56%	72	32%	618

[6] 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.

ADDITIONAL EVIDENCE

Our test scores have steadily increased since 2015-16 and we are now outperforming District 15 by 13 percentage points. This is our first year having veteran students in District 13, but they are currently outperforming the district by 24 percentage points, as shown above.

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
7	36%	53%	61%	58%	70%	58%
8	53%	48%	55%	59%	71%	59%
All	**44%**	**50%**	**58%**	**58%**	**71%**	**58%**

Goal 3: Comparative Measure

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

METHOD

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

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RESULTS AND EVALUATION

BPCS significantly outperformed the standard Effect Size of 0.3 with 1.57.

2018-18 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	**19**	**47**	**75**	**60**	**15**	**1.02**
4	**11**	**76**	**79**	**61**	**18**	**1.27**
6	**36**	**219**	**71**	**40**	**31**	**2.13**
7	**44**	**203**	**64**	**46**	**18**	**1.15**
8	**59**	**102**	**71**	**44**	**27**	**1.70**
All	**39**	**647**	**70**	**46**	**24**	**1.57**

School's Overall Comparative Performance:
We have significantly outperformed the standard Effect Size of 0.3

ADDITIONAL EVIDENCE

We have significantly increased our Effect Size over the past three years.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	6-8	35	311	43	37	.4
2016-17	3, 6-8	36	484	55	46	.68
201718	3-4, 6-8	39	647	70	46	1.57

Goal 3: Growth Measure[7]

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 target of 50.

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 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 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

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

school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.[8]

RESULTS AND EVALUATION

Overall we met this goal for the 2016-17 school year. 6th and 8th grade were just below target growth percentile, but our average was above.

2016-17 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
6	49.8	50.0
7	54.7	50.0
8	49.5	50.0
All	**51.5**	50.0

ADDITIONAL EVIDENCE

Over the past 3 years our mean growth percentile has increased from 47.7 to 51.5.

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
6	33.7	50.0	49.8	50.0
7	52.6	55.8	54.7	50.0
8	56.1	44.2	49.5	50.0
All	**47.7**	**49.7**	**51.5**	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Brooklyn Prospect Charter School met all of the Middle School Level ELA 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 English language arts exam for grades 3-8.	Did Not Meet
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Predicted Met
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 school district of comparison.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the	Met

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

	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 2016-17 results.)	
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2016-17 results.)	Met

ACTION PLAN

Focus on Intensive Reading

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

In the 2017-2018 school year, we engaged reading hall proctors in professional development in best practices in conferencing with students. We are switching from the MAP assessment to STAR to facilitate real-time tracking of student reading growth.

Data Driven Instruction continuation

Beginning in the 2015-2016 school year and continuing through 2017-2018, we have set out to participate in an assessment collaborative with other charter schools. With this group, we have created an assessment bank that will allow teacher to create standards-aligned mock state tests. Coupled with our STAR beginning and end of year assessments, one mock state exam, and as-needed F&P testing for struggling readers, we will have a robust picture of students' skills mastery and growth in relation to the state test and to the approximate reading levels of students nationwide.

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

Beginning in the 2017-2018 school year, the middle school administered interim assessments created by the new, full-time Literacy Alignment Coordinator. We will continue to administer F&P assessments at least twice a year to students whose reading level is below Z.

Middle School-Wide Literacy Initiatives

In the 2016-2017 school year, we created a literacy alignment committee to examine and align our practices K-12. In addition to continuing the practice of grade-wide tier 2 vocabulary instruction, we developed common rubrics for writing and shared writing expectations across each grade. Finally, we have we overhauled our study hall structure to carve out sacred, choice reading time in the form of Reading Hall. Teachers will be trained on best practices for student reading conferences, and conducting and analyzing running records.

In 2017-2018, the ELA department focused on developing strong close reading practices, robust discussion protocols including socratic circles, and engaging in mentor text study. The Literacy

Curriculum Specialist developed supports for each of these practices, which we will continue to use in the 2018-2019 school year.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

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

Grade	Course	Notes
9th	• Literature and Composition * Honors option available	Optional Embedded Honors program is available
10th	• Literary Genres * Honors option available	Optional Embedded Honors program is available
11th	• IB Language and Literature HL (year 1)* • IB Language and Literature (year 1)	Students taking HL Language and Literature for a certificate and not the full Diploma Programme need a recommendation from a teacher
12th	• IB Language and Literature (year 2) • IB Language and Literature HL (year 2)	All students are continuing the course they began in 11th Grade, as it is a 2 year sequence.

*High School English language Learners and students who have been identified as reading significantly below grade level may be supported through an additional Reading course in lieu of World Language (9th grade) or World Language/Art (10th grade).

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered a Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the

college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core).[9] This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

BPCS has met this goal since 2015-16. However, we have seen a slight decline in the percent of students performing at Level 4 or higher. Cohort 2013 was the first to take the ELA Common Core Regents Exam and the new test may have attributed to some fluctuation.

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort[10]

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4 on Common Core exam (or Percent Scoring at Least 75 if student took the Regents Comprehensive English Exam)
2012	96	**77.1%**
2013	99	**75.8%**
2014	95	**71.6%**

ADDITIONAL EVIDENCE

Our Cohort 2014 achieved this goal, as has our Cohort 2015 for next year.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014	104	58.7%	104	68.2%	95	71.6%
2015			102	63.7%	96	75%
2016					107	62.6%

Goal 3: Absolute Measure

[9] Students in the 2014 and 2015 high school Accountability Cohorts may have taken the Regents Comprehensive English exam. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 75 (the previous target for college and career readiness) on that exam as having met the target for this measure.

[10] Based on the highest score for each student on the English Regents exam

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered a Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

BPCS met this measure. For the past three years we have maintained 95% plus of our students passing the ELA exam with a Performance Level of 3 or higher.

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort[11]

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on the Regents English Exam
2012	96	**95.8%**
2013	99	**97.0%**
2014	95	**96.8%**

ADDITIONAL EVIDENCE

BPCS achieved this measures for the 2017-18 year and has already achieved it for the upcoming Cohort 2015 and Cohort 2016.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	103	74.8%	103	92.2%	**95**	**96.8%**
2015			102	85.3%	96	95.8%
2016					107	82.2%

Goal 3: Absolute Measure

[11] Based on the highest score for each student on the English Regents exam

Each year, the Performance Index ("PI") on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

The state's finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.[12] To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state's 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school's fourth year Total Cohort for Graduation. The Regents Examination in English Language Arts (Common Core) is scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 78 is Accountability Level 2; 79 to 84 is Accountability Level 3, and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

Schools have not yet received their MIP from the state, they are expected at the end of September or Early October. However, we expect to achieve this measure.

English Language Arts Performance Index (PI)
For the 2014 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
	3%	25%	36%	36%

PI	=	25	+	36	+	36	=	97
				36	+	36	=	72
					+	18	=	18
						PI	=	**186**

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

[12] For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

We anticipate BPCS will meet this measure, based on the performance of the district in 2015-16 and 2016-17.

Percent Achieving Performance Level 4 or Higher on English Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012	77.1%	96	48%	1662
2013	75.8%	99	50%	1769
2014	71.6%	95	TBD	TBD

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65).Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

We anticipate BPCS will meet this measure, based on the performance of the district in 2015-16 and 2016-17.

Percent Achieving Performance Level 3 or Higher on English Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohor	Charter School	School District

t	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012	95.8%	96	78%	1662
2013	97.0%	99	77%	1769
2014	96.8%	95	TBD	TBD

Goal 3: Comparative Measure

Each year, the Performance Index ("PI") in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

METHOD

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

RESULTS AND EVALUATION

The state has not yet released the PI for 2017-18, however, we anticipate BPCS will meet this measure, based on the performance of the district in 2015-16 and 2016-17.

English Regents Performance Index (PI)[13]
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012 (APL)	194	96	166	1662
2013 (APL)	193	99	127	1769
2014	186	95	TBD	TBD

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common

[13] For an explanation of the procedure to calculate the school's PI, see page 28.

Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

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

RESULTS AND EVALUATION

BPCS met this goal and has met it for the past three years.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort [14]

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core exam (or Scoring at Least 75 on the Regents Comprehensive English Exam)
2012	44	**56.8%**
2013	51	**66.7%**
2014	31	**61.3%**

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

RESULTS AND EVALUATION

BPCS met this measure and has met it for the past three years.

[14] Based on the highest score for each student on the English Regents exam

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort [15]

Cohort Designation	Number in Cohort	Percent Achieving Level 3 on Regents English Exam
2012	44	**88.6%**
2013	51	**98.0%**
2014	31	**96.8%**

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL [16]

Brooklyn Prospect Charter School Met or Predicts to Meet all of the HS level ELA goals, pending the release of district 2017-18 data.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	Predicted Met
Comparative	Each year, the percentage of students in the Total Cohort meeting or	Met

[15] Based on the highest score for each student on the English Regents exam

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

	exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	Met
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	Predicted Met
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met

ACTION PLAN

Common Core and IB Integration

Over the last few years, the HS English department has worked on aligning our curriculum to the 6-12 Common Core State Standards, aligning to the IB MYP approaches, and IB DP courses. Within our department, we expect all students to sit the Common Core English Regents at the end of 10th grade, rather than at the middle of 11th grade in order to provide students with the necessary skills and time to focus on IB Language and Literature courses (at both the High and Standard levels). Any student who does not receive a college-ready score of an 75 or above on the Common Core English Regents will be asked to re-sit the exam after another semester of English classes.

Extended ELA Regents Support

During the 2017-18 academic year students in the class of 2018 who had not yet passed the ELA Regents were supported through: additional after school tutoring by a staff member and differentiated instruction within the classroom. During the 2018-19 year, we will continue our more formalized targeting of students and standards through our mock-Regents data.

Targeted Data-Driven Instruction

During the 2018-19 academic year, the HS English department will administer diagnostics and interims assessments to collect data about student progress and mastery on English standards and skills. In 9th and 10th grade classes diagnostics will focus around the Common Core English Regents and BPCS Literacy Skills, while 11th and 12th grade SL and HL diagnostics are focused on the corresponding Language and Literature Exams. Additionally, we will use small-group instruction in-class and during office hours to address the individualized needs of our student body. In order to

continue supporting the alignment of our HS courses to the IB DP, our 2017-18 departmental goal is to implement and appropriately sequence the BPCS Literacy Standards and Core Tasks. Based on our successes last year, we will also continue to use: active reading strategies, write to learn strategies, and incorporate more student-led discussions in strategic groupings. We believe that this will support our school's focus on inquiry-based instruction while simultaneously preparing our students to read, write and give oral presentations as required by IB courses, in the 11th and 12th grades. .

GOAL 4: MATHEMATICS

Goal 4: Mathematics

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

BACKGROUND

In the Brooklyn Prospect Charter School mathematics program, students develop foundational skills with whole and rational numbers while engaging in real-world problem-solving and algebraic thinking tasks. All of our students will be prepared to take a rigorous sequence of HS Math classes by the end of 8th grade. Students who have shown readiness for greater challenge earlier enter an accelerated track in 7th grade, beginning Algebra in 8th grade.

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

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

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

Goal 4: 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 3rd through 8th grade in April 2018. 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.

2017-18 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[17]				Total Enrolled
		IEP	ELL	Absent	Refused	
3	48	3	0	7		55
4	76	11	0	4		80
6	217	32	7	6		223
7	202	26	1	7		209
8	97	15	1	11		108
All	640	87	9	35		675

RESULTS AND EVALUATION

BPCS did not meet this measure, falling just short, with 72% of BPCS students having completed 2 or more years of school with us scored proficient on the math exam, up from 49% in 2016-17.

Performance on 2017-18 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	79.2%	48	79.5%	44
4	84.2%	76	85.1%	74
6	69.1%	217		
7	70.3%	202	69.9%	176

[17] 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.

8	61.9%	97	62.1%	95
All	70.9%	640	72.0%	389

ADDITIONAL EVIDENCE

In 2017-18 we saw significant growth across all grades in Math proficiency, moving overall from 49% math proficiency to 72%.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3			73%	74	80%	44
4					85%	74
6						
7	48%	98	53%	97	70%	176
8	60%	90	46%	85	62%	95
All	**54%**	188	**49%**	182	**72%**	389

Goal 4: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

The 2017-18 state-level PI has not yet been released, however, based on the state's PL of 120 in 2016-17, we anticipate outperforming the state PI.

Mathematics 2017-18 Performance Level Index (PI)

Number in	Percent of Students at Each Performance Level

Cohort	Level 1	Level 2	Level 3	Level 4
	9%	20%	32%	39%

PI	=	20	+	32	+	39	=	91
				32	+	39	=	61
					+	19.5	=	19.5
						PI	=	**171.5**

Goal 4: 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 school district of comparison.

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. 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.[18]

RESULTS AND EVALUATION

BPCS veteran students in our schools in both District #15 and District #13 outperformed the district proficiency rates.

2017-18 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		**District 15** Students (2016-17 data)	
	Percent	Number Tested	Percent	Number Tested
7	77%	105	53%	1750
8	62%	95	22%	984
All	71%	200	42%	2734

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		**District 13** Students (2016-17 data)	
	Percent	Number Tested	Percent	Number Tested
7	59%	71	17%	623

[18] 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.

All	59%	71	17%	623

ADDITIONAL EVIDENCE

Our test scores have steadily increased since 2015-16 and we are now outperforming District 15 by nearly 30 percentage points. This is our first year having veteran students in District 13, but they are currently outperforming the district by 42 percentage points, as shown above.

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 #15 Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
7	48%	53%	53%	53%	77%	53%
8	36%	19%	46%	22%	62%	22%
All	**44%**	**40%**	**49%**	**42%**	**71%**	**42%**

Goal 4: Comparative Measure

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

METHOD

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

RESULTS AND EVALUATION

BPCS had an Effect Size of 1.6, significantly above the threshold Effect Size of .3.

2016-17 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	19	48	79	66	13	.9
4	11	76	84	66	18	1.2
6	36	217	69	51	18	1.1
7	44	212	70	43	27	1.8
8	60	97	62	18	44	2.7
All	**38**	**650**	**71**	**46**	**25**	**1.6**

School's Overall Comparative Performance:
We have significantly outperformed the standard Effect Size of 0.3

ADDITIONAL EVIDENCE

Our Effect Size has been above the .3 threshold since 2015-16, showing that our actual proficiency, given the percent of our students who are economically disadvantaged, is significantly higher than predicted.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	6-8	41	309	53	37	1.02
2016-17	3, 6-8	35	456	53	45	.5
2017-`8	3-4, 6-8	38	650	71	46	1.6

Goal 4: Growth Measure[19]

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 target of 50.

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 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 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

[19] See Guidelines for Creating a SUNY Accountability Plan for an explanation.

for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.[20]

RESULTS AND EVALUATION

BPCS met this measure in 2016-17, with a mean growth percentile of 51.5.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
6	49.8	50.0
7	54.7	50.0
8	49.5	50.0
All	**51.5**	50.0

ADDITIONAL EVIDENCE

Our 2016-17 mean growth percentile was lower than in 2015-16. However, given our significant overall proficiency growth in grades 3-8 in 2017-18, we expect this past year's mean growth percentile to be much higher.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
6	**52.1**	**67.8**	49.8	50.0
7	**40.9**	**55.5**	54.7	50.0
8	**59.2**	**65.6**	49.5	50.0
All	**50.5**	**62.1**	**51.5**	50.0

SUMMARY OF THE MATHEMATICS GOAL

Brooklyn Prospect met all of the 3-8 Mathematics goals.

Type	Measure	Outcome

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

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.	Met
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Met
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 school district of comparison.	Met
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 2016-17 results.)	Met
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 target of 50. (Using the 2016-17 results.)	Met

ACTION PLAN

Aligned Interims and Reteach

In the 2017-18 school year, Brooklyn Prospect closely monitored the performance of students in the extra assistance tutorial group, using interim assessment data and classroom observations. In the 2017-18 school year, in collaboration with an outside consulting firm, we had a math alignment committee create interim assessments coordinated with our curriculum. The 2018-19 school year will be the first year we have a full-time centralized Head of Network Math Instruction, responsible for our aligned curriculum, interim and mock assessments. In 2018-19 we will again administer a series of 3 interim assessments and 1 mock exam, analyze data at department meetings and design and track interventions for students in 1:1 meetings between teachers and the Department Head. Collaborative analysis time is provided during department meetings to ensure that all teachers understood and responded to the data collected.

Extended Math Support

In 2018-2019, we will continue our tutorial program, taught by math and science teachers during our study hall period. Students will be identified for small group tutorial based on classroom observations and assessment data. We will continue to use tiered mastery sheets and the computer-based IXL program to provide scaffolded practice on weak skills for students in tutorial. Additionally, this year we will offer these tutorial services after school for both small groups of students and individual students during office hours.

Improving Conceptual Foundations

Our math department is focusing on making our teaching more conceptual, and we are developing in-house professional development toward this end while also pursuing outside opportunities. Brooklyn Prospect has hosted a two-day Math Solutions PD focused on teaching Ratios and Proportionality through inquiry. As part of this initiative, we gather and provide math teachers with resources to support them in making a shift to integrating more conceptual work and open-ended problem-solving in

their instruction. The Math Department Head or principal will work with math teachers to integrate these activities into their curricula and will model lessons as necessary.

GOAL 4: HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams.[21] This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

BPCS did not meet this measure and saw a significant decrease in the percent of students with a Performance Level of 4 or above. While we did see a satisfactory number of students passing the Math regents, our number of high performing students has decreased.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort[22]

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4
2012	96	**43.8%**
2013	99	**54.5%**
2014	95	**30.5%**

ADDITIONAL EVIDENCE

While we did not meet this measure for this school year, our Cohort of 2015 is already performing well above Cohort 2014.

[21] Students in the 2014 and 2015 high school Accountability Cohorts may have taken the non-Common Core mathematics exams. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 80 (the previous target for college and career readiness) on that exam as having met the target for this measure.

[22] Based on the highest score for each student on a mathematics Regents exam

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014	104	27.8%	104	28.4%	95	**30.5%**
2015			102	49.0%	97	**51.5%**
2016			102	45.1%	100	**46.0%**
2017					111	**29.7%**

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

BPCS met this measure and has had more than 90% of its students pass a Mathematics Regents for the past three years.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort[23]

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on a Regents Mathematics Exam
2012	96	**97.9%**
2013	99	**99.0%**
2014	95	**92.0%**

ADDITIONAL EVIDENCE

We met this measure and our upcoming cohorts are on track to meet it as well.

[23] Based on the highest score for each student on a mathematics Regents exam

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	104	84%	104	84%	95	**92.0%**
2015	102	91%	102	91%	97	97.9%
2016			102	95%	100	97.0%
2017					111	83.8%

Goal 4: Absolute Measure

Each year, the Performance Index ("PI") on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

The state's finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.[24] To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school's fourth year Total Cohort for Graduation. Regents Common Core mathematics exams are scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 79 is Accountability Level 2 (65 to 77 for Algebra II); 80 to 84 is Accountability Level 3 (78 to 84 for Algebra II), and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

Schools have not yet received their MIP from the state, they are expected at the end of September or Early October. Given this cohorts lower than usual number of students scoring at a higher accountability levels, we are unsure if we will meet this measure.

Mathematics Performance Index (PI)
For the 2014 High School Accountability Cohort

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

[24] For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

	2%		83%		7%		7%		
	PI	=	83	+	7	+	7	=	97
					7	+	7	=	14
						+	3.5	=	3.5
							PI	=	**114.5**

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

While we have not yet gotten the district Mathematics Regents results back from 2017-18, given past performance, we expect to outperform the district for our third year in a row.

Percent Achieving Performance Level 4 or Higher on a Mathematics Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012	**43.8%**	96	20%	2653
2013	**54.5%**	99	25%	2750
2014	**30.5%**	95	TBD	TBD

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65).Given that students may take

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

RESULTS AND EVALUATION

District results for 2017-18 have not yet been released, however BPCS anticipates meeting this measure.

Percent Achieving Performance Level 3 or Higher on a Mathematics Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012	**97.9%**	96	58%	2653
2013	**99.0%**	99	64%	2750
2014	**92.0%**	95	TBD	TBD

Goal 4: Comparative Measure

Each year, the Performance Index ("PI") in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

METHOD

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

RESULTS AND EVALUATION

District results for 2017-18 have not yet been released and due to our lower than usual PI, we are unsure if we will meet this measure.

Mathematics Regents Performance Index (PI)[25] of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012 (APL)	199	96	116	2653

[25] For an explanation of the procedure to calculate the school's PI, see page 46.

2013 (APL)	199	99	118	2750
2014	114.5	95	TBD	TBD

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

Brooklyn Prospect did not achieve this measure. Given our lower than normal overall rates of students who scored at Performance Levels 4 and 5, we are not surprised by this. We expect this rate to be higher next year, as the cohort already has 50+% of students scoring at or above a 4, compared with Cohort 2014, which was only at 30%.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort [26]

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core Exam
2012	25	**0%**
2013	49	**32.7%**
2014	30	**6.7%**

[26] Based on the highest score for each student on the English Regents exam

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

RESULTS AND EVALUATION

BPCS achieved this measure, with all of our students who were not proficient in math in 8th grade pass a Mathematics Regents in High School.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort [27]

Cohort Designation	Number in Cohort	Percent Achieving Level 3
2012	25	**96%**
2013	49	**95.9%**
2014	30	**100%**

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL [28]

As with the high school ELA progress towards goals, there is room for improvement in high school Math going forward. We are extremely pleased that nearly 100% of our students are passing a Mathematics Regents. While we do see this class as a bit of an anomaly, we are focusing on attention on increasing the the number of students who attain Performance Level 4 or higher, to be sure to meet both absolute and comparative PI and performance standards.

Type	Measure	Outcome

[27] Based on the highest score for each student on the mathematics Regents exam

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

Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did Not Meet
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	TBD
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	Predicted Met
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	Predicted Met
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	TBD
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did Not Meet
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met

ACTION PLAN

Common Core and IB Alignment

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

Targeted Data-Driven Instruction

During the 2018-19 academic year, the HS Math department will again administer diagnostics and interims assessments to collect data about student progress and mastery on mathematics standards and skills. We continue to use small-group instruction in-class and during office hours to address the individualized needs of our student body. Prior to the annual January, June, and August Regents exams, we have implemented small group tutoring and individualized support to support students who aim to score a 65 on any math Regents exam to meet the graduation requirement for a Regents diploma or those who aim to score an 80 to meet the college and career readiness standard.

Early Integration of Regents

In 2018-19 we are also working to realign our curriculum in grades 6-8, to better prepare students to be eligible to take the Algebra I Regents Exam at the end of their 8th grade year. This will increase the likelihood that they will participate in and succeed in the higher level mathematics courses offered at BPCS.

GOAL 5: SCIENCE

Goal 3: Science

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

BACKGROUND

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

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

Goal 5: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2018. 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 AND EVALUATION

Brooklyn Prospect Charter School met this measure. It should be noted that for our 4th grade class our district of comparison is District #13 and for our 8th grade class it is District #15 and we are using their proficiency rates from 2016-17 exam as the district numbers for science have not yet been released.

Charter School Performance on 2017-18 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 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	99%	72	87%*	858
8	92%	99	67%*	666
All	95%	171	78%*	1524

*This is the 2016-17 percent proficient as 2017-18 has not been released yet

ADDITIONAL EVIDENCE

Brooklyn Prospect Charter School saw a large increase in number of students scoring proficient on this exam from 2016-17 to 2017-18. Although it was our first 4th grade class to take the exam, nearly every student enrolled in at least their second year with us was proficient.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4					**99%**	72
8	83%	103	78%	94	**92%**	99

All	83%	103	78%	94	**95%**	171

Goal 5: 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 school district of comparison.

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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 school district of comparison. Given the timing of the state's release of district science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district's **2016-17** data.

RESULTS AND EVALUATION

Our 4th graders in 2017-18 outperformed the district by 12 percentage points, based on the district's 2016-17 proficiency rates. Our 8th grade class outperformed the district by 25 percentage points based on the district's 2016-17 proficiency rates.

2017-18 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students[29]	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	**99%**	72	87%*	858
8	**92%**	99	67%*	666
All	**95%**	171	78%*	1524

*This is the 2016-17 percent proficient as 2017-18 has not been released yet

ADDITIONAL EVIDENCE

For the past 3 years BPCS has outperformed the district in percent of students proficient on the NYS Science exam.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter	District	Charter	District	Charter	District

[29] This table uses the prior year's results as 2017-18 district science scores are not yet available.

	School		School		School	
4					**99%**	87%*
8	83%	72%	78%	67%	**92%**	67%*
All	83%	72%	78%	67%	**95%**	78%*

*This is the 2016-17 percent proficient as 2017-18 has not been released yet

SUMMARY OF THE SCIENCE GOAL

We have met both of the science measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	Met
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 school district of comparison.	Met

HIGH SCHOOL SCIENCE

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

Grade	Course	Special Notes
9th	• Living Environment (2014 to present: Class of 2016, 2017 and 2018 may take course in Grade 10, 11, 12)	Living Environment is an introductory biology course that includes a 1200 minute laboratory component. The course provides students with a strong foundation This course aligns with the New York State Core Curriculum and is specifically designed to prepare students for the Living Environment Regents Exam.
10th	• Chemistry (Offered 2014-to present) • Earth Science (2016) - mixed grade levels	Earth Science is taught to prepare students for the Regents exam. It will introduce students to the systems that make life on Earth possible. 10th Grade students who still need to pass a Regents exam, or have already taken Chemistry will be taking Earth Science. In addition, student who are credit deficient will take Earth Science.
11th	• IB Ecosystems and Societies SL * • IB Biology HL (Year 1)	Students enrolling in IB Biology HL must receive an overall grade of 80 or higher in Chemistry and must have at least ONE Regents Science Exam with an 85+ or higher. Students enrolling in IB Ecosystems and Societies SL must successfully complete at least ONE Regents Science Exam with an

	• Genetics (mixed grade levels)	85+ or higher and have an overall grade of 75+ or higher in their 10th grade Science course. Genetics is an introductory course that provides students with an understanding of general concepts concerning genes, heredity, and variation of organisms. The objective of this course is to explore the mechanisms of human heredity and how our understanding of our own self is revealed by scientific experimentation.
12th	• Physics (11th and 12th) • IB Ecosystems and Societies SL • IB Biology HL (Year 2)	Students enrolling in IB Biology HL (Year 2) must receive an overall grade of 65 or higher in IB Biology HL (Year 1). Students enrolling in IB Ecosystems and Societies SL must successfully complete at least ONE Regents Science Exam with an 85+ or higher and have an overall grade of 75+ or higher in their 10th grade Science course. Physics is an introductory course in high school physics designed to prepare students for the NYS Regents Physics Examination. Students should be familiar with basic algebra, geometry, and trigonometry in preparation for this course.

Goal 5: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Brooklyn Prospect has significantly outperformed this measure for the past three years.

Science Regents Passing Rate with a Score of 65

by Fourth Year Accountability Cohort[30]

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	96	**93.8%**
2013	99	**93.9%**
2014	95	**96.8%**

ADDITIONAL EVIDENCE

We have achieved this goal and our upcoming cohorts are on track to do so as well.

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

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	104	82.7%	104	88.5%	95	**96.8%**
2015	102	68.6%	102	71.6%	97	75.3%
2016			102	82.4%	100	85.0%
2017					111	65.8%

Goal 5: Comparative Measure

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

METHOD

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

RESULTS AND EVALUATION

Although the district's 2017-18 numbers have not yet been released, we expect to have outperformed them by more than 30 percentage points based on their past years' performances.

Science Regents Passing Rate

[30] Based on the highest score for each student on any science Regents exam

of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	**93.8%**	96	66%	2324
2013	**93.9%**	99	65%	2607
2014	**96.8%**	95	65%*	2607

*This is the 2016-17 percent proficient as 2017-18 has not been released yet

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

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

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

Grade	Course	Notes
9th	• Global Studies I	
10th	• Global Studies II	This and the 9th grade course combined are in preparation for the Global History Regents Exam, which students take at the end of their 10th grade year
11th	• US History • Participation in Government • IB History HL • IB Psychology HL	US History prepares students for the US History Exam, which students take at the end of their 11th grade year In 11th grade IB History HL covers US History and prepares students for the Regents
12th	• Government & Economics • IB History HL • IB Psychology HL	Both Social Science IB course are two year course, at the end of which students are prepared to take the correspond IB exam towards their IB Diploma

Goal 6: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

BPCS has continuously achieved this measure since 2015-16. This is our highest proficiency rate yet, at 94.7%.

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort[31]

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	96	**92.7%**
2013	99	**87.9%**
2014	95	**89.5%**

ADDITIONAL EVIDENCE

BPCS is on track to achieve this measure for Cohort 2015 and Cohort 2016.

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

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014			104	81.7%	95	89.5%
2015					97	86.6%

Goal 6: Comparative Measure

[31] Based on the highest score for each student on a science Regents exam

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

METHOD

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

RESULTS AND EVALUATION

2017-18 district performance on the U.S. History Regents Exam has not yet been released, however, based on past performance BPCS expects to outperform the district by 20+ percentage points.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	**92.7%**	96	66%	1507
2013	**87.9%**	99	66%	1566
2014	**89.5%**	95	66%*	1566

*This is the 2016-17 percent proficient as 2017-18 has not been released yet

Goal 6: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Brooklyn Prospect achieved this measure in 2017-18 and for the past three years.

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort[32]

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	96	92.7%
2013	99	86.9%
2014	95	88.4%

ADDITIONAL EVIDENCE

In addition to our 2014 Cohort having met this measure, both our 2015 and 2016 Cohorts have as well.

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

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	104	80.8%	104	80.8%	95	88.4%
2015			102	79.4%	97	83.5%
2016					100	86.0%

Goal 6: Comparative Measure

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

METHOD

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

RESULTS AND EVALUATION

Our past three cohorts have outperformed the district by 30+ percentage points.

Global History Passing Rate

[32] Based on the highest score for each student on a science Regents exam

of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2012	92.7%	96	49%	2055
2013	86.9%	99	51%	1056
2014	88.4%	95	51%	1056

*This is the 2016-17 percent proficient as 2017-18 has not been released yet

GOAL 7: ESSA

Goal 7: ESSA

Brooklyn Prospect will remain in good standing.

Goal 7: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

Brooklyn Prospect Charter School remains in good standing under the Every Student Succeeds Act.

Accountability Status by Year

Year	Status
2015-16	Good Standing (NCLB)
2016-17	Good Standing (NCLB)
2017-18	Good Standing