

BROOKLYN EAST COLLEGIATE

CHARTER SCHOOL

2015-16 ACCOUNTABILITY PLAN

PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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Atiba Edwards, the Director of Operations at Brooklyn East Collegiate, prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

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Rodolpho Loureiro has served as the Principal of Brooklyn East since July 1, 2016. Bill Cooke served as the Principal of Brooklyn East Collegiate from July 1, 2013 to June 30, 2016.

INTRODUCTION

MISSION and GRADES SERVED

The mission of Brooklyn East Collegiate Charter School (BEC) is to prepare each student for college. Brooklyn East Collegiate Charter School opened on August 31, 2010. The school opened with 5th grade and will grow to grades 5-12 over time. During the 2015-2016 school year, the school served 5th through 8th graders.

STUDENT POPULATION

Brooklyn East Collegiate Charter School enrolled 314 students in grades 5, 6, 7 and 8 during the 2015-2016 school year.

NOTE: *This snapshot is as of BEDS Day, Oct 7, 2015.*

Gender	52% Male 48% Female
Free & Reduced Lunch	83%
Special Needs	14%
Ethnicity	89% Black 6% Latino 5% Other
English Language Learners	3%

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2009-10														
2010-11						79								79
2011-12						79	59							138
2012-13						89	69	56						214
2013-14						78	84	64	52					279
2014-15						68	81	71	62					282
2015-16						86	85	77	66					314

STRATEGY

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

1. We believe that creativity flourishes within structured academic environments.
Good work cannot occur unless there is a safe and orderly environment in and out of the classroom.
2. We have very high academic and behavioral expectations.
High expectations demand significant amounts of extra support before, during, and after school and on Saturdays.
3. We know that without great teachers, nothing else matters.
Teachers must have the time and professional tools and resources to do their jobs effectively.

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

DESIGN

Brooklyn East Collegiate Charter School's school design includes seven core components.

Focus on Literacy. Many of our students beginning in grade 5 are reading substantially below grade level. If we do not address this dramatic and central issue immediately, students will be at a huge disadvantage in all subjects in high school and college. The ultimate academic success of BEC students, therefore, is tied to mastering this fundamental skill. In 2015-2016, BEC provided explicit instruction in literacy skills and inculcated the reading habit through:

- Two hours of daily literacy instruction;
- 30 minutes of guided reading groups in every class for fluency and comprehension practice;
- Use of Lightsail reading program and iReady reading and math programs in small groups for students who are below grade level and those who can benefit from targeted supports.
- Wilson Reading program during lunch for students who needed additional support with reading fluency
- Requiring students to read reading level-appropriate books during the summer;
- Requiring graded, written work in every class, including math; and
- Requiring students to carry a reading book at all times to make better use of transition time in the hallways, and ensure that there is never a lost moment during the day since "you never know when you'll have a chance to read."

Target Curriculum Focused on Basic Skills. BEC does not use an off-the-shelf curriculum. Rather, BEC develops curriculum directly from the New York State Learning Standards that ensures students master a core set of basic academic skills before they can master higher-level, abstract material. BEC teachers pay particularly close attention to the topics, sequence, and performance standards outlined in the New York State standards. This ensures that students are mastering the same material as their peers throughout New York State. At the same time, we trust teachers to adapt the subject topics and

performance standards according to their professional expertise. BEC teachers create a comprehensive curriculum for their subject, saved on the school's shared drive, with a year-long scope and sequence, individual unit plans, daily lesson plans, and assessment materials. Not only does this provide the school with a record of individual course instruction but this also serves as a valuable curricular planning resource for returning and future teachers.

Assess Early and Often to Drive the Instructional Program. The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of continuous reflection and improvement. In addition to the New York State Mathematics and English Language Arts exams, BEC administered three internally-aligned Interim Assessments and one Final Exam in Math, English Language Arts, Science and History. These tests assessed ongoing student mastery of Math, ELA, Science and History skills and standards throughout the year and provided immediate data on individual student and class growth. BEC teachers, with the support of the Principal, used this data to identify standards mastered and standards in need of re-teaching so that lesson plans could be continuously adjusted. BEC also utilized the information to target content- and skills-driven tutoring and small-group instruction afterschool and on Saturdays. In 2015-2016, Brooklyn East Collegiate administered the Math (Common Core and Integrated Algebra) and Living Environment regents for our grade 8 students.

Make More Time. In order to provide students with a comprehensive, college preparatory education, Brooklyn East Collegiate has a longer-than-usual school day and longer-than-usual school year. During the 2015-2016 school year, Brooklyn East Collegiate was open 186 instructional days. For most students, the regular school day began at 7:45 AM and ended at 4:00 PM. For those receiving tutoring and homework help, the day ended at 5:00 PM.

During the week, we have 120 minute ELA classes, 90 minute math classes and 60 minute classes for History and Science. On Wednesdays, we run a schedule that has 70 minutes of math and ELA and on an alternating basis –70 minutes of History and Science. This is designed to allow for significant staff meeting and professional development time. Students at Brooklyn East Collegiate received weekly:

- 7 hours of Mathematics class
- 10 hours of ELA class
- 2 hours of guided reading
- 5 hours of History
- 5 hours of Science
- 3 45-minute blocks of Enrichment
- 1 45-minute block for Community Meetings

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

Emphasis on College. For too many at-risk students, college only exists in the abstract. For Brooklyn East Collegiate students, freshman year of college will be a natural extension of their educational experience at BEC.

Brooklyn East Collegiate students began talking about college on the first day of school as their advisories are named after the alma maters of their teachers. Through informal conversations in

advisory and in classes, students learned about the college application process, financial aid, dorm-life, selecting a major, and other important aspects of college survival.

During the regular school day, from 3:15 to 4:00 PM, three days per week, BEC offers a variety of rotating electives, or Enrichment classes, including:

- African Dance
- Art
- Basketball
- Drama
- Drumming
- Capoeira
- Creative Writing
- Choir
- Hip Hop Dance
- Knitting
- Media Design
- Soccer
- Spoken Word
- Step
- Typing

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

BEC's school culture is based on its five core values: Perseverance, Respect, Integrity, Discipline, and Enthusiasm. Brooklyn East Collegiate students are expected to consistently demonstrate these characteristics wherever they find themselves and are rewarded with Beast Bucks when they model these characteristics well. Students earning Beast Bucks receive the opportunity to represent the school on Beast Buck trips by trading their Beast Bucks at Beast Buck Auctions for tangible rewards. Every other month, by participating in these trips either with a group of peer and staff or one-on-one/two-on-one with staff members, winners develop the more abstract skills necessary for true college preparation (e.g., trying new activities, demonstrating leadership and professionalism, and participating in community service). During the 2015-2016 school year, Brooklyn East Collegiate students

- Had discussions with author and activist Kevin Powell, a Holocaust survivor, a representative from Park51 Mosque and a founder of a political investment firm.
- Visited Philadelphia, San Francisco, and Washington D.C.
- Visited the New York Hall of Science, the Brooklyn Botanical Gardens and Prospect Park
- Attended New York Mets, Yankees and Brooklyn Cyclones Baseball game
- Visited several bookstores with staff members
- Played basketball against staff members
- Went ice skating in Prospect Park
- Won the Uncommon Varsity Girls basketball championship for a third year in a row
- Won the Uncommon Junior Varsity boys basketball championship
- Won the Uncommon Soccer League championship for the third time in four years
- Participated in the "Writing Oscars" and math competitions

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Provide Structure and Order. Students need a safe and orderly environment to be productive. In 2015-2016, BEC created a calm, composed, and disciplined environment to maximize the amount of time on-task. Strategies included:

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

Importance of Family Involvement. BEC's educational program is structured so that families must be involved in their child's academic pursuits. In 2015-2016, BEC families:

- Attended Family Involvement Committee meetings throughout the year to create and strengthen relationships between staff and family, better understand the curricular program, learn about summer camp opportunities, and participate in family book clubs;
- Picked up their child's report card in person at the school three times;
- Met with teachers and staff on dozens of occasions to formally and informally discuss their child's academic and behavioral performance;
- Maintained an open line of communication with their child's teachers through in-person meetings, phone calls, and e-mails;
- Were asked to offer input on the school on surveys, grading the school on how it was doing;
- Participated in an array of charter school advocacy efforts and

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

Reading instruction at Brooklyn East Collegiate is based around shared, whole-class novels combined with targeted guided reading instruction. The curriculum develops reading comprehension skills and strategies and vocabulary. Whole-class novels are selected for each grade that are appropriately leveled for the majority of students in that grade. The whole-class novels should be accessible for students with the appropriate scaffolding. Guided reading novels are selected that exactly match the students' current reading level. Small group instruction combined with targeted questioning and strategies to develop highly specific skills and competencies ensures teachers are addressing specific areas of weakness to enable each student's reading level to improve.

In writing classes at Brooklyn East Collegiate, students learn the essential skills of grammar and writing. Writing class explicitly supports the work that students are doing in reading class, as students learn to write strong responses to literature in short answer and essay formats and use weekly vocabulary words from Reading class in their daily writing assignments. Explicit practice of the writing process and sharing in a public forum through the Writer's Circle ensures students are practicing the skills needed for literacy success in high school and college.

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

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

Brooklyn East Collegiate Charter School administered four internally developed and aligned Interim Assessments in English Language Arts (Reading and Writing) during the 2015-2016 school year, including one Final Exam. These assessments were created to reflect the school's scope and sequence in ELA, and to mirror the style and scope of the New York State English Language Arts exams.

Similar to the state exam, the ELA Interim Assessments were administered in two parts: 3-4 reading passages accompanied by multiple choice questions and a comprehension section with multiple choice and open response questions or an extended response/essay section. The assessments also included at least two editing passages that assessed student mastery of grammar and punctuation skills.

After the tests were administered, BEC teachers graded each exam and BEC administrative staff entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, BEC teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. BEC also utilized the information to target content- and skills-driven tutoring and re-teaching after school and during the school day.

For the 2015-2016 school year, we took the following initiatives:

- Continued an “Everyone teaches ELA” plan which incorporated ELA skills in to all subject.
- Instituted quarterly reading incentivized challenges across the school

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program English language arts assessment to students in 5th through 8th grade in April 2016. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

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

Grade	Total Tested	Not Tested ¹			Total Enrolled*
		IEP	ELL	Absent	
5	80	16	3		86
6	77	13	1		85
7	74	8	1		77
8	63	5	1		66
All	294	42	6		314

**Note: Our total tested number is lower than our BEDS day number as several students disenrolled before the state exams were administered or opted out of the state exams. As a result, the total enrolled number is the BEDS day number.*

Results

On the 2015-16 NYS ELA exam, 41% of students in their second year at Brooklyn East Collegiate scored proficient. When looking at all students, 39% of all students at Brooklyn East Collegiate scored proficient on the 2015-16 NYS ELA exam. The table below illustrates that the percent of students’ scoring proficient is related to that the number of years a student has been at Brooklyn East Collegiate.

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

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
5	29%	80	0%	0
6	38%	77	38%	25
7	36%	74	36%	25
8	56%	63	57%	34
All	39%	294	41%	84

Evaluation

The school did not meet this measure in English Language Arts for 2015-2016 as only 41% of students enrolled in at least their second year at Brooklyn East achieved proficiency. We are pleased to see the growth in this data point of 41% was an 11 percentage point increase versus last year as just 30% of the students enrolled in their second year at Brooklyn East achieved proficiency on the 2014-15 NYS ELA exam.

Additionally, we are glad to see that the percentage of Brooklyn East Students who scored proficient was higher than the overall proficient percentage of 30% of students within our Community School District and the percentage of students in New York City and New York State who achieved proficiency – 36% in New York City and 36% in New York State. However, it is still the school’s goal to see that at least 75% of students reach proficiency on the Common Core exam, and we are looking forward to implementing a higher level of rigor and complemental instructional supports in our English Language Arts classes and overall school day to better prepare our students to meet and exceed this bar.

Additional Evidence

Overall, we have seen improvements in this data set compared to prior years and we continue to feel energized by this challenge and goal. We know our classroom instruction needs to continue to grow more rigorous and put so much more of the thinking on our kids. As we continue to strengthen our classroom culture and curriculum, we look forward to our student growth in ELA. Students who are enrolled at Brooklyn East Collegiate longer are more likely to score proficient on the NYS ELA exams.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency									
	2011-12		2012-13		2013-14		2014-2015		2015-2016	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	17%	12			0%	7	0%	5	0%	0
6	71%	56	11%	9	23%	70	19%	64	38%	25
7			15%	59	30%	53	30%	66	36%	25
8			45%	53	55%	51	44%	57	57%	34
All	62%	68	28%	121	33%	181	30%	192	41%	84

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 English language arts AMO of **104**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

Results

As demonstrated in the chart below, 17% of students achieved a Level 1 performance, 44% achieved a Level 2 performance, 26% achieved a Level 3 performance, and 12% achieved a Level 4 performance. Upon calculating the PI, Brooklyn East Collegiate achieved a 122.

*Note: due to rounding the combined percentage of students who are Level 3 and Level 4 equals 39%.

English Language Arts 2015-16 Performance Level Index (PLI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-8	17%	44%	26%	12%	294

$$\begin{array}{rclclclclcl}
 \text{PLI} & = & 44 & + & 26 & + & 12 & = & 83 \\
 & & & & + & & 12 & = & 39 \\
 & & & & & & \text{PI} & = & \mathbf{121}
 \end{array}$$

Evaluation

With a PLI score of 121, we have exceeded the measure of 104 by 17. One specific grade highlight was that 56% of all of our 8th grade students achieved proficiency on the NYS ELA Exam which outperformed our Community School District, NYC students, NYS students and NYS non-economically disadvantaged students. Additionally, 56% of our 8th grade students’ proficiency represents a 12 percentage point increase compared to Brooklyn East Collegiate’s performance in 2014-15. We attribute the aforementioned success to a strong ELA coach and two veteran ELA teachers on this grade level.

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

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

Method

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

Results

For the 2015-16 school year, Brooklyn East Collegiate students in the 5th grade who were in their second year did not outperform the Community School District (13). However, our students in grades 6 through 8 who were enrolled in at least their second year outperformed Community School District 13. The proficiency percentages were 0%, 38%, 36% and 57% respectively for grades 5-8 in at least their second year at our school. This is compared to 38%, 24%, 26% and 30% for CSD 13 grades 5-8 respectively.

As demonstrated in the chart below, 38% of 6th grade students who were enrolled at Brooklyn East Collegiate for at least two years achieved a Level 3 or 4 on the state test. This favorably compares to all Community School District 13 6th graders, as only 24% of these students achieved at a Level 3 or 4.

For the seventh grade, 36% of students enrolled at Brooklyn East Collegiate for at least two years performed at a Level 3 or 4. This compares favorably to the 26% proficient or above outcome of all students in Community School District 13

For the eighth grade, 57% of students enrolled at Brooklyn East Collegiate for at least two years performed at a Level 3 or 4. In Community School District 13, just 30% of all students achieved at a Level 3 or 4 on their ELA State Exam.

**2015-16 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	0%	0	38%	903
6	38%	25	24%	668
7	36%	25	26%	688
8	57%	34	30%	666
All	41%	84	30%	2925

³ 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](#).

Evaluation

Overall, Brooklyn East Collegiate met this measure as students in at least their second year outperformed Community School District 13 by 11 percentage points overall. Brooklyn East Collegiate's Grade 6 students outperformed the Community School District by 14 percentage points. Brooklyn East Collegiate's Grade 7 students outperformed the district by 10 percentage points and the grade 8 students outperformed the Community School District by 27 percentage points. We see from the data above that as students spend more time at Brooklyn East, their performance increases. Additionally, overall, as students spend more time at Brooklyn East, the gap between their performance and performance of students in the district widens each year.

Additional Evidence

Brooklyn East Collegiate students continue to outperform their district counterparts in English Language Arts for the fourth consecutive year. We have seen increases in the percentage of students who are enrolled at Brooklyn East longer achieve higher proficiency as there have been increases at every grade level for students who are enrolled in at least their second year. We look forward to ensuring that all of our students are prepared for the new rigor these exams lay out and we feel positive about the growth we have seen in our upper grade students.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to All Local District Students							
	2012-13		2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	11%	28%	0%	31%	0%	30%	0%	38%
6	15%	18%	23%	18%	19%	18%	38%	24%
7	45%	18%	30%	17%	30%	17%	36%	26%
8			55%	20%	44%	20%	57%	30%
All	28%	21%	33%	22%	30%	21%	41%	30%

Goal 1: Comparative Measure

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

Method

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

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

Results

The table below show’s that Brooklyn East Collegiate’s overall comparative measure is higher than expected. Based on the regression analysis that The Charter Schools Institute ran, the predicted percent of students performing at a level 3 or 4 was 20.9% for the 2014-2015 school year. Brooklyn East had 28.6% of students achieve a 3 or a 4, exceeding the predicted performance by 7.7 percentage points. Upon comparison to other demographically similar schools, this produced an effect size of 0.53.

2014-15 English Language Arts Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
5	80.3	78	22.0	19.0	3.0	0.24
6	69.5	82	23.0	23.8	-0.8	-0.05
7	84.7	71	30.0	15.2	14.8	1.14
8	71.4	57	44.0	26.7	17.3	1.02
All	76.6	288	28.6	20.9	7.7	0.53
School’s Overall Comparative Performance:						
<i>Higher than expected to a meaningful degree</i>						

Evaluation

Brooklyn East achieved the measure and exceeded the effect size by 7.7, which was higher than expected to a meaningful degree. The difference between the actual and predicted increased from grade 6 through grade 8 after a significant decrease from grade 5 to grade 6.

Additional Evidence

For the past five years, Brooklyn East Collegiate has exceeded its predicted performance on the NYS ELA exams. This demonstrates that the school’s ELA instruction has a strong effect on students as our overall score outperforms the income-based predicted value. It also shows that as students spend more time at the school, their performance improves and moves further away from predicted performance based on income.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2009-10						
2010-11	5	69	79	50.6	44.4	0.37
2011-12	5-6	64	138	53.6	46.7	0.45
2012-13	5-7	81	206	21.8	19.0	0.16
2013-14	5-8	83	278	29.0	18.6	0.73
2014-15	5-8	77	288	28.6	20.9	0.53

Goal 1: Growth Measure⁴

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2014-15 and also have a state exam score from 2013-14 including students who were retained in the same grade. Students with the same 2013-14 score are ranked by their 2014-15 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.

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

Grade	Mean Growth Percentile	
	School	Statewide Median
5	54.0	50.0
6	49.0	50.0
7	60.5	50.0
8	51.5	50.0
All	53.8	50.0

Evaluation

Brooklyn East Collegiate has met this goal as the school’s overall Mean Growth Percentile was 54% vs the Statewide Median of 50%. Grade 5, 7 and 8 exceeded the mean growth percentile of the statewide average, however grade 6 underperformed by 1.0 percentage points. We look forward to continued rigor and focus on class performance to push this mean growth percentile higher.

⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation
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English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
Grade	2012-13 ⁵	2013-14	2014-15	Statewide Average
5		62.0	54.0	50.0
6		56.0	49.0	50.0
7		61.5	60.5	50.0
8		48.5	51.5	50.0
All		57.0	53.8	50.0

⁵ Grade level results not available.

Summary of the English Language Arts Goal

Brooklyn East Collegiate achieved two of the three relevant English Language Arts goals based on results of the 2015-16 state exams. We know that we still have a long way to go in terms of absolute performance and that the new rigorous common core standards will provide us with an opportunity to work harder to improve student performance in ELA.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results).	Achieved
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	Achieved

Action Plan

To improve our performance against these goals next year, we plan on implementing several important steps:

- Pushing and celebrating ELA more across the school through use of Accelerated Reader quizzes, public acknowledgment and celebration for student reaching achievement.
- Extensive professional development during orientation and throughout the school year for Guided Reading teachers, which now include all teachers in the school, including math teachers to promote “everyone is an ELA teacher.”
- Pushing ELA in all subjects so that everyone builds on ELA content.
- Continuing to implement the Accelerated Reader program through reading classes and advisories.
- Implementing iReady for ELA to provide adaptive software to help push student development and growth.

MATHEMATICS

Goal 2: Mathematics

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

Background

We believe our students should be able to compute numbers quickly and accurately, apply appropriate math procedures in single- and multi-step problems, and speak and write fluently and clearly about math problem solving and procedures, using accurate mathematical vocabulary. For this reason, our students take two hours of math per day, during which students review concepts for procedural fluency, explore conceptual understanding of old and new content through guided instruction and partner work, and engage in rigorous problem solving requiring the application of skills and the extension of learned content. In short, we double the time dedicated to math instruction each day to ensure that students can compute and problem solve.

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

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

Brooklyn East Collegiate Charter School administered four internally developed and aligned Interim Assessments, including a Final Exam in Math during the 2015-16 school year. These assessments were created to reflect the school's scope and sequence in Math, and to mirror the style and scope of the New York State Math exams. Similar to the state exam, the Math Interim Assessments were administered in two parts; a 25-35 question multiple-choice section and a 6-12 question open-response section. The assessments focused primarily on the most recently covered standards, with a smaller focus on cumulative skills and standards covered in previous units.

After the tests were administered, BEC teachers graded each exam and entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, BEC teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes.

In 8th grade Math, the Regents examinations in Integrated Algebra were administered for the third time and the Common Core Regents was administered for the second time. In preparation for this, students were taught the full Integrated Algebra and Common Core curriculum that addressed all New York State standards. Preparing our students to take this high-school level examination early, while still in middle school, speaks both to the rigor of our math curriculum and the abilities of our students.

Goal 2: Absolute Measure

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

Method

The school administered the New York State Testing Program Common Core mathematics assessment to students in 5th through 7th grade in April 2016. Students' raw score was converted to a grade-specific scaled score and a performance level. Our 8th graders took the Integrated Algebra I Regents exam.

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

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

Grade	Total Tested	Not Tested ⁶			Total Enrolled
		IEP	ELL	Absent	
5	80	16	3		86
6	77	13	1		85
7	74	8	1		77
All	231				248

**Note: Our total tested number is lower than our BEDS day number as students disenrolled before the state exams were administered and opted out.*

Results

During the 2015-16 school year, 37% of students earned scores of 3 or 4 on the NYS math exam. Overall, 28% of students enrolled in their second year scored proficient, with higher percentages of students scoring proficient in each successive grade level. Students who have been enrolled at Brooklyn East Collegiate longer demonstrated stronger performance on the exam, particularly in grades 6 and 7 where 43% and 41% of students enrolled in their second year scored proficient respectively.

⁶ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
5	29%	80	0%	0
6	40%	77	43%	28
7	43%	74	41%	29
All	37%	231	28%	57

Evaluation

During the 2015-16 school year, 37% of all Brooklyn East Collegiate students achieved proficiency. Of the students enrolled in at least their second year at Brooklyn East Collegiate, just 28% achieved proficiency. Brooklyn East Collegiate did not meet this measure NYS Common Core testing in math. The school fell short by 47 percentage points.

Additional Evidence

The school did not meet or exceed this goal this year. We are confident that a deep level of Common Core alignment that will help to improve this performance going forward. Additionally, we will increase the number of coaches and Instructional Leads to support our school's math performance.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency									
	2011-12		2012-13		2013-204		2014-2015		2015-2016	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	67%	12				7	0%	5	0%	0
6	96%	56	11%	9	27%	70	36%	64	43%	28
7			15%	59	60%	53	26%	66	41%	29
All	91%	68	28%	121	48%	181	36%	135	28%	57

Results

In 2015-16, 87% of students achieved a final score at or above 65 in the school's Integrated Algebra Regents exam.

Grade	2013-14	2014-15	2015-16
8	88%	67%	87%

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 mathematics AMO of 101. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁷

Results

Of the 240 students tested in the 2015-16 school year, 24% of the students scored a Level 1 on the State Math Exam, 39% scored Level 2, 29% scored a Level 3, and 8% scored Level 4. The Mathematics Performance index is a 113.

Mathematics 2015-16 Performance Level Index (PLI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-8	24%	39%	29%	8%	231

$$\begin{array}{rcl}
 \text{PLI} & = & 39 + 29 + 8 = 76 \\
 & & + 29 + 8 = 37 \\
 & & \text{PI} = \mathbf{113}
 \end{array}$$

Evaluation

With a PLI score of 113, we have exceeded the measure of 101 by 12.

⁷ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.
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Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁸

Results

For students who completed at least two years at Brooklyn East, 28% achieved proficiency. In District 13 the comparable figure is 29%. Brooklyn East as a school underperformed District 13 by 1 percentage point.

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

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	0%	0	36%	906
6	43%	28	23%	664
7	41%	29	16%	689
All	28%	57	29%	2259

Evaluation

Overall, Brooklyn East Collegiate did not meet this measure as students in at least their 2nd year outperformed Community School District 13 by 1 percentage point. While Brooklyn East Collegiate’s fifth grade students in their second year didn’t score proficient, all other grades significantly outperformed the district. The 6th grade students significantly outperformed the Community School district by 20 percentage points. The seventh grade students outperformed the Community School District by 25 percentage points. Our 8th grade students took the Algebra I regents in lieu of the NYS Math Exam.

⁸ Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

Additional Evidence

Despite changes to the NYS Math exam three years ago, Brooklyn East Collegiate still significantly outperformed the district for a fourth year in a row in grades 6 and 7. We look forward to ensuring that all of our students are prepared for the increased rigor these exams layout and we feel positive about the student growth we have seen in our upper grade students and look forward to continuing to increase the number of students who achieve proficiency.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students									
	2011-12		2012-13		2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	67%	61%	22%	24%	0%	31%	0%	36%	0%	36%
6	96%	46%	47%	14%	27%	20%	36%	16%	43%	23%
7			55%	10%	60%	12%	39%	16%	41%	16%
All	91%	53%	54%	15%	28%	18%	26%	20%	28%	29%

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁹

Method

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

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

Results

During the 2014-15 school year, 78% of the students at Brooklyn East Collegiate were eligible for free lunch. Based on this demographic and in comparison to schools with similar demographics, Brooklyn East’s predicted performance was 27% of students achieving a 3 or a 4 on the State Mathematics exam. Brooklyn East’s actual performance was 38% of students tested achieved a 3 or a 4 on the exam.

2014-15 Mathematics Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
			5	80.3		
6	69.5	82	41.0	31.1	9.9	0.54
7	84.7	70	39.0	18.3	20.7	1.13
All	77.8	231	38.0	26.6	11.4	0.62
School’s Overall Comparative Performance:						
Higher than expected to a large degree						

Evaluation

An effect size that exceeds 0.3 is considered to be statistically significant. Brooklyn East's effect size was 0.62 which reflects a performance higher than expected to a large degree in comparison to similar schools.

Additional Evidence

In the past five years, Brooklyn East Collegiate has exceeded its predicted performance on the NYS Mathematic exam by a large degree. This demonstrates that the school's Math instruction has consistently had a strong effect on students as our overall score outperforms the income-based predicted value.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10						
2010-11	5	69%	79	77.2	56.0	1.15
2011-12	5-6	64%	138	86.2	57.8	1.44
2012-13	5-7	81%	206	45.6	19.1	1.51
2013-14	5-7	83%	279	45.7	22.4	1.21
2014-15	5-7	78%	231	38.0	26.6	0.62

Goal 2: Growth Measure

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.¹⁰

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2014-15 and also have a state exam score in 2013-14 including students who were retained in the same grade. Students with the same 2013-14 scores are ranked by their 2014-15 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.¹¹

Results

2014-15 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
5	63.5	50.0
6	52.0	50.0
7	65.0	50.0
8	NA	50.0
All	60.1	50.0

Evaluation

Brooklyn East Collegiate has met this goal as the school’s overall Mean Growth Percentile was 60% vs the Statewide Median of 50%. Grade 5 through 7 exceeded the mean growth percentile of the statewide average. We look forward to continued rigor and focus on class performance to push this mean growth percentile higher.

¹⁰ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation

¹¹ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2012-13 ¹²	2013-14	2014-15	Statewide Average
5		63.0	63.5	50.0
6		48.0	52.0	50.0
7		67.0	65.0	50.0
8		46.5	NA	50.0
All		56.1	60.1	50.0

Summary of the of the Mathematics Goal

The school achieved four of the measures associated with the Mathematics goal as evidenced in the chart below.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

¹² Grade level results not available.

Action Plan

The performance on the 2015-16 NYS Mathematics exam shows that we have been effective in our rigor and instruction to build upon our results from last year. We will continue to be more thoughtful on how we will continue to increase the school's performance throughout the school year with an emphasis on meeting and exceeding Common Core Standards. We will spend more time on classroom and instructional development. We have added one instructional lead to assist with coaching of math teachers. Additionally, we will ensure that there is an adequate coaching load across Principal and DCI of the school to ensure the time and effort are put into the development of our teachers and their classes.

Brooklyn East Collegiate, along with other Uncommon Schools across Brooklyn, outsources the creation of its Interim Assessments. We have worked extremely closely with the company that will be producing the assessment questions and are confident that this choice will add a needed level of rigor to our program.

Finally, the school will be working with other Uncommon Schools to streamline instructional materials across schools and make sure that teachers are not reinventing the wheel, but instead are using the best instructional materials available for each objective they teach so that their time can be spent on the highest leverage instructional activities like assessing students, tutoring, and differentiating instruction.

SCIENCE

Goal 3: Science

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

Background

The Science curriculum at BEC has been designed to provide a solid foundation for students in the essential understandings of Middle Grades Science as outlined in the New York State standards. Our fifth and sixth grade science curricula are designed to equip students for more in-depth studies of Biology, Chemistry, and Physics in high school. Students participated in hands-on science activities or demonstrations on a weekly basis, usually adapted from FOSS Science kits that align with our science content. Science instruction consistently reinforced both math and reading comprehension skills, and our science teachers frequently worked closely with both our math and English Language Arts teachers to ensure that common approaches and language were used to reinforce cross-curricular content. For example, during the Scientific Method and Measurement unit, students worked with units of measurement, tools of measurement, and conversions between units of measure, reinforcing important skills from the math curriculum. In terms of supporting literacy, planning time was dedicated to determining how to best expose students to nonfiction texts during science class each week and how to encourage them to access and use scientific texts for their own learning and study. This exposure to nonfiction provided an important opportunity for students to practice and continue to develop their reading comprehension and vocabulary skills.

In eighth grade Science, the Regents examinations in The Living Environment were administered for the third year in a row. In preparation for this, students participated in a rigorous course of study and set of laboratory activities, again using literacy skills to complete lab reports throughout the year and conduct research. Students took the Living Environment Regents exam in lieu of the 8th grade State Science exam, following guidance from NYSED which allowed students to forego the 8th grade science exam if they took the Regents instead.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science examination.

Method

Brooklyn East Collegiate administered the Living Environment Regents for the third year to 8th graders this school year. 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

In 2015-16, 97% of students achieved a final score at or above 65 in the school's Living Environment Regents. We are pleased to continue to see that over 90% of our students are passing the regents exam.

Grade	2013-14	2014-15	2015-16
8	94%	91%	97%

District results from the Science Exam were not available.

Evaluation

Brooklyn East Collegiate met its goal as 97% of all students passed the Living Science Regents exam and achieved proficiency as measured by a grade of 65 or higher on the Regents exam.

Summary of the Science Goal

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	N/A

Summary of the Science Goal

Our 8th graders took the NYS Regents exam for the third school year and 97% of them passed the exam. The primary driver was a veteran science teacher who has a rich background in and passion for science. Overall, we are excited to continue to strengthen the rigor of our instructional lessons and classrooms as we prepare all students to continue to excel under the Common Core standards.

Action Plan

To maintain our rate of progress along this goal, we intend to do the following things:

- Continue to use 5th-8th science curriculum to provide students with the essential understandings and skills that will prepare them for more in-depth study of Chemistry, Biology, and Physics during seventh and eighth grade.
- Continue implementing the 8th grade Living Environment curriculum.
- Continue to build out and grow the school's science lab and cross grade science collaboration.
- Continue to push and align coursework and lessons to the Common Core Regents to prepare our 8th grade students to take their first Regents exam.
- Create opportunities for collaboration between science and reading teachers so that comprehension and vocabulary strategies taught in reading class are incorporated into science class during professional development in August and throughout the year.
- Encourage teachers to share best practices at quarterly Collegiate Science Department meetings on topics such as the instruction of scientific method, questioning in the science classroom and the reinforcement of college-readiness standards into science class.

- Guarantee that students continue to participate in as many hands-on science lessons and activities during science classes as is appropriate and possible, including the addition of two science field trips this year that reinforce the curriculum and give students hands-on science experience outside of the classroom.
- Sharing resources across Uncommon with schools who have already taken NYS Regents exams to help prepare our scholars to take the Regents.

NCLB

Goal 4: NCLB

The School will make Adequately Yearly Progress.

Goal 4: Absolute Measure

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

Method

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

Results

The school was in Good Standing for the 2015-2016 school year.

Evaluation

Brooklyn East Collegiate has met this measure for the past six years.

Additional Evidence

For the past six years, Brooklyn East was in Good Standing. We do not have any further historical data.

NCLB Status by Year

Year	Status
2010-11	Good Standing
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing