

**AF NORTH BROOKLYN PREP  
CHARTER SCHOOL**

**2016-17 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Jonathan Pagan

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## INTRODUCTION

**Jonathan Pagan, Data and Policy Analyst** prepared this 2016-17 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Deborah Shanley	Chair
Jon Atkeson	Treasurer
Andy Hubbard	Secretary
Justin Cohen	Trustee
Romy Coquillette	Trustee
Lee Gause	Trustee
Lee Gelernt	Trustee
L. Priscilla Hall	Trustee
Andy Hubbard	Trustee
Judith Jenkins	Trustee
Adrienne Loiseau	Parent Representative
Daniel Russell	Trustee
Amy Arthur Samuels	Trustee
Angela Tucker	Parent Representative
Ambrose Wooden, Jr.	Trustee
Natasha Lewis	Parent Representative

**Elena Knappen has served as the principal since 2014.**

## INTRODUCTION

The mission of Achievement First North Brooklyn Prep Charter School is to provide all of our students with the academic and character skills they need to excel in top colleges, succeed in a competitive world, and serve as the next generation of leaders in their communities. We accomplish this by ensuring that every student attending the school receives a college-preparatory education and is frequently assessed to ensure that she or he is making yearly progress made towards academic goals.

Achievement First North Brooklyn Prep elementary academy opened in August 2013, and served grades K-3 in 2015-16. The student body is 78% Black, 21% Latino. 89% of students are eligible for free- or reduced-price lunches. Students are selected by a blind lottery process.

Core elements of the Achievement First model that support our ambitious goal of closing the achievement gap by preparing our students for success include:

- Unwavering focus on breakthrough student achievement
- Aggressive recruitment and retention of talent and diversity
- Consistent, proven, standards-based curriculum
- Disciplined, high-expectations achievement-oriented school culture
- Interim assessments & strategic use of data to drive instruction
- Principals with the power to lead and high-quality, focused training for leaders
- Parents as Partners

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2012-13										
2013-14										
2014-15	89	87								176
2015-16	60	93	86							239
2016-17	58	62	88	86						294

## ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

All students at Achievement First North Brooklyn Prep Charter School (AF North Brooklyn Prep) will be proficient readers and writers of the English Language.

### BACKGROUND

We are deeply rooted in our commitment to ensuring that scholars find true joy in reading and writing, and that they leave our program with a deep appreciation for great books, new information, and diverse perspectives. Reading is both a means to college and career readiness as well as a worthy endeavor in itself. Writing is a means not only to express oneself clearly and concisely, but an opportunity to ignite a passion for self-discovery and creative expression.

The achievement gap is both fueled and reinforced by a knowledge and vocabulary gap. We believe that building deep knowledge across a range of essential topics will ensure that students are stronger readers and can access complex, content-rich text. We select texts and writing assignments are selected intentionally to reinforce both *world* and *word* knowledge and to align with our history, science, music and art programs when appropriate.

We do not build knowledge for the sake of building knowledge. Our program aims to ensure that all students are curious citizens, intent on expanding their own knowledge of the world through asking questions, reading, writing and discussion. We aim to spark students' inquisitiveness and develop a sense of joy for building their knowledge. Students will seek new understandings and question their previous assumptions on a variety of topics, including those central to the human experience and current world landscape.

Our students must be voracious and critical readers of varied, complex literature and information text. All students will closely read rich text from diverse genres and perspectives to develop both their analytical skill and critical thinking. Texts are selected for their complexity and for their worthiness, ensuring students engage with revolutionary ideas, well-crafted arguments, and great literature. Our program is designed to help students make coherent, thoughtful arguments using sound and sufficient evidence, so that all students are able to speak and write in a manner that is insightful, persuasive and critical.

### Goal 1: Absolute Measure

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

### METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3<sup>rd</sup> grade in April 2017. 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

## ENGLISH LANGUAGE ARTS

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).

2016-17 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	85			1		86
4	0					0
5	0					0
6	0					0
7	0					0
8	0					0
All	85			1		86

## RESULTS

Overall, students enrolled in at least their second year at AF North Brooklyn Prep perform better on the English Language Arts Exam as their peers.

Performance on 2016-17 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	52%	85	58%	76
4				
5				
6				
7				
8				
All	52%	85	58%	76

## EVALUATION

AF North Brooklyn Prep did not achieve this goal. Across the state, scores have been significantly lower due to the shift to the Common Core Learning Standards.

## ADDITIONAL EVIDENCE

In their first year of testing, AF North Brooklyn Prep students in at least their second year had an overall proficiency of 58%.

English Language Arts Performance by Grade Level and School Year

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

## ENGLISH LANGUAGE ARTS

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3					58%	76
4						
5						
6						
7						
8						
All					58%	76

### 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 2016-17 English language arts AMO of 111. 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.<sup>2</sup>

### RESULTS

AF North Brooklyn Prep's PLI is 146, outperforming the English Language Arts AMO of 111.

#### English Language Arts 2016-17 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	12%	31%	51%	7%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 31 & + & 51 & + & 7 & = & 88 \\
 & & & & 51 & + & 7 & = & \underline{38} \\
 & & & & & & \text{PLI} & = & 146
 \end{array}$$

### EVALUATION

AF North Brooklyn Prep achieved this goal.

<sup>2</sup> In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

## ENGLISH LANGUAGE ARTS

### Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the 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.<sup>3</sup>

### RESULTS

AF North Brooklyn Prep students outperformed their district peers in 3<sup>rd</sup> grade.

2016-17 State English Language Arts Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	58%	76	26%	880
4				
5				
6				
7				
8				
All	58%	76	26%	880

### EVALUATION

AF North Brooklyn Prep achieved this goal.

### ADDITIONAL EVIDENCE

There is no past evidence because this was AF North Brooklyn Prep's first year of testing.

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					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District

<sup>3</sup> 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](#).

## ENGLISH LANGUAGE ARTS

3					58%	26%
4						
5						
6						
7						
8						
All					58%	26%

### Goal 1: Comparative Measure

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

### METHOD

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

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

### RESULTS

N/A

#### 2015-16 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6						
7						
8						
All						

**School’s Overall Comparative Performance:**



## ENGLISH LANGUAGE ARTS

N/A

### EVALUATION

North Brooklyn Prep had no students in tested grades during the reported timeframes.

### ADDITIONAL EVIDENCE

N/A

#### English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14						
2014-15						
2015-16						

#### Goal 1: Growth Measure<sup>4</sup>

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 2015-16 and also have a state exam score from 2014-15 including students who were retained in the same grade. Students with the same 2014-15 score are ranked by their 2015-16 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 2015-16 results, the most recent Growth Model data available.<sup>5</sup>

### RESULTS

N/A

<sup>4</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>5</sup> Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

## ENGLISH LANGUAGE ARTS

### 2015-16 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5		50.0
6		50.0
7		50.0
8		50.0
All		50.0

### EVALUATION

NORTH BROOKLYN PREP HAD NO STUDENTS IN TESTED GRADES DURING THE REPORTED TIMEFRAMES.ADDITIONAL EVIDENCE

N/A

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

Grade	Mean Growth Percentile			
	2013-14	2014-15	2015-16	Statewide Median
4				50.0
5				50.0
6				50.0
7				50.0
8				50.0
All				50.0

### SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

AF North Brooklyn Prep achieved one of the two goals for which it was eligible.

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
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.	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	N/A

	regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 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 state’s unadjusted median growth percentile. (Using 2015-16 results.)	N/A

## ACTION PLAN

We strongly support the rigorous Common Core aligned tests, and we have invested heavily in adapting the academic program to meet these college preparatory standards. In 2017-18 we will continue increasing the complexity of texts our scholars are reading, as well as the quality of instruction to support scholars both in building fundamental skills and developing higher order inquiry and analysis skills. Specifically, we will continue to on the following priorities in the 2016-17 school year:

1. Top quality oral and written responses – ensuring that teachers push and support scholars to produce work that is 100% correct and requires complex thinking.
2. Increased focus on text-dependent questions – supporting scholars to do close reading, annotate text, and use evidence in responses.
3. Additional time for vocabulary instruction – ensuring that instructional time is dedicated daily to building academic vocabulary.

The Achievement First network support team has created extensive guiding materials in each of these areas. In addition to curriculum, these materials include skill specific “Fundamentals of Instruction,” which provide a theoretical and practical background for best instructional practices, and intellectual preparation protocol. These resources will be used by coaches within the context of the regular coaching process to develop teacher skill in each of these areas.

## MATHEMATICS

### Goal 2: Mathematics

AF North Brooklyn Prep students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

### BACKGROUND

For students to thrive in the world they will face after college, they must be able to make sense of the world through a mathematical lens. Therefore, learning mathematics requires more than learning facts and procedures for solving certain types of problems. A well-prepared student will develop proficiency and expertise in a number of mathematical practices that have longstanding importance in mathematics education.

In the mathematics program at Achievement First North Brooklyn Prep, mathematical practices come to life through the shifts (focus, coherence, rigor) called for by the Common Core State Standards. We will continue to refine the components of and resources for the program, on our path to seeing these practices and shifts embodied by our students and driving instruction.

### Tenets of Achievement First's Mathematics Program:

1. Conceptual Understanding: comprehension of mathematical concepts, operations, and relations
  - While developing conceptual understanding, students make meaning of mathematics and make connections across mathematical ideas which allows for rapid acquisition of new knowledge, greater retention, and ability to apply in novel contexts.
2. Procedural Fluency: skill in carrying out procedures flexibly, accurately, efficiently, and appropriately
  - The development of procedural fluency allows students to focus mental energy on flexibly approaching and thinking through problems, rather than the steps to perform an accurate calculation.
3. Strategic Competence & Adaptive Reasoning: ability to formulate, represent, and solve mathematical problems; capacity for logical thought, reflection, explanation, and justification
  - The development of these habits of mind prepares students to solve mathematical problems that they may encounter throughout the rest of their academic and social lives.
4. Productive Disposition: habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.

- Students approach challenging situations as opportunities to learn and mistakes made along the way as times for feedback and reflection, not representations of personal failure. This productive disposition is the hallmark of having a growth mindset as opposed to one that is fixed.
5. **Problem Solving:** the umbrella under which all the opportunities to increase proficiency and expertise with the mathematical practices fall
- While students engage in problem solving they are making sense of problems, thinking strategically about concept and skill applications, planning and executing a viable approach, and reflecting on process and solutions.

**Goal 2: Absolute Measure**

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

**METHOD**

The school administered the New York State Testing Program mathematics assessment to students in 3<sup>rd</sup> grade in April 2017. 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.

**2016-17 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>6</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	85			1		86
4						
5						
6						
7						
8						
All	85			1		86

**RESULTS**

AF North Brooklyn Prep’s overall proficiency in math was 81%.

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<sup>6</sup> 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 2016-17 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	81%	85	90%	77
4				
5				
6				
7				
8				
All	81%	85	90%	77

EVALUATION

AF North Brooklyn Prep achieved this goal.

ADDITIONAL EVIDENCE

AF North Brooklyn Prep students in their second year performed at 90% overall proficiency in their first year of testing.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3					90%	77
4						
5						
6						
7						
8						
All					90%	77

**Goal 2: Absolute Measure**

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

## METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 mathematics AMO of **109**. 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.<sup>7</sup>

## RESULTS

AF North Brooklyn Prep’s PLI is 189, above the AMO of 109.

Mathematics 2016-17 Performance Level Index (PLI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	2%	7%	31%	60%

  

PI	=	7	+	31	+	60	=	98
				31	+	60	=	<u>91</u>
						PLI	=	189

## EVALUATION

AF North Brooklyn Prep achieved this goal.

**Goal 2: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the 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.<sup>8</sup>

## RESULTS

AF North Brooklyn Prep outperformed the local district on the state mathematics exam in 3<sup>rd</sup> grade.

<sup>7</sup> In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

<sup>8</sup> 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](#).

2016-17 State Mathematics Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	90%	77	33%	907
4				
5				
6				
7				
8				
All	90%	77	33%	907

EVALUATION

AF North Brooklyn Prep achieved this goal.

ADDITIONAL EVIDENCE

AF North Brooklyn Prep achieved this goal in their first year of state testing.

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					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3					90%	33%
4						
5						
6						
7						
8						
All					90%	33%

**Goal 2: Comparative Measure**

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

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a



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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

## RESULTS

N/A

### 2015-16 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						
4						
5						
6						
7						
8						
All						

### School’s Overall Comparative Performance:

N/A

## EVALUATION

NORTH BROOKLYN PREP HAD NO STUDENTS IN TESTED GRADES DURING THE REPORTED TIMEFRAMES.ADDITIONAL EVIDENCE

N/A

### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14						
2014-15						

2015-16						
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**Goal 2: Growth Measure<sup>9</sup>**

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

**METHOD**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2015-16 and also have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2014-15 scores are ranked by their 2015-16 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 2015-16 results, the most recent Growth Model data available.<sup>10</sup>

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5		50.0
6		50.0
7		50.0
8		50.0
All		50.0

**EVALUATION**

AF North Brooklyn Prep had no students in tested grades during the reported timeframes.

**ADDITIONAL EVIDENCE**

N/A

<sup>9</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>10</sup> Schools can acquire these data from the NYSED’s business portal: [portal.nysed.gov](http://portal.nysed.gov).

## Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2013-14	2015-16	2015-16	Statewide Median
4				50.0
5				50.0
6				50.0
7				50.0
8				50.0
All				50.0

## SUMMARY OF THE MATHEMATICS GOAL

AF North Brooklyn Prep achieved two out of two goals that it was eligible to achieve.

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.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	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 2015-16 school district results.)	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A

## ACTION PLAN

AF North Brooklyn Prep will continue the core improvement strategies established over the last two years. We will continue upgrading the curricular resources available to teachers as described under the ELA section of this Progress Report. Additionally, AF North Brooklyn Prep teachers participated in increased math-specific professional development during summer training, and will continue to receive weekly coaching. Additionally, math interventions for struggling students in grades K-4 will be more systematic, and will be triggered by the NWEA Math for Primary Grades assessment to ensure that every struggling student receives tailored extra support, and interventions will be triggered at middle and high school levels by Achievement First interim assessments.

## SCIENCE

### Goal 3: Science

AF North Brooklyn Prep students will demonstrate proficiency in the understanding and application of scientific principles.

### BACKGROUND

Our program is designed to ensure that students develop the skills and understandings necessary to be prepared for introductory college level science courses and ultimately the careers of their choice, including (but not limited to) careers in science, engineering, and technology. Our program goes beyond the floor set by current external assessments to ensure that all performance expectations set forth in the Next Generation Science Standards are met. The rigor of content, concepts, and practices gradually increases in complexity from grade band to grade band, to ensure that our scholars have the knowledge and skills to choose careers in STEM.

The program is driven by the National Research Council's Framework for K-12 Science Education, which states: "To develop a thorough understanding of scientific explanations of the world, students need sustained opportunities to work with and develop the underlying ideas and to appreciate those ideas' interconnections over a period of years rather than weeks or months." To accomplish this goal, students build background knowledge and an understanding of science by deeply engaging with a focused set of core ideas and practices throughout their educational experience. Through this intensive approach, they will build expertise and use their expertise to make sense of new information or tackle problems.

The Next Generation Science Standards call for us to teach the practices or methods of science and engineering within our content and to focus on the many methods and practices of science and engineering rather than a single method. In order to support meaningful learning in science and engineering, our science program integrates core ideas of the discipline, science and engineering practices, crosscutting concepts, and Common Core literacy and mathematics. In grades K-8, the program is based on integrated science scope & sequences produced by Achievement First, which draw on a variety of resources from educational publishers, external content experts, and internally designed materials.

### Goal 3: Absolute Measure

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

### METHOD

North Brooklyn did not have any 4<sup>th</sup> or 8<sup>th</sup> graders in the 2016-17 school year.

RESULTS

N/A

Charter School Performance on 2016-17 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8				
All				

EVALUATION

N/A

ADDITIONAL EVIDENCE

N/A

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2014-15		2015-16		2016-17	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4						
8						
All						

**Goal 3: Comparative Measure**

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

METHOD

North Brooklyn Prep had no students in tested grades for the 2016-17 school year.

RESULTS

N/A

2016-17 State Science Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8				
All				

EVALUATION

N/A

ADDITIONAL EVIDENCE

N/A

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					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
4						
8						
All						

SUMMARY OF THE SCIENCE GOAL

AF North Brooklyn Prep did not have 4<sup>th</sup> or 8<sup>th</sup> graders this year, and thus did not administer the science assessment and was not eligible for any measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	N/A
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.	N/A

ACTION PLAN

AF North Brooklyn Prep will continue the development of the science program in partnership with Achievement First, which is working with BSCS, a national leader in the development and evaluation of K-12 science programs.

## NCLB

### Goal 4: NCLB

The school will make Adequate Yearly Progress.

#### Goal 4: Absolute Measure

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

### METHOD

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

### RESULTS

AF North Brooklyn Prep is in Good Standing.

### EVALUATION

AF North Brooklyn Prep achieved this goal.

### ADDITIONAL EVIDENCE

AF North Brooklyn Prep is in Good Standing.

NCLB Status by Year

Year	Status
2014-15	
2015-16	
2016-17	Good Standing