



BROOKLYN DREAMS

A PUBLIC CHARTER SCHOOL MANAGED
BY NATIONAL HERITAGE ACADEMIES

**BROOKLYN DREAMS
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

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

National Heritage Academies prepared this 2013-14 Accountability Progress Report, on behalf of the Brooklyn Dreams Board of Trustees

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

INTRODUCTION

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

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

We started in 2010 by serving 196 students in grades K-3, and we have added one grade level each year. In fall 2014, we will serve 574 students in grades K-7¹, of whom 87 percent qualify for free or reduced price lunch.

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

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

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2010-11	39	51	51	52	-	-	-	-	-	-	-	-	-	193
2011-12	40	51	50	52	52	-	-	-	-	-	-	-	-	245
2012-13	75	73	77	73	52	53	-	-	-	-	-	-	-	403
2013-14	66	78	79	78	76	51	51	-	-	-	-	-	-	479

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

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement a curricular program, including a robust system of assessment, which is built around the Common Core Learning Standards (CCLS) and aligns with our mission².

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

With the changes to the state standards, we began planning changes we would need to make to meet these new, more rigorous learning expectations. Through the partnership with our education management organization, an evaluation was completed of our current reading and math curricular tools – Imagine It (K- 5), Houghton Mifflin Literature (6), Think Math (K- 5), and Holt Math (6) – to determine alignment with the new standards. In both cases it was determined that the tools were not optimal for helping our students meet the new demands. Therefore, the important search for new, better aligned programs was initiated. Additionally, as the search was undertaken, short-term plans were implemented to fill the gaps in our reading and math curricular programs until suitable replacements were ready.

Goal 1: Absolute Measure

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

Method

Brooklyn Dreams administered the New York State Testing Program (NYSTP) English language arts (ELA) assessment to students in 3rd through 6th grade in April 2014. 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. It is important to note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

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

**2013-14 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
3	79	0	0	1	80
4	75	0	0	6	81
5	52	0	0	2	54
6	51	0	0	2	53
7	-	-	-	-	-
8	-	-	-	-	-
All	257	0	0	11	268

Results

Of students in at least their 2nd year, 18 percent achieved Level 3 on the 2013-14 NYSTP ELA Exam.

**Performance on 2013-14 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	22%	79	20%	69
4	19%	72	22%	64
5	15%	52	15%	47
6	10%	51	11%	46
7	-	-	-	-
8	-	-	-	-
All	18%	254	18%	226

Evaluation

Brooklyn Dreams did not meet this measure. With the changes to the state test, scores dropped making the 75 percent goal extremely difficult to meet.

As mentioned above, short-term plans were implemented to fill the gaps in our reading and math curricular programs until better aligned programs were ready. Our short-term strategy for ELA has not yielded the results we had hoped. Over the last year, new programs in basal reading and literature were considered. Two programs were selected that are closely aligned with the Common Core standards and that provide teachers with better support for classroom implementation. These programs will be implemented in the 2014-15 school year, and professional development is being provided to staff to support their implementation. We have a high degree of confidence that these changes, combined with our implementation of frequent common assessments, will lead to increases in ELA performance for our students.

³ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Additional Evidence

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	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	63%	52	29%	45	20%	69
4	75%	45	16%	43	22%	64
5	-	-	10%	48	15%	47
6	-	-	-	-	11%	46
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	69%	97	18%	136	18%	226

Goal 1: Absolute Measure
 Each year, the school’s aggregate Performance Level Index (PLI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. 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.

Results

Brooklyn Dream’s did not meet the overall AMO target of 89, but they did meet the threshold for schools with enrollment of 220-279 students tested, which was 82.

English Language Arts 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
254	31.9%	50.8%	14.6%	2.8%

$$\begin{aligned}
 \text{PI} &= 50.8 + 14.6 + 2.8 = 68.2 \\
 & \quad \quad \quad 14.6 + 2.8 = 17.4 \\
 & \quad \quad \quad \text{PLI} = 85.6
 \end{aligned}$$

Evaluation

While the school did not meet the hard target of 89 for the 2013-14 AMO, they did meet the target of 82, which is the target for schools between 220 and 279 tested students.

Goal 1: Comparative Measure

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

Method

We compare 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 we 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.

Results

In 2013-14, 18 percent of Brooklyn Dreams students scored at or above Level 3 on the NYSTP ELA exam, compared to 34 percent of students enrolled in the local district public schools.

**2013-14 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	20%	69	35%	2775
4	22%	64	37%	2696
5	15%	47	35%	2713
6	11%	46	30%	2211
7	-	-	-	-
8	-	-	-	-
All	18%	226	34.5%	10395

Evaluation

Brooklyn Dreams did not meet this threshold. While 34 percent of the local school district's students were proficient, 18 percent of the Brooklyn Dreams students were proficient.

It is important to note that CSD 22 serves significantly fewer students who are considered to be economically disadvantaged. At Brooklyn Dreams, 87 percent qualify for free or reduced price lunch. In Community School District (CSD) 22, only 57 percent of students qualify for free or reduced price lunch.

Additional Evidence

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	39.2%	55.4%	28.9%	32.0%	20%	35%
4	42.2%	60.6%	16.3%	33.7%	22%	37%
5	-	-	10.4%	34.6%	15%	35%
6	-	-	-	-	11%	30%
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	40.6%	58.0%	18.4%	32.3%	18%	34.5%

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.⁴

Method

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

In 2012-13 Brooklyn Dreams achieved an ELA Effect Size of -0.03.

⁴ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

2012-13 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		76	27.6%	19.9%	7.7	0.62	
4		52	17.3%	19.1%	-1.8	-0.15	
5		51	11.8%	22.5%	-10.7	-0.88	
6							
7							
8							
All		82.4%	179	20.1	20.4	-0.3	-0.03

School's Overall Comparative Performance:
Lower than expected

Evaluation

Performance was above expected for 3rd grade, but lower than expected for 4th and 5th grade.

Additional Evidence

While the effect size in 2012-13 was barely lower than expected, there has been demonstrable improvement in Brooklyn Dreams' effect size over time.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3	73.0%	51	21.6	42.9	-1.44
2011-12	3-4	76.7%	102	39.8	42.9	-0.19
2012-13	3-5	82.4%	179	20.1	20.4	-0.03

Goal 1: Growth Measure⁵

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade.

⁵ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

Students with the same 2011-12 score are ranked by their 2012-13 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.⁶

Results

In 2012-13 Brooklyn Dreams had a Mean Growth Percentile (MGP) that was slightly above the state average in 4th grade and slightly below the state average in 5th grade. The overall school MGP for ELA was 50⁷, which was at the state average.

2012-13 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
3	-	-
4	52	50
5	48	50
6	-	50
7	-	50
8	-	50
All	50	50

Evaluation

The school did not meet this measure. Their MGP was at the state average, but the goal is to be above the state average.

Additional Evidence

In the 2012-13 school year, the Institute began evaluating student growth for Brooklyn Dreams through a new goal which requires the school's unadjusted mean growth percentile to meet or exceed the state's unadjusted median growth percentile.

A closer look at the actual ELA school growth percentile (SGP) for 2012-13 reveals that the school's unadjusted mean growth percentile was a 49.9, while the state provided growth file on the Information and Report Services (IRS) Portal indicates that Brooklyn Dreams had a SGP of 50. Whether the SGP was 50 or 49.9, we see the school's performance as statistically indistinguishable from a SGP goal of 50. We believe that a nuanced evaluation of the school's performance indicates that, for all intents and purposes, Brooklyn Dreams met this goal in ELA.

⁶ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

⁷ Data source: New York State Education Department's secure portal.

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

Grade	Mean Growth Percentile			
	2010-11 ⁸	2011-12 ⁷	2012-13	Statewide Average
3			-	-
4			52	50
5			48	50
6			-	50
7			-	50
8			-	50
All			50	50

Summary of the English Language Arts Goal

While we have not yet fully met all of our goals in ELA, Brooklyn Dreams has demonstrated improvement towards meeting these goals in each year of the charter term.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Did Not Achieve
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Did Not Achieve

Action Plan

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

⁸ Grade level results not available.

- *Update our curricular tools.* As previously mentioned, new curricular tools are being implemented to better support implementation of the state’s Common Core standards in ELA and math. In 2013-14, we implemented *Holt Literature* in middle school. In 2014-15, *Reading Street* will be utilized in grades K-5. We have given our teachers extensive professional development to help them use these new tools effectively. We will continue offering this training and support through this transition.
- *Modify our assessment strategy.* In the first four years of our charter term, we administered the Northwest Evaluation Association’s (NWEA) Measures of Academic Progress (MAP) three times per year in language usage, math, and reading. Over time, our program of assessment has evolved as we strive to meet the demands of New York’s career- and college-readiness standards. For this reason, we will adjust assessment practices to better serve students. In our intensified approach, we will:
 - Administer the NWEA MAP in the fall and spring in reading and math.
 - In 2015-16, we will adopt a formative assessment framework in grades K-8 in ELA and math that is aligned to the state’s Common Core Learning Standards. These assessments will provide common benchmarking data to ensure that students are mastering the essential knowledge they need to be successful on the NYSTP.
 - Administer the Ready New York Common Core assessments by Curriculum Associates in grades 2-8 in January as a mock NYSTP assessment. Results will be closely analyzed to determine what instructional adjustments should be made prior to the NYSTP administration in the spring.
 - Administer Fountas and Pinnell assessments in grades K-6.
- *Implement flexible groupings during workshop.* Teachers will offer differentiated instruction through regularly scheduled workshop sessions and flexible grouping – approaches designed to meet each student’s individual learning needs. Teachers and support staff will receive professional development focused on the Guided Reading instructional approach with small groups of students with similar reading levels.
- *Provide extended day/year academic intervention.* Students will have the opportunity to attend after-school and summer-learning programs. These sessions will emphasize an intensified approach to intervention that focuses on fewer high-priority reading skills. Additionally, we will continue to partner with the READ Alliance to provide one-on-one tutoring to students in grades K-1, as well as students in grade two who demonstrate academic need for the program.

MATHEMATICS

Goal 2: Mathematics

All students will be proficient in math.

Background

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement a curricular program, including a robust system of assessment, which is built around the Common Core Learning Standards (CCLS) and aligns with our mission⁹.

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

With the changes to the state standards, we began planning changes we would need to make to meet these new, more rigorous learning expectations. Through the partnership with our education management organization, an evaluation was completed of our current reading and math curricular tools – Imagine It (K- 5), Houghton Mifflin Literature (6), Think Math (K- 5), and Holt Math (6) – to determine alignment with the new standards. In both cases it was determined that the tools were not optimal for helping our students meet the new demands. Therefore, the important search for new, better aligned programs was initiated. Additionally, as the search was undertaken, short-term plans were implemented to fill the gaps in our reading and math curricular programs until suitable replacements were ready.

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

Brooklyn Dreams administered the NYSTP mathematics assessment to students in 3rd through 6th grade in April 2014. 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.

⁹ When the school opened in fall 2010, the curriculum was built around the New York State Learning Standards. It has since been updated to reflect the State's adoption of the Common Core Learning Standards for ELA and math.

**2013-14 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹⁰			Total Enrolled
		IEP	ELL	Absent	
3	79	0	0	1	80
4	76	0	0	6	82
5	52	0	0	2	54
6	51	0	0	2	53
7	-	-	-	-	-
8	-	-	-	-	-
All	258	0	0	11	269

Results

In 2013-14, 38 percent of students achieved proficiency on the NYSTP math exam while 39 percent of students at the school for 2+ years were proficient.

**Performance on 2013-14 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
3	47%	79	48%	69
4	33%	73	38%	64
5	41%	52	38%	47
6	28%	51	28%	46
7	-	-	-	-
8	-	-	-	-
All	38%	255	39%	226

Evaluation

Brooklyn Dreams did not meet this measure with 39 percent of returning students scoring proficient on the state test.

Additional Evidence

Brooklyn Dreams is making progress toward this goal, with the percent of students achieving proficiency rising by 9 percentage points over the last year.

¹⁰ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	96%	51	56%	45	48%	69
4	91%	45	28%	43	38%	64
5	-	-	8%	48	38%	47
6	-	-	-	-	28%	46
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	94%	96	30%	136	39%	226

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.¹¹

Results

Brooklyn Dream's met the overall AMO target of 86 for 2013-14, and they met the number for schools with their number of students tested, which was 79.

Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	22.8%	39.6%	27.5%	10.2%

$$\begin{array}{rclclclcl}
 \text{PI} & = & 39.6 & + & 27.5 & + & 10.2 & = & 77.3 \\
 & & & & 27.5 & + & 10.2 & = & \underline{37.7} \\
 & & & & & & \text{PLI} & = & 115
 \end{array}$$

¹¹ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Evaluation

Brooklyn Dream's met both the hard AMO target of 86 and the number for schools with 220-279 students tested, which was 79.

Goal 2: Comparative Measure

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

Method

Brooklyn Dreams 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 Brooklyn Dreams had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.¹²

Results

Brooklyn Dreams did not meet this target. While they outperformed the local district in 3rd grade, they did not outperform in grades 4-6.

**2013-14 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	48%	69	43%	2832
4	38%	64	45%	2734
5	38%	47	46%	2772
6	28%	46	36%	2248
7	-	-	-	-
8	-	-	-	-
All	39%	226	43%	10,586

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

Evaluation

The students at Brooklyn Dreams did not attain comparable proficiency to CSD 22. The students in the third grade were ahead of the school district; grades 4 - 6 were behind the local school district.

Additional Evidence

While Brooklyn Dreams did not outperform the local district, they did move closer in 2013-14, reducing the gap from 8 percentage points in 2012-13 to 4 percentage points in 2013-14.

**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	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	57%	61%	56%	37%	48%	43%
4	53%	73%	28%	42%	38%	45%
5	-	-	8%	35%	38%	46%
6	-	-	-	-	28%	36%
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	55%	67%	30%	38%	39%	43%

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.¹³

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares Brooklyn Dreams' performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares Brooklyn Dreams' actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. 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 small degree is the requirement for achieving this measure.

¹³ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

The overall school effect size for 2012-13 is higher than expected to a medium degree.

2012-13 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		76	55.9	23.4	32.5	1.94
4		52	32.7	24.7	8.0	-.47
5		51	7.8	22.6	-14.8	-0.98
6						
7						
8						
All	82.4%	179	35.6	23.6	12.0	0.69

School’s Overall Comparative Performance:
Higher than expected to a medium degree

Evaluation

The school met this measure with an effect size of 0.69.

Additional Evidence

The effect size in 2012-13 was higher than expected to a medium degree, and there has been a marked improvement in this metric over the last three years, indicating that the school is moving in the right direction.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3	73%	52	32.6	48.0	-0.81
2011-12	3-4	76.7%	103	55.3	52.8	0.13
2012-13	3-5	82.4%	179	35.6	23.6	0.69

Goal 2: Growth Measure¹⁴

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

Method

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

Given the timing of the state’s release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.¹⁵

2012-13 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
3	-	-
4	53	50.0
5	53.5	50.0
6		50.0
7		50.0
8		50.0
All	53	50.0

Evaluation

Brooklyn Dreams met this measure with a MGP of 53, which is larger than the state average of 50.

Additional Evidence

In the 2012-13 school year, the Institute began evaluating student growth for Brooklyn Dreams through a new goal which requires the school’s unadjusted mean growth percentile to meet or exceed the state’s unadjusted median growth percentile.

Brooklyn Dreams exceeded the goal in math.

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

¹⁵ 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			
	2010-11 ¹⁶	2011-12 ¹⁴	2012-13	Statewide Average
3			-	-
4			53	50.0
5			53.5	50.0
6				50.0
7				50.0
8				50.0
All			53	50.0

Summary of the Mathematics Goal

Brooklyn Dreams has continued to make progress in mathematics, achieving 3 of their 5 goals, and the school has made progress toward achieving the other two goals.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Did Not Achieve
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 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

¹⁶ Grade level results not available.

Action Plan

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

- *Update our curricular tools.* As previously mentioned, new curricular tools are being implemented to better support implementation of the state's Common Core standards in math. In 2013-14, we implemented *Big Ideas Math* in middle school. In 2015-16, *Math Expressions* will be utilized in grades K-5. We have given our teachers extensive professional development to help them use these new tools effectively. We will continue offering this training and support through this transition.
- *Modify our assessment strategy.* In the first four years of our charter term, we administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) three times per year in language usage, math, and reading. Over time, our program of assessment has evolved as we strive to meet the demands of New York's career- and college-readiness standards. For this reason, we will adjust assessment practices to better serve students. In our intensified approach, we will:
 - Administer the NWEA MAP in the fall and spring in reading and math.
 - In 2015-16, we will adopt a formative assessment framework in grades K-8 in ELA and math that is aligned to the state's Common Core Learning Standards. These assessments will provide common benchmarking data to ensure that students are mastering the essential knowledge they need to be successful on the NYSTP.
 - Administer the Ready New York Common Core assessments by Curriculum Associates in grades 2-8 in January as a mock NYSTP assessment. Results will be closely analyzed to determine what instructional adjustments should be made prior to the NYSTP administration in the spring.
 - Administer Fountas and Pinnell assessments in grades K-6.
- *Implement flexible groupings during workshop.* Teachers will offer differentiated instruction through regularly scheduled workshop sessions and flexible grouping – approaches designed to meet each student's individual learning needs. Teachers and support staff will receive professional development focused on the Guided Reading instructional approach with small groups of students with similar reading levels.
- *Provide extended day/year academic intervention.* Students will have the opportunity to attend after-school and summer-learning programs. These sessions will emphasize an intensified approach to intervention that focuses on fewer high-priority math skills.

SCIENCE

Goal 3: Science

Students will be proficient in science.

Background

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. As such, we implement a rigorous curricular program, including a robust system of assessment, which is built around the New York State Learning Standards (NYSL) for science and aligns with our mission. Staff is provided with professional development to support the implementation of the school's science curriculum.

Goal 3: Absolute Measure

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

Method

Brooklyn Dreams administered the NYSTP science assessment to students in 4th grade in spring 2014. Brooklyn Dreams converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

**Charter School Performance on 2013-14 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	85%	66	84%	75
8	-	-	-	-
All	85%	66	84%	75

Evaluation

Brooklyn Dreams met this goal with 85 percent of 2+ year students achieving proficiency on the state test. Currently the school only serves grades K-6, so no 8th grade students were tested.

Additional Evidence

In 2013-14, science proficiency at Brooklyn Dreams exceeded the goal of 75 percent proficient.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	74%	50	100%	50	85%	66
8	-	-	-	-	-	-
All	-	-	100%	50	85%	66

Goal 3: Comparative Measure

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

Method

Brooklyn Dreams 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 Brooklyn Dreams had tested students in at least their second year and the results for the respective grades in the local school district.

Results

Brooklyn Dreams achieved a proficiency rate of 85 percent in science. Data for the district public schools is not yet available. Therefore, we are unable to compare Brooklyn Dreams scores to those of the district schools.

**2013-14 State Science Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	85%	66	n/a	n/a
8	-	-	n/a	n/a

Additional Evidence

Brooklyn Dreams proficiency in 2012-13 was above the local district, with 100% of students proficient in science. 2013-14 science results are not yet public, so a comparison to the district cannot be made.

**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					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	74%	89%	100%	91%	85%	TBD
8	-	63%	-	-	-	TBD
All	74%	77%	100%	91%	85%	TBD

Summary of the Science Goal

Brooklyn Dreams has met its science goals, both in absolute proficiency and in the comparison to the local district.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	Achieved (2012-13)

Action Plan

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

NCLB

Goal 4: NCLB

Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

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

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

Results

Brooklyn Dreams’ is in “good standing”.

Additional Evidence

Brooklyn Dreams was not identified as a focus school based on their 2011-12 data. Under NCLB accountability schools will not be identified as focus schools through the rest of the waiver period.

NCLB Status by Year

Year	Status
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

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

APPENDIX B: OPTIONAL GOALS

Goal 5: National Norm Referenced Assessment

Goal 5: Growth Measure

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

Method

The school administered the Northwest Evaluation Association (NWEA) Primary Grade Assessment (PGA) to grades K-1 and the NWEA Measure of Academic Performance (MAP) to grades 2-8 in reading, language usage, and mathematics in the fall, winter and spring of the 2013-14 school year.

Results

Brooklyn Dreams met this goal with 55 percent of students making growth.

Grade	Cohort Size	Percent Meeting NWEA Typical Growth
		2013-14
K	78	89%
1	76	70%
2	78	43%
3	79	47%
4	76	43%
5	51	57%
6	51	57%
All	489	55%

Evaluation

Brooklyn Dreams exceeded this goal.

Goal 5: Attainment Measure

The median percentile for students in the spring of their 3rd year will be = 50 (combination of reading, math, and language usage) by the spring of their 3rd year.

Method

The school administered the NWEA reading, language usage, and mathematics in the fall, winter and spring of the 2013-14 school year.

Results

Brooklyn Dreams met this goal with a median percentile of 58 for students in at least their 3rd year.

Grade	Median RIT Score Percentile
2	64
3	61
4	64
5	59
6	49
All	58

Evaluation

Brooklyn Dreams met this goal overall, and in every grade except 3rd grade where students were at the 49th percentile.

Goal 5: Comparative Measure

The school will meet or exceed the growth of comparable students (using NWEA GRD) for 17 of 24 comparison categories by the 3rd year, e.g. grade 2 reading is one category, grade 3 reading is another category, etc. Typical numbers of categories by the 3rd year would be 24.

Method

The school administered the NWEA reading, language usage, and mathematics in the fall, winter and spring of the 2013-14 school year.

Results

Brooklyn Dreams did not meet this goal.

Grade	Language Usage	Math	Reading
2	75%	108%	62%
3	78%	100%	86%
4	50%	89%	83%
5	100%	131%	110%
6	78%	133%	100%

Evaluation

Brooklyn Dreams did not meet this goal. Seven of 15 comparison categories had a median rate of growth over 100 percent.

Goal 5: Performance Measure

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

Method The school administered the NWEA reading, language usage, and mathematics in the fall, winter and spring of the 2013-14 school year.

Results

Brooklyn Dreams met this goal.

Grade	> 50th Percentile	# Tested
K	50%	4
1	77%	71
2	62%	75
All	68%	150

Evaluation

Brooklyn Dreams met this goal with 68 percent of K-2 students that are in at least their 2nd year scoring at or above the 50th percentile.

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

Method

The student attendance rate is determined using the school’s Average Daily Attendance during the 2013-2014 school year.

Results

For 2013-2014, the student attendance rate for Brooklyn Dreams Charter School was 94.34%

Evaluation

Brooklyn Dreams did not meet this goal. With an attendance rate of 94.34%, Brooklyn Dreams Charter School did not meet the stated measure by 0.6%.

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

Method

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

Results

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

Evaluation

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

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

Method

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

Results

In comparison to full enrollment as defined in its charter school contract, Brooklyn Dreams Charter School's enrollment was 96.4%.

Evaluation

Brooklyn Dreams met this goal with an enrollment of 96.4% when compared to full enrollment as defined in its contract.

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

Method

Brooklyn Dreams Charter School will retain an independent certified accounting firm to review the school's financial transactions during the 2013-2014 school year.

Results

Brooklyn Dreams has contracted with an independent certified public accounting firm to complete an audit of the 2013-14 school year. This audit is in process and will be submitted to the Institute on or before November 1.

Evaluation

Brooklyn Dreams has contracted with an independent certified public accounting firm to complete an audit of the 2013-14 school year. This audit is in process and will be submitted to the Institute on or before November 1.

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

Method

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

Results

Brooklyn Dreams Charter School maintained a stable cash flow for the school year ending in 2014.

Evaluation

Brooklyn Dreams met this goal by maintaining a stable cash flow for the school year ending in 2014.

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

Method

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

Results

During 2013-2014, 264 parents of the school’s 479 students responded to the Parent survey. Of the total responses, 78 percent of parents expressed satisfaction with the school’s program.

Evaluation

Brooklyn Dreams did not meet this goal. In 2013-14, 78 percent of respondents expressed satisfaction with the school’s program, missing the charter goal by 2 percentage points.

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

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

Parent satisfaction with Brooklyn Dreams’ academic program remained high until spring 2014 when it decreased to 78%. We believe this decrease is directly correlated to changes in our school leadership and subsequent teacher turnover.

In July 2012, we approved Ms. Letta Belle as the school’s new principal with the primary responsibility of enacting change to directly improve the school environment and accelerate student attainment. As a result of this change in leadership, Dreams experienced its first significant challenge to its organizational viability. Teacher turnover increased during this leadership transition,

reaching a high of 45 percent in the 2012-13 school year. Almost all of this turnover occurred at the end of the 2012-13 school year and it required us to hire several new teachers. These new hires were in addition to the positions we needed to fill for our expansion into grade six. Below is a chart summarizing Dreams’ teacher turnover during the term of the charter.

Teacher Turnover			
2010-11	2011-12	2012-13	2013-14 (Year to date)
39%	18%	45%	14%

We were not surprised to see teacher turnover increase during the leadership transition, nor were we surprised to see a correlative decrease in parent satisfaction. We know that change can be inherently unsettling for people at all levels of an organization, including parents, students, and staff. Some of this turnover was required to make the needed educational program improvements Principal Belle was hired to implement.

To stabilize our staffing, we have created a Staff Morale Committee that has implemented the following initiatives:

- *On-the-Spot Recognition:* We immediately recognize strong instruction on the spot by publicly recognizing the teacher, or by leaving the teacher a note that recognizes the specific positive behavior or instructional strategy.
- *Release time:* We raffle “Dean Time” so teachers have an opportunity to win additional release time that is provided by their Dean. Raffle winners receive 45 minutes of “Dean Time” to devote to any priority that they think would benefit from more time.
- *Feedback:* We regularly collect feedback from individual teachers during weekly one-on-one meetings with each Dean; we also collect feedback in the aggregate via staff meetings. Based on this feedback, we have learned when additional classroom materials are needed, and we have moved quickly to provide the requested resources.
- *Breakfast:* Every Wednesday, our leadership team cooks a homemade breakfast for staff. We serve a hot meal that includes anything from pancakes and waffles to eggs and omelets. Serving breakfast provides a great way for the school to demonstrate servant leadership and to honor our staff.

While we believe stabilizing staff will lead to improvements in parent satisfaction, we are also implementing the following initiatives to further improve parent satisfaction:

- *Parent Workshops:* In addition to newsletters and regular home-school communications, we have established parent workshops as a means of enhancing our communications with parents. At these workshops, we share pertinent information about the school’s programs and current hot topics (i.e., state testing). We also invite parent feedback during each workshop so we can improve future workshops.
- *Read to Students:* Our goal is to establish Brooklyn Dreams as a place where parents are not merely guests in the school, but are part of the school’s fabric. One way we are working to accomplish this is by inviting parents to read to their child’s classroom.
- *Honor Parent Volunteers:* We hold an annual luncheon to honor the parents who regularly volunteer at the school.

- *Parent Involvement Organization:* We established a parent organization that is primarily focused on enhancing home-school connections. In the 2013-14 school year, this organization sponsored two school dances, one for mothers and sons and one for fathers and daughters.

We will continue to closely monitor staff turnover and parent satisfaction to ensure that these initiatives lead to improvement.

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

Method

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

Results

During 2013-14, the majority of the school's teachers responded to the school's annual survey. Of the total responses, 80.5 percent of teachers expressed satisfaction with the school's program.

Evaluation

Brooklyn Dreams Charter School exceeded this goal with the majority of teachers responding to the teacher survey. In addition, 80.5 percent of respondents expressed satisfaction with the school's program, exceeding the charter goal by 10.5 percentage points.

Goal 13: Student Satisfaction. Brooklyn Dreams Charter School will have students in grades 6 and higher participate, each year, in the NYCDOE Learning Environment Survey. Students will express satisfaction with Brooklyn Dreams Charter School as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect.

Method

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

Results

2013-14 is the first year Dreams served grade 6 and results are not yet available.

Evaluation

2013-14 is the first year Dreams served grade 6 and results are not yet available.

APPENDIX C: SUPPLEMENTARY TABLES

The school may wish to use the following supplemental tables in the **Additional Evidence** sections. They are organized by subject and measure. Table titles need to be adapted to reflect the appropriate subject area, i.e. English language arts, mathematics, etc.

ELEMENTARY AND MIDDLE SCHOOLS: ENGLISH LANGUAGE ARTS AND MATHEMATICS

ELA Academic Performance – Average Scaled Scores
 Average scaled scores are another measure of academic performance that can sometimes tell a different story than proficiency percentages. Average scaled scores correlate directly to the percentage of questions that students answered correctly on the state test, and can capture movement within performance levels as well as movement between performance levels.

In all grades, Brooklyn Dreams’ average scaled score was below that of the district and state average. However, the gap between Brooklyn Dreams average scaled score and that of the district and state is closer than the proficiency percentage would indicate. At the high end, 3rd and 4th grade’s average scaled scores of 296 is equivalent to only about 1.25 fewer questions correct than the state average. The average scaled score in 6th grade was 291 and is four questions below the state average.

2013-14 English Language Arts Average Scaled Score Comparison by Grade Level

Grade	ELA Average Scaled Score on the 2013-14 New York State Exam		
	Brooklyn Dreams	CSD #22	State Average
	Average Scaled Score	Average Scaled Score	Average Scaled Score
3	296	302	300
4	296	305	300
5	293	304	300
6	291	301	300
7	--	299	300
8	--	300	300

Math Academic Performance – Average Scaled Scores
 Average scaled scores are another measure of academic performance that can sometimes tell a different story than proficiency percentages. Average scaled scores correlate directly to the percentage of questions answered correctly on the state test, and can capture movement within performance levels as well as movement between performance levels.

In all grades, Brooklyn Dreams average scaled score was at or above the state average scaled score. Additionally analyzing the average scaled score of Brooklyn Dreams and CSD#22 tells a slightly different story than the proficiency percentages would indicate. For instance, in 6th grade Brooklyn Dreams has a higher average scaled score than CSD#22, yet has a proficiency percentage that is 8 percentage points below the local district. This indicates that even though Brooklyn Dreams had

less proficient students, on average their students answered more questions correctly on the state test.

**2013-14 Math Average Scaled Score
Comparison by Grade Level**

Grade	Math Average Scaled Score on the 2013-14 New York State Exam		
	Brooklyn Dreams	CSD #22	State Average
	Average Scaled Score	Average Scaled Score	Average Scaled Score
3	307	305	300
4	300	309	300
5	305	313	300
6	306	304	300
7	--	304	300
8	--	303	300