

## Accountability Plan Progress Reports for the 2009-10 School Year

### Reader's Guide

*SUNY Authorized Charter Schools*

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the SUNY Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. In order to determine whether a school has met that high standard, **each charter school that the SUNY Board of Trustees authorizes is required to enter into an accountability agreement, known as an Accountability Plan**, which ultimately becomes part of its charter.

**The Charter Schools Institute closely monitors each school's progress toward achieving the goals outlined in its Accountability Plan.**

In addition, as part of its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.** The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular state exam. Each year, the state administers English language arts and mathematics tests to 3<sup>rd</sup> through 8<sup>th</sup> grade, science tests to the 4<sup>th</sup> and 8<sup>th</sup> grades, and, up through 2009-10, social studies tests to the 5<sup>th</sup> and 8<sup>th</sup> grades.

Important Note: **The Accountability Plan Progress Report is authored by the charter school.** In reporting school progress toward meeting the outcome measures set forth in the Accountability Plan, schools are encouraged to build a case for the effectiveness of their program, and to lay the groundwork for writing a Renewal Application and ultimately for charter renewal. **The school's evaluation of its own progress does not necessarily reflect the conclusions of the Institute.** Further, the Institute does not affirm the completeness or accuracy of the report's data and may not endorse the school's characterization of the progress it has made toward achieving its Accountability Plan goals. Throughout the life of the school's charter, the Institute will visit each school, generating Institute School Visit Reports and, at the end of each charter period, a Renewal Report (select the <back> button in your browser to return to the school profile to see any/all available reports). These reports include detailed summaries of the Institute's observations of the school, as well as its evaluation of student performance and progress toward meeting the academic subject goals in its Accountability Plan.



2009 - 2010  
ACCOUNTABILITY PLAN  
PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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Daniel Rubenstein prepared this 2009-2010 Accountability Progress Report on behalf of the school's board of trustees:

| Trustee's Name        | Board Position   |
|-----------------------|--|
| Luyen Chou            | Chair, Executive Committee   |
| Daniel Rubenstein     | Trustee, Academic Oversight, Executive, Governance & Nominating, Development, Audit/Finance Committees |
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| Janice Savin-Williams | Special Advisor  |
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**INTRODUCTION**

Located in Brooklyn School District 15 and currently in Brooklyn’s Sunset Park neighborhood, Brooklyn Prospect Charter School opened on September 8, 2009 to one hundred and one sixth grade students. Adding 100 students per year, at full capacity Brooklyn Prospect will serve 700 students in grades six through twelve, graduating our first class of seniors in 2016.

**Our Mission**

Serving grades six through twelve, Brooklyn Prospect pairs students with excellent teachers in a college preparatory environment using the pillars of International Baccalaureate program. We prepare students for success as global citizens and help students develop the love of learning that provides the foundation for personal and professional success.

**Brooklyn Prospect is committed to:**

- Focusing on each student's academic and personal success
- Teaching the skills and habits of mind necessary for success in the global community
- Recruiting, training and retaining excellent teachers
- Reflecting the diversity of Brooklyn's neighborhoods

**School Enrollment by Grade Level and School Year**

| School Year | K | 1 | 2 | 3 | 4 | 5 | 6   | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-------------|---|---|---|---|---|---|-----|---|---|---|----|----|----|-------|
| 2009-10     |   |   |   |   |   |   | 101 |   |   |   |    |    |    | 101   |

## ENGLISH LANGUAGE ARTS

### **Goal 1: English Language Arts**

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

### **Background**

In the Sixth Grade English Language Arts course students develop the *receptive* literacy skills of listening, viewing, and reading, and the *expressive* literacy skills of speaking and writing, following the standards laid out by the state of New York. Students' work on receptive skills includes class read-alouds, independent choice reading texts, non-fiction research, whole-class graphic novels and other illustrated texts, as well as viewing a variety of print and video media. The thematically organized curriculum scaffolds narrative, persuasive, autobiographical and poetic speaking and writing, leading students through the writing process to more formal in-class presentations and final publication in a year-end collection of student work. A curriculum map was created in the summer of 2009 to ensure all New York state standards would be covered, and the map was updated consistently both to reflect the actual progress of the students, and to link the students' work in sixth grade to the curricula mapped for the seventh and eighth grade English Language Arts courses.

While instruction in English Language Arts takes a variety of forms, including small group station rotations, whole-class and small group discussions, and independent reading and writing projects, each class begins with a "Do Now," often focusing on building student vocabulary or highlighting a writing skill, and typically has a mini-lesson that involves a read-aloud or a sample of high-quality student work. Students are assessed through a variety of means, including student reading logs, class work that includes reading, listening and writing work, homework, writing project portfolios (narrative, persuasive, and poetic), and student projects and presentations. Two English classes are collaboratively team taught with a Learning Specialist.

After initial data collection in the form of the Terra-Nova Reading Comprehension and Written Language tests, our faculty identified two school-wide literacy goals: building vocabulary skills by teaching students to determine the meaning of unfamiliar words using context clues and reference materials, and approaching writing as a thinking skill by teaching the paragraph as a unit of argument that presents evidence in support of a claim.

The English Language Arts teacher engaged in professional development with the Brooklyn Prospect faculty, which focused on differentiation as part of a year-long program. In addition to reading several selections from books and articles in professional journals on engaging reluctant readers, he has also met seven times with a consultant for training in both grading New York state tests and designing appropriate benchmark assessments, and he collaborated with the school's Learning Specialist to differentiate the classroom according to interest, readiness, and learning style through independent choice texts, tiered reading assignments, readiness-based station teaching, and mixed media study of narrative writing, persuasion and literary analysis.

**Goal 1: Absolute Measure 1**

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State English Language Arts examination.

**Method**

The school administered the New York State Testing Program English Language Arts assessment to students in sixth grade in April 2010. Each student’s raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

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 been enrolled for less than one year.

**2009-10 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 |                |
| 6     | 100          | 0                       | 0   | 1      | 101            |
| All   | 100          | 0                       | 0   | 1      | 101            |

**Results**

77% of our total sixth grade students achieved greater than a 650 Scale Score.

**Charter School Performance on 2009-10 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year**

| Grade | Population                                | Percent Scoring at or above 650 | Number Tested |
|-------|---|---------------------------------|---------------|
| 6     | All Students                              | 77%                             | 100           |
|       | Students in At Least 2 <sup>nd</sup> Year | <u>NA</u>                       | NA            |

<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.

**Evaluation**

**This outcome measure has been met by BPCS’ first year students.** As a first year school, we cannot report on cohort students in at least their second year. However, **77%** of our total sixth grade students achieved greater than a 650 Scale Score. The one student considered “absent” was present for all sections of the test; however, he did not complete enough of the assessment to be scored.

**Goal 1: Absolute Measure 2**

Each year, the school’s aggregate Performance Index (PI) 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 all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English Language Arts AMO, which for 2009-10 is 155.<sup>2</sup> The PI 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 PI is 200.

**Results**

The English Language Arts aggregate PI score of Brooklyn prospect Charter School is **140**, falling short of the AMO for 2009-10 of 155 by 15 points.

**Calculation of 2009-10 English Language Arts Performance Index (PI)**

| Grades | Percent of Students at Each Performance Level |         |         |         | Number Tested |
|--------|---|---------|---------|---------|---------------|
|        | Level 1                                       | Level 2 | Level 3 | Level 4 |               |
| 6      | 9   | 42      | 44      | 5       | 100           |

$$\begin{array}{rcl}
 \text{PI} & = & 42 + 44 + 5 = 91 \\
 & & + 44 + 5 = 49 \\
 \text{PI} & = & \mathbf{140}
 \end{array}$$

**Evaluation**

**This outcome measure has not been met by BPCS.** As seen in the table above, BPCS students’ PI is 15 points short of the AMO mark of 155. As a first year school, we are further developing our program and finding new ways to support our students. We are dedicated to ensuring that our students will surpass the AMO set in 2011. (see Action Plan for more detail)

<sup>2</sup> With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English Language Arts and mathematics.

**Additional Evidence**

Not Applicable.

**English Language Arts Performance Index (PI) and Annual Measurable Objective (AMO) by School Year**

| Year    | Grades | Number Tested | Percent of Students at Each Performance Level |         |         |         | PI  | AMO |
|---------|--------|---------------|---|---------|---------|---------|-----|-----|
|         |        |               | Level 1                                       | Level 2 | Level 3 | Level 4 |     |     |
| 2009-10 | 6      | 100           | 9   | 42      | 44      | 5       | 140 | 155 |
| 2010-11 | 6-7    |               |   |         |         |         |     |     |
| 2011-12 | 6-8    |               |   |         |         |         |     |     |
| 2012-13 | 6-8    |               |   |         |         |         |     |     |

**Goal 1: Absolute Measure 3**

Each year, 75 percent of students in the high school Accountability Cohort who scored at Level 1 or 2 on their New York State 8th grade English Language Arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

**Results and Evaluation – Not Applicable as BPCS does not yet have high school students.**

**Goal 1: Absolute Measure 4**

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

**Results and Evaluation – Not Applicable as BPCS does not yet have high school students.**

**Goal 1: Absolute Measure 5**

Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

**Results and Evaluation – Not Applicable as BPCS does not yet have high school students.**

**Goal 1: Comparative Measure 1**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English Language Arts exam will be greater than that of all students in the same tested grades in the local school district, Brooklyn District 15.

**Method**

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of 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**

As this is the first year of operation for BPCS, we do not have a cohort of students who were enrolled for their second year on which to report. The aggregate BPCS percentage of all grade 6 students who scored at Levels 3 and 4 is 49 percent, three percent higher than sixth graders in Brooklyn’s District 15 overall.

**2009-10 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

| Grade | Percent of Students at Levels 3 and 4 |               |                                   |               |
|-------|---------------------------------------|---------------|-----------------------------------|---------------|
|       | All BPCS Students                     |               | All Brooklyn District 15 Students |               |
|       | Percent                               | Number Tested | Percent                           | Number Tested |
| 6     | 49                                    | 100           | 46                                | 1601          |

**Evaluation**

**This outcome measure has been met by BPCS.** As the table indicates Brooklyn Prospect Charter School exceeded the aggregate performance of the Brooklyn District 15 sixth grade students on the New York State English Language Arts exam by a margin of 3 percentage points.

**Additional Evidence**

Not Applicable.

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

| Grade | Percent of Charter School Students at Levels 3 and 4 and Enrolled (in At Least their Second Year)<br>Compared to Local District Students |                      |         |                      |         |                      |         |                      |
|-------|--|----------------------|---------|----------------------|---------|----------------------|---------|----------------------|
|       | 2009-10  |                      | 2010-11 |                      | 2011-12 |                      | 2012-13 |                      |
|       | BPCS   | Brooklyn District 15 | BPCS    | Brooklyn District 15 | BPCS    | Brooklyn District 15 | BPCS    | Brooklyn District 15 |
| 6     | 49   | 46                   |         |                      |         |                      |         |                      |
| 7     | NA   | NA                   |         |                      |         |                      |         |                      |
| 8     | NA   | NA                   |         |                      |         |                      |         |                      |
| All   | 49   | 46                   |         |                      |         |                      |         |                      |

**Goal 1: Comparative Measure 2**

Each year, the school will exceed its predicted level of performance on the state English Language Arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

**Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. As the state has not yet released poverty data, our 2009-2010 analysis is not yet able to be produced. BPCS’s 2009- 2010 data will be inserted when it becomes available.

**Results**

Results are not yet available.

**2009-10 English Language Arts Comparative Performance by Grade Level**

| Grade | Percent Eligible for Free Lunch | Number Tested | Percent of Students at Levels 3 and 4 |           | Difference between Actual and Predicted | Effect Size |
|-------|---------------------------------|---------------|---------------------------------------|-----------|---|-------------|
|       |                                 |               | Actual                                | Predicted |   |             |
| 3     |                                 |               |                                       |           |   |             |
| 4     |                                 |               |                                       |           |   |             |
| 5     |                                 |               |                                       |           |   |             |
| 6     |                                 |               |                                       |           |   |             |
| 7     |                                 |               |                                       |           |   |             |
| 8     |                                 |               |                                       |           |   |             |
| All   |                                 |               |                                       |           |   |             |

|  |
|--|
| <b>School's Overall Comparative Performance:</b> |
| <i>(To be completed when data available)</i>     |

**Evaluation**

Results are not yet available.

**Additional Evidence**

Results are not yet available.

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

| School Year | Grades | Percent Eligible for Free Lunch | Number Tested | Actual | Predicted | Effect Size          |
|-------------|--------|---------------------------------|---------------|--------|-----------|----------------------|
| 2009-10     | 6      |                                 |               |        |           | <b>Not Available</b> |
| 2010-11     | 6-7    |                                 |               |        |           |                      |
| 2011-12     | 6-8    |                                 |               |        |           |                      |
| 2012-13     | 6-8    |                                 |               |        |           |                      |

**Goal 1: Comparative Measure 3**

Each year, the percent of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above after four years will exceed that of students in the high school from the local school district, Brooklyn District 15.

**Results and Evaluation – Not Applicable as BPCS does not yet have high school students.**

**Goal 1: Growth Measure 1**

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10.

**Method**

This measure examines the change in performance of the same group of students from one year to the next, and in 2009-10, the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

**Results**

2009-10 was the first year of operation for Brooklyn Prospect Charter School, therefore it is not possible to provide a year over year comparison.

**Cohort Growth on State English Language Arts Exam from 2008-09 to 2009-10**

| Grade | Cohort Size | Percent Performing At or Above 650 |        |         | Target Achieved |
|-------|-------------|------------------------------------|--------|---------|-----------------|
|       |             | 2008-09                            | Target | 2009-10 |                 |
| 6     |             |                                    |        |         | YES/NO          |
| 7     |             |                                    |        |         | YES/NO          |
| 8     |             |                                    |        |         | YES/NO          |
| All   |             |                                    |        |         | YES/NO          |

**Evaluation**

Not Applicable.

**Additional Evidence**

Not Applicable.

**Cohort Performance on State English Language Arts Exam Since the Advent of the Grades 3-8 Testing Program by School Year**

| School Year | Cohort Grades | Number of Cohorts Meeting Target | Number of Cohorts |
|-------------|---------------|----------------------------------|-------------------|
| 2009-10     | NA            |                                  |                   |
| 2010-11     | 7             |                                  |                   |
| 2011-12     | 7-8           |                                  |                   |
| 2012-13     | 7-8           |                                  |                   |

**Goal 1: Value Added – Growth Measure 1**

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

**Results and Evaluation – Not Applicable as BPCS does not yet have high school students.**

**Goal 1: Value Added – Growth Measure 2**

Each year, the group of students in their second year of high school who have taken a norm-referenced literacy test for two years will reduce by one-half the difference between their previous year's average NCE and an NCE of 50. Groups that already achieved an NCE of 50 in the previous year will show an increase in their average NCE.

**Results and Evaluation – Not Applicable as BPCS does not yet have high school students.**

**Summary of the English Language Arts Goal**

We are encouraged that of our first 101 students; 77 sixth graders were able to achieve a Scale Score of at least 650 on the NYS English Language Arts assessment. The school’s aggregate Performance Index (PI) on the State ELA exam was 140, 15 points lower than the target AMO of 155. Although we are not able to report on a group ‘in at least their second year at BPCS’, we are dedicated to increasing student achievement in the years to come.

| <b>Type</b> | <b>Measure</b>  | <b>Outcome</b>                     |
|-------------|---|------------------------------------|
| Absolute    | 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State examination. AY 2009-10 was the first year of operation of BPCS, therefore we cannot report on students in at least their second year. The outcome is based on first year student performance.   | Achieved                           |
| Absolute    | Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the 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 or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district, Brooklyn District 15. AY 2009-10 was the first year of operation of BPCS, therefore we cannot report on students in at least their second year. The outcome is based on first year student performance. | Achieved                           |
| Comparative | Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.   | To be provided when data available |
| Growth      | Each grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.   | N/A<br>(BPCS in Year 1)            |

**Action Plan**

Having analyzed the ELA scores and the overall ELA program this year, BPCS is implementing a number of changes to the curriculum for next year.

1. **Intensive Reading Course:** During the 2009 – 10 school year, the ELA program offered students 45 minutes of instruction. Although that was sufficient for the 77% of our students who surpassed the Scale Score of 650, we found that the lower performing students were deficient in basic skills for reading comprehension, a deficit which led to academic struggles for them in the classroom. In the 2010 – 11 school year, an additional 50-minute Intensive Reading class, with a curriculum focused on specific literacy intervention work will be offered during the academic school day to both sixth and seventh grade students.
  - a. Sixth grade students will be enrolled based on their scores on the BPCS incoming 6<sup>th</sup> grade diagnostic assessment, and their 4<sup>th</sup> grade NYS ELA test scores (the only NYS ELA scores available by the opening of their 6<sup>th</sup> grade year).
  - b. Seventh grade students will be enrolled based on their scores on a second semester 2010 in-class assessment modeled after the NYS ELA test, the 6<sup>th</sup> grade ELA Final Exam scores, and the 2010 NYS ELA test scores.
  - c. Students will participate in the Intensive Reading course in place of foreign language on their school schedule. For the sixth grade, foreign language classes are semester classes, allowing students to progress out of the Intensive Reading course and rejoin a foreign language course for the second semester. Students who are not enrolled but who demonstrate the need for this Intensive Reading course over the first semester will be enrolled in the Intensive Reading course in the second semester.
  - d. Class sizes for this Reading Intensive course will be capped at 15 students.
  
2. **School-wide Literacy Action Plan:** In an initiative led by the ELA/Humanities Department, student practices for Before/During/After receptive literacy tasks will be standardized and explicitly connected to BPCS-created templates for note-taking. Student writing benchmarks will be established and faculty trained in the use of standardized writing rubrics to apply to student work across disciplines. The Literacy Action Plan will be launched in professional development sessions during faculty orientation week; faculty will be supported in the implementation of the action plan according to the following tentative schedule of professional development sessions:

|   |        |
|---|--------|
| Launching the Literacy Action Plan                    | Aug 26 |
| Designing and Administering Reading / Listening Tasks | Oct 15 |
| Assessing Reading / Listening Tasks                   | Oct 29 |
| Using Rubrics to Assess Student Writing               | Nov 19 |

Faculty will be supported during the continuing implementation of the action plan during the second semester in professional development sessions as requested by the faculty.

3. **Data-driven Instruction:** As part of a school-wide initiative to increase the use of student achievement data to drive instructional changes, the ELA/Humanities Department will

regularly gather, analyze and examine data regarding student performance in reading, listening and writing. Faculty will plan instructional changes accordingly.

Discussion of action steps in response to student data will occur in ELA/Humanities department meetings according to the following tentative schedule:

|  |          |
|--|----------|
| Diagnostic Data  | Aug 26   |
| Receptive Data:<br>Fall Benchmarks for Reading and Listening   | Sept 28  |
| Expressive Data:<br>Fall Benchmark for Writing                 | Oct 5    |
| Listening Interim #1 Data                                      | Oct 21   |
| Writing Interim #1 Data  | Nov 16   |
| Listening Interim #2 Data                                      | Nov 30   |
| Writing Interim #2 Data  | Jan 11   |
| Reading Level Assessment                                       | Jan 2011 |
| Receptive Data:<br>Winter Benchmarks for Reading and Listening | Mar 1    |
| Expressive Data:<br>Winter Benchmark for Writing               | Mar 3    |
| Differentiation in Response to Interim #3 Data                 | April 5  |
| Reading Level Assessment                                       | May 2011 |

4. **Study Hall:** All students will participate in a study hall period of 40 minutes during the academic school day. SETSS, literacy tutoring and math tutoring will be conducted during the study hall period. Literacy tutoring will focus on specific standards-based skill development, as determined through the collection and analysis of student assessment data.
5. **Inter-departmental Initiatives:** Department goals regarding pedagogy (Math/Science and ELA/Humanities, in conjunction with The Student Support Services Department) will focus on differentiating instruction. Mandated and optional professional development will be offered on differentiation, with a particular emphasis on teaching in a variety of learning styles to reach all students and on incorporating technology to aid student achievement, including the use of the SmartBoard and listening technology as adaptive aids.
6. **Curriculum Mapping:** All faculty will produce annual curriculum maps that demonstrate alignment with the Literacy Action Plan in order to facilitate interdisciplinary planning and vertical alignment.

## MATHEMATICS

### **Goal 2: Mathematics**

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

#### **Background**

In the Sixth Grade Mathematics course at Brooklyn Prospect Charter School, students develop foundational skills with whole and rational numbers while engaging in problem-solving and algebraic thinking tasks. The curriculum is based on the McDougal Littell Math Course 2 curriculum, and is aligned to New York state standards. Over the summer prior to the school year, a curriculum map was created ensuring that the sixth grade standards would be covered and that the math and science departments would be able to support each other's work. The curriculum also moves beyond the sixth grade standards in order to prepare all students to take and succeed in a full algebra course in the eighth grade. Though instruction in mathematics takes a variety of forms, class always commences with a "Do Now" and problem of the day, and includes a mini-lesson or guided exploration, discussion, pair work, and independent practice time. Students are assessed through "Do- Nows," homework, biweekly quizzes, and benchmark tests. In the 2009-2010 school year, students took a diagnostic test of foundational skills in the first week of school, which was used to remediate skill gaps and plan for extra support and challenge. In September, all students took a mock state test, which provided benchmark data. In addition, students took three interim assessments covering sixth grade standards that had already been taught. The mathematics teacher for the 2009-2010 school year engaged in professional development focused around differentiating instruction. This professional development included attending a five-session Math Solutions course on the topic, reading two books on the topic, implementing daily differentiated lessons using five different strategies, and engaging in structured discussions with the Brooklyn Prospect Charter School faculty on the topic of differentiating instruction.

### **Goal 2: Absolute Measure 1**

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State mathematics examination.

#### **Method**

The school administered the New York State Testing Program mathematics assessment to students in sixth grade in May 2010. Each student's raw score has been converted to a performance level and a grade-specific scaled score. Through the 2008- 2009 school year, the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4. For 2009- 2010, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

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 been enrolled for less than one year.

**2009-10 State Mathematics Exam  
Number of Students Tested and Not Tested**

| Grade | Total Tested | Not Tested <sup>3</sup> |     |        | Total Enrolled |
|-------|--------------|-------------------------|-----|--------|----------------|
|       |              | IEP                     | ELL | Absent |                |
| 6     | 101          | 0                       | 0   | 0      | 101            |

**Results**

**92%** of our total sixth grade students achieved a 650 Scale Score or higher.

**Charter School Performance on 2009-10 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

| Grade | Population   | Percent Scoring at or above 650 | Number Tested |
|-------|--|---------------------------------|---------------|
| 6     | All Students                                       | 92                              | 101           |
|       | -----<br>Students in At Least 2 <sup>nd</sup> Year | <u>NA</u>                       | NA            |

**Evaluation**

**This outcome measure has been met by BPCS first year students.** As a first year school, we cannot report on cohort students in at least their second year. However, **92%** of our total sixth grade students achieved greater than a 650 Scale Score.

**Additional Evidence**

**Mathematics Performance by Grade Level and School Year**

| Grade | Percent of Students at a Scale Score of 650 in 2009-10 |               |         |               |         |               |         |               |
|-------|--|---------------|---------|---------------|---------|---------------|---------|---------------|
|       | 2009-10  |               | 2010-11 |               | 2011-12 |               | 2012-13 |               |
|       | Percent  | Number Tested | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 6     | 92   | 101           |         |               |         |               |         |               |

<sup>3</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

**Goal 2: Absolute Measure 2**

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

**Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-2014. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s Mathematics AMO, which for 2009-10 is 135<sup>4</sup>. The PI 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 PI is 200.

**Results**

The Mathematics aggregate PI score of Brooklyn prospect Charter School is 167, surpassing the AMO for 2009-10 of 135.

**Calculation of 2009-10 Mathematics Performance Index (PI)**

| Grades | Percent of Students at Each Performance Level |         |         |         | Number Tested |
|--------|---|---------|---------|---------|---------------|
|        | Level 1                                       | Level 2 | Level 3 | Level 4 |               |
| 6      | 3   | 29      | 36      | 33      | 101           |

$$\begin{array}{rcl}
 \text{PI} & = & 29 + 36 + 33 = 98 \\
 & & + 36 + 33 = 69 \\
 & & \text{PI} = 167
 \end{array}$$

**Evaluation**

**This outcome measure has been met by BPCS.** As seen in the table above, BPCS students' PI is 167; 32 points greater than the AMO mark of 135.

**Additional Evidence**

Not Applicable.

**Mathematics Performance Index (PI) and Annual Measurable Objective (AMO) by School Year**

| Year    | Grades | Number Tested | Percent of Students at Each Performance Level |         |         |         | PI  | AMO |
|---------|--------|---------------|---|---------|---------|---------|-----|-----|
|         |        |               | Level 1                                       | Level 2 | Level 3 | Level 4 |     |     |
| 2009-10 | 6      | 101           | 3   | 29      | 36      | 33      | 167 | 135 |

<sup>4</sup> With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English Language Arts and mathematics.

**Goal 2: Absolute Measure 3**

Each year, 75 percent of students in the high school Accountability Cohort who scored at Level 1 or 2 on their New York State 8th grade math exam will score at least 65 on a New York State Regents Math exam by the completion of their fourth year in the cohort.

**Results and Evaluation – Not Applicable as BPCS does not yet have high school students.**

**Goal 2: Absolute Measure 4**

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

**Results and Evaluation – Not Applicable as BPCS does not yet have high school students.**

**Goal 2: Absolute Measure 5**

Each year, the Performance Index (PI) on the Regents Mathematics exams by students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

**Results and Evaluation – Not Applicable as BPCS does not yet have high school students.**

**Goal 2: Comparative Measure 1**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district, Brooklyn District 15.

**Method**

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for the corresponding grades in the school district.

**Results**

As this is the first year of operation for BPCS, we do not have a cohort of students who were enrolled for their second year on which to report; however, the aggregate BPCS percent of all grade 6 students who scored at Levels 3 and 4 is **69%**, 9% higher than the Brooklyn District 15 average.

**2009-10 State Mathematics Exam  
Charter School and District Performance by Grade Level**

| Grade | Percent of Students at Levels 3 and 4 |               |                                   |               |
|-------|---------------------------------------|---------------|-----------------------------------|---------------|
|       | BPCS                                  |               | All Brooklyn District 15 Students |               |
|       | Percent                               | Number Tested | Percent                           | Number Tested |
| 6     | 69                                    | 101           | 60                                | 1623          |

**Evaluation**

**This outcome measure has been met by BPCS.** As the table indicates Brooklyn Prospect Charter School exceeded the aggregate performance of the Brooklyn District 15 sixth grade students on the New York State Mathematics exam by a margin of 9 percentage points.

**Additional Evidence**

Not Applicable

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

| Grade | Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students |                      |         |                      |         |                      |         |                      |
|-------|---|----------------------|---------|----------------------|---------|----------------------|---------|----------------------|
|       | 2009-10   |                      | 2010-11 |                      | 2011-12 |                      | 2012-13 |                      |
|       | BPCS  | Brooklyn District 15 | BPCS    | Brooklyn District 15 | BPCS    | Brooklyn District 15 | BPCS    | Brooklyn District 15 |
| 6     | 69  | 60                   |         |                      |         |                      |         |                      |

**Goal 2: Comparative Measure 2**

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

**Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. As this is the first year of operation for BPCS, the 2009-10 data will be inserted when it becomes available.

**Results**

Results are not yet available.

**2009-10 Mathematics Comparative Performance by Grade Level**

| Grade | Percent Eligible for Free Lunch | 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   |                                 |               |                                   |           |   |             |

|  |
|--|
| <b>School's Overall Comparative Performance:</b> |
| <i>(To be completed when data available)</i>     |

**Evaluation**

Not Available.

**Additional Evidence**

Not Available.

**Mathematics Comparative Performance by School Year**

| School Year | Grades | Percent Eligible for Free Lunch | Number Tested | Actual | Predicted | Effect Size   |
|-------------|--------|---------------------------------|---------------|--------|-----------|---------------|
| 2009-10     | 6      |                                 |               |        |           | Not available |
| 2010-11     | 6-7    |                                 |               |        |           |               |
| 2011-12     | 6-8    |                                 |               |        |           |               |
| 2012-13     | 6-8    |                                 |               |        |           |               |

**Goal 2: Comparative Measure 3**

Each year, the percent of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above after four years will exceed that of students in the high school from the local school district, Brooklyn District 15.

**Results and Evaluation – Not Applicable as BPCS does not yet have high school students.**

**Goal 2: Value Added - Growth Measure 1**

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10.

**Method**

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

**Results**

2009-10 was the first year of operation for Brooklyn Prospect Charter School, therefore we cannot provide a year over year comparison.

**Cohort Growth on State Mathematics Exam from 2008-09 to 2009-10**

| Grade | Cohort Size | Percent Performing At or Above 650 |        |         | Target Achieved |
|-------|-------------|------------------------------------|--------|---------|-----------------|
|       |             | 2008-09                            | Target | 2009-10 |                 |
| 6     |             |                                    |        |         | YES/NO          |
| 7     |             |                                    |        |         | YES/NO          |
| 8     |             |                                    |        |         | YES/NO          |
| All   |             |                                    |        |         | YES/NO          |

**Evaluation**

Not Applicable.

**Additional Evidence**

Not Applicable.

**Cohort Performance on State Mathematics Exam Since the Advent of the Grades 3-8 Testing Program by School Year**

| School Year | Cohort Grades | Number of Cohorts Meeting Target | Number of Cohorts |
|-------------|---------------|----------------------------------|-------------------|
| 2009-10     | NA            |                                  |                   |
| 2010-11     | 7             |                                  |                   |
| 2011-12     | 7-8           |                                  |                   |
| 2012-13     | 7-8           |                                  |                   |

**Goal 2: Value Added - Growth Measure 2**

Each year, the group of students in their second year of high school who have taken a norm-referenced mathematics test for two years will reduce by one-half the difference between their previous year’s average NCE and an NCE of 50. Groups that already achieved an NCE of 50 in the previous year will show an increase in their average NCE.

**Results and Evaluation – Not Applicable as BPCS does not yet have high school students.**

**Summary of the Mathematics Goal**

As a first year charter school, we are encouraged that 92 of our first 101 sixth grade students were able to achieve a Scale Score of at least 650 on the NYS Mathematics assessment. We are also able to report that the school’s aggregate Performance Index (PI) on the State Math exam of 167 surpassed the AMO of 135 by 32 points. Although we are not able to report on a group ‘*in at least their second year at BPCS*’, we are dedicated to ensuring that this group will maintain their level of success in the years to come.

| Type        | Measure   | Outcome                                |
|-------------|---|--|
| Absolute    | 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State examination. AY 2009-10 was the first year of operation of BPCS, therefore we cannot report on students in at least their second year. The outcome is based on first year student performance.   | Achieved                               |
| Absolute    | Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the 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 or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district, Brooklyn District 15. AY 2009-10 was the first year of operation of BPCS, therefore we cannot report on students in at least their second year. The outcome is based on first year student performance. | Achieved                               |
| Comparative | Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.   | To be provided when data is available. |
| Growth      | Each grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.   | N/A<br>(BPCS in Year 1)                |

### **Action Plan**

The school met its goal for performance on the NY State Mathematics test. In order to close by one half the gap between the percent of students at grade level, and the percent below grade level, the school will increase the monitoring of students in the 'extra assistance' group. To do this, the school is adding a computational mastery assessment, to be given every 6-8 weeks throughout the school year, which covers foundational standards that are essential to the mastery of sixth grade standards (although most come earlier in the state standards protocol). Students who required additional assistance will receive increased support in these foundational skills alongside instruction designed to support their mastery of the sixth grade curriculum during Study Hall. In addition, the school plans to improve our data collection by improving our use of benchmark assessments of standards taught throughout the school year. After each assessment, standards not yet been not mastered will be re-taught to students and reassessed. In addition, students will take at least two full "mock" exams to allow us to compare their progress to a baseline taken at the beginning of the year.

**SCIENCE**

**Goal 3: Science**

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

**Goal 3: Absolute Measure 1**

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

**Method**

Not Applicable as we are in Year 1 with only 6<sup>th</sup> grade students – who are not required to take a state science exam.

**Results**

Not Applicable.

**Charter School Performance on 2009-10 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year**

| Grade | Population                                | Percent at Each Performance Level |         |         |         |           | Number Tested |
|-------|---|-----------------------------------|---------|---------|---------|-----------|---------------|
|       |   | Level 1                           | Level 2 | Level 3 | Level 4 | Level 3/4 |               |
| 8     | All Students                              |                                   |         |         |         |           |               |
|       | Students in At Least 2 <sup>nd</sup> Year |                                   |         |         |         |           |               |

**Evaluation**

Not Applicable.

**Additional Evidence**

Not Applicable.

**Science Performance  
by Grade Level and School Year**

| Grade | Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 |               |         |               |         |               |         |               |
|-------|--|---------------|---------|---------------|---------|---------------|---------|---------------|
|       | 2006-07  |               | 2007-08 |               | 2008-09 |               | 2009-10 |               |
|       | Percent  | Number Tested | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 8     |  |               |         |               |         |               |         |               |

**Goal 3: Comparative Measure 1**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State science exam will be greater than that of all students in the same tested grades in the local school district, Brooklyn District 15.

**Method**

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district.

**Results**

Not Applicable as we are in Year 1 with only 6<sup>th</sup> grade students – who are not required to take a state science exam.

**2009-10 State Science Exam  
Charter School and District Performance by Grade Level**

| Grade | Percent of Students at Levels 3 and 4          |               |                                   |               |
|-------|--|---------------|-----------------------------------|---------------|
|       | BPCS Students In At Least 2 <sup>nd</sup> Year |               | All Brooklyn District 15 Students |               |
|       | Percent  | Number Tested | Percent                           | Number Tested |
| 8     |  |               |                                   |               |

**Evaluation**

Not Applicable.

**Additional Evidence**

Not Applicable.

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

| Grade | Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students |                      |         |                      |         |                      |         |                      |
|-------|---|----------------------|---------|----------------------|---------|----------------------|---------|----------------------|
|       | 2011-12   |                      | 2012-13 |                      | 2013-14 |                      | 2014-15 |                      |
|       | BPCS  | Brooklyn District 15 | BPCS    | Brooklyn District 15 | BPCS    | Brooklyn District 15 | BPCS    | Brooklyn District 15 |
| 8     |   |                      |         |                      |         |                      |         |                      |

**Summary**

Not Applicable as we are in Year 1 with only 6<sup>th</sup> grade students – who are not required to take a state science exam.

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

**Action Plan**

Not Applicable.

**SOCIAL STUDIES**

**Goal 4: Social Studies**

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

**Goal 4: Absolute Measure 1**

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

**Method**

The school administered the New York State Testing Program social studies assessment to students in 5<sup>th</sup> grade in November 2009 and 8<sup>th</sup> grade in June 2010. Each student’s raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

**Results**

Not Applicable as we are in Year 1 with only 6<sup>th</sup> grade students – who are not required to take a state social studies exam.

**Charter School Performance on 2009-10 State Social Studies Exam  
By All Students and Students Enrolled in At Least Their Second Year**

| Grade | Population                                | Percent at Each Performance Level |         |         |         |           | Number Tested |
|-------|---|-----------------------------------|---------|---------|---------|-----------|---------------|
|       |   | Level 1                           | Level 2 | Level 3 | Level 4 | Level 3/4 |               |
| 8     | All Students                              |                                   |         |         |         |           |               |
|       | Students in At Least 2 <sup>nd</sup> Year |                                   |         |         |         |           |               |

**Evaluation**

Not Applicable.

**Additional Evidence**

Not Applicable.

**Social Studies Performance  
by Grade Level and School Year**

| Grade | Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 |               |         |               |         |               |         |               |
|-------|--|---------------|---------|---------------|---------|---------------|---------|---------------|
|       | 2011-12  |               | 2012-13 |               | 2013-14 |               | 2014-15 |               |
|       | Percent  | Number Tested | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 8     |  |               |         |               |         |               |         |               |

**Goal 4: Comparative Measure 1**

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

**Method**

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district.

**Results**

Not Applicable to BPCS as we are in Year 1 with only 6<sup>th</sup> grade students – who are not required to take a state social studies exam.

**2009-10 State Social Studies Exam  
Charter School and District Performance by Grade Level**

| Grade | Percent of Students at Levels 3 and 4          |               |                                   |               |
|-------|--|---------------|-----------------------------------|---------------|
|       | BPCS Students In At Least 2 <sup>nd</sup> Year |               | All Brooklyn District 15 Students |               |
|       | Percent  | Number Tested | Percent                           | Number Tested |
| 8     |  |               |                                   |               |

**Evaluation**

Not Applicable.

**Additional Evidence**

Not Applicable.

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

| Grade | Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students |                      |         |                      |         |                      |         |                      |
|-------|---|----------------------|---------|----------------------|---------|----------------------|---------|----------------------|
|       | 2011-12   |                      | 2012-13 |                      | 2013-14 |                      | 2014-15 |                      |
|       | BPCS  | Brooklyn District 15 | BPCS    | Brooklyn District 15 | BPCS    | Brooklyn District 15 | BPCS    | Brooklyn District 15 |
| 8     |   |                      |         |                      |         |                      |         |                      |

**Summary**

Not Applicable as we are in Year 1 with only 6<sup>th</sup> grade students – who are not required to take a state social studies exam.

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

**Action Plan**

Not Applicable.

**NCLB**

**Goal 5: NCLB**  
The school will make Adequate Yearly Progress.

**Goal 5: Absolute Measure**  
Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

**Method**

As *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 the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school’s status under the state’s NCLB accountability system. For a school’s status to be “Good Standing” it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

**Results**

BPCS is a first year school and therefore cannot prepare a year over year comparison.

**Evaluation**

Not Applicable.

**Additional Evidence**

Not Applicable.

**NCLB Status by Year**

| Year    | Status         |
|---------|----------------|
| 2009-10 | Not Applicable |