

**BROOKLYN PROSPECT
CHARTER SCHOOL**

**2010-11 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

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Daniel Rubenstein prepared this 2010-11 Accountability Progress Report on behalf of the school's board of trustees:

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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
2010-11							103	99						202

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 English Language Arts courses at Brooklyn Prospect Charter School students develop the receptive literacy skills of listening, viewing, and reading, and the expressive literacy skills of speaking and writing, following the standards laid out by the state of New York. Curriculum maps for the 6th, 7th and 8th grades are created by teachers at each level to ensure that the instruction addresses the New York State ELA standards. Curriculum maps are reviewed by the department chair to ensure vertical alignment and increasing rigor of student work across all grades.

Students' work on receptive skills includes formal note-taking in response to class read-alouds of literary and informational passages, conducting non-fiction research, reading independently in student-selected texts as well as reading collaboratively in whole-class novels. Students view and respond to a number of illustrated texts and a variety of fictional and informational video media.

Students' work on expressive skills includes formal presentations and writing in a variety of genres, including narrative, persuasive, informational, analytical and poetic expression. The thematically organized curriculum scaffolds each speaking and writing assignment, leading students through the stages of the writing process, focusing on revision and editing to produce high-quality work. Students' creative pieces are published in an annual collection of student writing and artwork.

Vocabulary instruction focuses in the 6th grade on using context clues to determine the meaning of unfamiliar words and building academic vocabulary, and in 7th and 8th grade focuses on an extended study of classical roots and affixes. For the 2011-12 school year, students needing additional vocabulary development will participate in a content-area vocabulary building program to enhance their access to discipline-specific texts in Humanities and Science.

Instruction in English Language Arts takes a variety of forms, including whole-class and small group discussions, skill and activity-based stations teaching, and independent reading and writing projects. Each class begins with a "Do Now," addressing particular reading and writing skills such as inferencing or editing sentences for correct mechanics. Instruction typically involves a teacher led mini-lesson that models the work of powerful readers and writers.

One section at every grade is co-taught by a certified special education teacher in a CTT classroom, and a second special education teacher performs SETSS push-in instruction in another classroom with two teachers.

Tutorial instruction focuses on improving the skills and knowledge of students who are performing below proficiency levels as assessed on diagnostic, interim and mock state examinations. Tutorials are mandatory for students at risk of not achieving proficiency and meet four times per week for 30 minutes per session. Additional tutorial programs will be implemented in the 2011-12 school year to help students make gains during the times of scheduled vacations in February and April, 2011.

An Intensive Reading Course was instituted in 2010-11 to help serve students who enter the academic program with significant skill deficits as readers. The year-long course was constructed in 2011-12 to include two tiers of intervention, including a course focused specifically on decoding, word recognition and fluency, and a second course focused on literal and inferential comprehension.

Students are assessed through a variety of means, including independent reading and writing logs, class work that includes reading, listening and writing work, regularly assigned homework, writing and speaking assignments (persuasive, narrative, informational, analytical and poetic), and student projects and presentations. Formal assessment calendars are created by each grade level teacher, and students complete diagnostic testing in the areas of Reading, Listening and Writing, Reading and Writing. Subsequent interim tests given twice during the first semester focus on skills taught in class and are used to place students needing further intervention in appropriate tutorials. During the second semester, students take two full length benchmark examinations in imitation of the NYS grade-level tests. The results of these benchmark assessments are used to make action plans to advance student achievement in consultation with grade level teachers and the students' families.

The English Language Arts Department Chair leads professional development with the Brooklyn Prospect faculty, focusing on the school-wide, cross-discipline instruction of comprehension strategies for use before, during and after reading and listening activities, school-wide note-taking formats and procedures, and the consistent use of standardized rubrics to assess student writing across grades and disciplines. The ELA Department Chair also leads professional development on increasing accountable talk in classrooms across disciplines.

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.

In 2009-10 and 2010-11, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state’s Time Adjusted Level 3 cut scores on the New York State English Language arts examination.¹

Method

The school administered the New York State Testing Program English language arts assessment to students in 6th grade in April 2011. 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 and 2010-11, the criterion for success on this measure requires students to have a Scale Score at or above the state’s Time Adjusted Level 3 cut scores¹, presented in the table below.

Grade	Time Adjusted Cut Scores
	Level 3
3	657
4	654
5	654
6	654
7	652
8	652

¹ In order to abide by the measures to which schools are held accountable in their school’s Accountability Plans, the Institute will continue to use the Time Adjusted Level 3 cut scores, which provide year-to-year consistency with the Plan’s standard while accounting for the timing of the test administration (i.e., SED now gives the test later in the school year).

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.

**2010-11 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
6	103				103
7	99				99
8					
All	202	0	0	0	202

Results

Overall, 84 percent of students in at least their second year at BPCS scored at or above the time adjusted level 3 cut score on the NYS English Language Arts assessment. Our sixth grade students are only in their first year at BPCS; however, 86 percent scored at or above the time adjusted level 3 cut score.

**Charter School Performance on 2010-11 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
6	All Students	86	103
	Students in At Least 2 nd Year		
7	All Students	83	99
	Students in At Least 2 nd Year	84	87
8	All Students		
	Students in At Least 2 nd Year		
All	All Students	85	202
	Students in At Least 2 nd Year	84	87

Evaluation

This outcome measure has been met by BPCS. 84 percent of seventh grade students in at least their second year and 85 percent of all students scored at or above the time adjusted level 3 cut score in 2011. During the second year of operation, BPCS made many changes to the English Language Arts program and students improved their performance as a result.

² 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

Brooklyn Prospect Charter School had only seventh grade students in at least their second year in 2010-11; therefore there is not sufficient data to examine multi-year trends.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and a Scale Score at or above Time Adjusted Level 3 cut score in 2009-10 and 2010-11							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
6								
7							84	87
8								
All							84	87

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.

As SED has not yet determined this year’s AMO, schools need not calculate their Performance Index and may omit reporting on this measure.

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: Comparative 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.

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

Brooklyn Prospect Charter School only had seventh grade students in at least their second year to compare to the local school district, Brooklyn District 15. 55 percent of the BPCS seventh grade students in at least their second year scored at a Level 3 or higher, outperforming the district counterpart by eight percentage points on the New York State English Language Arts exam.

**2010-11 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All Brooklyn District 15 Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6				
7	55	87	47	1654
8				
All	55	87	47	1654

Evaluation

This outcome measure has been met by BPCS. The students in at least their second year at BPCS outperformed the local district. Although the measure examines students in at least their second year, all students reached higher levels of proficiency versus the local district. 76 percent of **all** sixth grade students scored at performance levels 3 and 4, while the Brooklyn District 15 counterpart fell short with 54%.

Additional Evidence

2010-11 marked the first year Brooklyn Prospect Charter School tested students in at least their second year; therefore there is not multi-year data to evaluate.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2007-08		2008-09		2009-10		2010-11	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
6								
7							55	47
8								
All							55	47

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.

Given the timing of the state’s release of poverty data, the 2010-11 analysis is not yet available. This report contains 2009-10 results, the most recent ones available.

Results

Unfortunately, the test results from 2009-10; the first operating year, demonstrated that the ELA program at BPCS needed to be re-examined. The sixth grade students performed lower than expected to a large degree in 2010, with an effect size of -1.29.

2009-10 English Language Arts 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		100	49.0	63.4	-14.4	-1.29
7						
8						
All	23.0	100	49.0	63.4	-14.4	-1.29

School's Overall Comparative Performance:
<i>Lower than expected to a large degree</i>

Evaluation

This outcome measure has not been met by BPCS. Unfortunately, the effect size was lower than 0.3, and was not a positive effect size in 2010. Based on the student performance in language arts in 2010, BPCS sought to rework the language arts model by adding remediation. We saw improved results on the 2011 NYS ELA exams and anticipate a much higher effect size for 2011.

Additional Evidence

BPCS only has one Comparative Performance Analysis report for 2009-10; therefore cannot examine trends over the years yet.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2006-07						
2007-08						
2008-09						
2009-10	6	23	100	49.0	63.4	-1.29
2010-11	6-7					

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

On the current year’s state English language arts exam, 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 English language arts exam and 75 percent at or above Level 3. 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.

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 towards the absolute measure of 75 percent of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2010-11 and also have a state exam score in 2009-10. It includes students who repeated the grade. Students who repeated the grade are 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

Because BPCS completed its second year of operation in 2010-11, only seventh grade students have scores for the 2010 and 2011 NYS ELA exam. Although the group did not meet the target of 62 percent scoring at performance levels 3 and 4, the group did make progress. 55 percent of the seventh grade students who had a test score on the NYS English Language arts exam in 2010 and 2011 achieved levels of 3 and 4; up from 49 percent in 2010.

Cohort Growth on State English Language Arts Exam from 2009-10 to 2010-11

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2009-10	Target	2010-11	
7	92	49	62	55	NO
All	92	49	62	55	NO

Evaluation

This outcome measure has not been met by BPCS. Unfortunately, the student progress was not enough to meet the measure outcome of halfway to 75 percent proficient on the NYS ELA exam. We are proud of the results the students did demonstrate and will continue to fine tune our program until students consistently show growth from year to year.

Additional Evidence

**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
2010-11	7	0	1

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

The leadership and staff at Brooklyn Prospect Charter School spend a great deal of time on analyzing the ELA curriculum and assessment data. Remedial support services are provided as a result. The 2010-11 school year marked the second year of operation for BPCS. Student outcomes on the New York State English Language Arts exam improved; however, only two of the four outcome measures were achieved. The absolute measure was met with 85 percent of all students and 84 percent of all students in at least their second year scoring at or above the time adjusted level 3 cut score. BPCS also outperformed seventh grade students in the local district, Brooklyn District 15. Students did demonstrate growth from the 2010 to 2011 exam performance, but the gains fell short in getting halfway to 75 percent proficient. The 2009-10 Effect Size was well below the required 0.3 in 2010. In summary, student performance at the end of year two is stronger, but there is still work to be done. We anticipate student progress will continue as we fine tune the ELA program to serve our growing number of grades.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score on the New York State examination.	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.	N/A
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.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Did Not Achieve
Growth	On the 2010-11 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2009-10 state exam and 75 percent at or above Level 3.	Did Not Achieve

Action Plan

1. Intensive Reading Course redesign

Prior to the 2011-12 school year, the Intensive Reading Course was redesigned to provide targeted instruction to two tiers of emerging readers, those who need support with decoding, word recognition and fluency and those who need support with literal and inferential comprehension. Students were identified for these courses through assessment conducted by the Student Support Services Department.

2. Literacy Action Plan extension

In 2011-12 school year, the Literacy Action Plan will extend its standardization of literacy practices into the 7th and 8th grades. We used professional development time during orientation to help new faculty learn the expectations for reading instruction in all disciplines for before, during and after reading, as well as to become familiar with the rubrics for assessing student writing. In addition, we used professional development time with the entire faculty to introduce accountable talk rubrics for use in giving teachers feedback for ways they hold students accountable to the learning community, content knowledge and rigorous thinking by their responses to student talk in the classroom.

3. Data Driven Instruction continuation

Students in all grades will complete diagnostic tests in September in Reading, Listening and Writing, and Reading and Writing. The achievement results of these tests will drive classroom instruction and will be used to place students needing remediation in tutorial groups and prescribe other interventions as necessary. During the first semester, students will complete two interim tests, the first measuring student growth in Listening and Writing skills and the second measuring student growth in Listening and Writing as well as Reading and Writing. In January and March, respectively, students will complete two assessments in imitation of full-length NYS ELA tests, and these results will again lead to student placement in tutorials focused on specific literacy skills and will lead to interventions that occur during scheduled vacation times in February and April. All ELA teachers will have common meeting times to conduct data analysis and determine tutorial placement decisions.

4. Tutorial restructuring and additional services

Tutorial services in the 2011-12 school year will be delivered by grade level teams of teachers, including the newly hired ELA apprentice teacher, allowing us to give further individualized support for struggling students. Tutorial will support students' skill development by providing targeted re-teaching in response to the data collected from interim and benchmark testing. Furthermore, students will participate in web-based instruction through their use of Study Island accounts and their use of a second web-based program designed to build students' content area vocabulary, drawn from the NYS standards in Social Studies and Science.

MATHEMATICS

Goal 2: Mathematics

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

Background

In the Brooklyn Prospect Charter School mathematics program, students develop foundational skills with whole and rational numbers while engaging in real-world problem-solving and algebraic thinking tasks. All of our students are prepared to take Algebra by the 8th grade, and students who have shown to be ready for greater challenge enter an accelerated track in 7th grade, beginning Algebra a year earlier. The curriculum for the standard 6th and 7th grade courses is based on the McDougal Littell Math Course 2 and 3 curricula, and is aligned to New York State standards. The Algebra curriculum is based on the Prentice Hall New York State Integrated Algebra course, a regents-aligned curriculum. Similarly, the 8th grade Geometry course is based on the Holt New York State Geometry curriculum, which is also regents-aligned.

Over the summer prior to the school year, curriculum maps were created ensuring that the grade level and, where appropriate, Regents standards would be covered and the math and science departments would be able to support each other's work. Though instruction in mathematics takes a variety of forms, class usually commences with a "Do Now" and includes a mini-lesson or guided exploration, discussion, pair work, and independent practice time. Teachers provide various opportunities for extension work such as the problem of the day, tiered assignments or differentiated homework assignments. Students are assessed through "Do Nows," homework, biweekly quizzes, and standards-aligned interim assessments.

In the 2010-2011 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 grade level standards that had already been taught. The program was modified in the 2010-2011 school year to add tutorial support which was incorporated into the school day, allowing math and science teachers to work with more students in small groups. These groups worked on tiered mastery sheets, a research-based technique for developing students' skills in mathematics. Finally, all students took a full mock state test in March, which was used to develop small group and whole class interventions. The mathematics teachers for the 2010-2011 school year engaged in professional development that focused on collecting data to inform instruction and working with students to improve engagement.

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 mathematics examination.

Method

The school administered the New York State Testing Program mathematics assessment to students in sixth grade in May 2011. 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 and 2010-11, the criterion for success on this measure requires students to have a Scale Score at or above the state’s Time Adjusted Level 3 cut scores¹, presented in the table below.

Grade	Time Adjusted Cut Scores
	Level 3
3	656
4	655
5	653
6	653
7	651
8	652

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.

**2010-11 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
6	103				103
7	99				99
8					
All	202	0	0	0	202

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

Results

Overall, 95 percent of students in at least their second year at BPCS scored at or above the time adjusted level 3 cut score on the NYS Mathematics assessment. Our sixth grade students are only in their first year at BPCS; however, 98 percent scored at or above the time adjusted level 3 cut score.

**Charter School Performance on 2010-11 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
6	All Students	98	103
	Students in At Least 2 nd Year		
7	All Students	95	99
	Students in At Least 2 nd Year	<u>95</u>	87
8	All Students		
	Students in At Least 2 nd Year		
All	All Students	97	202
	Students in At Least 2 nd Year	<u>95</u>	87

Evaluation

This outcome measure has been met by BPCS. 95 percent of seventh grade students in at least their second year and 97 percent of all students scored at or above the time adjusted level 3 cut score on the NYS math exam in 2011. During the second year of operation, BPCS made changes to the mathematics interim assessment system and teachers were able to easily learn what topics and standards needed to be re-taught. Student performance improved as a result.

Additional Evidence

The 2010-11 school year marked the first year BPCS had students enrolled in at least their second year.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and at or above Time Adjusted Level 3 cut score in 2009-10 and 2010-11							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
6								
7							95	87
8								
All							95	87

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 2013-14. 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 Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's mathematics AMO.

As SED has not yet determined this year's AMO, schools need not calculate their Performance Index and may omit reporting on this measure.

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

Brooklyn Prospect Charter School only had seventh grade students in at least their second year to compare to the local school district, Brooklyn District 15. 68% of 7th grade students in at least their second year scored at least a level 3, outperforming the district average by 3 percentage points.

**2010-11 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
6				
7	68	87	65	1664
8				
All	68	87	65	1664

Evaluation

This outcome measure has been met by BPCS. The students in at least their second year at BPCS outperformed the local district. Although the measure examines students in at least their second year, all students reached higher levels of proficiency versus the local district. 87 percent of **all** sixth grade students scored at performance levels 3 and 4, while the Brooklyn District 15 counterpart fell short with 65%.

Additional Evidence

2010-11 marked the first year Brooklyn Prospect Charter School tested students in at least their second year; therefore there is not multi-year data to evaluate.

**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							
	2007-08		2008-09		2009-10		2010-11	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
6								
7							68	65
8								
All							68	65

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.

Given the timing of the state’s release of poverty data, the 2010-11 analysis is not yet available. This report contains 2009-10 results, the most recent ones available.

Results

Unfortunately, the test results from 2009-10; the first operating year, demonstrated that the Math program at BPCS needed to be re-examined. The sixth grade students performed slightly lower than expected in 2010, with an effect size of -0.02.

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		101	68.3	68.6	-0.3	-0.02
7						
8						
All	23.0	101	68.3	68.6	-0.3	-0.02

School's Overall Comparative Performance:
<i>Slightly lower than expected</i>

Evaluation

This outcome measure has not been met by BPCS. Unfortunately, the effect size was lower than 0.3, and was not a positive effect size in 2010. Based on the student performance in math in 2010, BPCS sought to collect more interim assessment data, which allows teachers to quickly see exactly what concepts need to be re-taught and scheduled for remediation. We anticipate a much higher effect size for 2011.

Additional Evidence

BPCS only has one Comparative Performance Analysis report for 2009-10; therefore cannot examine trends over the years yet.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2006-07						
2007-08						
2008-09						
2009-10	6	23.0	101	68.3	68.6	-0.02
2010-11						

Goal 2: Comparative Measure 3

Each year, the percent of students in the high school Accountability Cohort passing the Regents math 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: Growth Measure

On the current year’s state mathematics exam, 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 mathematics exam and 75 percent at or above Level 3. 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.

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 towards the absolute measure of 75 percent of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2010-11 and also have a state exam score in 2009-10. It includes students who repeated the grade. Students who repeated the grade are 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

The seventh grade students who had a score on the NYS math exam in 2010 and 2011 showed a decrease in the percentage scoring at levels 3 and 4. Of the 92 students who took both tests, 66 percent scored at levels 3 and 4 in 2011, down from 70 percent in 2010.

Cohort Growth on State Mathematics Exam from 2009-10 to 2010-11

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2009-10	Target	2010-11	
7	92	70	72.5	66	NO
8					
All	92	70	72.5	66	NO

Evaluation

This outcome measure has not been met by BPCS. Unfortunately, the 92 students who were tested in 2010 and 2011 did not demonstrate a higher proficiency rate from year to year. We will be further analyzing the data to ensure students are receiving remediation where needed in the math concepts presented on the tests. Since 2010-11 was the first year seventh grade math was taught at BPCS, the program will become stronger over time with experience. We will be looking at how the math skills are delivered and reinforced in an effort to lead students to mastery.

Additional Evidence

**Cohort Performance on 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
2007-08			
2008-09			
2009-10			
2010-11	7	0	1
2011-12			

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

Brooklyn Prospect Charter School met two of the four applicable outcome measures in math. The students in sixth and seventh grades surpassed 75 percent scoring at or above the time adjusted level 3 cut scores. 98% of students in grade 6 and 95 percent of students in grade 7 achieved the adjusted cut scores for their grade. Students in grades 6-7 also outperformed the local district students on the 2011 NYS math exam. That said, our math program still has much work ahead as our school continues to grow to capacity. The 2010 Comparative Performance Report calculated the effect size to be negative, falling short on that measure. Our 92 seventh grade students who took the NYS math exam in 2010 and 2011 failed to demonstrate gains year to year. Rather than halving the gap to 75 percent proficient, the scores dipped to 66 percent proficient in 2011. Although the students performed well when evaluated by the time adjusted level 3 cut scores, there is still much work to be done. The ultimate goal is have at least 75 percent performing at levels 3 and 4, which is what we'll strive for 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 at or above the Time Adjusted Level 3 cut score on the New York State examination.	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.	N/A
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.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Did Not Achieve
Growth	On the 2010-11 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2009-10 state exam and 75 percent at or above Level 3.	Did Not Achieve

Action Plan

The school met its goal for performance on the NY State Mathematics test for the 6th grade, but the performance of the 7th grade fell short of our goal. In the 2010-2011 school year, Brooklyn Prospect closely monitored the performance of students in the extra assistance group, using interim assessment data and classroom observations. The computational mastery assessment was added at both grade levels and was given every 6-8 weeks throughout the first semester. This assessment covered foundational standards that are essential to the mastery of sixth and seventh grade standards (although most come earlier in the state standards protocol). The computational mastery assessment continues to be refined as a tool for identifying students and skills to target in small group interventions and as a tool for monitoring student improvement. Students whose performance on diagnostic or interim assessments indicated the need for additional assistance received increased support during tutorial sessions held during study hall. After the March mock state test was given, additional small group instruction was provided around specific weak standards both after school and during the February break. The school improved our data collection and analysis procedures by introducing a common analysis protocol used by all departments. Collaborative analysis time was provided during department meetings to ensure that all teachers understood and responded to the data collected. After each assessment, standards not yet mastered were re-taught to students and

reassessed. In addition, students took two full “mock” exams, which allowed the school to compare their progress to a baseline taken at the beginning of the year.

In the 2011-2012 school year, we will maintain and improve many aspects of our existing program, while introducing some new programs and policies.

In 2010-2011, we introduced students and families to IXL, an online, skill-based, math review program, which allows us to provide individualized practice exercises to students as well as track their progress. We will continue to use IXL in 2011-2012.

We hired an apprentice mathematics teacher for the first time in 2011-2012, who worked closely with our sixth grade math teacher. This allowed us to provide additional support to students in sixth grade classes. Our apprentice teacher is now a full-time math and science teacher at BPCS. The apprentice teacher program allows new teachers an extra year to master the essential skills of teaching as well as specific aspects of our school culture, through working with an experienced educator. Our first apprentice teacher is now a full time math and science teacher in the sixth grade, and we have hired a new apprentice teacher for the 2011-2012 school year.

We will continue to assess students in systematic ways against the grade level standards, as well as Regents standards in the Algebra and Geometry classes. We will administer a computational diagnostic at the beginning of the school year to all students in sixth grade and standard track seventh and eighth grade math courses. We will follow up with additional computational assessments given every 6-8 weeks throughout the first semester, in order to track student progress on foundational skills. We will also administer diagnostic exams at the beginning of the school year to gather baseline data on student performance on grade level standards. We will follow up with three interim assessments and one full mock exam to monitor progress and identify standards for whole-class and small-group re-teaching. We eliminated the fall mock exam in favor of increased depth of data analysis and re-teaching in response to interim exam data.

We will continue to use our common data analysis template, however, in 2011-2012, we will have half-days set aside for teachers to complete the analysis and plan re-teaching strategies and other interventions.

In 2011-2012, we will continue our tutorial program, taught by math and science teachers during study hall. Students will be identified for small group tutorial based on classroom observations and assessment data. We will continue to use tiered mastery sheets to provide scaffolded practice on weak skills for students in tutorial. The department chair and apprentice teacher will each offer tutorials, allowing us to create smaller tutorial groups for our highest needs students in 7th and 8th grades.

While in 2010-2011 we provided additional small group support for our highest-needs students outside of school hours in the six weeks prior to the NYS Math test, in 2011-2012 we plan to expand this program by holding Saturday Academy after each interim exam. Students will be grouped according to standards they did not master and will receive very small group tutoring in these standards. Saturday Academy will be staffed by our apprentice teacher and volunteers from Teachers College or similar institutions.

In 2011-2012, we will communicate regularly with students and families about their progress in mathematics. In notifying parents about tutorial and Saturday Academy assignments, we will also be able to suggest ways they can support their children at home. After the spring mock exam, we will also meet with parents of students at risk of scoring below a 3 on the NYS Math test, to inform them of school-based interventions and educate them about how best to help their children. We will also use our parent-advisor conference process to help students set academic goals and track their own progress, investing them in our larger school goals.

Knowing that we have much work to do with our rising eighth grade class, this year we hired a very experienced educator with a track record of achieving high scores with high-needs students. We also hired a new seventh grade math teacher with experience working with high-needs students.

SCIENCE

Goal 3: Science

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

Background

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

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

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

The school will administer the New York State Testing Program science assessment to students in 8th grade in spring 2012. Each student's raw score will be 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. We are in Year 2 with only 6th and 7th grade students – who are not required to take a state science exam.

Evaluation

Not Applicable

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

Evaluation

Not Applicable

Summary

Not Applicable. We are in Year 2 with only 6th and 7th grade students – who are not required to take a state science exam.

Type	Measure	Outcome
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

NCLB

Goal 5: NCLB
 All students at Brooklyn Prospect Charter School will demonstrate proficiency in the social sciences.

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

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 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

Brooklyn Prospect Charter School anticipates being in Good Standing for the 2010-11 year based on the NYS Report Card.

Evaluation

This outcome measure has been met by BPCS. Brooklyn Prospect Charter School has made Adequate Yearly Progress for two consecutive years.

NCLB Status by Year

Year	Status
2005-06	
2007-08	
2008-09	
2009-10	Good Standing
2010-11	Good Standing