



## **2011-12 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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## Brooklyn Prospect Charter School 2011-2012 Accountability Plan Progress Report

Daniel K. Rubenstein prepared this 2011-12 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	Committee
Luyen Chou	Chair	All Committees
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Eliza Swann	Secretary	Audit & Finance Committee Governance & Nominating Committee
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Pearl Kane		Academic Oversight Governance & Nominating
Candice Olson		Academic Oversight

**Daniel K. Rubenstein has served as the school leader since 2009.**

**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	6	7	8	9	10	11	12	Total
2009-10	101							101
2010-11	103	99						202
2011-12	98	101	99					298

## 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 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> 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 6<sup>th</sup> grade on using context clues to determine the meaning of unfamiliar words and building academic vocabulary, and in 7<sup>th</sup> and 8<sup>th</sup> 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.

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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**

Each year through 2008-09, 75 percent of all tested students enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts examination.

In 2009-10, 2010-11, and 2011-12, 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.<sup>1</sup>

**Method**

The school administered the New York State Testing Program English language arts assessment to students in sixth through eighth grades in April 2012. 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, 2010-11, and 2010-12, 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 scores<sup>1</sup>, presented in the table below.

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

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<sup>1</sup> 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).

Brooklyn Prospect Charter School 2011-2012 Accountability Plan Progress Report

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.

**2011-12 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>2</sup>			Total Enrolled
		IEP	ELL	Absent	
6	97			1	98
7	100			1	101
8	99			0	99
All	296	0	0	2	298

**Results**

Overall, 83 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.

**Charter School Performance on 2011-12 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	87	97
	Students in At Least 2 <sup>nd</sup> Year	<u>N/A</u>	N/A
7	All Students	90	100
	Students in At Least 2 <sup>nd</sup> Year	<u>93</u>	92
8	All Students	72	99
	Students in At Least 2 <sup>nd</sup> Year	<u>72</u>	89
All	All Students	83	296
	Students in At Least 2 <sup>nd</sup> Year	<u>83</u>	181

**Evaluation**

**This outcome measure has been met by BPCS.** 93 percent of seventh grade students in at least their second year and 72 percent of eighth grade students performed at or above the time adjusted level 3 cut score. Overall, the group surpassed the measure of 75% with 83 percent of cohort students scored at or above the time adjusted level 3 cut score in 2012.

**Additional Evidence**

Brooklyn Prospect Charter School has met this measure for the past two years.

<sup>2</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

**English Language Arts Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 in 2008-09 and a Scale Score at or above the Time Adjusted Level 3 cut score in 2009-10, 2010-11 and 2011-12							
	2008-09		2009-10		2010-11		2011-12	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
7					84	87	93	92
8							72	89
All					84	87	83	181

**Goal 1: Absolute Measure**

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 2011-12 is 148. 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**

BPCS achieved a calculated English Language Arts Performance Index (PI) of 157 for 2011-12.

**Calculation of 2011-12 English Language Arts Performance Index (PI)**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
6-8	5	33	59	3	296

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 33 & + & 59 & + & 3 & = & 95 \\
 & & & & + & 59 & + & 3 & = & 62 \\
 & & & & & & \text{PI} & = & \mathbf{157}
 \end{array}$$

**Evaluation**

**This outcome measure has been met by BPCS.** With a set English Language Arts Annual Measurable Objective of 148 for 2011-12, BPCS exceeded this measure by 9 points with a PI of 157.

**Additional Evidence**

BPCS’s 2011-12 English Language Arts Performance Index of 157 dropped 4 points from the 2010-11 PI of 161; which was a jump from their PI of 140 in 2009-10. Although there was a small drop since last year, BPCS has exceeded the set AMO since 2009.

**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	169
2010-11	6-7	202	4	30	62	3	161	122
2011-12	6-8	296	5	33	59	3	157	148

**Goal 1: Comparative Measure**

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

**Method**

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

**Results**

83 percent of all BPCS students in at least their second year scored at a level 3 or higher, outperforming the district counterpart by 33 percentage points on the New York State English Language Arts exam.

**2011-12 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 <sup>nd</sup> Year		Brooklyn District #15 Students	
	Percent	Number Tested	Percent	Number Tested
7	93	92	53	1523
8	72	89	47	1647
All	<b>83</b>	181	<b>50</b>	3170

**Evaluation**

**This outcome measure has been met by BPCS.** The students in at least their second year at BPCS outperformed the local district, Brooklyn District 15. Both seventh and eighth grade students in at least their second year outperformed the local district, students in those grades as well; with a margin of 40 percent greater in grade 7 and 25 percent greater in grade 8.

**Additional Evidence**

Although there are only two years of data to compare, BPCS students in at least their second year outperformed the local district students both years.

**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							
	2008-09		2009-10		2010-11		2011-12	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
7					55	47	93	53
8							72	47
All					55	47	83	50

**Goal 1: Comparative Measure**

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. The Institute uses a regression analysis to control for the percentage of students eligible for free lunch among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar 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 or performing higher than expected to a small degree, is the requirement for achieving this measure.

Given the timing of the state’s release of family income data, the 2011-12 analysis is not yet available. This report contains 2010-11 results, the most recent one available.

**Results**

Overall, BPCS exceeded its predicted level of performance on the state English Language Arts exam with a 0.3 effect size.

**2010-11 English Language Arts Comparative Performance by Grade Level**

Grade	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	21					
4						
5						
6		103	75.7	66.9	8.8	0.7
7		99	55.6	58.0	-2.4	-0.2
8						
All		202	65.9	62.5	3.3	0.3

<b>School's Overall Comparative Performance:</b>
Slightly higher than expected

**Evaluation**

**This outcome measure has been met by BPCS.** Although the seventh graders did not exceed expectations, overall the students as a whole performed slightly higher than expected on the 2010-11 English Language Arts exam.

**Additional Evidence**

From 2009-10 to 2010-11, BPCS has dramatically improved their English Language Arts comparative performance from -1.29 effect size to a 0.3.

**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	23	100	49.0	63.4	-1.29
2010-11	6-7	21	202	65.9	62.5	0.3

**Goal 1: Growth Measure**

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 2011-12 and also have a state exam score in 2010-11. 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 school examines the aggregate of all cohorts to determine the growth of all students taking a state exam in both years.

**Results**

Overall, BPCS’s percent of students performing at or above level 3 decreased by 2 percentage points from a 67 in 2010-11 to a 65 in 2011-12. Neither group of students met their set target, but grade 8 students did improve from a 56 percent performing at or above level 3 to 60 percent.

**Cohort Growth on State English Language Arts Exam from 2010-11 to 2011-12**

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2010-11	Target	2011-12	
7	95	78	--	69	NO
8	89	56	64.5	60	NO
All	184	67	71	65	NO

**Evaluation**

**This outcome measure has not been met by BPCS.** Unfortunately, the BPCS overall growth from year to year on the ELA exam dropped by 2 percentage points in grades seven and eight. The grade eight student performances did improve by four percentage points over the 2011 scores. It is difficult to compare the performance from year to year as the exam format and content changed from 2011. Item analysis will be examined and the lacking skills and content will be reinforced going forward.

**Additional Evidence**

Unfortunately, the snapshot for year to year growth does not demonstrate the gains needed to meet the measure. The past two years have been a period of growth and change both at BPCS and within the NYS ELA curriculum, standards and assessments.

**Cohort Performance on State English Language Arts Exam**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2010-11	7	0	1
2011-12	7-8	0	2

**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 2011-12 school year marked the third year of operation for BPCS. Student outcomes on the New York State English Language Arts exam stayed steady with percentage of performance levels in the eighties based on the time adjusted level 3 cut score. The school’s aggregate Performance Index (PI) on the State exam exceeded the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system. BPCS also outperformed seventh and eighth grade students in the local district, Brooklyn District 15. The 2010-11 comparative performance was marked as slightly higher than expected while achieving the required 0.3 effect size. Unfortunately, the BPCS seventh and eighth grade students did not achieve the necessary growth levels in year to year ELA exam performance. In summary, student performance at the end of year three 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.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	75 percent of all tested students 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.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	On the 2011-12 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2010-11 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.

In the 2012-13 school year, we have hired a full-time, trained reading teacher to further develop curriculum of the Intensive Reading Course and to serve as a reading coach to the English Language Art faculty.

2. Data Driven Instruction continuation

We have partner with the Achievement Network, a non-profit organization, who will create four ELA interim exams, analyze the data, and support us with data-driven intervention strategies.

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. In January and March, respectively, the Achievement Network interims will be administered and data will be used to place students 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.

3. Tutorial restructuring and additional services

Tutorial services will continue in the 2012-13 school year and 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 8<sup>th</sup> grade, and students who have shown to be ready for greater challenge enter an accelerated track in 7<sup>th</sup> grade, beginning Algebra a year earlier. The curriculum for the standard 6<sup>th</sup> and 7<sup>th</sup> 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 8<sup>th</sup> 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.

Students take a diagnostic test of foundational skills in the first week of school, which is used to remediate skill gaps and plan for extra support and challenge. In September, all students take a mock state test, which provides benchmark data. In addition, students take 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 engaged in professional development that focused on collecting data to inform instruction and working with students to improve engagement.

**Goal 2: Absolute Measure**

Each year through 2008-09, 75 percent of all tested students enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

In 2009-10, 2010-11, and 2011-12, 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 mathematics examination.<sup>3</sup>

**Method**

The school administered the New York State Testing Program mathematics assessment to students in sixth through eighth grades in April 2012. 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, 2010-11, and 2010-12, 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 scores<sup>1</sup>, presented in the table below.

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

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<sup>3</sup> 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.

**2011-12 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>4</sup>			Total Enrolled
		IEP	ELL	Absent	
6	97			1	98
7	102			0	102
8	98			1	99
All	297	0	0	2	299

**Results**

Overall, 94 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. 91 percent of grade 8 students in at least their second year scored at or above the time adjusted level 3 cut score, and 98 percent of grade 7 students did so.

**Charter School Performance on 2011-12 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	100	97
	Students in At Least 2 <sup>nd</sup> Year	<u>N/A</u>	N/A
7	All Students	95	102
	Students in At Least 2 <sup>nd</sup> Year	<u>98</u>	93
8	All Students	92	98
	Students in At Least 2 <sup>nd</sup> Year	<u>91</u>	87
All	All Students	96	297
	Students in At Least 2 <sup>nd</sup> Year	<u>94</u>	180

**Evaluation**

**This outcome measure has been met by BPCS.** 94 percent of all students in at least their second year and 96 percent of all students scored at or above the time adjusted level 3 cut score on the NYS Mathematics exam in 2012.

<sup>4</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.

**Additional Evidence**

For both the 2010-11 and 2011-12 school years, BPCS has exceeded this measure by at least 19 percentage points.

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

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 in 2008-09 and a Scale Score at or above the Time Adjusted Level 3 cut score in 2009-10, 2010-11 and 2011-12							
	2008-09		2009-10		2010-11		2011-12	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
7					95	87	98	93
8							91	87
All					95	87	94	180

**Goal 2: Absolute Measure**  
 Each year, the school’s aggregate Performance Index (PI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

**Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards 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, which for 2011-12 is 158. 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**

BPCS achieved a calculated mathematics performance index (PI) of 179 for 2011-12.

**Calculation of 2011-12 Mathematics Performance Index (PI)**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
6-8	1	19	33	47	297

$$\begin{aligned}
 \text{PI} &= 19 + 33 + 47 = 99 \\
 &+ 33 + 47 = 80 \\
 \text{PI} &= 179
 \end{aligned}$$

**Evaluation**

**This outcome measure has been met by BPCS.** BPCS exceeded the set annual measurable objective (AMO) for the 2011-12 mathematics exam of 158 by 21 points with a PI of 179.

**Additional Evidence**

The BPCS PI has increased by 3 points since last year. In both 2010-11 and 2011-12, BPCS exceeded the set AMO by at least 21 points. No more than 20 percent of student performed at levels 1 or 2 since 2010.

**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		
2010-11	6-7	202	2	20	36	42	176	137
2011-12	6-8	297	1	19	33	47	179	158

**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**

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

**Method**

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

**Results**

Overall, BPCS seventh and eighth grade students in at least their second year outperformed the local school district students by 12 percentage points.

**2011-12 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 <sup>nd</sup> Year		Brooklyn District #15 Students	
	Percent	Number Tested	Percent	Number Tested
7	86	93	70	1539
8	67	87	61	1659
All	<b>77</b>	180	<b>65</b>	3198

**Evaluation**

**This outcome measure has been met by BPCS.** The students in at least their second year at BPCS outperformed the local district with 77 percent of BPCS students performing at levels 3 and 4, while 65 percent of the district students performed at levels 3 and 4. BPCS seventh grade students outperformed the local district by 16 percentage points, and eight grade students by 6 percentage points.

**Additional Evidence**

For both the 2010-11 and 2011-12 school years, BPCS students have outperformed the local district students by at least 3 percentage points.

**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							
	2008-09		2009-10		2010-11		2011-12	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
7					68	65	86	70
8							67	61
All					68	65	77	65

**Goal 2: Comparative Measure**

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. The Institute uses a regression analysis to control for the percentage of students eligible for free lunch among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar 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 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state’s release of family income data, the 2011-12 analysis is not yet available. This report contains 2010-11 results, the most recent one available.

**Results**

Overall, BPCS exceeded the predicted mathematics performance with a 0.3 effect size. While grade 7 did not individually meet their goal, grade 6 exceeded its goal with a 1.1 effect size.

**2010-11 Mathematics Comparative Performance by Grade Level**

Grade	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size	
			Actual	Predicted			
3	21						
4							
5							
6		103	87.4	72.1	15.3	1.1	
7		99	66.7	73.9	-7.2	-0.6	
8							
All		21	202	77.3	73.0	4.3	0.3

<b>School’s Overall Comparative Performance:</b>
Slightly higher than expected

**Evaluation**

**This outcome measure has been met by BPCS.** For the 2010-11 school year, the overall comparative performance was deemed slightly higher than expected, with a 0.3 effect size.

**Additional Evidence**

Based on this analysis, the BPCS actual performance has improved by 9 points since 2009-10 and its effect size has dramatically improved as well.

**Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10	6	23.0	101	68.3	68.6	-0.02
2010-11	6-7	21	202	77.3	73.0	0.3

**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 2011-12 and also have a state exam score in 2010-11. 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 school examines the aggregate of all cohorts to determine the growth of all students taking a state exam in both years.

**Results**

Overall, BPCS students who have a score on the NYS math exam in 2011 and 2012 and scored at or above level 3 improved by 4 percentage points from 2010-11 to 2011-12. While the eighth grade students just missed their target, the seventh grade students made gains.

**Cohort Growth on State Mathematics Exam from 2010-11 to 2011-12**

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2010-11	Target	2011-12	
7	98	82	--	85	YES
8	88	60	67.5	67	NO
All	186	72	73.5	76	YES

**Evaluation**

**This outcome has been met by BPCS.** Of the 186 cohort students in tested, 76 percent of them scored at or above level 3, which is 2.5 more percentage points than their target as well as 4 percentage points higher than the group scores in 2010-11.

**Additional Evidence**

BPCS has improved from having no cohorts meet their set target in 2010-11, to having 1 of 2 cohorts meet the set target in 2011-12.

**Cohort Performance on State Mathematics Exam**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2010-11	7	0	1
2011-12	7-8	1	2

**Summary of the of the Mathematics Goal**

Brooklyn Prospect Charter School met all five of the applicable outcome measures in math. The grade 7-8 students at least their second year surpassed 75 percent scoring at or above the time adjusted level 3 cut scores. 98% of cohort students in grade 7 and 91 percent in grade 8 achieved the adjusted cut scores for their grade. Second year students in grades 7-8 also outperformed the local Brooklyn District 15 students on the 2012 NYS math exam. The 2011 Comparative Performance Report calculated the effect size to be 0.3, slightly higher than expected. Overall, the students in grades 7 & 8 improved their scores from 2011 to 2012 performance. The ultimate goal is still to have at least 75 percent of second year students performing at levels 3 and 4 and progressing year to year, which is what we'll strive for in the years to come.

Type	Measure	Outcome
Absolute	75 percent of all tested students 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.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	On the 2011-12 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2010-11 state exam and 75 percent at or above Level 3.	Achieved

## Action Plan

In the 2011-2012 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, seventh, and eighth 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 2012-2013 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 2012-2013.

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 2012-2013 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 four more interim assessments created by the Achievement Network, a non-profit organization that will create the interim exams, analyze the data, and support us with data-driven intervention strategies.

## Brooklyn Prospect Charter School 2011-2012 Accountability Plan Progress Report

We will continue to use our common data analysis template, however, in 2012-2013, we will have half-days set aside for teachers to complete the analysis and plan re-teaching strategies and other interventions with the support of a professional data coach provided through our partnership with the Achievement Network.

In 2012-2013, we will continue our tutorial program, taught by math and science teachers during our study hall period. 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. Additionally, this year we will offer these tutorial services after school for both small groups of students and individual students.

While in 2011-2012 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 2012-2013 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.

## 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**

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

### **Method**

The school administered the New York State Testing Program science assessment to students in 8<sup>th</sup> grade in spring 2012. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

### **Results**

70 percent of grade eight students in at least their second year at BPCS performed at levels 3 and 4 on the NYS Science exam.

**Charter School Performance on 2010-11 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	6	23	46	24	70	97
	Students in At Least 2 <sup>nd</sup> Year	6	23	46	24	<u>70</u>	87

**Evaluation**

**This outcome has not been met by BPCS.** Unfortunately, the eighth grade group of students who have been at BPCS for at least two years fell short of the 75% proficiency goal in science. The 2011-12 school year marked the first time BPCS had eighth grade students to take the test.

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

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2008-09		2009-10		2010-11		2011-12	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8							70	87

**Goal 3: Absolute Measure**

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents Science 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 3: Comparative Measure**

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

**Method**

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

**Results**

Local district science exam results are unavailable at the time of this report.

**2011-12 State Science 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 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
8	70	87	TBD	

**Evaluation**

TBD

**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							
	2008-09		2009-10		2010-11		2011-12	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
8							70	

**Summary of the Science Goal**

The grade 8 students fell just short of the 75% mark on our first attempt at the state exam.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Did Not Achieve
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	TBD

## Social Studies

### **Goal 4: Social Studies**

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

### **Goal 4: Absolute Measure**

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History 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 4: Absolute Measure**

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History 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 4: Comparative Measure**

Each year, the percent of students in the high school Accountability Cohort passing a Regents Global History exam with a score of 65 or above after their fourth year will exceed that of the students in the high school from the local school district, Brooklyn's Community School District 15.

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

### **Goal 4: Comparative Measure**

Each year, the percent of students in the high school Accountability Cohort passing a Regents U.S. History exam with a score of 65 or above after their fourth year will exceed that of the students in the high school from the local school district, Brooklyn's Community School District 15.

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

## High School Graduation

### **Goal 5: High School Graduation**

Brooklyn Prospect Charter School will maintain high graduation rates each year.

### **Goal 5: Absolute Measure**

Each year, 75 percent of students in the high school Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.

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

### **Goal 5: Absolute Measure**

Each year, 75 percent of students in each high school Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.

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

**No Child Left Behind**

**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**

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 No Child Left Behind (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 was deemed to be in “Good Standing” in the 2011-12 school year.

**Evaluation**

**This outcome measure has been met by BPCS.**

**Additional Evidence**

BPCS has been in good standing since opening in the year 2009.

**NCLB Status by Year**

Year	Status
2009-10	Good Standing
2010-11	Good Standing
2011-12	Good Standing