

**BROWNSVILLE COLLEGIATE
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

By Jeannemarie Hendershot

364 Sackman Street
Brooklyn, NY 11212
(718) 636-0370

Jeannemarie Hendershot, Associate Chief Operating Officer prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
John Greenstein	Treasurer
Bob Howitt	Trustee
Eileen Shy	Trustee
Linton Mann III	Chair
Julie Kennedy	Trustee
Stuart Linde	Trustee
St. Claire Gerald	Trustee
Ian Sacks	Trustee
Ekwutozia Nwabuzor	Trustee

Jessica Simmons has served as the Principal since 2009.

INTRODUCTION

MISSION and GRADES SERVED

The mission of Brownsville Collegiate Charter School (BVC) is to prepare each student for college. Brownsville Collegiate Charter School opened on August 31, 2009. The school opened with 5th and 6th grades and served grades 5-10 during the 2013-14 school year.

STUDENT POPULATION

With an initial enrollment as of BEDS Day 2013 of 324 students, Brownsville Collegiate Charter School had relatively low attrition and ended the 2013-14 school year with 331 students in grade 5-10. The chart below shows the demographic breakdown of BVC's student population as of the last day of school.

Gender	51% Male	49% Female
Free & Reduced Lunch	84%	
Special Needs	14%	
Race	87% Black/ African American	13% Latino Less than 1% Asian
English Language Learners	3%	

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						74	29							103
2010-11						77	54	20						151
2011-12						88	67	47	18					220
2012-13						87	86	67	40	15				295
2013-14						74	72	77	56	31	14			324

* Data is as of BEDS day

STRATEGY

Brownsville Collegiate Charter School's educational program rests on three pillars:

1. We believe that creativity flourishes within structured academic environments.
Good work cannot occur unless there is a safe and orderly environment in and out of the classroom.
2. We have very high academic and behavioral expectations.
High expectations demand significant amounts of extra support before, during, and after school and on Saturdays.

3. We know that without great teachers, nothing else matters.
Teachers must have the time and professional tools and resources to do their jobs effectively.

At Brownsville Collegiate, we do not believe that there is a panacea that makes a school work. Nor do we pretend that what we do is “rocket science” or necessarily innovative. BVC teachers work hard and use common sense because elevating student achievement and transforming lives requires constant attention to hundreds of different elements – not one, magical 100% solution but rather one hundred, individual 1% solutions.

DESIGN

Brownsville Collegiate Charter School’s school design includes seven core components.

Focus on Literacy. Many of our students beginning in grade 5 are reading substantially below grade level. If a school does not address this dramatic and central issue immediately, students will be at a huge disadvantage in all subjects in high school and college. The ultimate academic success of BVC students, therefore, is tied to mastering this fundamental skill. In 2013-14, BVC provided explicit instruction in literacy skills and inculcated the reading habit through:

- Two hours of daily literacy instruction;
- 30 minutes of Guided Reading groups or Book Clubs four times per week;
- 30 minutes of silent reading at breakfast to start each school day;
- Requiring students to read grade level-appropriate books during the summer;
- Requiring graded, written work in every class, including math; and
- Requiring students to carry a silent independent reading book at all times to serve as the entrance ticket to school in the morning, make better use of transition time in the hallways, and ensure that there is never a lost moment during the day since “you never know when you’ll have a chance to read.”

Target Curriculum Focused on Basic Skills. BVC does not use an off-the-shelf curriculum. Rather, BVC develops curriculum directly from the New York State Learning Standards that ensures students master a core set of basic academic skills before they can master higher-level, abstract material.

BVC teachers pay particularly close attention to the topics, sequence, and performance standards outlined in the New York State standards. This ensures that students are mastering the same material as their peers throughout New York State. At the same time, we trust teachers to adapt the subject topics and performance standards according to their professional expertise. BVC teachers create a comprehensive curriculum for their subject, saved on the school’s shared drive, with a year-long scope and sequence, individual unit plans, daily lesson plans, and assessment materials. Not only does this provide the school with a record of individual course instruction but this also serves as a valuable curricular planning resource for returning and future teachers.

Assess Early and Often to Drive the Instructional Program. The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of

continuous reflection and improvement. In addition to the New York State Common Core Mathematics and English Language Arts exams, BVC administered three internally-aligned Interim Assessments and one Final Exam in Math, Reading, Writing, Science and History. These tests assessed ongoing student mastery of Math, Reading, Writing, Science and History skills and standards throughout the year and provided immediate data on individual student and class growth. In addition, Regents exams in Living Environment and Algebra were administered in 8th grade. BVC teachers, with the support of the Principal, used this data to identify standards mastered and standards in need of re-teaching so that lesson plans could be continuously adjusted. BVC also utilized the information to target content- and skills-driven tutoring and small-group instruction afterschool and on Saturdays.

Make More Time. In order to provide students with a comprehensive, college preparatory education, Brownsville Collegiate has a longer-than-usual school day and longer-than-usual school year. During the 2013-14 school year, Brownsville Collegiate was open 180 instructional days for students (200 days for teachers). For most students, the regular school day began at 7:45 AM and ended at 4:30 PM. For those receiving tutoring and homework help, the day ended at 5:30 PM. Finally, as a result of their academic need, 14% of BVC students (n=39) also attended school from 9:00 AM to 12:00 PM on Saturdays at some point during the school year.

With hour-long periods four days a week and 40 minute periods on Wednesdays to allow for significant staff meeting and professional development time, students at Brownsville Collegiate received weekly:

- 10 periods of Mathematics
- 10 periods of English Language Arts (Reading and Writing)
- 4 30-minute periods of Guided Reading or Book Clubs
- 5 periods of Social Studies
- 5 periods of Science
- 3 periods of Enrichment electives

Brownsville Collegiate students extended their learning beyond the school day completing, on average, one-and-a-half to two hours of homework every night.

Emphasis on College. For too many at-risk students, college only exists in the abstract. For Brownsville Collegiate students, freshman year of college will be a natural extension of their educational experience at BVC. In the school's whole-school Friday Community Meetings, the goals for the day consistently revolved around the question, "How do we get to college?" To which BVC students answered together, "By being mindful, achieving, professional and prepared!"

Brownsville Collegiate students began talking about college on the first day of school as their advisories are named after the alma maters of their teachers. Through informal conversations in advisory and in classes, students learned about the college application process, financial aid, dorm-life, selecting a major, and other important aspects of college survival. Students also won T-shirts from their namesake advisories. Our 5th grade students visited Georgetown University and Columbia University, our 6th grade students visited Brown University, our 7th grade students visited Harvard University, and our 8th grade students visited Stanford University during trips throughout the year.

During the regular school day, from 3:30 to 4:30 PM three days per week, BVC offers a variety of rotating electives, called Enrichment, including:

- Art
- Printmaking
- Flag Football
- Basketball
- Soccer
- Martial Arts
- Chess
- Drama
- West African Dance
- Hip Hop
- Typing
- Fashion Design
- Drumming
- Chorus
- Yoga
- Step and Double Dutch
- French
- Debate
- Set Design
- Musical theater

From 4:30 to 5:30 PM, BVC offers subject-specific tutoring and requires students struggling to regularly complete homework assignments on-time and at high quality to spend an additional hour in Homework Center working on that night's homework assignments.

BVC's school culture is based on its four core MAPP values of being "Mindful," "Achieving," "Professional," and "Prepared." Brownsville Collegiate students are expected to consistently demonstrate these characteristics wherever they find themselves and are rewarded with merits when they model these characteristics well or go above and beyond. Students earning merits receive the opportunity to represent the school on merit trips and trade their merits at Merit Auctions for tangible rewards. Every other month, by participating in merit-earned trips either with a group of the top merit earners or one-on-one/two-on-one with staff members, merit winners develop the more abstract skills necessary for true college preparation (trying new activities, demonstrating leadership and professionalism, and participating in community service). During the 2013-14 school year, Brownsville Collegiate students:

- Visited Bear Mountain and spent a day hiking;
- Earned the opportunity to paint pumpkins before Halloween;
- Participated in team building activities at the Alley Pond Ropes Course;
- Visited the Museum of Natural History, the Brooklyn Museum, and the NY Hall of Science;
- Went to museums, sporting events and restaurants with staff members;
- Sang Karaoke, played games, and participated in Dance Competitions;

- Participated in spelling bees, a “Writing Oscars” and math competitions;
- Performed in a musical production of “Annie”; and
- Participated in grade level and school wide field day competitions.

Provide Structure and Order. Students need a safe and orderly environment to be productive. In 2013-14, BVC created a calm, composed, and disciplined environment to maximize the amount of time on-task. Strategies included:

- Strictly enforced school dress code;
- Merit system that defined clear expectations of and immediate responses to positive behavior;
- Demerit and detention system that defined clear expectations of and immediate responses to negative or inappropriate behavior;
- Rubric system that provided immediate feedback to classes at the end of each class each day; and
- Common Blackboard Configuration (BBC) consisting of a Do Now, Aim, Agenda, and Homework.

Insist on Family Involvement. BVC’s educational program is structured so that families must be involved in their child’s academic pursuits. In 2013-14, BVC families:

- Picked up their child’s report card in person at the school three times;
- Met with teachers and staff on dozens of occasions to formally and informally discuss their child’s academic and behavioral performance;
- Maintained an open line of communication with their child’s teachers through in-person meetings, bi-weekly advisory phone calls, and e-mails;
- Were called at home or at work each day if their child earned a detention;
- Attended Family Involvement Committee meetings throughout the year to better understand the curricular program, learn about summer camp opportunities, discuss strategies for monitoring Internet and cell phone usage, and talk about how to communicate with their pre-teen;
- Were asked to offer input on the school on mid-year and year-end surveys, grading the school on how it was doing;
- Were offered the opportunity to watch their children perform in their chosen Enrichment activity at three public performances during the course of the year, with the Winter Celebration being followed by a potluck dinner;
- Attended Literacy Night and Math Night to learn better ways to support students at home;
- Used games to learn strategies for preparing their students for the NYS ELA and Mathematics exams at State Exam Family Night ;
- Attended a performance of BVC’s musical production of *Annie* and;
- Participated in an array of charter school advocacy efforts, including a march across the Brooklyn Bridge and a rally in Albany

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will be proficient readers and writers of the English language.

Background

Reading instruction at Brownsville Collegiate is based around shared, whole-class novels. The curriculum develops reading comprehension skills and strategies and vocabulary. Whole-class novels are selected for each grade that are appropriately leveled for the majority of students in that grade. The whole-class novels should be accessible for students with the appropriate scaffolding.

In Writing classes at Brownsville Collegiate, students learn the essential skills of grammar and writing. Writing class explicitly supports the work that students are doing in Reading class, as students learn to write strong responses to literature in short answer and essay formats and use weekly vocabulary words from Reading class in their daily writing assignments.

Brownsville Collegiate Charter School uses data from the following assessments to ensure student proficiency in English Language Arts:

- Criterion-referenced New York State exams in English Language Arts
- Leveled Reading Assessments
- Internally developed Interim Assessments in English Language Arts
- Internally developed Final Examination in English Language Arts.

Brownsville Collegiate Charter School administered four externally developed and aligned Interim Assessments in English Language Arts (Reading and Writing) during the 2013-14 school year, including one Final Exam. These assessments were created using an external vendor to increase the level of rigor and Common Core alignment of the literacy exams. They were also administered to all other Uncommon NYC middle schools, as well as our counterparts in Troy and Rochester. Similar to the state exam, the ELA Interim Assessments were administered in two parts: 3-4 reading passages accompanied by multiple choice questions and open response questions or an extended response/essay section. The assessments also included at least two editing passages that assessed student mastery of grammar, capitalization, and punctuation skills.

After the tests were administered, BVC teachers graded each exam and BVC administrative staff entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, BVC teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. BVC also utilized the information to target content- and skills-driven tutoring and re-teaching after school and on Saturdays.

After seeing the reading and writing performance of our students in the spring of 2013, we took the following steps:

- Increasing student achievement in ELA became a school-wide Strategic Plan initiative for the third year in a row

- Reading and Writing teachers began using lessons from Curriculum Specialists across the network and tailored them for their individual classes to leverage the best lesson planning in Uncommon’s middle schools;
- We continued to target students who scored a 1 or 2 on State ELA Exams through Saturday School and after-school tutoring to help remediate students’ basic skills and better prepare them for the myriad skills they will need to demonstrate proficiency on the state exam and beyond. These students were also prioritized for additional pre-State Exam tutoring.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.¹

Method

The school administered the New York State Testing Program Common Core English language arts assessment to students in 5th through 8th grade in April 2014. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

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

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	77				77
6	78				78
7	76				76
8	55				55
All	286				286

Results

¹ Because of the state’s new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous years using the state’s published results for scoring at proficiency.

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.

On the 2013-14 NYS ELA exam, 27% of students in their second year at Brownsville Collegiate scored proficient. When looking at all students, including those that have been at Brownsville Collegiate for less than 2 years, 25% of students scored proficient. Overall, the percent of students scoring proficient on the NYS ELA exam increased with the number of years that students have been enrolled at Brownsville Collegiate, with 47% of 8th graders scoring proficient.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	14%	77	0%	9
6	24%	78	25%	67
7	20%	76	18%	73
8	47%	55	47%	53
All	25%	286	27%	202

Evaluation

We did not achieve the goal of 75% of students meeting this measure in ELA for 2103-14, however we feel energized to embrace the challenge of significant growth that we will need to make in order to achieve the goal. The performance of our eighth grade cohort, at 47% proficient, an 18% increase over last year’s eighth grade performance, shows that we can make progress towards these goals as we continue to become more laser focused on them.

Additional Evidence

Over the past three years, with the exception of the 2011-12 8th grade cohort, we have seen that students who are enrolled longer at Brownsville Collegiate are more likely to score proficient on the NYS ELA exams. We look forward to seeing these numbers increase in the coming years as we revise curriculum and work to ensure all students are prepared for the rigor of the new exams, but we feel positive about the momentum we have seen over the past few years in terms of student growth in English language arts. We are hopeful that the network wide focus on improving these results, along with the dogged determination of our teachers, will yield stronger performance next year.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number	Percent	Number	Percent	Number

		Tested		Tested		Tested
3						
4						
5	13%	8	11%	9	0%	9
6	52%	62	11%	82	25%	67
7	55%	44	25%	60	18%	73
8	31%	16	29%	34	47%	53
All	48%	130	19%	185	27%	202

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.³

Results

The school achieved this goal with a PLI of 96, surpassing the AMO of 89 by 7 points.

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

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	29	46	20	5

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 46 & + & 20 & + & 5 & = & 71 \\
 & & & & 20 & + & 5 & = & \underline{25} \\
 & & & & & & \text{PLI} & = & 96
 \end{array}$$

Evaluation

Brownsville Collegiate exceeded the AMO of 89, scoring a 96 on the Performance Index. We believe that the strengthening of our English Language Arts program will improve student performance and will increase our overall Performance Index next year, closer to 200.

³ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Goal 1: Comparative Measure

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

Method

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.⁴

Results

Students in their second year at Brownsville Collegiate outperformed Community School District 23 on 2014 administration of the Common Core English Language Arts exam by 13 percentage points. The school outperformed the district in all grades on an absolute level, though none of the 9 fifth graders repeating the grade score proficient. On an absolute level, however, 14% of Brownsville Collegiate 5th graders score proficient. In both 6th and 8th grades, Brownsville Collegiate’s performance exceeded CSD 23 performance by at least 10 percentage points, and specifically more than doubled the percentage of students in grade 8 scoring proficient compared to the district, demonstrating that the longer students are enrolled at Brownsville Collegiate, the more prepared they are for rigorous curriculum and to succeed in college.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	0%	9	9.8%	734
6	25%	67	13.4%	1007
7	18%	73	15.4%	994
8	47%	53	16.4%	1158
All	27%	202	13.75%	3893

Evaluation

⁴ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

Brownsville Collegiate met this measure in all grades except for with 5th graders in their second year at the school. Overall, the school outperformed the same grades in Community School District 23 by between 3 and 31 percentage points, and by 12 percentage points as a whole.

Additional Evidence

Despite changes to the NYS ELA testing program, Brownsville Collegiate students continue to outperform their district counterparts in English Language Arts across almost all grades. While the gap in performance between BVC’s students and students in the district has decreased with the new Common Core standards, we know that there is still a good deal of work to do to prepare our students for the level of performance that we expect of them.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						
4						
5	13%	33%	11%	9.7%	0%	9.8%
6	52%	32%	11%	13.3%	25%	13.4%
7	55%	32%	25%	14.6%	18%	15.4%
8	31%	28%	29%	14.3%	47%	16.4%
All	48%	31%	19%	13%	27%	13.75%

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁵

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other schools

⁵ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year’s results using reported free-lunch statistics.

with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

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

Results

The table below shows that the school’s overall comparative performance is higher than expected to a small degree. Students at BVC within grades 7 and 8 performed better than predicted based on their free lunch status on the 2012-13 ELA exam, with a significant effect size, while students in grades 5 and 6 performed slightly worse than predicted. Overall, the table below shows that in general, students enrolled at Brownsville Collegiate perform higher than expected on the NYS ELA exam the longer they are enrolled at the school.

2012-13 English Language Arts Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	89.9	87	17.2	17.7	- 0.5	-0.04
6	91.9	86	10.4	12.0	- 1.6	-0.15
7	88.4	66	24.2	15.7	8.5	0.69
8	73.8	38	29.0	22.6	6.4	0.53
All	87.9	277	18.4	16.1	2.3	0.18

School’s Overall Comparative Performance:
Slightly higher than expected

Evaluation

Brownsville Collegiate met this measure by a narrow margin as a school overall, but with promising results in grades 7 and 8. The school did not meet the measure in grades 5 and 6, the grade where students first enroll at the school and have attended for less than one year before taking the NYS ELA exam.

Additional Evidence

In two of the past three years, Brownsville Collegiate has exceeded its predicted performance on the NYS ELA exams. This demonstrates that the school is moving in a positive direction with ELA instruction. It also shows that as students spend more time at the school, their performance improves and moves further away from predicted performance based on income.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	5-7	74%	151	33.1	37.9	-.26
2011-12	5-8	77.3%	218	45.0	37.6	.47
2012-13	5-8	87.9	277	18.4	16.1	.18

Goal 1: Growth Measure⁶

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

Method

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

Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.⁷

⁶ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁷ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

Results

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

Grade	Mean Growth Percentile	
	School	Statewide Median
3		50.0
4		50.0
5	59.5	50.0
6	59	50.0
7	51.5	50.0
8	57.5	50.0
All	56.5	50.0

Evaluation

In 2012-13, Brownsville Collegiate exceeded the statewide median in all grades with its Mean Growth Percentile of 56.5 overall. The Mean Growth Percentile in grades 5, 6 and 8 were most significant at 59.5, 59 and 57.5 respectively.

Additional Evidence

Since this is our first year reporting in the Mean Growth Percentile, we look forward to increasing our performance each year, particularly with the 7th grade cohort and hope we can continue to exceed the Statewide Median.

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

Grade	Mean Growth Percentile			
	2010-11 ⁸	2011-12 ⁷	2012-13	Statewide Average
3				50.0
4				50.0
5			59.5	50.0
6			59	50.0
7			51.5	50.0
8			57.5	50.0
All			56.5	50.0

⁸ Grade level results not available.

Summary of the English Language Arts Goal

Brownsville Collegiate achieved four of the five relevant English Language Arts goals based on results of the 2012-13 and 2013-14 state exams. We are proud that our students continue to outperform the district in almost all grades in ELA and that our students are exceeding predicted performance based on free lunch status. However we know that we still have a long way to go in terms of absolute performance .

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

Action Plan

As a result of the most recent state exams, the school has made increasing rigor and achievement in ELA a continued focus area for the leadership team. In order to achieve the goals in the coming years, the school has taken the following steps:

- Implementing planning meetings with all teachers (in addition to weekly observation feedback meeting)
- Bi-weekly data meetings with ELA Instructional Leaders to inform next steps in their classrooms
- Instructional leaders are maintaining a strict focus on data driven instruction for ELA
- The school is continuing to refine expectations for guided reading in order to maximize this school-wide time each day
- ELA teachers each have a professional development goal around increasing the ratio of cognitive work for students

MATHEMATICS

Goal 2: Mathematics

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

Background

We believe our students should be able to compute numbers quickly and accurately, apply appropriate math procedures in single- and multi-step problems, and speak and write fluently and clearly about math problem solving and procedures, using accurate mathematical vocabulary. For this reason, our students take two hours of math per day, getting sufficient time to review basic computation skills and practice drilling mathematics computation and facts as well as time for independent practice of the skills and deeper problem solving. Basically, we double the time dedicated to math instruction each day to ensure that students can compute and problem solve.

Brownsville Collegiate Charter School uses data from the following assessments to ensure student proficiency in Mathematics:

- Criterion-referenced New York State exams in Mathematics
- Internally developed Interim Assessments in Mathematics
- Internally developed Final Examination in Mathematics

Brownsville Collegiate Charter School administered 4 internally developed and aligned Interim Assessments, including a Final Exam in Math during the 2011-12 school year. These assessments were created to reflect the school's scope and sequence in Math, and to mirror the style and scope of the New York State Math exams. Similar to the state exam, the Math Interim Assessments were administered in two parts; a 25-35 question multiple-choice section and a 6-12 question open-response section. The assessments focused primarily on the most recently covered standards, with a smaller focus on cumulative skills and standards covered in previous units.

After the tests were administered, BVC teachers graded each exam and entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, BVC teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. BVC also utilized the information to target content- and skills-driven tutoring after school and on Saturdays.

Goal 2: Absolute Measure

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

Method

The school administered the New York State Testing Program mathematics assessment to students in 5 through 8 grade in April 2014. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

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

Grade	Total Tested	Not Tested ⁹			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	77				77
6	78				78
7	76				76
8	55				55
All	286				286

Results

During the 2013-14 school year, 44% of all students earned scores of 3 or 4 on the NYS Common Core math exam and 50% of students in their second year at the school achieved proficiency. Students who have been enrolled at Brownsville Collegiate longer demonstrated stronger performance on the exam, particularly in grade 8 where 72% of students enrolled in their second year scored proficient, 3 points short of the absolute goal.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	26%	77	11%	9
6	40%	78	43%	67
7	45%	76	44%	73
8	73%	55	72%	53
All	44%	286	50%	202

⁹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Evaluation

Brownsville Collegiate did not meet this measure in 2013-14 after administering its second set of Common Core math exams. The school fell short of the goal by 25 percentage points, a narrower margin than in the previous year. Students who have been enrolled at the school longer performed better, with 72% of 8th grade students scoring a Level 3 or 4, and only 1 student scoring a Level 1.

Additional Evidence

Brownsville Collegiate has historically performed well on the NYS Mathematics assessments, exceeding the goal of 75% of students reaching proficiency each year prior to 2012-13. While the school did not meet or exceed this goal this year, we are confident that our strong track record in mathematics as well as the deep level of Common Core alignment that our instructional leaders have conducted will help the school demonstrate strong performance going forward.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5	88%	8	22%	9	11%	9
6	100%	62	37%	82	43%	67
7	100%	44	35%	60	44%	73
8	88%	16	59%	34	72%	53
All	<u>98%</u>	130	39%	185	50%	202

Goal 2: Absolute Measure

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

Method

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

with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.¹⁰

Results

Brownsville Collegiate scored a Mathematics PLI of 129 during the 2013-14 school year, exceeding state mathematics AMO of 86.

Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	15	41	33	11

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 41 & + & 33 & + & 11 & = & 85 \\
 & & & & 33 & + & 11 & = & \underline{44} \\
 & & & & & & \text{PLI} & = & 129
 \end{array}$$

Evaluation

Brownsville Collegiate met this goal, exceeding the state AMO of 86 by 43 points.

Goal 2: Comparative Measure

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

Method

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.¹¹

Results

Brownsville Collegiate's percentage of students scoring proficient or advanced proficient on the NYS Common Core mathematics exam exceeded the percentage of students in Community School District 23 scoring proficient or advanced proficient on the exam in the same grades by 36 percentage points overall.

¹⁰ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

¹¹ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	11%	9	12.7	748
6	43%	67	14.3	1008
7	44%	73	14.8	999
8	72%	53	15.4	1148
All	50%	202	14%	3903

Evaluation

Once again, Brownsville Collegiate met its comparative measure with its percentage of students scoring proficient exceeding the percentage of students in CSD 23 scoring proficient or advanced proficient across grades 5-8. The percentage of students at Brownsville Collegiate scoring proficient in each grade was at least double the percentage in the district in all grades on an absolute level (BVC's 5th grade in the chart above represents 9 students who repeated the grade) and in grade 8, Brownsville Collegiate's performance exceeded the district's performance by 57 percentage points. While Brownsville Collegiate is still not satisfied with its performance and hopes to get all students to proficiency as quickly as possible, the school is glad that it is able to offer students a viable alternative to math instruction in the district which is putting far fewer students on a path to mathematics proficiency.

Additional Evidence

Despite changes to the NYS Math exam, Brownsville Collegiate students continue to outperform the district average for math across all grades and have done so for the past three years. The school hopes to bring more students to proficiency during the 2014-15 school year in order to provide a viable program that is truly preparing students for college level mathematics.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						
4						
5	88%	44%	22%	8%	11%	12.7

6	100%	40%	37%	15%	43%	14.3
7	100%	41%	35%	11%	44%	14.8
8	88%	36%	59%	10%	72%	15.4
All	98%	40%	39%	11%	50%	14%

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹²

Method

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

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

Results

The chart below displays how BVC students in each grade performed compared to students in public schools in New York State with the same grade and a similar population of free-lunch-eligible students. As evidenced in the chart, BVC students performed much better than predicted in all grades, and had significant positive effect sizes overall and in each grade.

2012-13 Mathematics Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	89.9	87	39.0	18.1	20.9	1.38

¹² The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

6	91.9	86	37.2	15.4	21.8	1.39
7	88.4	66	33.4	13.2	20.2	1.34
8	73.8	38	57.9	18.4	39.5	2.33
All	87.9	277	39.7	16.1	23.6	1.50

School's Overall Comparative Performance:
Higher than expected to a large degree

Evaluation

Once again, BVC met and exceeded this measure with a significant positive effect size of 1.50, with a particularly strong effect size of 2.33 in grade 8.

Additional Evidence

Brownsville Collegiate continues to exceed predicted performance in mathematics across all grades. Brownsville Collegiate students who have spent more time at the school fare better each year in exceeding predicted performance. In all grades, Brownsville Collegiate students exceeded their predicted performance by at least 20 percentage points.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	5-7	74	151	87.4	50.6	1.80
2011-12	5-8	77.3	218	94.1	50.4	2.07
2012-13	5-8	87.9	277	39.7	16.1	1.50

Goal 2: Growth Measure¹³

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students'

¹³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

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

Results

The table below shows the mean growth percentile for Brownsville Collegiate's 5th – 8th graders from the 2012-13 state exam. In all grades, Brownsville Collegiate students exceeded the statewide average, with a school-wide percentile of 64 points.

2012-13 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
3		50.0
4		50.0
5	61	50.0
6	61.5	50.0
7	61.5	50.0
8	72.5	50.0
All	64	50.0

Evaluation

Brownsville Collegiate students exceeded the mean growth percentile in every grade by at least 11 points, and most significantly in grade 8, with a MGP of 72.5, 22.5 points above the statewide average.

Additional Evidence

While this is our first year using the mean growth percentile as a measure, we feel energized by the results and look forward to seeing our results next year given our increased focus on common core rigor in mathematics.

¹⁴ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2010-11 ¹⁵	2011-12 ¹⁴	2012-13	Statewide Average
3				50.0
4				50.0
5			61	50.0
6			61.5	50.0
7			61.5	50.0
8			72.5	50.0
All			64	50.0

Summary of the Mathematics Goal

Brownsville Collegiate achieved 4 of the 5 measures in the mathematics goal for the 2013-14 school year. We feel energized by the challenge of reaching the ambitious goal of 75% of students reaching proficiency and want to be able to meet that goal in the coming years.

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

¹⁵ Grade level results not available.

Action Plan

The absolute performance across all grades in mathematics on the 2013-14, while slightly higher than in the previous year, has shown that our thinking about mathematics instruction will need to continue to evolve as we prepare our students to meet the demands of more challenging math curricula. In order to continue to improve our curricula in math, we have put a network wide focus on Explore problems. Additionally, the math teacher whose 8th grade class achieved 72% proficiency is coaching the majority of the math teachers at the school. Like in ELA, there are bi-weekly data meetings to review and respond to student data, and an increased attention to data driven instruction that will allow teachers to focus in on student needs in a timely way.

SCIENCE

Goal 3: Science

Students will demonstrate proficiency in the understanding and application of scientific principles.

Background

The Science curriculum at BVC has been designed to provide a solid foundation for students in the essential understandings of Middle Grades Science as outlined in the New York State standards. Our fifth and sixth grade science curriculum is designed to equip students for more in-depth studies of Biology, Chemistry, and Physics in high school. Students participated in hands-on science activities or demonstrations on a weekly basis, usually adapted from FOSS Science kits that align with our science content. Science instruction consistently reinforced both math and reading comprehension skills, and our science teachers frequently worked closely with both our math and English Language Arts teachers to ensure that common approaches and language were used to reinforce cross-curricular content. For example, during the Scientific Method and Measurement unit, students worked with units of measurement, tools of measurement, and conversions between units of measure, reinforcing important skills from the math curriculum. In terms of supporting literacy, planning time was dedicated to determining how to best expose students to nonfiction texts during science class each week and how to encourage them to access and use scientific texts for their own learning and study. This exposure to nonfiction provided an important opportunity for students to practice and continue to develop their reading comprehension and vocabulary skills. In eighth grade Science, the Regents examinations in The Living Environment were administered for the first time. In preparation for this, students participated in a rigorous course of study and set of laboratory activities, again using literacy skills to complete lab reports throughout the year and conduct research. Students took the Living Environment Regents exam in lieu of the 8th grade State Science exam, following guidance from NYSED which allowed students to forego the 8th grade science exam if they took the Regents instead.

Goal 3: Absolute Measure

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

Method

The school administered the Living Environment Regents exam to students in 8th grade in June of 2014 in lieu of the 8th grade NYS Science test.

Results

In the school's third administration of the NYS Regents exam in The Living Environment, 96% of students tested scored a 65 or higher on the exam, which was equivalent to passing the exam.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4				
8	96%	54	N/A	N/A

Evaluation

This measure was met and exceeded, with 96% of students achieving "proficiency" as measured by a passing grade of 65 or higher on the Regents exam (equivalent to "Level 3 or higher" on the State Science exam).

Additional Evidence

The table below shows performance of Brownsville Collegiate 8th graders on the Living Environment Regents exam for the past three years. In both 2012 and 2013, the majority of students passed the Regents exam with a score of 65 or higher. The percentage of students passing the exam increased by 10 percentage points from 2012 to 2013, despite adding almost double the number of students to the 8th grade in 2013. As our enrollment continues to become more stable through backfilling seats in upper grades and retaining students longer, we are happy to report that our results remain strong.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4						
8	88%	16	98%	38	96%	54
All	88%	16	98%	38	96%	54

Goal 3: Comparative Measure

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

Method

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

Comparative data was not available for the past two years for NYS Science exams or Regents by districts.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4				
8	96%	54	N/A	N/A

Evaluation

At the time of this report, comparative NYS Science exam and NYS Regents exam data had not yet been released. Brownsville Collegiate will update this report when the data becomes available.

Additional Evidence

N/A

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4						
8	88%	58%	98%	Data not released	96%	Data not released

All	88%	58%	98%			
-----	-----	-----	-----	--	--	--

Summary of the Science Goal

Brownsville Collegiate exceeded its one measurable science goal for the 2013-14 school year and feels confident that it will exceed the comparative goal once data is released on Community School District 23's Living Environment Regents performance.

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

Action Plan

BVC looks forward to continuing to build on the success of its first several years of successful Regents exam administration in the following ways:

- Having a consistent teacher who has taught Living Environment at the school for three years and has been able to tweak and build upon curriculum each year.
- Implementing new Science curricular materials from Pearson that incorporate far more writing and critical thinking than in the past.
- Continuing to utilize our building's shared science lab space for all 8th grade classes to allow for more high quality laboratory experiences
- Align classroom lessons and materials to revised Scope & Sequence for science grades 5-8 that builds up to Regents preparation in 8th grade and also adds elements of Common Core standards so that this course is aligned to the new Common Core Regents expectations
- Revise assessments and scope and sequence for 5th-8th grade science to align all grades with Common Core science standards
- The 8th grade science teacher will have taught the rising 8th grade students for two years and will be able to teach the course knowing her students' strengths and areas for growth.

NCLB

Goal 4: NCLB

The school will make Adequate Yearly Progress.

Goal 4: Absolute Measure

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

Method

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

Results

Brownsville Collegiate was designated a school In Good Standing under NCLB for the 2013-14 school year.

Evaluation

N/A

Additional Evidence

N/A

NCLB Status by Year

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

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

ENGLISH LANGUAGE ARTS

Goal 1: 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 English exam by the completion of their fourth year in the cohort.

(S) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma; and scoring 75 to meet the college and career readiness standard.¹⁶ This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

Results

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

**English Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁷**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	12	N/A
2013	29	N/A
2014	47	N/A

¹⁶ The statewide adaptation of the Common Core State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

¹⁷ Based on the highest score for each student on the English Regents exam

Evaluation

N/A

Additional Evidence

In its second year with a 9th grade cohort, Brownsville Collegiate made some progress towards the goal of having 75% of 10th pass three Regents exams within their first two years, and did see 75% of 10th grade students pass the English Regents.

English Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2012-2013		2013-2014		2014-2015	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	15	60%	12	75%		

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score proficient on the 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.

(S) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.

Method

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation with a Regents diploma (the college and career readiness standard).

Results

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

English Regents Passing Rate with a Score of 65 (75) among Students

Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁸

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 (75)
2012	12	N/A
2013	29	N/A
2014	47	N/A

Evaluation

N/A

Additional Evidence

N/A

Goal 1: Absolute Measure

Each year, the Accountability Performance Level (APL) 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.

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be its basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2012-13 English language arts AMO of **163**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4.

Results

¹⁸ Based on the highest score for each student on the English Regents exam

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

**English Language Arts Accountability Performance Level (APL)
For the 2009 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	?	?	?	?

$$PI = ? + ? + ? = ?$$

APL = ?

Evaluation

N/A.

Additional Evidence

N/A

Goal 1: Comparative Measure

(§) Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on a Regents mathematics exam or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.

Method

The Charter Schools Institute will conduct a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school’s performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the school’s actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other high schools with similar economically disadvantaged statistics produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available.

Results

Leave Blank

Goal 1: Comparative Measure

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

(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.¹⁹

Results

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

English Regents Passing Rate with a Score of 65 of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District ²⁰	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012				
2013				
2014			N/A	N/A

OR

Evaluation

N/A

Additional Evidence

N/A

¹⁹ The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

²⁰ District results for the 2009 cohort are not yet available.

Goal 1: Growth Measure

(§) Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.

Method

This measure will examine the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it will have a mean growth percentile greater than 50.

The State Education Department has not yet developed the high school Growth Model.

Results

Leave Blank

Summary of the High School English Language Arts Goal²¹

This goal does not yet apply to Brownsville Collegiate since it had its first class of 9th graders in 2012-13. However, in its second administration of the Comprehensive English Regents Exam, 75% of students tested passed with a score of 65 or higher at the completion of their second year in the cohort. This indicates meets the goal of 75% of students passing this exam by completion of their fourth year in the cohort.

Type	Measure	Outcome
Absolute	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.	N/A
	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the 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.	N/A

²¹ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, the Accountability Performance Level (APL) 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.	N/A
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A
Comparative	Each year, the percent to students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2011-12 school district results.)	N/A
	(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2011-12 school district results.)	
Growth	(§) Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.	N/A

Action Plan

Brownsville Collegiate, having just completed its second year serving high school grades, will continue to refine its English curriculum and determine ways to offer additional supports from staff and peers to students who struggle to reach this benchmark.

MATHEMATICS

Goal 2: 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 mathematics exam by the completion of their fourth year in the cohort.

(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents in Geometry. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma; and scoring 80 to meet the college and career readiness standard.²² This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

Results

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

**Mathematics Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²³**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

Evaluation

N/A

²² The statewide adaptation of the Common Core State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

²³ Based on the highest score for each student on the Mathematics Regents exam

Additional Evidence

Even though this goal does not yet apply to Brownsville Collegiate, our students are showing strong progress towards this goal, with all students in only their second year cohort passing the mandatory mathematics Regents exams. We hope to continue to build on these strong results as students encounter more Regents exams in their high school career.

Mathematics Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	16	94%	15	80%	12	100%
2013			29	72%		
2014						
2012						

Goal 2: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

(S) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

Method

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for graduation with a Regents diploma (the college and career readiness standard).

Results

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

Mathematics Regents Passing Rate with a Score of 65 (80) among Students

Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²⁴

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 (80)
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

Evaluation

N/A

Additional Evidence

N/A

Goal 2: Absolute Measure

Each year, the Accountability Performance Level (APL) on a Regents mathematics 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.

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be its basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2012-13 mathematics AMO of 142.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4.

Results

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

Mathematics Accountability Performance Level (APL)

²⁴ Based on the highest score for each student on the Mathematics Regents exam

For the 2009 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	?	?	?	?

$$PI = ? + ? + ? = ?$$

APL = ?

Evaluation

N/A

Additional Evidence

N/A

Goal 2: Comparative Measure

(S) Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on a Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.

Method

The Charter Schools Institute will conduct a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school’s performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the school’s actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other high schools with similar economically disadvantaged statistics produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available.

Results

Leave Blank

Goal 2: Comparative Measure

Each year, the percent to students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

(S) Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.²⁵

Results

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

Mathematics Regents Passing Rate with a Score of 65 of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District ²⁶	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012				
2013				
2014			N/A	N/A

OR

Mathematics Accountability Performance Level (APL) of Fourth-Year Accountability Cohorts by Charter School and School District²⁷

Cohort	Charter School		School District ²⁸	
	APL	Cohort Size	APL	Cohort Size
2012	N/A	N/A	N/A	N/A
2013				
2014			N/A	N/A

²⁵ The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

²⁶ District results for the 2009 cohort are not yet available.

²⁷ See page 38 above for an explanation of the APL.

²⁸ District results for the 2009 cohort are not yet available.

Evaluation

N/A

Additional Evidence

N/A

Goal 2: Growth Measure

(§) Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.

Method

This measure will examine the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it will have a mean growth percentile greater than 50.

The State Education Department has not yet developed the high school Growth Model.

Results

Leave Blank

Summary of the High School Mathematics Goal²⁹

Although our oldest Brownsville Collegiate students only entered 9th grade in 2012-13, 100% have already met the goal of passing a New York State Regents mathematics exam. 94% of the 2012 Accountability Cohort passed the Integrated Algebra Regents in 2012: 56% with a Level 3 score and 31% passed with a Level 4 score. Additionally, 80% of the 2012 Accountability Cohort passed the Geometry Regents: 40% with a Level 3 score or higher and 20% passed with a Level 4 score. At the completion of their second cohort year, 100% of students had passed both the Integrated Algebra and Geometry Regents exams. Our students are already demonstrating competency in the understanding and application of mathematical computation and problem solving.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	N/A

²⁹ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	N/A
	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics 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.	N/A
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on a New York State Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A
Comparative	Each year, the percent to students in the high school Accountability Cohort passing a New York State Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2011-12 school district results.)	N/A
	(§) Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2011-12 school district results.)	
Growth	(§) Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.	N/A

Action Plan

- Students will continue to receive 50-100 minutes of math instruction each day.
- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom instruction and provide feedback on instruction.
- The school’s leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers.
- The school’s leadership team will continue to review the effectiveness of the school’s curriculum and make necessary revisions to increase student achievement.
- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.
- Brownsville Collegiate Charter School will continue to offer Regents/AP/SAT preparation classes on Saturdays beginning in the 9th grade.

- Brownsville Collegiate Charter School will continue to provide professional development before the school year, during the school year, and following the school year, during which teachers can review and discuss results.

SCIENCE

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.

Method

New York State administers multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment Regents in 2011 to the 2012 cohort when they were in 8th grade. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Results

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort³⁰

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

Evaluation

N/A

Additional Evidence

³⁰ Based on the highest score for each student on a science Regents exam

N/A

Goal 3: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

Results

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

**Science Regents Passing Rate
of the High School Total Cohort by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

Evaluation

N/A

SOCIAL STUDIES

Goal 4: Social Studies

Students will demonstrate an understanding of key geographical, economic, and governmental concepts, as well as major historical ideas and developments in the United States, New York and the world.

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.

Method

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Results

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13). The school did not administer any Regents exams in social studies during the 2012-13 academic year.

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort³¹

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

Evaluation

N/A

Additional Evidence

N/A

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012						

³¹ Based on the highest score for each student on a science Regents exam

Goal 4: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

Results

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

**U.S. History Passing Rate
of the High School Total Cohort by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

Evaluation

N/A

Additional Evidence

The US History Regents was not administered to Brownsville Collegiate 9th graders this year.

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.

Method

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Results

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort³²

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

Evaluation

N/A

Additional Evidence

The Global History Regents was administered to students in the second year cohort. Eighty-three percent of these students passed the Global History Regents exam.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012			12	83%		

³² Based on the highest score for each student on a science Regents exam

HIGH SCHOOL GRADUATION

GOAL 6: HIGH SCHOOL GRADUATION

Students will graduate from high school.

Goal 6: Absolute Measure

Each year, 75 percent of students in each cohort will pass their core academic subjects by the end of August and the school will promote them to the next grade.

(S) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

Promotion Policies

Scholars who receive a final failing grade (below a 70) for a class do not receive credit for the class. The final grade is based on individual quarter grades and a comprehensive subject-area test.

In subjects that earn 2.0 credits per year (English, Math, Science and History), a scholar who fails will be required to take an additional class to recover the lost credits. There are two ways this occurs, depending on how many classes a scholar is failing that academic year:

1. **One class:** The scholar can recover credit by taking an intensive summer school class in this subject at his/her expense and/or at the school if offered. In order to recover credit, the class must be approved by the school.
2. **Two or more classes:** A scholar is required to repeat the grade.

In subjects that require less than four years of credits (Foreign Language, Physical Education, Health and Electives), a scholar must make up the class in a subsequent school year after the school day, during the summer or another time the school deems appropriate (at his/her expense).

Seniors who fail a class but need the credit to graduate must take an intensive summer school class and cannot partake in commencement activities.

Given that Brownsville Collegiate has provided four tiers of scholar support throughout the school year –Weekly Progress Reports, Office Hours, Weekly Check-in Meetings with the Advisor, and Saturday School – summer coursework for all subjects is the responsibility of the family, both financially and logistically. Subject-area teachers will supply the directions and expectations for summer research projects.

Scholars who need summer remediation and do not fulfill all requirements will automatically be retained.

Graduation Credit Requirements:

- a) English: 4 years (8 credits)
- b) Math: 3-4 years (6-8 credits)
- c) Science: 4 years (8 credits)
- d) History: 4 years (8 credits)
- e) Foreign Language: 3 years (6 credits)
- f) Electives: 3 years (6 credits)
- g) Physical Education: 2 years (4 credits)

Results

Last year, all but one of our students in the twoBrownsville Collegiate cohorts – Accountability Cohort 2012 and 2013 – passed their academic classes and were promoted to the next grade.

Percent of Students Promoted by Cohort in 2013-2014

Cohort Designation	Number in Cohort	Percent promoted
2012	29	96%
2013	12	100%
2011		
2012	15	93%

Evaluation

The school met this measure, promoting 96% and 100% of students within our 2013 and 2012cohorts, well above the threshold of 75% of students within the cohort promoted.

Additional Evidence

N/A

Goal 6: Absolute Measure

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

Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2013, the 2011 cohort will have completed its second year.

Results

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

Evaluation

N/A

Additional Evidence

At the end of their first year in high school, the Brownsville Collegiate 2012 Accountability Cohort has already met this measure. Of the 15 students in the cohort, 12 (or 80% of students) have passed three Regents exams (Living Environment, Geometry and Integrated Algebra).

Goal 6: Absolute Measure

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

Method

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2009 cohort and graduated four years later and those who entered as members of the 2008 cohort and graduate five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer to complete their graduation requirements.

The school's graduation requirements appear above under the graduation goal's first measure pertaining to annual grade-by-grade promotion.

Results

N/A

Percent of Students in the Graduation Cohort who have Graduated After Four Years

Cohort Designation	Number in Cohort	Percent Graduating
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

Percent of Students in Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	Number in Cohort	Percent Graduating
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

Evaluation

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

Additional Evidence

N/A

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.

Method

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the local school district³³. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

³³ Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

Results

N/A

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to Local District

Cohort Designation	Charter School		School District ³⁴	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

Evaluation

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

Additional Evidence

N/A

Summary of the High School Graduation Goal

In its second year with high school grades, Brownsville Collegiate achieved its goal of 75% of students in the cohort passing their core classes and being promoted to the next grade.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.	Achieved
	(§) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	
Absolute	Each year, 75 percent of students in the high school Total 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.	Not Applicable
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Not Applicable
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the	Not Applicable

³⁴ District results for the 2009 cohort are not yet available.

	completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	
--	---	--

Action Plan

- Brownsville Collegiate will continue to use an academic model that is largely similar to that of grades 5-8, utilizing practices and approaches that have proven effective in producing significant academic gains at the highest-performing urban public schools in the country. Specifically, the high school will focus around:
 - A College Preparatory Mission
 - High Standards for Academics and Character
 - A Highly Structured Learning Environment
 - A Longer School Day and A Longer School Year
 - A Focus on Accountability and Data-Driven Instruction
 - A Faculty of Committed and Talented Leaders and Teachers

The school has developed a rigorous high school curriculum based on the New York State Learning Standards and the newly adopted Common Core Learning Standards with a special emphasis on preparing students for admission into and success in college. The school is structured so that students will meet the criteria for a Regents or Advanced Regents degree and will be accepted to at least one 4-year college.

- Quarterly Exams will continue to serve as a critical driver of classroom instruction and lesson planning for grades 9-12. The results will provide teachers with ongoing feedback on students’ progress in meeting state standards so they know, at any moment, which students have mastered which skills and which students have not. Armed with this information, teachers will be better prepared to target instruction and make significant content adjustments throughout the year, without waiting for an end-of-year assessment that shows a student in need.
- Brownsville Collegiate Charter School will continue to administer Interim Assessments/Quarterly Exams on a quarterly basis in all five major subjects. During the 2011-12, 2012-13 and 2014-15 school years, Brownsville Collegiate Charter School will modify Interim Assessments/Quarterly Exams, ensuring that they measure student progress with respect to the Common Core Learning Standards.
- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom instruction and provide feedback on instruction. The school’s leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers.
- The school’s leadership team will continue to review the effectiveness of the school’s curriculum and making necessary revisions to increase student achievement.
- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.
- Brownsville Collegiate will continue to offer Regents/AP/SAT preparation classes on Saturdays beginning in the 9th grade.