

BROOKLYN EAST COLLEGIATE

CHARTER SCHOOL

2014-15 ACCOUNTABILITY PLAN

PROGRESS REPORT

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Atiba Edwards, the Director of Operations at Brooklyn East Collegiate, prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
John Greenstein	Treasurer, Finance Committee
Bob Howitt	Trustee, Executive Committee
Eileen Shy	Trustee, Accountability Committee
Linton Mann III	Chair, Executive, Finance Committee, Accountability Committee and Joint High School Committee
Julie Kennedy	Trustee, Executive, Accountability Joint High School Committees
Stuart Linde	Trustee, Finance Committee and Joint High School Committee
St. Claire Gerald	Trustee, Executive Committee
Ian Sacks	Trustee, Joint High School Committee
Ekwutozia Nwabuzor	Trustee, Finance Committee and Accountability Committee

Bill Cooke has served as the Principal of Brooklyn East Collegiate since July 1, 2013. Christine Algozo has served as the Principal of Uncommon Preparatory Charter High School since July 1, 2014.

INTRODUCTION

MISSION and GRADES SERVED

The mission of Brooklyn East Collegiate Charter School (BEC) is to prepare each student for college. Brooklyn East Collegiate Charter School opened on August 31, 2010. The school opened with 5th grade and will grow to grades 5-12 over time. During the 2014-2015 school year, the school served 5th through 9th graders.

STUDENT POPULATION

Brooklyn East Collegiate Charter School enrolled 282 students in grades 5, 6, 7 and 8 during the 2014-2015 school year. We had our first 9th grade class with 39 students enrolled during the school year.

NOTE: This snapshot is as of BEDS Day, Oct 1, 2014.

Gender	53% Male 42% Female
Free & Reduced Lunch	86%
Special Needs	14%
Ethnicity	94% Black 6% Latino
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														
2010-11						79								79
2011-12						79	59							138
2012-13						89	69	56						214
2013-14						78	84	64	52					279
2014-15						68	81	71	62	39				282

STRATEGY

Brooklyn East 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 Brooklyn East 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. BEC 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

Brooklyn East 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 we do 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 BEC students, therefore, is tied to mastering this fundamental skill. In 2014-2015, BEC provided explicit instruction in literacy skills and inculcated the reading habit through:

- Two hours of daily literacy instruction;
- 30 minutes of guided reading groups in every class for fluency and comprehension practice;
- Use of Lightsail reading program in guided reading groups for students below grade level
- Wilson Reading program during lunch for students who needed additional support with reading fluency
- Requiring students to read reading level-appropriate books during the summer;
- Requiring graded, written work in every class, including math; and
- Requiring students to carry a reading book at all times to 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. BEC does not use an off-the-shelf curriculum. Rather, BEC 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. BEC 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. BEC 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 Mathematics and English Language Arts exams, BEC administered three internally-aligned Interim Assessments and one Final Exam in Math, English Language Arts, 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. BEC 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. BEC also utilized the information to target content- and skills-driven tutoring and small-group instruction afterschool and on Saturdays. In 2014-2015, Brooklyn East Collegiate administered the Math (Common Core and Integrated Algebra) and Living Environment regents for our grade 8 students.

Make More Time. In order to provide students with a comprehensive, college preparatory education, Brooklyn East Collegiate has a longer-than-usual school day and longer-than-usual school year. During the 2014-2015 school year, Brooklyn East Collegiate was open 185 instructional days for students (202 days for teachers). For most students, the regular school day began at 7:45 AM and ended at 4:00 PM. For those receiving tutoring and homework help, the day ended at 5:00 PM.

During the week, we have 90 minute math classes and 60 minute classes for Reading, Writing, History and Science. On Wednesdays, we run a schedule that has 70 minutes of math (every Wednesday) and on an alternating basis – 70 minutes of Reading and Writing on one week (Week A) and 70 minutes of History and Science (Week B) on the other week. This is designed to allow for significant staff meeting and professional development time. Students at Brooklyn East Collegiate received weekly:

- 7 hours of Mathematics class
- 5 hours of Reading class
- 5 hours of Writing class
- 2 hours of guided reading
- 5 hours of Social Studies
- 5 hours of Science
- 3 45-minute blocks of Enrichment

Brooklyn East 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 Brooklyn East Collegiate students, freshman year of college will be a natural extension of their educational experience at BEC.

Brooklyn East 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.

During the regular school day, from 3:15 to 4:00 PM, three days per week, BEC offers a variety of rotating electives, or Enrichment classes, including:

- African Dance
- Art
- Basketball
- Drama
- Drumming
- Capoeira
- Creative Writing
- Choir
- Hip Hop Dance
- Knitting
- Media Design
- Soccer
- Spoken Word
- Step
- Typing

From 4:00 to 5:00 PM, BEC 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.

BEC's school culture is based on its five core values: Perseverance, Respect, Integrity, Discipline, and Enthusiasm. Brooklyn East Collegiate students are expected to consistently demonstrate these characteristics wherever they find themselves and are rewarded with Beast Bucks when they model these characteristics well. Students earning Beast Bucks receive the opportunity to represent the school on Beast Buck trips by trading their Beast Bucks at Beast Buck Auctions for tangible rewards. Every other month, by participating in these trips either with a group of peer and staff or one-on-one/two-on-one with staff members, winners develop the more abstract skills necessary for true college preparation (e.g., trying new activities, demonstrating leadership and professionalism, and participating in community service). During the 2014-2015 school year, Brooklyn East Collegiate students

- Visited the Museum of Natural History
- Visited the Brooklyn Botanical Gardens, New York Botanical Gardens and the Bronx Zoo
- Walked across the Brooklyn Bridge
- Attended New York Mets, Yankees and Brooklyn Cyclones Baseball game
- Visited several bookstores with staff members
- Went to the movies with staff members
- Played basketball against staff members
- Went ice skating in Prospect Park
- Won the Uncommon Varsity Girls basketball championship for a second year in a row
- Won the Uncommon Soccer League championship for the second time in three years
- Participated in the "Writing Oscars" and math competitions

Provide Structure and Order. Students need a safe and orderly environment to be productive. In 2014-2015, BEC created a calm, composed, and disciplined environment to maximize the amount of time on-task. Strategies included:

- Strictly enforced school dress code and behavioral expectations;
- Paycheck system that defined clear expectations of and immediate responses to positive behavior;
- Paycheck system that demerit and detention system that defined clear expectations of and immediate responses to negative or inappropriate behavior;
- Rubric system to provide 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. BEC's educational program is structured so that families must be involved in their child's academic pursuits. In 2014-2015, BEC families:

- Attended Family Involvement Committee meetings throughout the year to create and strengthen relationships between staff and family, better understand the curricular program, learn about summer camp opportunities, and participate in family book clubs;
- 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, phone calls, and e-mails;
- Were asked to offer input on the school on surveys, grading the school on how it was doing;
- Participated in an array of charter school advocacy efforts and
- Were offered the opportunity to watch their children perform in their chosen Enrichment activity at two Enrichment performances during the course of the year, with the Winter Celebration being followed by a potluck dinner and an end of year social.

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

Background

Reading instruction at Brooklyn East Collegiate is based around shared, whole-class novels combined with targeted guided reading instruction. 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. Guided reading novels are selected that exactly match the students' current reading level. Small group instruction combined with targeted questioning and strategies to develop highly specific skills and competencies ensures teachers are addressing specific areas of weakness to enable each student's reading level to improve.

In writing classes at Brooklyn East 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. Explicit practice of the writing process and sharing in a public forum through the writer's Circle ensures students are practicing the skills needed for literacy success in high school and college.

Brooklyn East 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.

Brooklyn East Collegiate Charter School administered four internally developed and aligned Interim Assessments in English Language Arts (Reading and Writing) during the 2014-2015 school year, including one Final Exam. These assessments were created to reflect the school's scope and sequence in Reading and Writing, and to mirror the style and scope of the New York State English Language Arts exams.

Similar to the state exam, the ELA Interim Assessments were administered in two parts: 3-4 reading passages accompanied by multiple choice questions and a comprehension section with multiple choice 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 and punctuation skills.

After the tests were administered, BEC teachers graded each exam and BEC administrative staff entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, BEC teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. BEC also utilized the

information to target content- and skills-driven tutoring and re-teaching after school and during the school day.

For the 2014-2015 school year, we took the following initiatives:

- Rolled out an “Everyone teaches ELA” plan which incorporated ELA skills in to all subject.
- Promoted one of our more experienced ELA teachers to the role of Dean of Curriculum and Instruction where she coached the majority of our ELA teachers.

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program English language arts assessment to students in 5th through 8th grade in April 2015. 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.

**2014-15 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled*
		IEP	ELL	Absent	
3					
4					
5	59		1		68
6	76				81
7	68				71
8	57				62
All	260		1		282

**Note: Our total tested number is lower than our BEDS day number as several students disenrolled before the state exams were administered. So the total enrolled number is the BEDS day number. Additionally, one student's family opted out of her sitting for the exam*

Results

On the 2014-15 NYS ELA exam, 17% of students in their second year at Brooklyn East Collegiate scored proficient. When looking at all students, 30% of all students at Brooklyn East Collegiate scored proficient. The table below illustrates that the percent of students' scoring proficient is related to that the number of years a student has been at Brooklyn East Collegiate.

**Performance on 2014-15 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
5	24%	59	0%	5
6	24%	76	19%	64
7	29%	68	30%	66
8	44%	57	44%	57
All	30%	260	30%	192

Evaluation

The school did not meet this measure in English Language Arts for 2014-2015. We are excited to see that the percentage of Brooklyn East Students who scored at Level 3 and above was higher than the overall percentage of 21% of students within our Community School District and on par with the percentage of

¹ 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.

students in New York City who achieved proficiency – 30% in New York City. However, it is still the school’s goal to see that at least 75% of students reach proficiency on the Common Core exam, and we are looking forward to implementing a higher level of rigor in our English Language Arts classes going forward to better prepare our students to meet this bar.

Additional Evidence

We spent the year learning and growing from the shift to the Common Core English Language Arts exam. Overall, we have seen improvements in this data set compared to last year and we continue to feel energized by this challenge and goal. We know our classroom instruction needs to continue to grow more rigorous and put so much more of the thinking on our kids. As we continue to strengthen our classroom culture and curriculum, we look forward to our student growth in ELA. Students who are enrolled at Brooklyn East Collegiate longer are more likely to score proficient on the NYS ELA exams.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency									
	2010-11		2011-12		2012-13		2013-14		2014-2015	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5			17%	12			0%	7	0%	5
6			71%	56	11%	9	23%	70	19%	64
7					15%	59	30%	53	30%	66
8					45%	53	55%	51	44%	57
All			62%	68	28%	121	33%	181	30%	192

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 2014-15 English language arts AMO of 97. 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 200.²

² In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.
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Results

As demonstrated in the chart below, 27% of students achieved a Level 1 performance, 44% achieved a Level 2 performance, 25% achieved a Level 3 performance, and 4% achieved a Level 4 performance. Upon calculating the PI, Brooklyn East Collegiate achieved a 103. *Note: due to rounding the combined percentage of students who are Level 3 and Level 4 equals 30%.

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

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-8	27%	44%	25%	4%	260

$$\begin{array}{rcccccc} \text{PLI} & = & 44 & + & 25 & + & 4 & = & 73 \\ & & & + & 25 & + & 4 & = & 30 \\ & & & & & & \text{PI} & = & \mathbf{103} \end{array}$$

Evaluation

With a PLI score of 103, we have exceeded the measure of 97.

Goal 1: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

Results

For the 2014-15 school year, Brooklyn East Collegiate outperformed Community School District 13 in grades 6 through 8 (not adjusting for students who were enrolled at least one year). As the percentages were 19%, 30% and 44% respectively for grades 6-8 in at least their second year at our school. This is compared to 18%, 17% and 20% for all of CSD 13 grades 5-8 respectively.

As demonstrated in the chart below, 19% of 6th grade students who were enrolled at Brooklyn East Collegiate for at least two years achieved a Level 3 or 4 on the state test. This favorably compares to all Community School District 13 6th graders, as only 18% of these students achieved at a Level 3 or 4.

³ Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

For the seventh grade, 30% of students enrolled at Brooklyn East Collegiate for at least two years performed at a Level 3 or 4. This compares favorably to the 17% proficient or above outcome of all students in Community School District 13

For the eighth grade, 44% of students enrolled at Brooklyn East Collegiate for at least two years performed at a Level 3 or 4. In Community School District 13, just 20% of all students achieved at a Level 3 or 4 on their ELA State Exam.

**2014-15 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	0%	5	30%	905
6	19%	64	18%	712
7	30%	66	17%	743
8	44%	57	20%	785
All	30%	192	21%	3145

Evaluation

Overall, Brooklyn East Collegiate met this measure as students in at least their second year outperformed Community School District 13 by 9 percentage points overall. Brooklyn East Collegiate’s Grade 6 students outperformed the Community School District by 1 percentage point. Brooklyn East Collegiate’s Grade 7 students outperformed the district by 13 percentage points and the grade 8 students outperformed the Community School District by 24 percentage points. We see from the data above that as students spend more time at Brooklyn East, their performance increases. Additionally, as students spend more time at Brooklyn East, the gap between their performance and performance of students in the district widens each year.

Additional Evidence

Brooklyn East Collegiate students continue to outperform their district counterparts in English Language Arts for the third consecutive year. We have seen increases in the percentage of students who are enrolled at Brooklyn East longer achieve higher proficiency as there have been increases at every grade level for students who are enrolled in at least their second year. We look forward to ensuring that all of our students are prepared for the new rigor these exams layout and we feel positive about the growth we have seen in our upper grade students.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to All Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	11%	28%	0%	31%	0%	30%
6	15%	18%	23%	18%	19%	18%
7	45%	18%	30%	17%	30%	17%
8			55%	20%	44%	20%
All	28%	21%	33%	22%	30%	21%

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.

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 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

Results

The table below shows that Brooklyn East Collegiate's overall comparative measure is higher than expected. Based on the regression analysis that The Charter Schools Institute ran, the predicted percent of students performing at a level 3 or 4 was 19% for the 2012-2013 school year. Brooklyn East had 29% of students achieve a 3 or a 4, exceeding the predicted performance by 10.4 percentage points. Upon comparison to other demographically similar schools, this produced an effect size of 0.73.

2013-14 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	84.9	78	19	18.7	0.3	0.02
6	86.4	84	25	15.8	9.2	0.77
7	78.8	64	26	18.8	7.2	0.49
8	78.8	52	54	22.7	31.3	2.00
All	82.8	278	29.0	18.6	10.4	0.73

School's Overall Comparative Performance:

Higher than expected to a meaningful degree

Evaluation

Brooklyn East achieved the measure and exceeded the effect size by 10.4, which was higher than expected to a meaningful degree. The difference between the actual and predicted increases from grade 5 to grade 6, decreases from grade 6 to grade 7 and then significantly increases from grade 7 to grade 8. Brooklyn East Collegiate met the measure in all four grades.

Additional Evidence

For the past four years, Brooklyn East Collegiate has exceeded its predicted performance on the NYS ELA exams. This demonstrates that the school's ELA instruction has a strong effect on students as our overall score outperforms the income-based predicted value. 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/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2009-10						
2010-11	5	69	79	50.6	44.4	.37
2011-12	5-6	64	138	53.6	46.7	.45
2012-13	5-7	81	206	21.8	19.0	.16
2013-14	5-8	83	278	29.0	18.6	.73

Goal 1: Growth Measure⁴

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 2014-15 and also have a state exam score from 2013-14 including students who were retained in the same grade. Students with the same 2013-14 score are ranked by their 2014-15 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.

This report contains 2014-15 results, the most recent Growth Model data available.⁵

⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation

⁵ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

Results

2014-15 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
5	54.0	50.0
6	49.0	50.0
7	60.5	50.0
8	51.5	50.0
All	53.8	50.0

Evaluation

Brooklyn East Collegiate has met this goal as the school's overall Mean Growth Percentile was 54% vs the Statewide Median of 50%. Grade 5, 7 and 8 exceeded the mean growth percentile of the statewide average, however grade 6 underperformed by 1.0 percentage points. We look forward to continued rigor and focus on class performance to push this mean growth percentile higher.

Additional Evidence

As this is the first availability of this data, we look forward to seeing the results each year.

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

Grade	Mean Growth Percentile			
Grade	2012-13 ⁶	2013-14	2014-15	Statewide Average
5		62.0	54.0	50.0
6		56.0	49.0	50.0
7		61.5	60.5	50.0
8		48.5	51.5	50.0
All		57.0	53.8	50.0

⁶ Grade level results not available.

Summary of the English Language Arts Goal

Brooklyn East Collegiate achieved two of the three relevant English Language Arts goals based on results of the 2014-15 state exams. We know that we still have a long way to go in terms of absolute performance and that the new rigorous common core standards will provide us with an opportunity to work harder to improve student performance in ELA.

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 2013-14 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

To improve our performance against these goals next year, we plan on implementing several important steps:

- We have shifted to combined Reading and Writing classes into one ELA block. This allows us to push both ELA subskills in a concerted and focused effort.
- Pushing and celebrating ELA more across the school through use of Accelerated Reader quizzes, public acknowledgment and celebration for student reaching achievement and pilot testing software that will give more access to books for our students and more data to track their performance.
- We have expanded our grade level libraries with a wide array of leveled and barcoded books. This will allow students more access to the library and also allow them to self-select books that are on their reading level.
- Extensive professional development during orientation and throughout the school year for Guided Reading teachers, which now include all teachers in the school, including math teachers to promote “everyone is a reading teacher.”
- Pushing ELA in all subjects, not just reading and writing.

- Continuing to implement the Accelerated Reader program through reading classes and advisories
- All teachers on a grade level were given copies of the novels read by students as a way to push their connectedness to the ELA classes reading and also build relationships with students through discussion of the texts.

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, during which students review concepts for procedural fluency, explore conceptual understanding of old and new content through guided instruction and partner work, and engage in rigorous problem solving requiring the application of skills and the extension of learned content. In short, we double the time dedicated to math instruction each day to ensure that students can compute and problem solve.

Brooklyn East 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

Brooklyn East Collegiate Charter School administered four internally developed and aligned Interim Assessments, including a Final Exam in Math during the 2014-15 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, BEC 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, BEC teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. BEC 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 or above Level 3 on the New York State mathematics examination for grades 3-8.

Method

The school administered the New York State Testing Program Common Core mathematics assessment to students in 5th through 7th grade in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level. Our 8th graders took the Algebra I Regents exam.

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.

**2014-15 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁷			Total Enrolled
		IEP	ELL	Absent	
5	60				68
6	76				81
7	68				71
8					62
All	204				282

**Note: Our total tested number is lower than our BEDS day number as 20 students disenrolled before the state exams were administered. Additionally, one student's family opted out of her sitting for the exam*

Results

During the 2014-15 school year, 37% of students earned scores of 3 or 4 on the NYS math exam. Overall, 26% of students enrolled in their second year scored proficient, with higher percentages of students scoring proficient in each successive grade level. Students who have been enrolled at Brooklyn East Collegiate longer demonstrated stronger performance on the exam, particularly in grade 7 where 36% of students enrolled in their second year scored proficient.

⁷ 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.

**Performance on 2014-15 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
5	32%	60	0%	5
6	41%	76	36%	64
7	38%	68	26%	66
8				
All	37%	204	36%	135

Evaluation

Brooklyn East Collegiate did not meet this measure NYS Common Core testing in math. The school fell short by 39 percentage points.

Additional Evidence

While the school did not meet or exceed this goal this year, we are confident that our efforts, increasing familiarity with the new NYS Mathematics exam and the deep level of Common Core alignment that our instructional leaders have conducted will help the school demonstrate strong performance going forward. The performance of our eighth grade students gives us hope that we can achieve this goal.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency									
	2010-11		2011-12		2012-13		2013-204		2014-2015	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5			67%	12				7	0%	5
6			96%	56	11%	9	27%	70	36%	64
7					15%	59	60%	53	26%	66
8					45%	53	71%	51		
All			91%	68	28%	121	48%	181	36%	135

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards 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 2014-15 mathematics AMO of 94. 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 200.⁸

Results

Of the 204 students tested in the 2014-2015 school year, 25% of the students scored a Level 1 on the State Math Exam, 38% scored Level 2, 26% scored a Level 3, and 11% scored Level 4. The Mathematics Performance index is a 128.

Mathematics 2013-14 Performance Level Index (PLI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-8	19%	36%	35%	11%	279

$$\begin{array}{rclclclclcl}
 \text{PLI} & = & 36 & + & 36 & + & 11 & = & 75 \\
 & & & + & 36 & + & 11 & = & 37 \\
 & & & & & & \text{PI} & = & \mathbf{112}
 \end{array}$$

Evaluation

With a PLI score of 112, we have exceeded the measure of 94.

Goal 2: Comparative Measure

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

⁸ In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.
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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.⁹

Results

For students who completed at least two years at Brooklyn East, 48% scored at a Level 3 or 4. In District 13 the comparable figure is 18%. Brooklyn East as a school outperformed District 13 by 30 percentage points.

**2014-15 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5		5	36%	908
6	36%	64	16%	698
7	26%	66	16%	748
8	N/A	N/A	7%	647
All	48%	135	20%	3031

Evaluation

Overall, Brooklyn East Collegiate met this measure as students in at least their 2nd year outperformed Community School District 13 by 28 percentage points. While Brooklyn East Collegiate's fifth grade students in their second year didn't score proficient, all other grades significantly outperformed the district. The 6th grade students significantly outperformed the Community School district by 20 percentage points. The seventh grade students outperformed the Community School District by 10 percentage points. Our 8th grade students took the Algebra I regents in lieu of the NYS Math Exam.

⁹ Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

Additional Evidence

While the shift to the new NYS Common Core Mathematics exam continues to impact scores across the district, Brooklyn East Collegiate still significantly outperformed the district for a third year in a row. Over the past three years, we continue to see a growth in the percentage of students who are enrolled at Brooklyn East longer achieve higher proficiency. We look forward to ensuring that all of our students are prepared for the new rigor these exams layout and we feel positive about the student growth we have seen in our upper grade students and look forward to continuing to increase the number of students who achieve proficiency.

**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									
	2010-11		2011-12		2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5			67%	61%	22%	24%	0%	31%		36%
6			96%	46%	47%	14%	27%	20%	36%	16%
7					55%	10%	60%	12%	26%	16%
8						12%	71%	9%	N/A	7%
All			91%	53%	54%	15%	48%	18%	48%	20%

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.¹⁰

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 meaningful degree is the requirement for achieving this measure.

¹⁰ 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.
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This report contains 2013-14 results, the most recent Growth Model data.

Results

During the 2014-15 school year, 83% of the students at Brooklyn East Collegiate were eligible for free lunch. Based on this demographic and in comparison to schools with similar demographics, Brooklyn East’s predicted performance was 22% of students achieving a 3 or a 4 on the State Mathematics exam. Brooklyn East’s actual performance was 46% of students tested achieved a 3 or a 4 on the exam.

2013-14 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	84.9	78	40.0	27.2	12.8	0.72
6	86.4	84	30.0	23.0	7.0	0.38
7	78.8	64	53.0	20.9	32.1	1.70
8	78.8	52	71.0	16.0	55.0	2.70
All	82.8	278	45.7	22.4	23.3	1.21

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

Evaluation

As stated in the paragraphs above, any effect size that exceeds .3 is considered to be statistically significant. Brooklyn East’s effect size was 1.21 which reflects a performance higher than expected to a large degree in comparison to similar schools.

Additional Evidence

In the past three years, Brooklyn East Collegiate has exceeded its predicted performance on the NYS Mathematic exam by a large degree. This demonstrates that the school’s Math instruction has

consistently had a strong effect on students as our overall score outperforms the income-based predicted value.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10						
2010-11	5	69%	79	77.2	56.0	1.15
2011-12	5-6	64%	138	86.2	57.8	1.44
2012-13	5-7	81%	206	45.6	19.1	1.51
2013-14	5-8	83%	279	45.7	22.4	1.21

Goal 2: Growth Measure

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.¹¹

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 2013-14 and also have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.¹²

¹¹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation

¹² Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

Results

2014-15 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
5	63.5	50.0
6	52.0	50.0
7	65.0	50.0
8	NA	50.0
All	60.1	50.0

Evaluation

Brooklyn East Collegiate has met this goal as the school's overall Mean Growth Percentile was 60% vs the Statewide Median of 50%. Grade 5 through 7 exceeded the mean growth percentile of the statewide average.. We look forward to continued rigor and focus on class performance to push this mean growth percentile higher.

Additional Evidence

As this is the first availability of this data, we look forward to seeing the results each year.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12 ¹³	2012-13	2013-14	Statewide Average
5		63.0	63.5	50.0
6		48.0	52.0	50.0
7		67.0	65.0	50.0
8		46.5	NA	50.0
All		56.1	60.1	50.0

¹³ Grade level results not available.

Summary of the of the Mathematics Goal

The school achieved two of the measures associated with the Mathematics goal as evidenced in the chart below.

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 enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state 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 2011-12 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

Action Plan

The performance on the 2013-14 NYS Mathematics exam shows that we have been effective in our rigor and instruction to build upon our results from last year. We will continue to be more thoughtful on how we will continue to increase the school’s performance throughout the school year with an emphasis on meeting and exceeding Common Core Standards. We will spend more time on classroom and instructional development. Additionally, we will ensure that our Principal and DCI have an adequate coaching load to ensure the time and effort are put into the development of our teachers and their classes.

Brooklyn East Collegiate, along with other Uncommon Schools across Brooklyn, outsource the creation of its Interim Assessments. We have worked extremely closely with the company that will be producing the assessment questions and are confident that this choice will add a needed level of rigor to our program.

Finally, the school will be working with other Uncommon Schools to streamline instructional materials

across schools and make sure that teachers are not reinventing the wheel, but instead are using the best instructional materials available for each objective they teach so that their time can be spent on the highest leverage instructional activities like assessing students, tutoring, and differentiating instruction.

SCIENCE

Goal 3: Science

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

Background

The Science curriculum at BEC 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 curricula are 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.

Goal 3: Absolute Measure

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

Method

Brooklyn East Collegiate administered the Living Environment Regents for the second year to 8th graders this school year. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency

Results

In 2014-15, 91% of students achieved a final score at or above 65 in the school's first Living Environment Regents.

District results from the Science Exam are not yet available.

Evaluation

Brooklyn East Collegiate met its goal as 91% of all students passed the Living Science Regents exam and achieved proficiency as measured by a grade of 65 or higher on the Regents exam.

Additional Evidence

**Charter School Performance on 2014-15 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 Proficient	Number Tested	Percent Proficient	Number Tested
8	91%	57		

Summary of the Science Goal

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

Summary of the Science Goal

Our 8th graders took the NYS Regents exam for the second school year and 91% of them passed the exam. This enables us to gather feedback and data to implement as we plan for the future school years. Overall, we are excited to continue to strengthen the rigor of our instructional lessons and classrooms as we prepare all students to continue to excel under the new Common Core standards.

Action Plan

To maintain our rate of progress along this goal, we intend to do the following things:

- Continue to use 5th-8th science curriculum to provide students with the essential understandings and skills that will prepare them for more in-depth study of Chemistry, Biology, and Physics during seventh and eighth grade.

- Successfully implementing the 8th grade Living Environment curriculum for the third time.
- Continue to build out and grow the school's science lab.
- Continue to push and align coursework and lessons to the Common Core Regents to prepare our 8th grade students to take their first Regents exam.
- Create opportunities for collaboration between science and reading teachers so that comprehension and vocabulary strategies taught in reading class are incorporated into science class during professional development in August and throughout the year. Science teachers will be responsible for teaching all textbook features through science instruction. These skills will then be reinforced by the reading teacher while reading non-fiction texts.
- Encourage teachers to share best practices at quarterly Collegiate Science Department meetings on topics such as the instruction of scientific method, questioning in the science classroom and the reinforcement of college-readiness standards into science class.
- Guarantee that students continue to participate in as many hands-on science lessons and activities during science classes as is appropriate and possible, including the addition of two science field trips this year that reinforce the curriculum and give students hands-on science experience outside of the classroom.
- Sharing resources across Uncommon with schools who have already taken NYS Regents exams to help prepare our scholars to take the Regents.

NCLB

Goal 4: NCLB

The School will make Adequately 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

Because *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

The school was in Good Standing for the 2014-2015 school year.

Evaluation

Brooklyn East Collegiate has met this measure for the past five years.

Additional Evidence

For each of the past five years, Brooklyn East was in Good Standing. We do not have any further historical data.

NCLB Status by Year

Year	Status
2010-11	Good Standing
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing
2014-15	Good Standing

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

In keeping with College and Career Readiness Standards, the Institute has revised many of the high school measures.

These measures are in effect for any school that was renewed in 2013 or thereafter. (See the Institute's 2013 Guidelines.) Only high schools with Accountability Plans based on the Institute's 2013 Guidelines need report on the measures flagged below with the symbol "(§)" and reflecting college and career readiness standards. They *may* report on the other measures as optional measures.

The Institute encourages all high schools to report on the flagged (§) measures, as they represent the college and career readiness standards and will be the measures used in the high school's next Accountability Period.

Note: Add the following section following the School Enrollment section on page 4.

High School Cohorts

Accountability Cohort

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2011 state Accountability Cohort consists of students who entered the 9th grade in the 2011-12 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2014-15 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's website for its accountability rules and cohort definitions: www.p12.nysed.gov/accountability/)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled on BEDS Day in October and on June 30th.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2012-13	2009-10	2009	N/A	N/A	N/A
2013-14	2010-11	2010	N/A	N/A	N/A
2014-15	2011-12	2011	N/A	N/A	N/A

Total Cohort for Graduation

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9th grade. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9th grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Additional Students Still in Cohort ¹⁴ (b)	Graduation Cohort (a) + (b)
2012-13	2009-10	2009	N/A	N/A	N/A
2013-14	2010-11	2010	N/A	N/A	N/A
2014-15	2011-12	2011	N/A	N/A	N/A

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Additional Students Still in Cohort ¹⁵ (b)	Graduation Cohort (a) + (b)
2012-13	2008-09	2008	N/A	N/A	N/A
2013-14	2009-10	2009	N/A	N/A	N/A
2014-15	2010-11	2010	N/A	N/A	N/A

GOAL 1: 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.

¹⁴ Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

¹⁵ Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(S) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

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 / 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 2014 is our oldest cohort of Brooklyn East Collegiate students (they entered 9th grade in 2014-15).

English Regents Passing Rate with a Score of 65 /75 by Fourth Year Accountability Cohort¹⁷

¹⁶ The statewide adaptation of new 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
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Cohort Designation	Number in Cohort	Percent Passing with a score of 65 /75
2009	N/A	N/A
2010	N/A	N/A
2011	N/A	N/A

Evaluation

N/A

Additional Evidence

As this is only Brooklyn East Collegiate’s first year with high school grades, the ELA goals are not yet applicable. 38 out of 39 students in our Brooklyn East Collegiate 9th grade cohort took the Common Core English exam this year. Of the 38 students who took the exam, 33 students (87%) received a passing score, with 26 (68%) receiving college and career ready score on their New York State Common Core Regents English exam with a 75% or higher. We expect that we will continue to make progress toward our goal over the next years by continuing to refine our curriculum and offer supports throughout the school day and after school from peers and staff.

English Regents Passing Rate with a score of 65 / 75 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
2011	N/A	N/A	N/A	N/A	N/A	N/A
2012	N/A	N/A	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A	38	87%

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort who 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.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) 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 readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

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 2014 is our oldest cohort of Brooklyn East Collegiate students (they entered 9th grade in 2014-15)

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.

SAME FOR ALL SCHOOLS

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:

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

The AMO continues to be SED's 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 2014-15 English language arts AMO of **170**.

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 exam in Comprehensive English is 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. The Regents Common Core Examination in English is scored on a scale from 0 to 100; 0 to 64 is level 1, 65 to 78 is level 2; 79 to 84 is level 3, and 85 to 100 is level 4.

Results

This measure does not yet apply, as 2014 is our oldest cohort of Brooklyn East Collegiate students (they entered 9th grade in 2014-15)

Goal 1: Comparative Measure

Each year, the percent of 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.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(S) 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.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

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.¹⁸

Results

This measure does not yet apply, as 2014 is our oldest cohort of Brooklyn East Collegiate students (they entered 9th grade in 2014-15)

Summary of the High School English Language Arts Goal¹⁹

This goal does not yet apply to Brooklyn East Collegiate since it had its first class of 9th graders in 2014-2015.

However, our 9th grade cohort had 87% of students passing the Common Core English Regents exam with a 65 or higher, and 74% passed with a 75 or higher.

Type	Measure (Accountability Plan Prior to 2012-13)	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
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	N/A

¹⁸ The New York State Report Card provides the district results for students scoring at or above 65.

¹⁹ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

	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, 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 2013-14 school district results.)	N/A

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) 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.	N/A
Absolute	(§) 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.	N/A
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 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 2013-14 school district results.)	N/A

Action Plan

Brooklyn East Collegiate is in its first year of serving high school grades and is continuing to refine its English curriculum. Through staff and content development, we continue to determine ways to offer additional supports to students who struggle to reach benchmarks.

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.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(S) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common Core expectations on the Regents Algebra I (Common Core) exam) by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

Method

The school administered the New York State Regents Geometry, Integrated Algebra and Algebra 2 exams. 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 / scoring 80 to meet the college and career readiness standard.²⁰ 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

²⁰ The statewide adaptation of the revised 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.

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 2014 is our oldest cohort of Brooklyn East Collegiate students (they entered 9th grade in 2014-15).

Mathematics Regents Passing Rate with a Score of 65/80 by Fourth Year Accountability Cohort²¹

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 / 80
2009	N/A	N/A
2010	N/A	N/A
2011	N/A	N/A

Evaluation

N/A

Additional Evidence

Even though this goal does not yet apply to Brooklyn East Collegiate, our students have showed strong progress towards meeting this measure's target. In our 2014 cohort, 29 of 39 (74%) of students took the Geometry Regents Exam, with 26 students (90% of test takers) meeting the graduation requirement of scoring a 65 or higher (2 students scored between a 50 and a 65, and 1 scored below 50). 10 of 39 students took the Common Core Algebra exam, with 6 (60% of test takers) scoring above 65%. We hope to build upon these results as students take more Regents exams in their high school career. We also will continue to provide opportunities and the necessary academic supports for students to re-take exams that they have not succeeded on.

²¹ Based on the highest score for each student on the Mathematics Regents exam
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Mathematics Regents Passing Rate with a score of 65 / 80 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
2011	N/A	N/A	N/A	N/A	N/A	N/A
2012	N/A	N/A	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A	39	82%

Goal 2: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort who 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.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(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.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

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 2014 is our oldest cohort of Brooklyn East Collegiate students (they entered 9th grade in 2014-15)

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.

SAME FOR ALL SCHOOLS

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 SED's 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 2014-15 mathematics AMO of **154**.

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. The Regents Common Core exams in mathematics are scored on a scale from 0 to 100; 0 to 64 is level 1; 65 to 73 is level 2, 74 to 84 is level 3, and 85 to 100 is level 4.

Results

This measure does not yet apply, as 2014 is our oldest cohort of Brooklyn East Collegiate students (they entered 9th grade in 2012-13)

Goal 2: Comparative Measure

Each year, the percent of 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.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(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.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

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.²²

Results

This measure does not yet apply, as 2014 is our oldest cohort of Brooklyn East Collegiate students (they entered 9th grade in 2014-15)

Summary of the High School Mathematics Goal²³

²² The New York State Report Card provides the district results for students scoring at or above 65.

²³ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

Although our oldest Brooklyn East Collegiate cohort only entered 9th grade in 2014-15, 95% have already met the goal of passing a New York State Regents mathematics exam, all in their 9th grade year. From this, we know that our students are understanding and applying mathematical computation and problem solving to a degree that shows competency and college readiness.

Type	Measure (Accountability Plan Prior to 2012-13)	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
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 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.	N/A
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, 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 2013-14 school district results.)	N/A

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(\$) 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.	N/A
Absolute	(\$) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam 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.	N/A
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	N/A

	state’s NCLB accountability system.	
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 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 2013-14 school district results.)	N/A

Action Plan

- Students will continue to receive 50-100 minutes of math instruction each day.
- The High School instructional team will continue to review teacher lesson plans, observe classroom instruction and provide feedback to teachers on instruction.
- The school’s leadership team continues to identify areas for growth. From these areas, extensive professional development programs will continue to be refined and implemented to meet the needs of both the school and individual teachers.
- 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. Leaders will also continuously monitor these modifications for their effectiveness.
- Brooklyn East Collegiate Charter School will continue to offer Regents/AP/SAT preparation classes on Saturdays beginning in the 9th grade.
- Brooklyn East Collegiate 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, Earth Science, Chemistry and Physics. 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 2014 is our oldest cohort of Brooklyn East Collegiate students (they entered 9th grade in 2014-15)

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort²⁴

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	N/A	N/A
2010	N/A	N/A
2011	N/A	N/A

Evaluation

N/A

Additional Evidence

This measure does not yet apply, as 2014 is our oldest cohort of Brooklyn East Collegiate students (they entered 9th grade in 2014-15) and have not taken any Science Regents in 9th grade.

²⁴ Based on the highest score for each student on any science Regents exam
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Science 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
2011	N/A	N/A	N/A	N/A	N/A	N/A
2012	N/A	N/A	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A	N/A	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 2014 is our oldest cohort of Brooklyn East Collegiate students (they entered 9th grade in 2014-15)

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
2009	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A
2011	N/A	N/A	N/A	N/A

Evaluation

N/A

Additional Evidence

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 2014 is our oldest cohort of Brooklyn East Collegiate students (they entered 9th grade in 2014-15)

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort²⁵

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	N/A	N/A
2010	N/A	N/A
2011	N/A	N/A

Evaluation

N/A

Additional Evidence

²⁵ Based on the highest score for each student on a science Regents exam
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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
2011	N/A	N/A	N/A	N/A	N/A	N/A
2012	N/A	N/A	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A	N/A	N/A

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 2014 is our oldest cohort of Brooklyn East Collegiate students (they entered 9th grade in 2014-15).

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
2009	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A
2011	N/A	N/A	N/A	N/A

Evaluation

N/A

Additional Evidence

N/A

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 2014 is our oldest cohort of Brooklyn East Collegiate students (they entered 9th grade in 2014-15).

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort²⁶

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	N/A	N/A
2010	N/A	N/A
2011	N/A	N/A

Evaluation

N/A

Additional Evidence

N/A

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

²⁶ Based on the highest score for each student on a science Regents exam
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Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	N/A	N/A	N/A	N/A	N/A	N/A
2012	N/A	N/A	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A	N/A	N/A

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global 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, the school presents most recently available district results.

Results

This measure does not yet apply, as 2014 is our oldest cohort of Brooklyn East Collegiate students (they entered 9th grade in 2014-15).

**Global History Passing Rate
of the High School Total Cohort by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2009	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A
2011	N/A	N/A	N/A	N/A

Evaluation

N/A

Additional Evidence

N/A

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.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(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.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

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

Students 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 student 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 student is failing that academic year:

1. **One class:** The student 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 student is required to repeat the grade.

In subjects that require less than four years of credits (Foreign Language, Physical Education, Health and Electives), a student 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 Brooklyn East Collegiate has provided tiers of student support throughout the school year – Weekly Progress Reports, Office Hours, and Weekly Check-in Meetings with the Advisor – 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.

Students 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

This measure does not yet apply, as 2014 is our oldest cohort of Brooklyn East Collegiate students (they entered 9th grade in 2014-15).

Percent of Students Promoted by Cohort in 2014-15

Cohort Designation	Number in Cohort	Percent promoted
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2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A
2014	39	90%

Evaluation

Brooklyn East Collegiate met this measure, promoting above 75% of students within each cohort. We promoted 90% of students within our 2014 cohort.

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 2015, the 2013 cohort will have completed its second year.

Results

This measure does not yet apply, as 2014 is our oldest cohort of Brooklyn East Collegiate students (they entered 9th grade in 2014-15).

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

Evaluation

N/A

Additional Evidence

N/A

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 2011 cohort and graduated four years later and those who entered as members of the 2010 cohort and graduated 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 at the end of their fourth year to complete graduation requirements.

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

Results

N/A

Evaluation

This measure does not yet apply, as 2014 is our oldest cohort of Brooklyn East Collegiate students (they entered 9th grade in 2014-135).

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 district²⁷. 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.

²⁷ 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](#).
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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	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2009	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A
2011	N/A	N/A	N/A	N/A

Evaluation

This measure does not yet apply, as 2014 is our oldest cohort of Brooklyn East Collegiate students (they entered 9th grade in 2014-15).

Additional Evidence

N/A

Summary of the High School Graduation Goal

In its first year with a high school grade, Brooklyn East 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	<p>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.</p> <p>Required for Accountability Plans developed prior to 2012-13</p>	Achieved
	<p>(§) 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.</p> <p>Required for Accountability Plans developed in 2012-13 or later</p>	
Absolute	<p>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.</p>	Achieved
Absolute	<p>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.</p>	Not Applicable
Comparative	<p>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.</p>	Not Applicable

Action Plan

- Brooklyn East 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.
- Brooklyn East Collegiate Charter School will continue to administer Interim Assessments/Quarterly Exams on a quarterly basis in all five major subjects. Brooklyn East Collegiate Charter School will continue to 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.
- Brooklyn East Collegiate will continue to offer Regents/AP/SAT preparation classes on Saturdays beginning in the 9th grade.

COLLEGE PREPARATION

GOAL 7: COLLEGE PREPARATION

Uncommon Charter High School's mission is to prepare all students to enter, succeed in, and graduate from a four year college by instilling in them the discipline, work ethic and passion for learning that will lead to their success.

Goal 7: Comparative Measure

Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

Method

This measure tracks student performance one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student’s highest score on each subsection. Compare school averages to the New York State average for all 10th grade (sophomore) test takers in the given year.

Results

This measure does not yet apply, as 2014 is our oldest cohort of Brooklyn East Collegiate students (they entered 9th grade in 2014-15).

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2012-13	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	N/A	N/A	N/A	N/A	N/A	N/A

Evaluation

N/A

Additional Evidence

N/A

Goal 7: Comparative Measure

Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

Method

This measure tracks student performance on one of the most commonly used high school college prep assessments. The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 2400 as the highest possible score. As students may choose to take the test multiple times during the year, the school only reports a student's highest score. The school compares its averages the New York State average for all 12th grade test takers in the given year.

Results

This measure does not yet apply, as 2014 is our oldest cohort of Brooklyn East Collegiate students (they entered 9th grade in 2014-15).

Evaluation

N/A

Goal 7: School Created College Preparation Measure

Each Year, the school will demonstrate the preparation of its students for college through at least one measure of its own design. Insert school-developed measure

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(S) The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

Method

Recognizing that remediation rates in New York's colleges are far too high, the Board of Regents has reviewed data showing the gap between high school expectations and college attainment. They reviewed data comparing the graduation rate for the 2005 cohort with the "college and career ready" graduation rate – defined as the percentage of students in the cohort who graduated with a score 80 or better on a math Regents exam and 75 or better on the English Regents exam. The Regents view these data as an important indicator of future student success. Students who graduate high school – but do so with a score below 80 on a math Regents exam and below 75 on the English exam – are likely to require remediation in college.

Results

This measure does not yet apply, as 2014 is our oldest cohort of Brooklyn East Collegiate students (they entered 9th grade in 2014-15).

Evaluation

N/A

(S) The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the local district.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

Method

In establishing measures to be used by schools, districts and parents to better inform them of the progress of their students, the Regents have also set as an additional aspirational measure of achievement the percent of graduating students who earned a Regents diploma with Advanced Designation (i.e., earned 22 units of course credit; passed seven-to-nine Regents exams with a score of 65 or above; and took advanced course sequences in Career and Technical Education, the arts, or a language other than English).

Results

This measure does not yet apply, as 2014 is our oldest cohort of Brooklyn East Collegiate students (they entered 9th grade in 2014-15).

Evaluation

N/A

(S) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a

college level course.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

Results

This measure does not yet apply, as 2014 is our oldest cohort of Brooklyn East Collegiate students (they entered 9th grade in 2014-15).

Evaluation

N/A

Goal 7: School Created College Attendance or Achievement Measure

Each Year, the school will demonstrate college attendance or achievement through at least one measure of its own design. Insert school-developed measure.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(S) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

Results

This measure does not yet apply, as 2014 is our oldest cohort of Brooklyn East Collegiate students (they entered 9th grade in 2014-15).

Evaluation

N/A

Summary of the College Preparation Goal

We will continue to focus on achievement in PSAT, SAT, and AP exams within our school by bolstering critical reading and math work in all content classes.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Not Applicable
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Not Applicable
	(§) The percent of graduating students that meets the state’s aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.	Not Applicable
	(§) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.	Not Applicable
	(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Not Applicable
	(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Not Applicable

Action Plan

- Brooklyn East 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:
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- 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.
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- 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.
- Brooklyn East Collegiate will continue to offer Regents/AP/SAT preparation classes on Saturdays beginning in the 9th grade. School leaders will work with master teachers to incorporate more Critical Reading and Mathematics concepts into content work. Students will be provided with more opportunities to improve upon their scores through tailored support and opportunity to re-take exams.

