

**BROWNSVILLE COLLEGIATE
CHARTER SCHOOL**

**2015-16 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2016

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INTRODUCTION

Michael Blake, Director of Operations, prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Linton Mann III	Chair; Executive, Academic Committees
David Saltzman	Trustee
Tony Pasquariello	Vice Chair; Executive Committee
Laura Blankfein	Trustee; Academic, Development Committees
Caroline Curry	Trustee; Audit (Committee Chair)
St. Claire Gerald	Trustee; Finance Committee
John Greenstein	Trustee; Finance Committee
Michael Hall	Trustee; Development Committee
Shakima Jones	Trustee; Academic Committee
John Kim	Trustee; Academic Committee
Arvind Krishnamurthy	Trustee; Academic, Audit Committees
Alison Mass	Trustee; Finance, Development Committees
Ekwutozia U. Nwabuzor	Trustee; Finance, Audit Committees
Brett Peiser	Trustee
Ian Sacks	Trustee; Academic, Development Committees
Joseph F. Wayland	Treasurer; Executive, Finance (Committee Chair)
Jeffrey Wetzler	Trustee; Academic Committee
Chrystal Stokes Williams	Trustee; Development Committee

Jessica Simmons served as the Principal from 2009 through 2015 of Grades 5-8. Paul Chin and Anjya Thomas served as Co-Principals of Grade 5-8 in the 2015-16 school year. Joel Tracy currently serves as the principal of Grades 5-8 for the 2016-2017 school year.

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MISSION and GRADES SERVED

The mission of Brownsville Collegiate Charter School (BVC) is to prepare each student for college.

Brownsville Collegiate Charter School opened on August 31, 2009. The school opened with 5th and 6th grades and served grades 5-12 during the 2015-16 school year.

STUDENT POPULATION

With an initial enrollment as of BEDS Day 2015 of 329 students, Brownsville Collegiate Charter School had relatively low attrition and ended the 2015-16 school year with 314 students in grade 5-8. BVC continued to enroll 5th grade students after BEDS Day 2015, hence the higher year-end enrollment number. The chart below shows the demographic breakdown of BVC's student population as of the last day of school.

Gender	53% Male	47% Female
Free & Reduced Lunch	84%	
Special Needs	20%	
Race	76% Black/African American	
	17% Latino	
	4% Other	
	Less than 1% White, Native American, Indian	
English Language Learners	4%	

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12						88	67	47	18					220
2012-13						87	86	67	40					280
2013-14						74	72	77	56					279
2014-15						68	89	77	68					302
2015-16						86	89	79	75					329

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STRATEGY

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

1. We believe that creativity flourishes within structured academic environments.
Good work cannot occur unless there is a safe and orderly environment in and out of the classroom.
2. We have very high academic and behavioral expectations.
High expectations demand significant amounts of extra support before, during, and after school and on Saturdays.
3. We know that without great teachers, nothing else matters.
Teachers must have the time and professional tools and resources to do their jobs effectively.

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

DESIGN

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

Focus on Literacy. Many of our students beginning in Grade 5 are reading substantially below grade level. If a school does not address this dramatic and central issue immediately, students will be at a huge disadvantage in all subjects in high school and college. The ultimate academic success of BVC students, therefore, is tied to mastering this fundamental skill. In 2015-16, BVC provided explicit instruction in literacy skills and inculcated the reading habit through:

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

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

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

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

Make More Time. In order to provide students with a comprehensive, college preparatory education, Brownsville Collegiate has a longer-than-usual school day and longer-than-usual school year. During the 2015-16 school year, Brownsville Collegiate was open 188 instructional days for students (205 days for teachers). For most students, the regular school day began at 7:35 AM and ended at 4:00 PM. 100% of students received in school tutoring at least once a week. We also offered 20 Saturday school sessions for 100 students.

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

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

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- 3 periods of Specials classes

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

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

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

During the regular school day, from 3:00 to 3:45 PM two days per week, BVC offered Specials classes of Physical Education and Character Education. One day per week, students were offered subject-specific academic tutoring in small groups.

From 4:00 to 5:00 PM, students were offered a number of extracurricular clubs and activities, including flag football, basketball, track & field, West African dance, Student Government and drumming.

BVC requires students struggling to regularly complete homework assignments on-time and at high quality to spend their lunch period in Homework Center working on that night's homework assignments.

BVC's school culture is based on its four core MAPP values of being "Mindful," "Achieving," "Professional," and "Prepared." Brownsville Collegiate students are expected to consistently demonstrate these characteristics wherever they find themselves and are rewarded with merits when they model these characteristics well or go above and beyond. Students earning merits receive the opportunity to represent the school on merit trips and trade their merits at Merit Auctions for tangible rewards. Every other month, by participating in merit-earned trips either with a group of the top merit earners or one-on-one/two-on-one with staff members, merit winners develop the more abstract skills necessary for true college preparation (trying new activities, demonstrating leadership and professionalism, and participating in community service). During the 2015-16 school year, Brownsville Collegiate students:

- Visited Bear Mountain and spent a day hiking;
- Earned the opportunity to paint pumpkins before Halloween;
- Participated in team building activities at Governor's Island

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- Visited the Museum of Natural History, the Brooklyn Museum, the Museum of Math and the NY Hall of Science;
- Went to museums, sporting events and restaurants with staff members;
- Sang Karaoke, played games, and participated in Dance Competitions;
- Participated in spelling bees, a “Writing Oscars” and math competitions;
- Performed in a musical production of “Into the Woods”; and
- Participated in grade level and school wide field day competitions.

Provide Structure and Order. Students need a safe and orderly environment to be productive. In 2015-16, BVC created a calm, composed, and disciplined environment to maximize the amount of time on-task. Strategies included:

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

Insist on Family Involvement. BVC’s educational program is structured so that families must be involved in their child’s academic pursuits. In 2015-16, BVC families:

- Picked up their child’s report card in person at the school three times;
- Met with teachers and staff on dozens of occasions to formally and informally discuss their child’s academic and behavioral performance;
- Maintained an open line of communication with their child’s teachers through in-person meetings, bi-weekly advisory phone calls, and e-mails;
- Were called at home or at work each day if their child earned a detention;
- Attended Family Involvement Committee meetings throughout the year to better understand the curricular program, learn about summer camp opportunities, discuss strategies for monitoring Internet and cell phone usage, and talk about how to communicate with their pre-teen;
- Were asked to offer input on the school on mid-year and year-end surveys, grading the school on how it was doing;
- Were offered the opportunity to watch their children perform at the “BVC’s Got Talent” Talent Show or celebrate their student’s success at the Honor Roll / On A Roll Dinner
- Attended Literacy Night and Math Night to learn better ways to support students at home;
- Attended a performance of BVC’s musical production of *Into the Woods* and;
- Participated in an array of charter school advocacy efforts, including a rally in Manhattan and a rally in Albany

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Goal 1: English Language Arts

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

BACKGROUND

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

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

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

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

Brownsville Collegiate Charter School administered four externally developed and aligned Interim Assessments in English Language Arts (Reading and Writing) during the 2015-2016 school year, including one Final Exam. These assessments were created using an external vendor to increase the level of rigor and Common Core alignment of the literacy exams. They were also administered to all other Uncommon NYC middle schools, as well as our counterparts in Troy and Rochester. Similar to the state exam, the ELA Interim Assessments were administered in two parts: 3-4 reading passages accompanied by multiple choice questions and open response questions or an extended response/essay section. The assessments also included at least two editing passages that assessed student mastery of grammar, capitalization, and punctuation skills.

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

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After seeing the reading and writing performance of our students in the spring of 2015, we took the following steps:

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

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above 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 ("ELA") assessment to students in 5th through 8th grades in April 2016. 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 (defined as enrolled by BEDS day of the previous school year).

2015-16 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5	84					83
6	85					85
7	71			2		73
8	73					73
All	313					315

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.

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RESULTS

On the 2015-16 NYS ELA exam, 27% of students in their second year at Brownsville Collegiate scored proficient. When looking at all students, including those that have been at Brownsville Collegiate for less than 2 years, 24% of students scored proficient. The difference in proficiency scores between all students and students with us for 2 or more years is greatest at Grade 5, with proficiency for all students at 18% compared to 31% for students who were with us 2 or more years.

Performance on 2015-16 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 Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5	18%	84	31%	13
6	19%	85	18%	66
7	25%	71	25%	71
8	34%	73	37%	67
All	24%	313	27%	217

EVALUATION

We did not achieve the goal of 75% of students meeting this measure in ELA for 2015-16, however we feel energized to embrace the challenge of significant growth that we will need to make in order to achieve the goal. ELA continues to be an important focus area for the school in the 2016-17 school year.

ADDITIONAL EVIDENCE

With the exception of 5th grade, at every grade level, we have seen that students who are enrolled longer at Brownsville Collegiate are more likely to score proficient on the NYS ELA exams. We look forward to seeing these numbers increase in the coming years as we revise curriculum and work to ensure all students are prepared for the rigor of the new exams, but we feel positive about the momentum we have seen over the past few years in terms of student growth in English language arts. We are hopeful that the network wide focus on improving these results, along with the dogged determination of our teachers, will yield stronger performance next year.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number	Percent	Number	Percent	Number

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		Tested		Tested		Tested
3						
4						
5	0%	9	0%	3	31%	12
6	25%	67	18%	67	18%	66
7	18%	73	22%	74	25%	71
8	47%	53	28%	65	37%	67
All	27%	202	22%	209	27%	217

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 PLI value that equals or exceeds the 2015-16 English language arts AMO of 104. 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

RESULTS

This year, Brownsville Collegiate's PLI is 91.

English Language Arts 2015-16 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
313	33	43	18	6

$$\begin{array}{rclclclcl}
 \text{PI} & = & 43 & + & 18 & + & 6 & = & 67 \\
 & & & & 18 & + & 6 & = & 24 \\
 & & & & & & \text{PLI} & = & 91
 \end{array}$$

EVALUATION

Brownsville Collegiate did not exceed the AMO of 104, scoring a 91 on the Performance Index. We believe that the strengthening of our English Language Arts program will improve student performance and will increase our overall Performance Index next year.

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

Goal 1: Comparative Measure

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

METHOD

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

RESULTS

Students in their second year at Brownsville Collegiate outperformed Community School District 23 on 2015-16 administration of the Common Core English Language Arts exam by 7 percentage points. The school outperformed the district in all grades on an absolute level, though none of the fifth graders repeating the grade scored proficient. In 8th grade, Brownsville Collegiate's performance exceeded CSD 23 performance by at 11 percentage points, demonstrating that the longer students are enrolled at Brownsville Collegiate, the more prepared they are for rigorous curriculum and to succeed in college.

2015-16 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	31%	12	10%	657
6	18%	66	16%	898
7	25%	71	21%	856
8	37%	67	23%	939
All	27%	217	18%	3350

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

EVALUATION

Brownsville Collegiate met this measure in all grades. Overall, the school outperformed the same grades in Community School District 23 by between 3 and 11 percentage points, and by 9 percentage points as a whole.

ADDITIONAL EVIDENCE

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

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						
4						
5	0%	9.8%	0%	8.4%	31%	10%
6	25%	13.4%	18%	11.7%	18%	16%
7	18%	15.4%	22%	14.7%	25%	21%
8	47%	16.4%	28%	15.9%	37%	23%
All	27%	13.75%	22%	13.6%	27%	18%

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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The SUNY Charter Schools Institute ("Institute") conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. 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 concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged

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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.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

RESULTS

The table below shows that the school's overall comparative performance is higher than expected. Students at BVC in grades 5,7 and 8 performed significantly better than predicted based on their free lunch status on the 2014-15 ELA exam, and while students in grades 6 performed slightly worse than predicted. Overall, the table below shows that students at BVC are outperforming their predicted performance, though not yet by a meaningful degree of 0.3 or higher.

2014-15 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	83.8	78	22	17.5	4.5	0.35
6	79.8	85	18	19.6	-1.6	-0.11
7	78.3	75	21	18.1	2.9	0.20
8	86.8	66	27	19.2	7.8	0.59
All	82	304	21.7	18.6	3.1	0.24

School's Overall Comparative Performance:

Slightly higher than expected

EVALUATION

In the past three years, Brownsville Collegiate has exceeded its predicted performance on the NYS ELA exams. Additionally, in the 2013-14 schoolyear, the school exceeded its predicted performance by a meaningful degree of over 0.3. This demonstrates that the school is moving in a positive direction with ELA instruction. It also shows that as students spend more time at the school, their performance improves and moves further away from predicted performance based on income.

ADDITIONAL EVIDENCE

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size

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2012-13	5-8	87.9%	277	18.4	16.1	0.18
2013-14	5-8	83.7%	286	25.0	18.2	0.45
2014-15	5-8	82%	304	21.7	18.6	0.24

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.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.⁵

RESULTS

In the 2014-15 school year, Brownsville Collegiate's mean growth percentile exceeded the statewide median by 1 percentage point.

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

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5	53.9	50.0
6	50.9	50.0
7	48.8	50.0
8	50.5	50.0
All	51	50.0

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.

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EVALUATION

The mean growth percentile for grades 5,6 and 8 exceeded the statewide median. Additionally, the mean growth for the school was 51%, exceeding the state's median of 50%.

ADDITIONAL EVIDENCE

For the past three years, BVC has exceeded the statewide average.

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

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	Statewide Median
4				50.0
5	59.5	52.5	53.9	50.0
6	59	53.0	50.9	50.0
7	51.5	49	48.8	50.0
8	57.5	48.5	50.5	50.0
All	56.5	50.5	51	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Brownsville Collegiate achieved two of the five relevant English Language Arts goals based on results of the 2014-15 and 2015-16 state exams. We are proud that our students continue to outperform the district in Grades 6 through 8 in ELA and that our students are exceeding predicted performance based on free lunch status. However, we know that we still have a long way to go in terms of absolute performance.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
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	Did Not Achieve

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

ACTION PLAN

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

- Standardizing ELA curriculum across all NYS Uncommon Middle Schools
- Weekly data meetings with ELA teachers to inform next steps in their classrooms
- Instructional leaders are maintaining a strict focus on data driven instruction for ELA
- The school is continuing to refine expectations for our Independent Reading program in order to maximize this school-wide time each day and further incentivize student reading
- Building out our school library and implementing the Scholastic Reading Counts program to measure and recognize the number of independent reading books our students are reading throughout the course of the school year
- ELA teachers each have a professional development goal around increasing the ratio of cognitive work for students

MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

We believe our students should be able to compute numbers quickly and accurately, apply appropriate math procedures in single- and multi-step problems, and speak and write fluently and clearly about math problem solving and procedures, using accurate mathematical vocabulary. For this reason, our students take two hours of math per day, getting sufficient time to review basic computation skills and practice drilling mathematics computation and facts as well as time for independent practice of the skills and deeper problem solving. We offer 90 minutes of math instruction each day to ensure that students can compute and problem solve.

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

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

Brownsville Collegiate Charter School administered 4 internally developed and aligned Interim Assessments, including a Final Exam in Math during the 2015-16 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, Uncommon NYC middle school teachers from each subject/grade level scored each exam and BVC administrative staff entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, BVC teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. BVC also utilized the information to target content- and skills-driven tutoring after school and on Saturdays.

MATHEMATICS

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 5 through 7 grade in April 2016. 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.

2015-16 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5	83			1		84
6	85					85
7	70			1		71
8						
All	238			2		240

RESULTS

During the 2015-16 school year, 26% of all students tested across Grades 5-7 earned scores of 3 or 4 on the NYS Common Core math exam and 19% of students in their second year at the school achieved proficiency. Students who have been enrolled at Brownsville Collegiate longer demonstrated stronger performance on the exam.

Performance on 2015-16 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 Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				

⁶ 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.

MATHEMATICS

5	17%	83	2	15%
6	25%	85	16	24%
7	35%	70	24	34%
8				
All	26%	240	42	19%

EVALUATION

Brownsville Collegiate did not meet this measure in 2015-16 after administering the Common Core math exams. Students who have been enrolled at the school longer performed better.

ADDITIONAL EVIDENCE

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

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the school's instructional program.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5	11%	9	33%	3	13	15%
6	43%	67	40%	67	66	24%
7	44%	73	43%	74	71	34%
8	72%	53	--	0	--	--
All	50%	202	42%	144	217	19%

Goal 2: Absolute Measure

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

MATHEMATICS

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 PLI value that equals or exceeds the 2015-16 mathematics AMO of 101. 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 200.⁷

RESULTS

Brownsville Collegiate achieved a Performance Level Index of 95 in the 2015-16 schoolyear.

Mathematics 2015-16 Performance Level Index (PLI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	32%	43%	20%	6%
PI = 43 + 20 + 6 = 69				
20 + 6 = 26				
PLI = 95				

EVALUATION

Brownsville Collegiate fell short of the AMO of 101 by 6 percentage points this year.

Goal 2: Comparative Measure

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

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of 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.⁸

RESULTS

Brownsville Collegiate students performed 5.2 percentage points higher on average than students in CSD 23.

⁷ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

⁸ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

MATHEMATICS

2015-16 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	15%	13	9.9	668
6	24%	66	15.9	900
7	34%	71	15.8	854
8	--	--		
All	19%	217	<u>13.8%</u>	2422

EVALUATION

Once again, Brownsville Collegiate met its comparative measure with its percentage of students scoring proficient exceeding the percentage of students in CSD 23 scoring proficient or advanced proficient across grades 5-8. While Brownsville Collegiate is still not satisfied with its performance and hopes to get all students to proficiency as quickly as possible, the school is glad that it is able to offer students a viable alternative to math instruction in the district which is putting far fewer students on a path to mathematics proficiency.

ADDITIONAL EVIDENCE

Despite changes to the NYS Math exam, Brownsville Collegiate students continue to outperform the district average for math across all grades and have done so for the past three years. The school hopes to bring more students to proficiency during the 2016-17 school year in order to provide a viable program that is truly preparing students for college level mathematics.

Also, additional evidence may include demographic differences between the school and the district as well as compelling reasons for comparing the school to a subset of schools within the district.

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					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						
4						
5	11%	12.7%	33%	11.7%	15%	9.9%
6	43%	14.3%	40%	15.9%	24%	15.9%

MATHEMATICS

7	44%	14.8%	43%	12.1%	34%	15.8%
8	72%	15.4%	--	8.9%	--	
All	50%	14%	42%	12.1%	19%	13.8%

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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. 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 concentration of economically disadvantaged students. The difference between the school's 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.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

RESULTS

The chart below displays how BVC students in each grade performed compared to students in public schools in New York State with the same grade and a similar population of free-lunch-eligible students. As evidenced in the chart, BVC students performed much better than predicted in all grades. Overall, our school had significant positive effect sizes overall and in Grades 5-7.

2014-15 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	83.8	78	28	27.3	0.7	0.04
6	79.8	85	41	25.7	15.3	0.79
7	78.3	75	44	21.7	22.3	1.14
8						
All	80.6	238	37.7	25.0	12.7	0.65

MATHEMATICS

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

EVALUATION

In the 2014-15 school year, Brownsville Collegiate exceeded expectations by a meaningful degree. Specifically, the school achieved an effect size of 0.65, greater than 0.3.

ADDITIONAL EVIDENCE

For the past three years, Brownsville Collegiate continues to exceed predicted performance in mathematics across all grades. Brownsville Collegiate students who have spent more time at the school fare better each year in exceeding predicted performance.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	5-8	87.9	277	39.7	16.1	1.50
2013-14	5-8	83.7	286	43.6	21.9	1.11
2014-15	508	80.6	238	37.7	25.0	0.65

Goal 2: Growth Measure⁹

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2014-15 and also have a state exam score in 2013-14 including students who were retained in the same grade. Students with the same 2013-14 scores are ranked by their 2014-15 scores 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.

⁹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

MATHEMATICS

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.¹⁰

The table below shows the mean growth percentile for Brownsville Collegiate's 5th – 7th graders from the 2014-15 state exam. In all grades, Brownsville Collegiate students exceeded the statewide average, with a school-wide percentile of 62.2%.

2014-15 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5	59.2	50.0
6	65.2	50.0
7	62.2	50.0
8		50.0
All	<u>62.2</u>	50.0

EVALUATION

Brownsville Collegiate achieved 4 of the 5 measures in the mathematics goal for the 2014-15 school year. We feel energized by the challenge of reaching the ambitious goal of 75% of students reaching proficiency and want to be able to meet that goal in the coming years.

ADDITIONAL EVIDENCE

For the past three years, we have been well above the state median. We feel energized by the results and look forward to seeing our results next year given our increased focus on common core rigor in mathematics.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	Statewide Median
4				50.0
5	61	63.5	59.2	50.0
6	61.5	67	65.2	50.0
7	61.5	64.5	62.2	50.0
8	72.5	--	--	50.0
All	64	65	62.2	50.0

¹⁰ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

SUMMARY OF THE MATHEMATICS GOAL

Brownsville Collegiate achieved 3 of the 5 measures in the mathematics goal for the 2015-16 school year. We feel energized by the challenge of reaching the ambitious goal of 75% of students reaching proficiency and want to be able to meet that goal in the coming years.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 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 absolute performance across all grades in mathematics on the 2015-16, while slightly higher than in the previous year, has shown that our thinking about mathematics instruction will need to continue to evolve as we prepare our students to meet the demands of more challenging math curricula. In order to continue to improve our curricula in math, we have put a network wide focus on Explore problems. Similar to our ELA department, there are bi-weekly Math data meetings to review and respond to student data, and an increased attention to data driven instruction that will allow teachers to focus in on student needs in a timely way.

SCIENCE

Goal 3: Science

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

BACKGROUND

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

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Living Environment Regents to all 8th grade students. 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

Method

SCIENCE

The school administered the Living Environment Regents exam to students in 8th grade in June of 2016 in lieu of the 8th grade NYS Science test.

In the school's fifth administration of the NYS Regents exam in The Living Environment, 61% of students tested scored a 65 or higher on the exam, which was equivalent to passing the exam.

Charter School Performance on 2015-16 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
4				
8	61%	72	NA	NA
All				

EVALUATION

This measure was nearly met, with 61% of students achieving “proficiency” as measured by a passing grade of 65 or higher on the Regents exam (equivalent to “Level 3 or higher” on the State Science exam). We are excited to continue pursuing the ambitious, yet feasible goal of over 75% of our students achieving proficiency in the coming school year.

ADDITIONAL EVIDENCE

The table below shows performance of Brownsville Collegiate 8th graders on the Living Environment Regents exam for the past three years. In 2013 through 2016, the vast majority of students passed the Regents exam with a score of 65 or higher. As our 8th grade enrollment continues to grow and we backfill seats in upper grades and retaining students longer, we are happy to report that – although our scores have slightly declined – 61% of students passed the exam and received Regents credit during 8th grade.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2013-14		2014-15		2015-16	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4						
8	96%	54	85%	65	61%	72
All	96%	54	88%	65	61%	72

Goal 3: Comparative Measure

SCIENCE

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

METHOD

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

RESULTS

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

2015-16 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8	70%	97		
All	70%	97		

EVALUATION

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

ADDITIONAL EVIDENCE

N/A

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4						
8	96%	Data not released	88%	Data not released	61%	Data not released
All	96		88%		61%	

SUMMARY OF THE SCIENCE GOAL

Brownsville Collegiate exceeded its one measureable science goal for the 2014-15 school year and feels confident that it will exceed the comparative goal once data is released on Community School District 23's Living Environment Regents performance.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Did Not Achieve
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	N/A

ACTION PLAN

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

- Leveraging centralize lesson planning within Uncommon's Brooklyn middle schools to continue to build up the rigor of our curriculum
- Implementing new Science curricular materials from Pearson that incorporate far more writing and critical thinking than in the past.
- Continuing to utilize our building's shared science lab space for all 8th grade classes to allow for more high quality laboratory experiences
- Align classroom lessons and materials to revised Scope & Sequence for science grades 5-8 that builds up to Regents preparation in 8th grade and also adds elements of Common Core standards so that this course is aligned to Common Core Regents expectations
- Revise assessments and scope and sequence for 5th-8th grade science to align all grades with Common Core science standards

NCLB

Goal 4: NCLB

The school will make Adequate Yearly Progress.

Goal 4: Absolute Measure

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

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

Brownsville Collegiate was designated a school In Good Standing under NCLB for the 2015-16 school year.

EVALUATION

N/A

ADDITIONAL EVIDENCE

NCLB Status by Year

Year	Status
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing