

II. Executive Summary

School Mission and School Design

Attachment 11

Attach the mission statement for the proposed charter school.

Mission Statement

Mission Statement:

Brooklyn Prospect's mission is to serve students in grades 6-12 by providing quality teachers and a rigorous curriculum in a public school environment. Assisted by a collaborative faculty of high-quality professional educators and immersed in a school culture that encourages intellectual risk-taking, students will participate in a challenging academic curriculum, based on the International Baccalaureate program, specifically designed to prepare students for success in the global community. Building relationships with students and families, we will support students of all abilities as they strive to reach their intellectual and personal potential.

Core Commitments:

1. Commitment to Diversity

Through a fair-minded commitment to a lottery system as well as through active recruiting efforts, Brooklyn Prospect Charter School's ongoing goal will be to create a school population that reflects the demographic diversity of Community School District 15.

2. Commitment to Teacher Quality

The leaders of Brooklyn Prospect Charter School believe that the most essential component for an outstanding learning community is a faculty of high-quality educators. We are committed to the recruitment, hiring and training of high quality educators, and our supportive school culture will empower teachers to achieve their highest performance through ongoing professional development, collaborative decision making, and performance based compensation.

3. Commitment to the Success of All Students

Serving students with a broad range of academic and social competencies, Brooklyn Prospect Charter School will challenge students when appropriate and support them as necessary. Educators will seek to maximize the success of each learner by differentiating instruction based on the academic strengths and weaknesses and on the developmental progress of each student. Our school culture will provide students with experiences that are complementary and inclusive and will allow students' intellectual activity to transcend the boundaries of the classroom and extend into the culture of their daily lives.

4. Commitment to Academic Preparation

Brooklyn Prospect Charter School is committed to the development of the skills and habits of mind that will serve our students well in the near and distant future. BPCS will support faculty in inspiring creative inquiry and problem solving, innovative critical thinking, personal reflection and collaborative learning beyond the basic standards required by the New York State Board of Regents. BPCS is furthermore committed to helping students express themselves in a variety of contexts to a wide array of audiences, and BPCS emphasizes

project-based learning and community activism as suggested by the International Baccalaureate program. The IB Middle Years Program and upper-level Diploma Program reflect the global focus around which BPCS will build its academic curriculum.

Attachment 12

Provide an “Executive Summary” for the proposed charter school. The Executive Summary should provide an overview of the proposed charter school, be "jargon-free" and include the following elements:

- **a brief explanation of why you are seeking to open a public charter school, including why the charter school is necessary at this time and in the proposed location;**
- **a brief but precise discussion of how the school would improve student learning and achievement, i.e., the key design elements of the school’s program and the capacity of those implementing the program that would make it succeed where others have failed;**
- **a discussion of the proposed charter school's educational program, including the presentation of any research supporting the school’s proposed academic program design. Also discuss whether or not the program is based on that of an existing charter school or a particular charter school model;**
- **a discussion of the specific measures to be used to determine the "success" or effectiveness of the school; and**
- **a demonstration that the proposed educational program would implement one or more of the statutory purposes of charter schools [see §2850(2)(a)-(f)].**

Executive Summary

Based on community observations and quantitative data, the Brooklyn Prospect leadership team believes there is an important need for a new middle school in Community School District 15. In District 15, fourteen public schools currently offer education for students in grades 6-8; the highest performing middle school is MS 51, which, despite an entrance exam and only mediocre student achievement levels, consistently ranks as one of the most sought after middle schools in New York City, frequently turning away hundreds of applications. According to insideschools.org, for example, 1700 students qualified for 325 seats in 2004. The average percentage of District 15 students passing the 8th grade ELA and Math exams is 44% and 50%, respectively. In the non-selective schools, the average percentages of students passing are 32% and 42%, respectively. An already overcrowded school system has been put under further pressure by the current influx of school-aged children into the district after Fourth Avenue was rezoned for residential development and other major residential developments appeared in downtown Brooklyn. Of the hundreds of local parents who signed our petition, many left comments on our website demonstrating their concern about a “shortage of quality schools in the neighborhood” and expressing their belief that the community “desperately needs additional middle schools [because] the current choice of good middle schools is extremely limited [and] the school age population has grown significantly.” (Source: Brooklyn parents Christopher Williams and Sara Starling left as comments on BPCS petition, June, 2007). Over 15,000 visitors have come to our website and shown support for Brooklyn Prospect Charter School.

The BPCS leadership team, many of whom live in the neighborhoods that BPCS will serve, has become aware that, in addition to the issue of over-crowded schools, there is growing concern that the current schools in CSD 15 are not preparing students for higher education or for employment in an increasingly pluralistic and global economy. The Partnership for 21st Century Skills suggests that “a profound gap [exists] between the knowledge and skills most students learn in school and the knowledge and skills they need in typical 21st Century communities and workplaces.” The Partnership argues that we are living in a different era that requires “new thinking in our approach to educating our youth.” In a recent poll of registered voters, 80% of voters say the things students need to learn today are “different than twenty years ago” and 60% of voters say our “schools are not keeping pace with changing educational needs” (Source: Partnership for 21st Century Skills, www.21stcenturyskills.org)

BPCS will not only meet the basic need for more schools in CSD 15, but will provide students with a challenging, inspiring and innovative curriculum that will improve their ability to be successful in college, in the workplace, and in the emerging global culture of the 21st Century. The BPCS team is committed to serving a diverse population that reflects the community of CSD 15, and the team is confident that significant performance gains will result from masterful, innovative, and collaborative teaching. By actively recruiting and rewarding high-quality teachers, by collaboratively developing and implementing innovative curricula, and by compassionately and inclusively differentiating instruction for all learners, BPCS will empower all students with the skills, knowledge, and habits-of-mind necessary to their future success.

The following is a list of programs supporting BPCS core commitments. Further details of each of these programs are listed in the Executive Summary narrative that follows and the appropriate portions of the application:

Core Commitment 1: Commitment to Diversity

- Active recruitment of a student body reflective of CSD 15
- International Baccalaureate (IB) program focus on global issues, community service and foreign language
- Assembly during community time featuring outside speakers who represent a diverse range of cultures and experiences
- Fair and transparent lottery

Core Commitment 2: Commitment to Teacher Quality

- IB off-campus training for teachers
- Summer on-campus training and collaboration time for all teachers annually
- On-campus orientation for new teachers
- Training and on-going support for teachers to develop curricula that reflects the goal of differentiated instruction
- Performance based compensation
- Weekly collaboration meetings, 4 hours per week, plus one additional professional development meeting per month

- Every teacher will be scheduled for at least one planning period with his or her partner teacher (math/science, ELA/Social Studies)
- On-going recruitment of new faculty

Core Commitment 3: The Success of All Students

- Extended day tutoring
- Early identification of students below grade level
- Collaborative Team Teaching (CTT) in the classroom with learning specialists
- English Language Learners (ELL) instruction
- Differentiated instruction in every classroom
- Advisory 30 minutes daily with a curriculum of study skills and an emphasis on secondary literacy
- New students summer orientation week dedicated to introducing study skills, organization, and the school culture
- Six-week Summer Academy after the first year of operation for students at risk of academic failure
- Data driven teaching strategies implemented through professional development

Core Commitment 4: Academic Preparation

- IB emphasis on global citizenship, service learning, team work, interdisciplinary curriculum, and project based learning
- Schedule structured to facilitate team teaching
- Community time scheduled for student presentations of their work as well as outside speakers
- Teacher meeting times scheduled to facilitate collaboration
- Commitment to foreign language
- Commitment to arts as a core class

Commitment to Diversity

Although the BPCS planning team recognizes its limited control over the student population, the team is committed to creating an inclusive environment and a globally focused academic program that appeals broadly to families in the community. In this regard, BPCS will be firmly committed to a fair and transparent lottery system. In addition, we will actively seek diversity in our student body through comprehensive student recruiting efforts in each of the twenty-two elementary schools, two charter schools (including PAVE Academy new for 2008) and one k-8 school in CSD 15. We will strive to create a student body that reflects the community school district with regard to ethnicity, socio-economics, English Language Learners and Special Education students. BPCS's ongoing goal is to create a population whose statistical demographics model CSD 15; to this end, benchmark numbers for recruitment will be established every year by the Executive Director and approved by the Board of Trustees.

Bringing together a diverse faculty presents challenges as well, but BPCS's planning team believes that the school's mission-driven focus on teacher recruitment and retention strategies will result in a faculty that is an appropriate reflection of the community. BPCS believes also

that the International Baccalaureate program's focus on global issues and foreign language learning will both enhance the experience of our students and draw talented teachers from a variety of backgrounds. Co-curricular programs will furthermore allow students to welcome into the community guests and speakers who represent a wide range of cultures and experiences.

Commitment to Teacher Quality

Brooklyn Prospect Charter School's planning team ardently believes that teacher quality makes the most significant contribution to student learning and to the creation of a school culture that supports and values intellectual risk-taking and creative, independent thought. They are supported in this belief by The Center for Public Education, which argues that a population of quality teachers has the potential to close the gap in academic achievement between students from traditionally poor, non-white, and/or urban backgrounds and their peers. Good teachers, they suggest, have a substantial effect on student achievement, especially when assigned to work with disadvantaged students. The Center points to the following studies:

- **Teacher quality more heavily influenced differences in student performance than did race, class, or school of the student;** disadvantaged students benefited more from good teachers than did advantaged students (Nye, Konstantopoulos, & Hedges, 2004).
- **Achievement gains from having an effective teacher could be almost three times as large for African American students than for white students,** even when comparing students with the same prior school achievement (Sanders & Rivers, 1996).
- **The effects of teacher quality accumulate over the years.** Fifth-grade math students in Tennessee who had three consecutive highly effective teachers scored between 52 and 54 percentile points ahead of students who had three consecutive teachers who were least effective, even though both groups had the same achievement rates prior to entering second grade. A similar study in Texas showed a difference of 34 percentile points in reading and 49 percentile points in math (Sanders & Rivers, 1996; Jordan, Mendro, & Weerasinghe, 1997).

BPCS's primary educational agenda is to provide students with highly qualified teachers. We believe that interaction with skilled educational professionals in a school culture that values intellectual achievement will help all students make significant academic gains. Teachers will be required to collaboratively participate in approximately twenty hours of professional development per month, focused largely on methods to differentiate instruction based on assessment data so that classroom time can be used effectively for every student.

BPCS recognizes the extent of the competition for New York City's most coveted educators and is committed to recruiting and training the best and brightest teachers. Using creative and aggressive recruiting strategies, BPCS will employ faculty members who have demonstrated a high level of individual competency and a commitment to the profession. BPCS will target recruitment efforts on those teachers who have demonstrated measurable success in raising student achievement, those who combine scholarly mastery of their subject matter with knowledge of how children learn, and those who have been recognized by their peers as professionals in their field, as some examples of traits used to identify potential faculty members. Successful recruitment will depend on a commitment to year-round recruiting

efforts, the use of both traditional and internet resources, and the cultivation of relationships with the nation's top universities and local and national graduate programs in education. Teachers will be drawn to BPCS by the promise of a collaborative school community that will value their hard work, their erudition and their professionalism; by the opportunity to build solid moral and intellectual relationships with students through the advisory program; by the advantage of exciting opportunities for continued professional development; and by the appeal of attractive, flexible, performance-based compensation packages.

Because BPCS is committed to the continued professional development of its faculty, new teachers will participate in two weeks of on-campus training in the summer as well as a week of off-campus training in the implementation of the International Baccalaureate program. Teachers will be expected to collaborate on a regular basis and will be scheduled for at least one planning period per week with their partner teachers (math/science, ELA/Social Studies, Foreign Language/Art). Teachers will furthermore have weekly meetings which are specifically designated as time to collaborate in the development of differentiated instruction for individual students. An additional meeting of the entire faculty will also be called once per month. With what we are confident will be a talented faculty, we expect that a mentor teacher program will be developed as the school and the faculty grows.

All new teachers will be required to attend three weeks of summer professional development. Returning teachers will be required to participate in one day of new teacher orientation and one week of summer professional development.

Week 1 IB Training second week in July 2009 all new teachers
Attend the three-day MYP Conference in Princeton NJ
Thursday and Friday retreat
Topics Include:
Applying IB to the BPCS curriculum
BPCS school culture and educational philosophy
Define the "Brooklyn Prospect way of teaching"

Week 2 Faculty Orientation August 17th-21st 2009
Topics Include:
Academic expectations for students of BPCS
Conduct expectations for students and faculty
Discipline procedures
Collaborative Culture
Advisory, study skills, and secondary literacy
Differentiated instruction, CTT and Special Ed
ELL
Writing
School-wide teaching philosophy and IB
Establishing School Culture

Week 3 Faculty planning time August 24th -28th 2009
All faculty are expected to be on site planning with their co-teachers.
The Executive Director will review faculty responsibilities for student orientation.

Commitment to the Success of All Students

The BPCS planning team contends that academic excellence begins with high-quality teachers but that it also requires an innovative curriculum and substantial student support services to help all students achieve to the best of their ability. While providing academic experiences with high-quality educators is our primary mode for making progress with all students, BPCS has additional programs and practices such as after school tutoring, Summer Academy, and differentiated instruction to support at risk students. Details of these programs are available in Attachment 23. A unique feature of BPCS that supports a broad range of students is our Advisory Program.

Modeled after independent school advisory as well as the advising program at Baccalaureate School for Global Education (a public IB school in Queens) and at the Bronx Lab School (a public district high school), the BPCS advisory program will empower faculty to identify and intervene with students at risk of academic failure. Our school schedule sets aside thirty minutes per day for students to meet with their advisory group, ensuring that all students have the daily opportunity to work closely with a faculty member in a small group setting.

Just as teacher-student relationships are crucial for learning in the classroom, the relationships between the advisor and the student are central to the advisory program. Because advisors will spend time with students in a variety of settings and because a major aspect of their role will be identifying and intervening to help students at risk of academic failure, faculty will be supported in their role as advisors by professional development training in the use of the “Facets of Success” counseling materials developed by Dr. Robert Ziffer of the University of Pennsylvania. The “Facets” program aids advisors in identifying potential risk factors in students by encouraging the development of honest supportive relationships between advisors and students. A multiple part survey designed to be filled out in an interview style session between the advisor and student helps to facilitate a discussion of the student’s conception of self in three keys areas linked to academic achievement: learning skills, states of mind, and supports. The survey asks students to evaluate ninety-five positively-phrased statements that cluster around specific topics. In the learning skills survey, statements reveal patterns in students’ memory skills, comprehension, self-expression, and organization. In the state of mind survey, statements reveal trends in students’ thoughts, attention patterns, and emotions. In the supports survey, statements reveal students’ feelings of safety, the quality of their relationships and the skill development support they encounter. The completed survey allows advisors and students a launching point for discussions fostering meta-cognitive awareness in all students and in addressing areas that may impede a student’s academic progress. The program materials also advise students and advisors about potential steps to help students and their teachers overcome students’ identified weaknesses. Records of the surveys will allow advisors and teachers to track students’ progress throughout their year(s) at BPCS and will prepare both advisors and teachers to provide more useful formative feedback.

The BPCS advisory groups will also be an opportunity for faculty to work individually with students to develop their literacy skills. In a setting that allows for personalized attention, advisors will coach students in their progress as readers and writers. Differentiating reading instruction to developmentally appropriate levels, advisors will encourage student growth in phoneme awareness, vocabulary knowledge, decoding practices, and reading comprehension strategies such as monitoring comprehension, making inferences, generating questions, and summarizing main ideas. Providing time for independent student reading, a process which fosters the development of reading motivation and background knowledge, the advisory's secondary literacy program will provide students with access to a library of books from Random House's catalogue (a pledged donation from the CEO of Random House). Students will also be encouraged to generate their own written reactions to the texts they encounter, as reading and writing are mutually supportive activities. The BPCS leaders believe that giving students time in school specifically devoted to reading a variety of challenging texts and writing in response to their construction of meaning in the texts will build both comprehension and critical thinking skills. The leadership of BPCS will select a literacy curriculum similar to those proposed by the National Institute for Literacy, for example, the *Corrective Reading* approach, which "studies generally show that when implemented consistently (at least 4 days a week) by well-trained teachers, the growth rate in reading increases to two or three grade equivalents in one year" or the *Strategic Reading* approach, which has also demonstrated a significant impact on at-risk students' scores on the Gates-MacGinitie Reading Test for students in the Baltimore and Philadelphia school systems (National Institute for Literacy website).

Commitment to Academic Preparation

In order to plan and support student learning most successfully, BPCS will implement a curriculum based on the International Baccalaureate Middle Years Programme and will devote significant time, energy and resources to building connective relationships between students and faculty through the advisory program. We will ensure that our curriculum is aligned with the standards defined by New York State regarding content and assessment, and the sequence of the BPCS curriculum will prepare our students to be successful on the city- and state-wide assessments.

International Baccalaureate at BPCS:

The International Baccalaureate (IB) is the world's premier secondary and primary academic program. While American curriculum has vacillated between "progressive" and "back-to-basics" approaches, IB has steadily refined and improved their approach to teaching and learning for the past 40 years. American educators, including New York City Department of Education, have recognized the tremendous positive impact of the IB program, leading to annual double digit growth of IB programs in public schools over the past decade. (Source: IBO website www.ibo.org) IB is seeing tremendous growth among schools who want a broad range of students to strive for world class standards. Although the empirical research on MYP is still limited, there is significant anecdotal evidence that IB is an effective program for a broad range of students. Jay Matthews, one of America's most recognized education reporters, documented IB's virtues in his 2005 book, *Supertest, How International Baccalaureate Can Strengthen Our Schools*.

The International Baccalaureate will provide a world recognized credential while supporting the Brooklyn Prospect Charter School mission. The International Baccalaureate has two programs that will be used at Brooklyn Prospect: the Middle Years Programme (MYP) and the Diploma Programme (DP).

The International Baccalaureate Organization designed the MYP to meet the educational requirements of students aged between 11 and 16 years (grades 6-10). The MYP's global focus and interdisciplinary approach is ideal for a student body with a broad range of academic and personal backgrounds such as the one at BPCS, and the project-based program and service learning components of the program will positively contribute to the creation of a distinct school culture at BPCS. The MYP relies on holistic learning that explicitly emphasizes the links between the disciplines, provides a global view of situations and cultivates multicultural awareness. The curriculum is concerned with developing students' skills, knowledge and attitudes as they learn about their own and others' social and national cultures. The program furthermore emphasizes the acquisition of both written and oral communication skills, which are fundamental to learning, as they support inquiry and understanding and promote student reflection and expression. Finally, the MYP presents knowledge as an integrated whole. When teachers of the same group of students work together planning the curriculum, teachers are empowered both to draw explicit connections between disciplines and to promote student awareness of the interrelatedness of subject content and their lives. All MYP subjects provide a curricular framework with delineated aims and objectives which teachers will use to provide both formative and summative student feedback. Teachers will design their curricula to help students fulfill those objectives, will assess student progress using clearly defined and explicitly shared discipline- and assignment-specific criteria, and will rely on their professional expertise in making qualitative judgments.

Other New York State public IB schools have demonstrated that the MYP approach can be closely aligned with NYS learning standards. The Baccalaureate School for Global Education (a public IB school in Queens), uses MYP and achieves outstanding student performance on the NYS tests. The MYP does not dictate content. It guides the approach while leaving specific content choices to the individual school. BPCS will make curricular choices to give its student the best opportunity for success on the NYS tests.

The MYP and NYS standards both hold students to high expectations and are closely aligned in their language. For example, the NYS Mathematics communication strand requires students to “organize and consolidate their mathematical thinking through communication.” The MYP Mathematics communication objective reads: “At the end of the course, students should be able to communicate mathematical facts, ideas, methods, results and conclusions using: appropriate language and symbols; and a variety of media and technologies.” The NYS standards for English Language Arts are parallel to the MYP standards for language development as well. NYS 8th grade standard 3 reads: “Students will read, write, listen, and speak for critical analysis and evaluation.” The MYP Language A standard reads: “By the end of year 3, students will be able to: communicate information clearly and explore challenging ideas and issues for a variety of purposes and specific audiences, using forms appropriate for the purpose and features appropriate to the form (e.g. focused questions).” Brooklyn Prospect's MYP program clearly will be closely aligned with the expectations laid out in the NYS standards.

Brooklyn Prospect will begin curriculum development during the planning year 2008-09. This process will include visiting several public New York State middle schools that use IB and/or MYP, including BSGE, Northside-Blodgett Middle School in Corning, NY, and Albany Preparatory Charter School. From these schools, Brooklyn Prospect will acquire “off-the-shelf” curriculum materials, including textbooks and subject programs, to use as a foundation for developing curriculum. Throughout the planning year, the Academic planners, led by the Executive Director, will meet to create unit objectives, areas of interaction and sample lesson plans. During the planning year, the Academic Planning team will complete a thorough 6th grade curriculum and the advisory program curriculum and intends to make significant progress towards developing a 7 – 12 curriculum. For new grades, every teacher will either submit a “home-grown” curriculum plan for review by a mentor teacher by the end of the faculty planning week (August 24th-29th) or use a commercial curricular program. Ongoing curricular development will take place during our professional development meetings and during teacher planning sessions.

In order to implement the MYP effectively for its population, BPCS will require students to attend a week-long program prior to matriculation that will focus on student organization and study skills and will help orient students to the program. BPCS will also offer Collaborative Team Teaching in the classroom with learning specialists, English Language Learning instruction, extended day tutoring for students having academic difficulties, and, after the first year of operation, a six-week Summer Academy for students at risk of academic failure.

Given the broad framework of MYP, we believe completion of the Middle Years Programme is achievable for every student. Successful completion of the MYP would prepare each student for entrance into the Diploma Programme, but fulfilling all of the requirements for the Diploma Programme in every subject may not be appropriate for every student. The MYP is accessible to a broad range of students, yet the Diploma Programme will require students to be grouped by ability and interest during 11th and 12th grade. The full IB Diploma Programme encourages students to pose challenging questions, think meta-cognitively about their learning, “develop a strong sense of their own identity and culture and develop the ability to communicate with and understand people from other countries and cultures” (www.ibo.org). Students must research a topic of individual interest and write an extended essay answering their own question. Students must complete coursework for the interdisciplinary Theory of Knowledge course, which is “designed to provide coherence by exploring the nature of knowledge across disciplines, encouraging an appreciation of other cultural perspectives” (www.ibo.org). Finally, students must participate in the school’s Creativity, Action, Service program, which fosters students’ “awareness and appreciation of life outside the academic arena” through athletic, artistic and civic activity (www.ibo.org). Students may qualify for a full IB Diploma (6 subjects) or qualify in one or more subjects, depending on the student’s motivation and commitment. BPCS recognizes that although the IB program may not be appropriate for every student, every student should strive and will be encouraged to qualify in at least one subject.

One major difference between MYP and the Diploma Programme is the lack of standardized testing. The MYP demands an interdisciplinary philosophy, ongoing professional development and curricular focus but does not require comprehensive summative standardized assessment. The state and Terra Nova will be the standardized test of record for BPCS. Students in MYP must complete a personal project and in-class assessments that are

reviewed by IBO; however, BPCS will have flexibility to make curricular choices so that a broad range of students will successfully complete MYP.

School Community

The Brooklyn Prospect Charter School planning team has been influenced by Dr. Deborah Stipek and Professor Carol Dweck in their desire and plan to promote a school culture that supports and values intellectual risk-taking and creative, independent thought. Dr. Stipek suggests that the following factors most heavily influence student motivation: the need for autonomy or self-determination, competency, interpersonal connection, purpose, interest, and novelty. Professor Dweck has shown that cultivating an understanding of malleable intelligence can positively influence both student approaches to learning and student achievement. Brooklyn Prospect Charter School faculty will concentrate on promoting self-motivated students and on fostering views of intelligence that promote student achievement.

An important component of establishing school culture rests in the faculty modeling an environment of intellectual engagement, caring, and respect. Through their daily interaction with the students, the faculty will facilitate building a positive academically-oriented school culture. As a small school with small classes and few students overall, every student will be known to every community member.

Data-Driven Instruction and Assessment

Upon entering Brooklyn Prospect Charter School hallways and classrooms a visitor should be able to sense that this school is different. Students will be engaged in academic pursuits in collaborative settings. In every classroom, observers will witness highly skilled teachers working closely with individual students. When asked about their studies, students will speak passionately about their knowledge and its usefulness in their world. This qualitative evidence of student achievement will be supported by the results of our accountability plan. Quantitative results will be used to diagnose student ability level and to measure school wide student progress and achievement. The long term academic focus of the school will be on college preparation and completion of the IB program.

Brooklyn Prospect Charter School will have the following student achievement goals:

1. Brooklyn Prospect Charter School students will meet or exceed the New York State Board of Regents student performance standards for public schools. As measured by state assessments given in grade eight, 75% of students who have been enrolled at Brooklyn Prospect Charter School for at least two years will achieve proficiency or exceed standards (i.e., Levels 3 or 4, respectively).
2. All students will demonstrate yearly progress toward those larger goals with consistent yearly gains by same student cohorts as measured by the standardized assessment administered in the Brooklyn Prospect Charter School, beginning in grade 6.
3. As a collective group (all students taking the state assessments), Brooklyn Prospect Charter School will outperform the mean rate of achieving proficiency or exceeding standards of other non-exam school middle schools in CSD 15.

4. All students will complete the International Baccalaureate Middle Years Program (MYP) requirements

While we will strive for a pass rate higher than 75% on the 8th grade state exams, 75% pass rate would make BPCS one of the top two highest performing middle schools in District 15, and much, much higher performing than any of the 8 non-selective middle schools.

In looking beyond the basic standards required by the New York State Board of Regents, Brooklyn Prospect Charter School will focus on developing in our students the following additional skills and competencies: creativity, critical thinking, expression, innovation, inquiry, problem solving, reflection and teamwork. Most importantly, we will strive to motivate our students to become life-long learners who live healthy, fulfilled lives. We will implement a fully integrated curriculum that not only measures academic achievement but also considers the development of the whole person, in a community where academic skills and habits of mind transcend the classroom and become part of the culture.