



BROOKLYN EXCELSIOR

A PUBLIC CHARTER SCHOOL MANAGED
BY NATIONAL HERITAGE ACADEMIES

**BROOKLYN EXCELSIOR
CHARTER SCHOOL
2014-15 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2015

By the
Brooklyn Excelsior Charter School
Board of Trustees
856 Quincy Street
Brooklyn, NY 11221

National Heritage Academies prepared this 2014-15 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee's Name	Board Position
Rudyard Ceres	Treasurer
Stephanie Cuba	Vice President
Mark Mannion	Trustee
Corey Martin	President
Carol Schulhof	Trustee
Omar Wasow	Secretary

Adam Stevens served as the school's principal from August 2013 to August 2015.

INTRODUCTION

Brooklyn Excelsior is committed to providing a high-quality education to all of its students. We believe that all students can achieve success. We have designed an educational program that is intended to ensure that all students are prepared to enter a rigorous high school programming. The ultimate goal is to keep students on the college-readiness trajectory established through the school's K-8 educational program.

Since opening in fall 2003, we have not wavered from our original mission: *“Working in partnership with parents and the community, Brooklyn Excelsior will offer a challenging character-based education by providing a strong curriculum and an atmosphere of high expectations.”*

We started in 2003 by serving 206 students in grades K-4, and we have added one grade level each year. In fall 2015, we will serve 707 students in grades K-8, of whom 89 percent qualify for free or reduced price lunch.

From the beginning, we have consistently and faithfully adhered to the key design elements of our educational program, which are outlined below.

- **Academic Excellence:** A quality K-8 education sets the critical foundation for a student's success in high school, college, and beyond. Our goal is to ensure that every student is on a college-readiness trajectory as a result of our educational program. With that in mind, the curriculum is designed to meet state standards and equip students with specific skills and knowledge they need to master each content area at each grade level.
- **Student Responsibility:** We strongly believe that children thrive in an environment where they clearly understand what is expected of them, and after putting forth their best effort, they can see and take pride in the results. At Brooklyn Excelsior, students learn that their best effort is vital to their academic success. Our teachers strive to consistently reinforce the importance of students' responsibility for their education and accountability for their actions.
- **Character Development:** We believe that teaching virtues is integral to the development of children and to preparedness for high school and college. For this reason, we have made character development through a Moral Focus curriculum an essential component of educational programming at Brooklyn Excelsior. We believe that great schools aim to develop both a student's heart and mind, so our character development curriculum builds on the virtues of prudence, justice, temperance, and fortitude. Through a focus on character development, students establish and maintain strong personal character while also developing the qualities necessary to achieve academic success and become good citizens.
- **Parental Partnerships:** Our commitment is to foster strong partnerships with parents, which, in turn, help children be more successful. We believe parents understand the important role they play in ensuring their child's academic success and value being treated as partners.

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	61	77	78	78	77	78	93	93	85	-	-	-	-	720
2012-13	71	77	81	80	83	81	78	86	89	-	-	-	-	726
2013-14	64	80	74	81	84	78	72	82	90	-	-	-	-	705
2014-15	79	80	84	80	86	72	75	74	77	-	-	-	-	707

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will be proficient in English Language Arts

Background

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement a curricular program, including a robust system of assessment, which is built around the Common Core Learning Standards (CCLS) and aligns with our mission¹.

The school has implemented new curricular tools to better support implementation of the state's Common Core standards in English language arts.

- In the 2013-14 school year, we used these tools in middle school. We purchased Holt Literature for grades six and above.
- In the 2014-15 school year, we used Reading Street in grades K-5.

Extensive professional development has been provided to our teachers to support their effective use of these new tools in the classroom. We will continue to provide our staff with training and support through this transition.

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program English language arts assessment to students in third through eighth grade in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

¹ When the school opened in fall 2003, the curriculum was built around the New York State Learning Standards. It has since been updated to reflect the State's adoption of the Common Core Learning Standards for ELA and math.

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

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
3	78	0	0	0	78
4	83	1	0	1	84
5	71	0	0	0	71
6	80	0	0	0	80
7	72	0	0	0	72
8	75	0	0	0	75
All	459	1	0	1	460

Results

In 2014-15 17 percent of students enrolled for two+ years at Brooklyn Excelsior were proficient on the state exam compared to 16 percent school wide.

**Performance on 2014-15 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	15.4%	78	14.8%	61
4	14.5%	83	14.5%	69
5	14.1%	71	15.9%	63
6	12.5%	80	14.8%	61
7	22.2%	72	23.1%	65
8	20.0%	75	19.4%	72
All	16.3%	459	17.1%	391

Evaluation

Brooklyn Excelsior did not meet this measure. With only 17 percent of students in at least their second year achieving at or above the Level 3, Brooklyn Excelsior was below the 75 percent threshold.

Additional Evidence

Year over year the percentage of students proficient in ELA decreased four percentage points.

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

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	29%	62	29%	72	15%	61
4	18%	67	33%	69	15%	69
5	31%	70	12%	65	16%	63
6	13%	67	19%	67	15%	61
7	10%	81	15%	73	23%	65
8	17%	87	16%	83	19%	72
All	19%	434	21%	429	17%	391

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index ("PLI") value that equals or exceeds the 2014-15 English language arts AMO of 97. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.³

Results

Brooklyn Excelsior did not meet this measure.

English Language Arts 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	38.1	45.5	13.7	2.6

$$\begin{array}{rclclclcl}
 \text{PI} & = & 45.5 & + & 13.7 & + & 2.6 & = & 61.9 \\
 & & & & 13.7 & + & 2.6 & = & \underline{16.3} \\
 & & & & & & \text{PLI} & = & 78.2
 \end{array}$$

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

Evaluation

Brooklyn Excelsior did not meet the AMO goal of 97. With a PLI score of 78, Brooklyn Excelsior fell 19 points short of this goal.

Goal 1: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁴

Results

17.1 percent of Brooklyn Excelsior students scored at or above Level 3 on the New York State ELA exam, compared to 17.0 percent of students enrolled in district public schools. Brooklyn Excelsior students outperformed district public school students in three of the six grade levels as well as in the aggregate.

**2014-15 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 Second Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	14.8%	61	17.8%	630
4	14.5%	69	25.1%	645
5	15.9%	63	11.0%	583
6	14.8%	61	15.1%	451
7	23.1%	65	13.6%	530
8	19.4%	72	18.1%	530
All	17.1%	391	17.0%	3369

Evaluation

Brooklyn Excelsior met this measure. The percent of students in at least their second year at Brooklyn Excelsior who performed at or above Level 3 on the New York State ELA exam was 0.1 percentage points higher than that of the district public schools.

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

Additional Evidence

Brooklyn Excelsior has consistently outperformed the local district on the New York State ELA exam over the past three years.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	29%	14%	29%	22%	14.8%	17.8%
4	18%	19%	33%	20%	14.5%	25.1%
5	31%	17%	12%	17%	15.9%	11.0%
6	13%	9%	19%	10%	14.8%	15.1%
7	10%	11%	15%	12%	23.1%	13.6%
8	17%	10%	16%	13%	19.4%	18.1%
All	19%	13%	21%	16%	17.1%	17.0%

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

Results

In 2013-14 Brooklyn Excelsior did not meet this measure, achieving an Effect Size of 0.12 which is slightly higher than expected.

2013-14 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	92.6	81	27	19.0	8.0	0.62
4	92.9	81	29	19.4	9.6	0.74
5	88.5	80	12	17.6	-5.6	-0.48
6	91.7	75	17	13.9	3.1	0.26
7	85.2	79	14	16.5	-2.5	-0.22
8	91.1	87	15	17.4	-2.4	-0.20
All	90.3	483	19.0	17.3	1.7	0.12

School's Overall Comparative Performance:
Slightly higher than expected

Evaluation

Brooklyn Excelsior did not meet this measure. The school did have a positive effect size, however it was lower than the 0.3 threshold.

Additional Evidence

While Brooklyn Excelsior did not meet this measure in 2012-13 or 2013-14, their effect size was positive, just not above the 0.3 threshold.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	3-8	77.0%	498	56.2	37.7	1.17
2012-13	3-8	86.3%	491	19.8	170	0.28
2013-14	3-8	90.3%	483	19.0	17.3	0.12

Goal 1: Growth Measure⁵

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.

⁵ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score from 2012-13 including students who were retained in the same grade. Students with the same 2012-13 score are ranked by their 2013-14 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 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.⁶

Results

Brooklyn Excelsior did not meet this measure in 2013-14.

2013-14 English Language Arts Mean Growth Percentile (MGP) by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	44.5	50.0
5	42.5	50.0
6	37.5	50.0
7	45	50.0
8	44	50.0
All	43	50.0

Evaluation

Brooklyn Excelsior has not consistently met this measure, missing the target in 2013-14 by 7 MGP points. In 2011-12, the school met this measure with a MGP of 50.5, but missed this target in 2012-13.

Summary of the English Language Arts Goal

While Brooklyn Excelsior has not met all of its ELA goals, it has demonstrated progress towards meeting its goals.

⁶ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

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 (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.)	Did Not Achieve
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.	Did Not Achieve

Action Plan

Based on our analysis of performance against charter goals and other available data, we are implementing the following improvements to our educational program:

- *Update our curricular tools.* As previously mentioned, new curricular tools are being implemented to better support implementation of the state's Common Core standards in ELA. We have given our teachers extensive professional development to help them use these new tools effectively. We will continue offering this training and support through this transition.
- *Modify our assessment strategy.* In the first four years of our charter term, we administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) three times per year in language usage, math, and reading. Over time, our program of assessment has evolved as we strive to meet the demands of New York's career- and college-readiness standards. For this reason, we will adjust assessment practices to better serve students. In our intensified approach, we will:
 - Administer the NWEA MAP in the fall and spring in reading.
 - In 2015-16, we will adopt a formative assessment framework in grades K-8 in ELA that is aligned to the state's Common Core Learning Standards. These assessments will provide common benchmarking data to ensure that students are mastering the essential knowledge they need to be successful on the NYSTP.
 - Administer the Ready New York Common Core assessments by Curriculum Associates in grades 2-8 as a mock NYSTP assessment. Results will be closely analyzed to determine what instructional adjustments should be made prior to the NYSTP administration in the spring.
- *Implement flexible groupings during workshop.* Teachers will offer differentiated instruction through regularly scheduled workshop sessions and flexible grouping – approaches designed to meet each student's individual learning needs.

- *Provide extended day/year academic intervention.* Students will have the opportunity to attend after-school and summer-learning programs. These sessions will emphasize an intensified approach to intervention that focuses on fewer high-priority reading skills. Additionally, we will continue to partner with the READ Alliance to provide one-on-one tutoring to students in grades K-1, as well as students in grade two who demonstrate academic need for the program.

MATHEMATICS

Goal 2: Mathematics

Students will be proficient in mathematics.

Background

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement a curricular program, including a robust system of assessment, which is built around the Common Core Learning Standards (CCLS) and aligns with our mission⁷.

We are implementing new curricular tools to better support implementation of the state's Common Core standards in math.

- In the 2013-14 school year, we purchased Big Ideas Math for grades six and above.
- In the 2015-16 school year, we will implement Math Expressions in grades K-5.

Extensive professional development has been provided to our teachers to support their effective use of these new tools in the classroom. We will continue to provide our staff with training and support through this transition.

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 third through eighth grade in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

⁷ When the school opened in fall 2003, the curriculum was built around the New York State Learning Standards. It has since been updated to reflect the State's adoption of the Common Core Learning Standards for ELA and math.

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

Grade	Total Tested	Not Tested ⁸			Total Enrolled
		IEP	ELL	Absent	
3	78	0	0	0	78
4	84	0	0	0	84
5	71	0	0	0	71
6	80	0	0	0	80
7	72	0	0	0	72
8	75	0	0	0	75
All	460	0	0	0	460

Results

In 2014-15 20 percent of students enrolled in Brooklyn Excelsior for at least their second year scored at or above Level 3 on the New York State math exam.

**Performance on 2014-15 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	16.7%	78	18.0%	61
4	19.0%	84	18.6%	70
5	33.8%	71	34.9%	63
6	17.5%	80	19.7%	61
7	20.8%	72	23.1%	65
8	6.7%	75	6.9%	72
All	<u>18.9%</u>	<u>460</u>	<u>19.9%</u>	<u>392</u>

Evaluation

With 20 percent of students in at least their second year achieving at or above the Level 3, Brooklyn Excelsior did not meet this measure.

Additional Evidence

Year over year the percentage of students proficient in math decreased by nine percentage points.

⁸ 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 Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	35%	62	35%	72	18%	61
4	18%	67	35%	69	19%	70
5	30%	70	37%	65	35%	63
6	16%	67	43%	65	20%	61
7	14%	81	14%	73	23%	65
8	8%	87	0%*	57	7%	72
All	19%	434	28%	401	20%	392

* Does not include eighth grade students who passed the algebra regents

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 mathematics AMO of 94. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁹

Results

Brooklyn Excelsior did not meet this measure.

Mathematics 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	44.8	36.3	15.7	3.3

$$\begin{array}{rclclclcl}
 \text{PI} & = & 36.3 & + & 15.7 & + & 3.3 & = & 55.3 \\
 & & & & 15.7 & + & 3.3 & = & \underline{19.0} \\
 & & & & & & \text{PLI} & = & 74.3
 \end{array}$$

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

Evaluation

Brooklyn Excelsior did not meet the AMO goal of 94. With a PLI score of 74, Brooklyn Excelsior fell just 20 points short of this goal.

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.¹⁰

Results

In 2014-15 20 percent of Brooklyn Excelsior two+ year students scored at or above Level 3 on the New York State math exam, compared to 17 percent of students enrolled in district public schools. Brooklyn Excelsior students outperformed district public school students in three of the six grade levels as well as in the aggregate.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least Second Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	18.0%	61	23.1%	629
4	18.6%	70	22.3%	647
5	34.9%	63	16.4%	578
6	19.7%	61	12.2%	444
7	23.1%	65	10.8%	528
8	6.9%	72	10.9%	515
All	19.9%	392	16.5%	3341

Evaluation

Brooklyn Excelsior met this measure. The percent of students in at least their second year at Brooklyn Excelsior who performed at or above Level 3 on the New York State math exam was 3.5 percentage points higher than that of the local district.

¹⁰ 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](#).

Additional Evidence

Brooklyn Excelsior has consistently outperformed the local district on the New York State math exam over the past three years.

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					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	35%	14%	35%	21%	18%	23%
4	18%	25%	35%	20%	19%	22%
5	30%	17%	37%	16%	35%	16%
6	16%	8%	43%	12%	20%	12%
7	14%	4%	14%	7%	23%	11%
8	8%	6%	0%*	7%	7%	11%
All	19%	13%	28%	14%	20%	17%

* Does not include eighth grade students who passed the algebra regents

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

Results

In 2013-14 Brooklyn Excelsior did not meet this measure, achieving an Effect Size of 0.15 which is slightly higher than expected.

2013-14 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	92.6	81	32	27.5	4.5	0.26
4	92.9	80	35	26.7	8.3	0.45
5	88.5	80	30	25.8	4.2	0.23
6	91.7	73	40	20.6	19.4	1.04
7	85.2	79	13	18.2	-5.2	-0.32
8	91.1	61	0*	13.9	-13.9	-0.93
All	90.3	454	25.9	22.5	3.4	0.15

School's Overall Comparative Performance:
Slightly higher than expected

*Does not include eighth grade students who took and passed the Algebra Regents Exam

Evaluation

Brooklyn Excelsior did not meet this measure in 2013-14. The school had an Effect Size of 0.15 which is slightly higher than expected, but not above the threshold of 0.3.

Additional Evidence

While Brooklyn Excelsior did not meet this measure in 2013-14, their comparative performance rating in 2011-12 was higher than expected to a large degree, and their Effect Size the last two years has been positive.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	3-8	52%	499	69.6	49.8	0.97
2012-13	3-8	86%	491	19.4	18.4	0.06
2013-14	3-8	90%	454	25.9	22.5	0.15

Goal 2: Growth Measure¹¹

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

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 scores and assigned a percentile based on their relative growth in performance (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 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.¹²

Results

Brooklyn Excelsior did not meet this measure in 2013-14.

2013-14 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	45.5	50.0
5	57.5	50.0
6	56	50.0
7	29.5	50.0
8	35	50.0
All	<u>44.5</u>	50.0

Evaluation

Brooklyn Excelsior has not consistently met this measure.

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

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12 ¹³	2012-13	2013-14	Statewide Median
4		31	45.5	50.0
5		40	57.5	50.0
6		46	56	50.0
7		29.5	29.5	50.0
8		36	35	50.0
All	<u>48.7</u>	<u>36.5</u>	<u>44.5</u>	<u>50.0</u>

Summary of the Mathematics Goal

Brooklyn Excelsior has met one of its five math goals.

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.)	Did Not Achieve
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.	Did Not Achieve

Action Plan

Based on our analysis of performance against charter goals and other available data, we are implementing the following improvements to our educational program:

- *Update our curricular tools.* As previously mentioned, new curricular tools are being implemented to better support implementation of the state's Common Core standards in math. We have given our teachers extensive professional development to help them use these new tools effectively. We will continue offering this training and support through this transition.

¹³ Grade level results not available.

- *Modify our assessment strategy.* In the first four years of our charter term, we administered the Northwest Evaluation Association’s (NWEA) Measures of Academic Progress (MAP) three times per year in language usage, math, and reading. Over time, our program of assessment has evolved as we strive to meet the demands of New York's career- and college-readiness standards. For this reason, we will adjust assessment practices to better serve students. In our intensified approach, we will:
 - Administer the NWEA MAP in the fall and spring in math.
 - In 2015-16, we will adopt a formative assessment framework in grades K-8 in math that is aligned to the state’s Common Core Learning Standards. These assessments will provide common benchmarking data to ensure that students are mastering the essential knowledge they need to be successful on the NYSTP.
 - Administer the Ready New York Common Core assessments by Curriculum Associates in grades 2-8 as a mock NYSTP assessment. Results will be closely analyzed to determine what instructional adjustments should be made prior to the NYSTP administration in the spring.
- *Implement flexible groupings during workshop.* Teachers will offer differentiated instruction through regularly scheduled workshop sessions and flexible grouping – approaches designed to meet each student’s individual learning needs.
- *Provide extended day/year academic intervention.* Students will have the opportunity to attend after-school and summer-learning programs.

SCIENCE

Goal 3: Science

Students will be proficient in Science.

Background

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. As such, we implement a rigorous curricular program, including a robust system of assessment, which is built around the New York State Learning Standards (NYSLs) for science and aligns with our mission. Staff is provided with professional development to support the implementation of the school’s science curriculum.

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 Testing Program science assessment to students in fourth and eighth grade in spring 2015. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

Results

In 2014-15, 63 percent of students in their second year at Brooklyn Excelsior scored at or above Level 3.

Charter School Performance on 2014-15 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least Second Year		All Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	95.6%	69	92.8%	83
8	32.4%	71	31.1%	74

Evaluation

Brooklyn Excelsior did not meet this measure. With 64 percent of students scoring at or above Level 3, the school missed the absolute measure by 11 percentage points. Brooklyn Excelsior met this measure for fourth grade students,.

Additional Evidence

Brooklyn Excelsior has not met this measure for the last two years.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2012-13		2013-14		2014-15	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	98%	65	97%	69	95.6%	69
8	83%	87	54%	83	32.4%	71
All	90%	152	74%	152	63.6%	140

Goal 3: Comparative Measure

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

Method

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

Results

Brooklyn Excelsior achieved a proficiency rate of 64 percent in science. Data for the district public schools is not yet available. Therefore, we are unable to compare Brooklyn Excelsior scores to those of the district schools.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least Second Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	95.6%	69	n/a	n/a
8	32.4%	71	n/a	n/a
All	63.6%	140	n/a	n/a

Evaluation

Because data for district public schools has not yet been released, we are unable to determine if the school met this measure.

Additional Evidence

Because data for district public schools has not yet been released, we are unable to determine if the school met this measure. However, the school has met this measure for three of the past four years.

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					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	98%	86%	97%	78%	96%	n/a
8	83%	34%	54%	31%	32%	n/a
All	90%	61%	74%	55%	64%	n/a

Summary of the Science Goal

Because data for district public schools has not yet been released, we are unable to determine if the school met this measure. However, the school has met this measure for three of the past four years.

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

- We will continue to implement the workshop model in order to differentiate instruction for our students as well as implement programs and engage organizations that enhance our students' positive development. We will increase ELL support, encourage the use of CST packets, and increase our special education services.
- We have implemented the workshop model this year which we will continue to institute in order to meet students' needs. We will also continue to provide enrichment opportunities for students.
- We will be implementing test prep in second grade. Paraprofessional schedules will support students in classes with greatest need.
- The school uses differentiated instruction by implementing regularly-scheduled workshop sessions and flexible grouping in order to meet each student's individual learning needs.
- The school supports and encourages staff to arrange for field trips that enhance students' understanding of science concepts such as visiting science museums.

NCLB

Goal 4: NCLB

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

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

Brooklyn Excelsior is a school in good standing.

NCLB Status by Year

Year	Status
2012-13	Good Standing
2013-14	Good Standing
2014-15	Good Standing

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

Not applicable. Brooklyn Excelsior does not serve high school grades.

APPENDIX B: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal 5: Attendance

Each year, the school will average a student attendance rate at or above 93 percent.

Method

The student attendance rate is determined using the school's Average Daily Attendance during the 2014-2015 school year.

Results

For 2014-2015, the student attendance rate for Brooklyn Excelsior Charter School was 93.4 percent.

Evaluation

Brooklyn Excelsior met this goal. With an attendance rate of 93.4 percent, Brooklyn Excelsior Charter School met the stated measure.

Goal 6: Financial Compliance

Each year, the school will receive an unqualified audit from an independent certified public accounting firm hired by the board.

Method

Brooklyn Excelsior Charter School's Board of Trustees will retain an independent certified public accounting firm to review the school's financial transactions.

Results

The results of this goal are to be determined. Brooklyn Excelsior Charter School received an unqualified audit from an independent certified public accounting firm for the school year ending in 2014 and expects to receive one for the school year ending in 2015. The unqualified audit will be submitted by November 1, 2015.

Evaluation

The evaluation of this goal is yet to be determined.

Goal 7: Financial Compliance

Each year, the school will maintain a positive cash flow as measured using financial statements and the annual audit report.

Method

Brooklyn Excelsior Charter School will retain an independent certified accounting firm to review the school's financial transactions.

Results

Brooklyn Excelsior Charter School maintained a positive fund balance for the school year ending in 2015.

Evaluation

Brooklyn Excelsior Charter School met this measure by maintaining a positive fund balance for the school year ending in 2015.

Goal 8: Management Partner Evaluation

Each year, the school's Board of Trustees will assess the performance of its education management partner. The review will be used to identify the management partner's successes and opportunities to improve its future performance, as well as ensure the Board and management partner's relationship is effectively serving the school.

Method

The Brooklyn Excelsior Charter School Board of Trustees will assess the performance of its education management partner.

Results

The Board of Trustees completed an evaluation of NHA and was given an additional survey to evaluate its education management partner during the 2014-2015 school year.

Evaluation

Brooklyn Excelsior Charter School met this measure by assessing the performance of its education management partner.

Goal 9: Legal Obligations and Compliance

Each year, the school's Board of Trustees will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.

Method

Throughout the school year, the Board of Trustees are presented with a number of issues which require legal review. Policies, documents, and issues are shared with the Board's independent legal counsel for analysis and recommendations.

Results

The Board appointed its legal counsel during its annual meeting. The Board's legal counsel thoroughly reviewed all issues and provided the Board with timely and thoughtful responses to aid in its decision-making.

Evaluation

The Board successfully met this measure in 2014-15.