

**EXCELLENCE GIRLS  
CHARTER SCHOOL**

**2015-16 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Choose an item.

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Madlen Read, Director of Operations; Ashanti Herndon, Director of Operations; and Lindsay Melworm, Director of Operations; prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

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**Madlen Read has served as the Director of Operations of the elementary academy since 2015. Ashanti Herndon has served as the Director of Operations of the middle academy since 2013. Lindsay Melworm has served as the Director of Operations of Uncommon Charter High School since 2015.**

## INTRODUCTION

Excellence Girls Charter School (Excellence Girls) is an all-girls charter public school, whose mission is to prepare its students to enter, succeed in and graduate from college preparatory high schools and colleges. Excellence Girls was founded in Bedford Stuyvesant, Brooklyn, in August 2009, and successfully completed its seventh year of operation in June 2016.

### Enrollment & Demographics

During the 2015-16 school year, Excellence Girls served 682 scholars in Kindergarten-7<sup>th</sup> Grade, while Uncommon High School served 455 scholars in 9<sup>th</sup> through 12<sup>th</sup> grade.

Seventy-three percent of Excellence Girls students were eligible for free or reduced price lunch. Four percent were English Language Learners. Seven percent were identified as requiring special education services. 93% of Excellence Girls students were African American, 5% were Latina, and 2% were Southeast Asian.

Seventy seven percent of Uncommon High School students were eligible for free or reduced price lunch. Zero percent were English Language Learners. Ten percent were identified as requiring special education services. 69% of Uncommon High School students were African American, 29% were Latino, and 1% were Southeast Asian.

### Academic Program

At Excellence Girls Elementary Academy and Middle Academy, we not only have a longer school year, but we also have a longer school day. At the elementary academy, the day begins at 7:10 AM and ends at 3:50 PM, and at the middle academy, the day starts at 7:15 AM and ends at 4:05 PM, with six or more hours of instruction every day. Over the course of the school year, this is equivalent to at least 25% more instructional time than the New York City Department of Education's minimum requirements.

In the elementary academy, our students receive 3 hours of literacy instruction, 75 minutes of math instruction, 45 minutes of instruction in social studies or science, 45 minutes of writing instruction every day; along with 45 minutes of instruction in character development and structured choice time, and 45 minutes of instruction in music, dance/fitness, and performing arts. In addition, scholars in need of extra help to reach proficiency receive one-on-one instruction from their teachers, or small group instruction with learning support teachers.

At the middle academy, students receive 60 minutes of science, history and writing instruction, daily. They receive intensive ELA instruction with 60 minutes of reading and 30 minutes of small

group literacy instruction through our guided reading program. Four days a week, the scholars participate in enrichment courses that include performing arts, yearbook, dance or art.

At Uncommon Charter High School, students receive 60-120 minutes of ELA instruction, 60-120 minutes of math, 60-120 of science, and 60 of history, daily. The scholars also participate in enrichments that include performing arts, physical education, dance or art.

Excellence Girls' program focuses on literacy instruction because we understand that literacy is the key to unlocking all future information, understanding and knowledge. This begins in the earliest grades:

- In the early grades, scholars have nearly 3 hours of reading instruction each day, which includes a systematic decoding program (Reading Mastery), a teacher-designed reading comprehension curriculum, and daily read alouds.
- In the key literacy-building years of K-4<sup>th</sup> grade, classrooms are staffed with two teachers in order to ensure that the student-to-teacher ratio never exceeds 15:1;
- Students are expected to read for at least 15-20 minutes at home each night in Kindergarten, 1<sup>st</sup>, and 2<sup>nd</sup> grade, and for at least 30 minutes each night starting in 3<sup>rd</sup> grade;
- Students write in every class, and use the Writer's Workshop method to cultivate creativity and voice.

Learning does not stop after the school day comes to a close. Each scholar, including each Kindergarten scholar, takes home at least 20 minutes of homework which we call Life's Work, every evening, including weekends. For the 20 minutes of reading each night, parents/guardians will review and sign each evening's assignment upon completion.

### Character Development Program

We know that academic excellence is not enough. To achieve our mission here at Excellence Girls, it is imperative that we instill in them the character traits that will allow them to persevere along the road to college. We therefore explicitly teach our scholars about key character traits and community involvement.

We provide daily instruction in our Creed Values (optimism, respect, honesty, curiosity, justice, love, justice, hope, courage, and sisterhood). Two mornings a week, we begin the day with Morning Motivation, a 15-minute school assembly anchored around these Creed Values in which scholars participate in songs, cheers, and discussions with their fellow classmates. Each week ends with a Friday Community Meeting where we celebrate the academic successes of the week through reinforcement and celebration of our Creed Values. Classroom teachers present awards to the scholar in their class who best demonstrated the designated Creed Value of the week at each Community Meeting.

### High Behavioral Expectations & Code of Conduct

We implement a strict code of conduct and have incredibly high behavioral expectations for our scholars in order to maintain an environment where teachers can focus on teaching and students can focus on learning.

### Family Involvement

We know that the road to college is a long and difficult one, and requires a considerable amount of parental/family support. Therefore, we work tirelessly to involve our scholars' families in their education.

Parents are required to attend two different orientations and one small-group meeting with our Dean of Students before scholars even start their first day of school. Teachers call parents constantly to share information about both the scholars' struggles and positive news so that parents and teachers work together in celebrating scholars' successes and resolving scholars' issues. In grades K-4, teachers send home information about scholars' academic and behavioral performance daily on a behavior log attached to the scholars' Life's Work packet. At the middle academy, weekly reports go home that detail the choices scholars have made that week. The school hosts a series of Families for Achievement Events (e.g. Literacy Night, Math Night, Community Service Day, Health & Wellness Night), which bring families together with scholars and teachers around academic and character development topics. Additionally, parents are required to pick up report cards in person at report card conferences, held twice each year at the elementary academy and three times a year, at the middle academy.

### **School Enrollment by Grade Level and School Year**

*(In 2016, Uncommon Charter High School began reporting under Excellence Girls)*

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12	87	86	86	50										309
2012-13	79	84	82	81	41									367
2013-14	82	84	86	79	77	82								490
2014-15	84	87	86	86	75	86	83							587
2015-16	88	90	85	89	83	86	86	75	N/A	141	138	96	80	1137

## ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

#### Background

The Excellence Girls reading program overcomes our scholars' early literacy deficits by aggressively accelerating them through a coherent set of teacher created curricula that addresses five components of early literacy: phonemic awareness, phonics, vocabulary, fluency, and comprehension. The foundation of our reading curriculum lies in four complementary, research-based programs – Direct Instruction (Reading Mastery); Riverdeep Destination Reading Program (computer program); reading comprehension instruction based on the Urban Education Exchange Concepts of Comprehension; and explicit vocabulary instruction through Text Talk (designed by noted vocabulary expert Isabel Beck) – that incorporate these five components of early literacy to provide a rigorous reading education.

This year, the Excellence Girls English Language Arts program continued to reflect our understanding that literacy is the foundation upon which all future knowledge is built. We provided our scholars with 160 minutes of reading instruction each day. Scholars started the day with a 25-minute Read Aloud, where they sat on the rug, listened to their teacher read to them from a text taken from the Text Talk Program or a teacher-selected text, and answered questions that increase their reading comprehension skills and vocabulary base. Teachers selected texts which allowed them to introduce particular comprehension concepts that they then expanded upon during Reading Comprehension. In 5<sup>th</sup> Grade through 8<sup>th</sup> Grade, each subject has its own teacher. By 5<sup>th</sup> Grade, students have two hours of literacy instruction each day.

The Reading Mastery program, which teachers used as the curriculum for one of the daily 45-minute reading blocks, has an extremely strong research base. It is particularly effective in building the core decoding and fluency skills of students; moreover, the program is designed in a very linear, sequential manner. Students are not allowed to move on until they show mastery of the reading material. The Excellence Girls program gave scholars five 45-minute Reading Mastery lessons a week in order to rapidly accelerate them to mastery.

Scholars spent five 45-minute blocks each week doing Reading Comprehension and Guided Reading, using a teacher-created curriculum that is based on the Urban Education Exchange Concepts of Comprehension. During this time, scholars delved into authentic literature and practice independent reading strategies.

Kindergarten and First Grade scholars spent their third 45-minute reading block each day of the week on the classroom computers using the Riverdeep Destination Reading Program, which provided engaging individualized early literacy instruction that reinforces both phonics and comprehension skills. Second, Third and Fourth Graders spend their third reading block independently reading, every day.

This year, we again had two teachers in each K-4 classroom, allowing all of our scholars to rotate through the above-mentioned three 45-minute reading blocks each day in groups of 10-11 scholars. This year, we again administered several different English Language Arts assessments throughout the year. Commercial assessments included the TerraNova and the STEP Assessment (see “Summary of ELA Goal” section for details). School-created assessments included: writing assessments and school-created Interim Assessments. The middle academy and Uncommon, as a whole introduced more close reading and literature circles to push the comprehension and habits of discussion.

Beginning in Summer Staff Training and throughout the school year, our Principals developed and led along with the Director of Staff Development and Dean of Students extensive and intensive professional development workshops, some in collaboration with other Uncommon Elementary Schools.

### **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 3<sup>rd</sup> through 7<sup>th</sup> 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 (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 <sup>1</sup>			Total Enrolled
		IEP	ELL	Absent	
3	88	1	0	0	89
4	81	0	0	0	83
5	84	1	0	0	86
6	86	0	0	0	86
7	75	0	0	0	75
All	414	1	0	0	418

### Results

The school administered the New York State Testing Program English language arts assessment to students in 3<sup>rd</sup>-7<sup>th</sup> grade in April 2016. Each student's raw score has been converted to a grade-specific scaled score and a performance level. This year the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4, which marks that the student is proficient. The percentage of students at Excellence Girls who scored at a Level 3 or 4 is presented in the table below.

### 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	81%	88	<b>84%</b>	<b>81</b>
4	83%	81	<b>82%</b>	<b>67</b>
5	55%	84	65%	55

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<sup>1</sup> 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.



6	55%	86	50%	62
7	63%	75	68%	60
All	67%	418	70%	325

## Evaluation

With 70% of students scoring at a Level 3 or 4, Excellence Girls 3<sup>rd</sup> – 7<sup>th</sup> grade scholars are still working to achieve this measure. In the third year of administration of the New York State Common Core exam in English Language Arts Excellence Girls came within 5% points of the absolute measure for ELA. This gap has decreased 8% 13% in 2015-16.

There are a number of reasons to why our scholars fell short of the goal of 75% at or above a Level 3 on the NYS ELA Exam this year. However we are confident that the steps we are continuing to implement will help to increase student performance on the exam in the coming year.

- While we continue to align our curriculum to Common Core standards in Summer of 2012 there was still a lot of work to be done around our alignment in Informational Reading as well as Social Studies and Science. Over the 2016-17 school year we focused on improving our teaching practice and ensuring that teachers were educated and received professional development on the shift happening with Common Core prior to exams. We look forward to increasing our curricular alignment to the Common Core standards in the coming year.
- Excellence Girls Elementary Academy worked hard in the 2015-16 school year to focus on writing, beginning with teacher practices during writing instruction and teacher feedback on student work after each session. In 2016-17, Excellence Girls will be focusing particularly on reading comprehension, by providing teacher feedback on all work and using the feedback to target specific needs for each scholar in ELA. Excellence Girls also plans to instill a greater joy of reading in its scholars by implementing more initiatives to encourage independent reading.
- Excellence Girls Middle Academy will focus on reading comprehension and more data driven interventions to ensure the right scholars receive the supports beyond mandated IEPs, in the 2016-17 school 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 Tested	Percent	Number Tested	Percent	Number Tested
3	62%	76	68%	74	84%	81
4	64%	70	58%	69	82%	67
5	59%	36	58%	71	65%	55
6	N/A	N/A	40%	68	50%	62
7	N/A	NA	N/A	N/A	68%	60
All	62%	182	56%	282	70%	325

### 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 2015-16 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.<sup>2</sup>

### Results

Of Excellence Girls Third, Fourth, Fifth, Sixth and Seventh grade students, 28% achieved a Level 2 on the State Exam, 45% achieved a Level 3 and 22% achieved a level 4 on the State Exam. Therefore, Excellence Girls students achieved a Performance Index of 162.

### English Language Arts 2015-16 Performance Level Index (PLI)

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

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
414	5%	28%	45%	22%

$$\begin{aligned}
 \text{PI} &= 28 + 45 + 22 = 95 \\
 &= 45 + 22 = \underline{67} \\
 \text{PLI} &= 162
 \end{aligned}$$

## Evaluation

Excellence Girls achieved a Performance Level Index of 162 which exceeds the 2015-16 AMO of 97. Therefore, Excellence Girls achieved this measure.

### 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.<sup>3</sup>

## Results

Excellence Girls Charter School met the comparative goal for all grade levels tested in 2016. In 3<sup>rd</sup> grade, 84% of Excellence Girls scholars scored at or above Level 3 on the New York State ELA exam, compared to 32% of 3<sup>rd</sup> grade students in District 16. In 4<sup>th</sup> grade, 82% of Excellence Girls scholars scored at or above Level 3 on the New York State ELA exam, compared to 30% of 4<sup>th</sup> grade students in District 16. In 5<sup>th</sup> grade, 65% of Excellence Girls scholars scored at or above Level 3 on the New

<sup>3</sup> 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](#).

York State ELA exam, compared to 29% of the 5<sup>th</sup> grade students in District 17. In 6<sup>th</sup> grade, 50% of Excellence Girls scholars scored at or above Level 3 on the New York State ELA exam, compared to 13% of the 6<sup>th</sup> grade students in District 17. In 7<sup>th</sup> grade, 68% of Excellence Girls scholars scored at or above Level 3 on the New York State ELA exam, compared to 25% of the 7<sup>th</sup> grade students in District 17.

**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 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	84%	81	32%	558
4	82%	67	30%	558
5	65%	55	30%	1409
6	50%	62	30%	1405
7	68%	60	25%	1607
All	70%	325	29%	5537

**Evaluation**

Excellence Girls Charter School met the comparative goal for all grade levels tested in 2016.

**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					
	2013-14		2014-15		2015-16	
	Charter School	Local	Charter School	Local	Charter School	Local

		District		District		District
3	62%	22%	68%	17.8%	84%	32%
4	64%	20%	58%	25.1%	82%	30%
5	59%	20%	58%	15.8%	65%	30%
6	N/A	N/A	40%	22.3%	50%	30%
7	N/A	N/A	N/A	N/A	68%	25%
All	56%	16.3%	62%	21%	70%	29%

### 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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

## Results

For the 2014-15 School Year, 67% of Excellence Girls 3<sup>rd</sup> Grade scholars scored at or above a Level 3 on the New York State ELA Exam. It was predicted that 25.2% would score at or above a Level 3 making the difference between the actual percentage and the predicted percentage 43.4%. It was predicted that 25.5% of 4<sup>th</sup> Grade scholars would score at or above a Level 3, and 59% actually scored at or above a Level 3. This makes the difference between the actual percentage and the predicted percentage 33.5%. It was predicted that 23% of 5<sup>th</sup> Grade scholars would score at or above a Level 3, and 52% actually scored at or above a Level 3. This makes the difference between the actual percentage and the predicted percentage 29.0%. It was predicted that 23.7% of 6<sup>th</sup> Grade scholars would score at or above a Level 3, and 41% actually scored at or above a Level 3. This makes the difference between the actual percentage and the predicted percentage 17.3%. The Effect Size overall is 2.24.

### 2014-15 English Language Arts Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	76.7	81	67%	25.2	43.4	3.01
4	72	75	59%	25.5	33.5	2.57
5	70.6	84	52%	23.0	29.0	2.21
6	69.8	81	41%	23.7	17.3	1.19
7						
8						
All	72.3	321	54.6	23.9	30.8	2.24

## Evaluation

With an aggregate Effect Size of 2.24 Excellence Girls 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> Grade Scholars exceeded 0.3 and therefore met this measure.

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**Goal 1: Growth Measure<sup>4</sup>**

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 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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.<sup>5</sup>

**Results**

In 2014-15 the Mean Growth Percentile for Excellence Girls Scholars overall was 51. This is in comparison to the Statewide Median of 50.

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

Grade	Mean Growth Percentile
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<sup>4</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>5</sup> Schools can acquire these data from the NYSED’s Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

	School	Statewide Median
4	48.4	50.0
5	50.5	50.0
6	48.4	50.0
All	49.2	50.0

### Evaluation

Excellence Girls scored a 49.2 for the Mean Growth Percentile in comparison to the Statewide Median of 50, therefore Excellence Girls did not meet this measure but will continue to push our growth percentile in the years ahead

### Additional Evidence

In 2012-13 and 2013-14, Excellence Girls' growth was greater than the statewide median of 50. We therefore expect to continue that trend when 2015-16 data is released.

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

Grade	Mean Growth Percentile			
	2011-12 <sup>6</sup>	2012-13	2013-14	Statewide Median
4		69.1	56.8	50.0
5			54.5	50.0
6				50.0
7				50.0
8				50.0
All		69.1	55.6	50.0

### Summary of the English Language Arts Goal

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<sup>6</sup> Grade level results not available.



Excellence Girls Charter School students in all grades achieved all comparative and growth measures as well as the Performance Level Index Absolute measure. Excellence Girls students are still working toward the absolute measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Did Not Achieve

### Action Plan

During the 2016-2017 school year, the Excellence Girls Elementary Academy will continue to deploy two teachers in each classroom, divide classrooms into three, skill-differentiated small reading groups, and deliver 160 minutes of daily reading instruction. The school will also continue to utilize Direct Instruction (Reading Mastery) as its main K-2 reading program, particularly because of its success in building the core decoding and fluency skills of students and to utilize a computer program to take students from basic phonemic awareness to sophisticated reading comprehension skills in a three-year sequence. Teachers will also continue to develop and lead daily Reading Comprehension lessons in which students learn and practice reading comprehension skills.

Excellence Girls Charter School supplements this core reading program for struggling readers through its Reading Intervention program and staffing which allows Excellence Girls Charter School to provide highly specialized, intervention-based instruction to students identified as at-risk for academic failure in reading.

Excellence Girls Charter School will also implement professional development programs targeted

towards ELA instruction. In preparation for the 2016-17 school year, teachers who are new to Excellence Girls will participate in two days of Reading Mastery and STEP training. These trainings will be conducted by content experts and master teachers from the Uncommon Schools network. Moreover, Excellence Girls will continue to deliver professional development for all teachers on Evidence-Based Questions, interactive reading, Accountable Independent Reading and Habits of Discussion.

Finally, the school is energized by the challenge that more rigorous Common Core standards present. As part of the Uncommon Schools network, Excellence Girls will continue to make changes to its curriculum to be better prepared to address the increased rigor of the Common Core standards.

Beginning last year, Excellence Girls began to modify the schools' existing curricula for English Language Arts (ELA), working to strengthen its Reading Instruction and align the ELA curriculum with the new Common Core learning standards. Excellence Girls Elementary Academy will continue to make adjustments to its ELA curriculum. With the adoption of Common Core, we need to factor in the Lexile level of text, and so while 90% of the books used at Excellence Girls were aligned, we continue to adjust other books, with some books moving down in reading level or grade. Furthermore, teachers will continue to make conversations more text based, and students will continue using text based evidence to support verbal and written responses.

While our narrative reading began aligning with Common Core last year, the work that our experienced teachers and instructional leaders have been doing this summer will ensure that our informational reading is also common core aligned. In addition, teachers and instructional leaders are working to strengthen our writing curriculum so that there is an increased focus on the techniques used to teach writing and so that students are receiving an increased amount of feedback on their writing. This will ensure that student performance on the New York State ELA exam is increased in future years.

Interim Assessments have also been redesigned to be more aligned with Common Core. For example passages will be more rigorous and the questions will require students to go back to the text to analyze and synthesize information. Additionally, passages used in both narrative and informational reading will be Lexile leveled to ensure that students are accessing and reading text at the appropriate levels for their grade and content according to the Common Core Learning standards.

Excellence Girls Charter School remains strongly committed to keeping literacy at the forefront of our curriculum and to taking whatever steps are necessary to ensure that all of our students become proficient readers and writers.

## **MATHEMATICS**

**Goal 2: Mathematics**

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

## Background

At Excellence Girls, we employ a Math curriculum that is designed to ensure that our students master both math procedures and problem-solving skills. Our math curriculum uses various methodologies and approaches to move students towards competency in the understanding and application of mathematical computation and problem solving. At Excellence Girls, K-2 scholars have 75 minutes of Math instruction 5 days per week, while 3-4 scholars have 65 minutes of math instruction per day. 5<sup>th</sup> grade scholars attend a 90 minute math block 4 days a week and a 50 minute math block once a week.

In Fall 2013, Excellence Girls began to implement teacher created math lessons which utilizes the Investigations math curriculum. Excellence Girls made this change in curriculum to increase the rigor of instruction and to incorporate the Common Core.

Math Lessons include the following components:

- The Math Meeting
- The Lesson which includes: Introduction to material, the workshop, and independent practice
- Mixed Review and Fact Practice
- Story Problem
- Explore Problem
- Weekly quizzes

Teachers supplement lessons with additional materials, based on the skill needs reflected in students' Interim Assessments, and TerraNova results.

At Excellence Girls elementary academy, the Math Meeting is conducted whole-group on the rug. The Lesson is conducted whole group with both teachers, with one teacher giving individual support based on current skill level of the scholars, except in instances where lessons call for small groups to be split to ensure targeted instruction for students who have begun to master the material, and students who are still struggling to master the material. Weekly quizzes are given to students to check for student mastery on skills taught and reviewed each week. 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grade scholars received additional tutoring supports to help them master the necessary math skills. Khan Academy was used heavily to build on math techniques in the middle academy curriculum.

**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 3rd through 5<sup>th</sup> 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.

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

Grade	Total Tested	Not Tested <sup>7</sup>			Total Enrolled
		IEP	ELL	Absent	
3	88	1	0	0	88
4	81	0	0	0	83
5	82	1	0	1	86
6	86	0	0	0	86
7	74	0	0	1	75
All	414	2	0	2	418

## Results

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<sup>7</sup> 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.

The school administered the New York State Testing Program math assessment to students in 3<sup>rd</sup>-7<sup>th</sup> grade in April 2016. Each student’s raw score has been converted to a grade-specific scaled score and a performance level. This year the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4, which marks that the student is proficient. The percentage of students at Excellence Girls who scored at a Level 3 or 4 is presented in the table below.

**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	88%	88	<b>87%</b>	<b>82</b>
4	90%	81	<b>97%</b>	<b>68</b>
5	54%	82	62%	55
6	57%	86	63%	62
7	59%	74	63%	60
All	70%	414	78%	327

**Evaluation**

89% of scholars in 3<sup>rd</sup> grade in their second year scored at or above a Level 3 on the New York State Math exam, while 97% of 4<sup>th</sup> grade students in their second year scoring at or above a Level 3 on the New York State Math exam. 62% of 5<sup>th</sup> grade scholars in at least their second year scoring at or above a Level 3. 63% of 6<sup>th</sup> grade scholars in at least their second year scoring at or above a Level 3. Excellence Girls scholars exceeded the goal in the 3<sup>rd</sup>-4<sup>th</sup> grade.

**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	84%	76	95%	74	87%	82
4	90%	70	94%	69	97%	68
5	78%	36	60%	71	62%%	55
6	N/A	N/A	62%	66	63%	62
7	N/A	N/A	N/A	N/A	63%	60
All	68%	182	84%	280	78%	327

## 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.<sup>8</sup>

## Results

Of Excellence Girls third, fourth, fifth, sixth and seventh grade students, 24% achieved a Level 2 on the State Exam, 34% achieved a Level 3 and 38% achieved a level 4 on the State Exam. Therefore, Excellence Girls students achieved a Performance Index of 170.

<sup>8</sup> In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

### 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
414	5%	24%	34%	38%

$$\begin{aligned}
 \text{PI} &= 24 + 34 + 38 = 96 \\
 & \quad \quad \quad 24 + 34 = \underline{58} \\
 & \quad \quad \quad \text{PLI} = 154
 \end{aligned}$$

#### Evaluation

Excellence Girls achieved a Performance Level Index of 154 which exceeds the 2014-15 AMO of 94. Therefore, Excellence Girls achieved this measure.

#### 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.<sup>9</sup>

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<sup>9</sup> 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](#).

## Results

Excellence Girls Charter School met the comparative goal for all grade levels tested in 2016. In 3<sup>rd</sup> grade, 89% of Excellence Girls scholars scored at or above Level 3 on the New York State math exam, compared to 29% of 3<sup>rd</sup> grade students in District 16. In 4<sup>th</sup> grade, 95% of 4<sup>th</sup> grade students scored at or above Level 3 on the New York State math exam, compared to 22% of 4<sup>th</sup> grade students in District 16. In 5<sup>th</sup> grade, 63% of 5<sup>th</sup> grade students scored at or above Level 3 on the New York State math exam, compared to 28 of 5<sup>th</sup> grade students in District 17. In 6<sup>th</sup> grade, 64% of 6<sup>th</sup> grade students scored at or above Level 3 on the New York State math exam, compared to 29% of 6<sup>th</sup> grade students in District 17. In 7<sup>th</sup> grade, 71% of 6<sup>th</sup> grade students scored at or above Level 3 on the New York State math exam, compared to 19% of 7<sup>th</sup> grade students in District 17.

### 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 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	87%	82	29%	560
4	97%	68	22.3%	647
5	62%%	55	28%	1421
6	63%	62	29%	1422
7	63%	60	19%	1519
All	78%	327	25%	5569

## Evaluation

Excellence Girls Charter School met the comparative goal for all grade levels tested in 2016.

**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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

## Results

For the 2014-15 School Year, 95% of Excellence Girls 3<sup>rd</sup> Grade scholars scored at or above a Level 3 on the New York State Math Exam. It was predicted that 33.4% would score at or above a Level 3 making the difference between the actual percentage and the predicted percentage 61.6%. 93% of 4<sup>th</sup> Grade scholars scored at or above a Level 3 on the New York State Math Exam. It was predicted that 35.2% would score at or above a Level 3, making the difference between the actual percentage and the predicted percentage 57.8 percent. 71% of 5<sup>th</sup> Grade scholars scored at or above a Level 3 on the New York State Math Exam. It was predicted that 34.4% would score at or above a Level 3, making the difference between the actual percentage and the predicted percentage 21.6 percent. 61% of 6<sup>th</sup> Grade scholars scored at or above a Level 3 on the New York State Math Exam. It was predicted that 30.9% would score at or above a Level 3, making the difference between the actual percentage and the predicted percentage 30.1 percent. Therefore the overall Effect Size is 2.31

### 2014-15 Mathematics Comparative Performance by Grade Level

Grade	Percent of Economically	Number of Students	Percent of Students at Proficiency	Difference between Actual	Effect Size
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	Disadvantaged Students	Tested	Actual	Predicted	and Predicted	
3	76.7	81	95	33.4	61.6	3.31
4	72.0	75	93	35.2	57.8	3.19
5	70.6	84	56	34.4	21.6	1.63
6						
7						
8						
All	72.3	320	75.8	33.5	42.3	2.31

<b>School's Overall Comparative Performance:</b>
Higher than expected to a large degree

## Evaluation

With an aggregate Effect Size of 2.31 Excellence Girls 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> Grade Scholars exceeded 0.3 and therefore met this measure in 2014-15.

## Goal 2: Growth Measure<sup>10</sup>

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

<sup>10</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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.<sup>11</sup>

In 2014-15 the Mean Growth Percentile for Excellence Girls Scholars overall was 61. This is in comparison to the Statewide Median of 50.

### **2014-15 Mathematics Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Statewide Median
4	60.3	50.0
5	31.3	50.0
6	62.8	50.0
7	N/A	50.0
8	N/A	50.0
All	51.1	50.0

### **Evaluation**

Excellence Girls scored a 51.1 for the Mean Growth Percentile in comparison to the Statewide Median of 50, therefore Excellence Girls met this measure.

### **Summary of the Mathematics Goal**

In all Grades, Excellence Girls met all comparative, absolute and growth measures in 2015-16.

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<sup>11</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://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 mathematics exam for grades 3-8.	Achieved
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 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

Excellence Girls will continue to employ the Investigations math curriculum and differentiated instruction, methodologies and approaches to move students towards competency in the understanding and application of mathematical computation and problem solving. The school will also continue to provide additional push-in and pull-out support through our Learning Support Coordinator and Learning Support Teacher to further address the needs of our student sub-populations. Excellence Girls is committed to meeting its accountability plan goals related to mathematics as listed above.

As in ELA, as part of the Uncommon Schools network, Excellence Girls will continue to make changes to its Math curriculum to be better prepared to address the increased rigor of the Common Core standards. Beginning two years ago, Excellence Girls began to modify the schools' existing curricula for Math, ensuring that those curricula are aligned to the Common Core Learning Standards. One significant change is reflected in Leadership Prep Ocean Hill's switch from using Eureka to Math Investigations to address Common Core which will be rooted in conceptual math. Consequently, math lessons will continue to be adjusted so that the structure and the work students complete are aligned to Common Core standards. Math lessons are currently being revised so that student activities more closely align to the objective, and the independent practices are as rigorous as the lessons being taught to students. Scope and sequences are also being revised to

ensure that math meeting in grades Kindergarten through 2<sup>nd</sup> grade, and fact practices in grades 3-7 are focused solely on reviewing difficult to master material throughout the school year.

Additionally, Interim Assessments will also continue to be redesigned ensuring that each Common Core Learning Standard is taught, assessed and ultimately mastered.

## **SCIENCE**

### **Background**

Excellence Girls incorporates at least 45 minutes of science instruction, grades Kindergarten through 7<sup>th</sup> grades. An emphasis is placed on both reading science texts, as well as conducting experiments.

### **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 4<sup>th</sup> 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**

Excellence Girls scholars are achieving a high level of proficiency in Science, with 100% of 4<sup>th</sup> grade scholars in at least their 2<sup>nd</sup> year scoring either Proficient or Advanced.

**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 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100%	67	Not Yet Available	Not Yet Available
8	N/A	N/A	N/A	N/A

### Evaluation

Excellence Girls well exceeded its goal of 75% proficiency on the State Science Exam, beating it by 25 percentage points.

### Additional Evidence

Excellence Girls has greatly exceeded its goal for three straight 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		2015-16	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	98%	40	96%	77	96%	69	100%	67
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All	98%	40	96%	77	96%	69	100%	67

### 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

Excellence Girls is awaiting district-level data on State Science Exam performance in order to get comparative results; however, with 100% of students in at least their second year scoring Proficient or Advanced, we know that we have achieved this goal.

### 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 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100%	67	Not Yet Available	Not Yet Available
8	N/A	N/A	N/A	N/A

### Summary of the Science Goal

Excellence Girls achieved the Absolute measure in all grades tested where results are available.

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

## **Action Plan**

Excellence Girls will continue its rigorous science curriculum in order to achieve high results, and get district-level results in order to determine comparative performance.

## **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**

Excellence Girls Charter School is currently in "Good Standing" under the NCLB accountability system.

## **Evaluation**

Excellence Girls Charter School is currently in "Good Standing" under the NCLB accountability system and will continue to work diligently to meet each NCLB requirement and comply with all stated guidelines.



### NCLB Status by Year

Year	Status
2012-13	Good Standing
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing

## APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

## HIGH SCHOOL COHORTS

## ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9<sup>th</sup> grade. For example, the 2012 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade in the 2012-13 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2015-16 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's website for its accountability rules and cohort definitions: [www.p12.nysed.gov/accountability/](http://www.p12.nysed.gov/accountability/))

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2013-14	2010-11	2010	N/A	N/A	N/A
2014-15	2011-12	2011	29	0	29
2015-16	2012-13	2012	40	1	79

## TOTAL COHORT FOR GRADUATION

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

Fourth Year Total Cohort for Graduation

## HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Additional Students Still in Cohort <sup>12</sup> (b)	Graduation Cohort (a) + (b)
2013-14	2010-11	2010	N/A	N/A	N/A
2014-15	2011-12	2011	29	0	29
2015-16	2013-14	2012	79	0	79

### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Additional Students Still in Cohort <sup>13</sup> (b)	Graduation Cohort (a) + (b)
2013-14	2009-10	2009	0	0	0
2014-15	2010-11	2010	0	0	0
2015-16	2011-12	2011	0	0	0

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<sup>12</sup> Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

<sup>13</sup> Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

### METHOD

The school administered the Regents Exam in English Language Arts (Common Core) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma.<sup>14</sup> This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

### RESULTS

Uncommon Charter High School's 2012 cohort had 100% of students passing the English Regents with a score of a 65 or higher.

English Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>15</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	N/A	N/A
2011	29	100%
2012	79	100%

### EVALUATION

Uncommon Charter High School's 2012 cohort had 100% of students passing the English Regents with a score of a 65 or higher, therefore Uncommon Charter High School met this measure.

### ADDITIONAL EVIDENCE

N/A

### Goal 1: Absolute Measure

<sup>14</sup> The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

<sup>15</sup> Based on the highest score for each student on the English Regents exam

## HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8<sup>th</sup> grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

### METHOD

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

### RESULTS

Uncommon Charter High School's 2012 cohort had 100% of students passing the English Regents with a score of a 65 or higher.

English Regents Passing Rate with a Score of 65 among Students  
Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>16</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	N/A	N/A
2011	29	100%
2012	79	100%

### EVALUATION

N/A

### ADDITIONAL EVIDENCE

N/A

#### Goal 1: Absolute Measure

Each year, the Accountability Performance Level ("APL") on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

### METHOD

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

[www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort

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<sup>16</sup> Based on the highest score for each student on the English Regents exam

## HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

must have an Accountability Performance Level (APL) that equals or exceeds the 2015-16 English language arts AMO of 174.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exam in Comprehensive English is scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core Examination in English is scored on a scale from 0 to 100; 0 to 64 is level 1, 65 to 78 is level 2; 79 to 84 is level 3, and 85 to 100 is level 4.

### RESULTS

Uncommon Charter High School APL for the 2012 Cohort is 177.

English Language Arts Accountability Performance Level (APL)  
For the 2010 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
39	0	23	51	26

$$\begin{array}{rcccccccc} \text{PI} & = & 23 & + & 51 & + & 26 & = & 100 \\ & & & & 51 & + & 26 & = & \underline{77} \\ & & & & & & \text{APL} & = & 177 \end{array}$$

### EVALUATION

The measure is met, as the Uncommon Charter High School APL for the 2012 Cohort is 177, which exceeds the English Language Arts AMO of 174 for 2015-2016.

### ADDITIONAL EVIDENCE

N/A

#### Goal 1: Comparative Measure

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

### METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.<sup>17</sup>

<sup>17</sup> The New York State Report Card provides the district results for students scoring at or above 65.

# HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

## RESULTS

At the time of this report, comparative data for English Regents had not yet been released. Uncommon Charter High School will update this report when the data becomes available.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010	N/A	N/A	N/A	N/A
2011	100%	29	N/A	N/A
2012	100%	79	N/A	N/A

## EVALUATION

N/A

## ADDITIONAL EVIDENCE

Over the past three years, Uncommon Charter High School students have consistently outperformed the district when comparing their English Regents scores to the districts' State Exam Scores. We expect the trend to remain the same when the 2015-2016 data is released for the district.

## SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL <sup>18</sup>

Uncommon Charter High School achieved the relevant English Language Arts goals based on results of the New York State Regents English exams. We are proud that our students meet the graduation requirement of scoring a 65% or higher by the completion of their fourth year in the cohort. Moreover, a high percentage of our students (over 77% of our 2012 cohort) have met the higher benchmark of scoring a 75% or higher on the Regents exam, demonstrating their college and career readiness. We continue to develop academic curriculum and support to ensure our students are meeting these thresholds.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the	Achieved

<sup>18</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

## HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

	state's NCLB accountability system.	
Comparative	Each year, the percent to students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2013-14 school district results.)	N/A

### ACTION PLAN

- Students will continue to receive 60-120 minutes of English instruction each day.
- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom instruction and provide feedback on instruction.
- The school's leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers.
- The school's leadership team will continue to review the effectiveness of the school's curriculum and make necessary revisions to increase student achievement.
- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.
- Uncommon Charter High School Charter School will continue to offer Regents/AP/SAT preparation beginning in the 9th grade.
- Uncommon Charter High School Charter School will continue to provide professional development before the school year, during the school year, and following the school year, during which teachers can review and discuss results.



## GOAL 2: MATHEMATICS

### Goal 2: Absolute Measure

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

### METHOD

The school administered the New York State Regents Algebra I (Common Core), Geometry, Geometry (Common Core), Algebra 2/Trigonometry, and/or Algebra II (Common Core) exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / scoring 80 or fully meeting Common Core expectations to meet the college and career readiness standard.<sup>19</sup> This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

### RESULTS

Of the 2012 Cohort, 100% of students have passed a Mathematics Regents with a score of 65% or higher. 85% met the college and career readiness standard with scores of 75% or above.

#### Mathematics Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort<sup>20</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	N/A	N/A
2011	29	100%
2012	79	100%

### EVALUATION

Of the 2012 Cohort, 100% of students have passed a Mathematics Regents with a score of 65% or higher, therefore Uncommon Charter High School has met the measure.

<sup>19</sup> The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

<sup>20</sup> Based on the highest score for each student on the Mathematics Regents exam

## HIGH SCHOOL GOALS: MATHEMATICS

### ADDITIONAL EVIDENCE

N/A

#### Goal 2: Absolute Measure

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

### METHOD

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

### RESULTS

To date, 100% of the 2012 cohort has earned a score of at least a 65 on a New York State Regents mathematics exam.

Mathematics Regents Passing Rate with a Score of 65 among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>21</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	N/A	N/A
2011	29	100%
2012	79	100%

### EVALUATION

100% of the cohort has earned a score of at least a 65 on a New York State Regents mathematics exam. Thus, the measure is met.

### ADDITIONAL EVIDENCE

N/A

#### Goal 2: Absolute Measure

Each year, the Accountability Performance Level (“APL”) on a Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

### METHOD

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law holds high schools accountable for making annual yearly progress towards

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<sup>21</sup> Based on the highest score for each student on the Mathematics Regents exam

## HIGH SCHOOL GOALS: MATHEMATICS

meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:

[http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2015-16 mathematics AMO of 159.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core exams in mathematics are scored on a scale from 0 to 100; 0 to 64 is level 1; 65 to 73 is level 2, 74 to 84 is level 3, and 85 to 100 is level 4.

### RESULTS

Uncommon Charter High School APL for the 2012 Cohort is 184.

Mathematics Accountability Performance Level (APL) For the 2010 High School Accountability Cohort				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
39	3	10	54	33

  

PI	=	10	+	54	+	33	=	97
				54	+	33	=	<u>87</u>
						APL	=	184

### EVALUATION

Uncommon Charter High School APL for the 2012 Cohort is 184, therefore the measure of equaling or exceeding the mathematics APO of 159 met.

### ADDITIONAL EVIDENCE

N/A

#### Goal 2: Comparative Measure

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

### METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given

## HIGH SCHOOL GOALS: MATHEMATICS

that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.<sup>22</sup>

### RESULTS

At the time of this report, comparative graduation data for NYS Mathematics Regents had not yet been released. Uncommon Charter High School will update this report when the data becomes available.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010	N/A	N/A	N/A	N/A
2011	100%	29	N/A	N/A
2012	100%	79	N/A	N/A

### EVALUATION

N/A

### ADDITIONAL EVIDENCE

N/A

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL <sup>23</sup>

Uncommon Charter High School achieved the relevant Mathematics goals based on results of the New York State Regents Integrated Algebra and Algebra 2 exams. We are proud that our students meet the graduation requirement of scoring a 65% or higher by the completion of their fourth year in the cohort. Moreover, a high percentage of our students (85% of our 2012 cohort) have met the higher benchmark of scoring a 75% or higher on the Regents exam, demonstrating their college and career readiness. We continue to develop academic curriculum and support to ensure our students are meeting these thresholds.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Accountability Performance Level (APL) on the Regents	Achieved

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

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

## HIGH SCHOOL GOALS: MATHEMATICS

	English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	
Comparative	Each year, the percent to students in the high school Accountability Cohort passing a New York State Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2013-14 school district results.)	Achieved

### ACTION PLAN

- Students will continue to receive 60-120 minutes of math instruction each day.
- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom instruction and provide feedback on instruction.
- The school's leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers.
- The school's leadership team will continue to review the effectiveness of the school's curriculum and make necessary revisions to increase student achievement.
- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.
- Uncommon Charter High School Charter School will continue to offer Regents/AP/SAT preparation beginning in the 9th grade.
- Uncommon Charter High School Charter School will continue to provide professional development before the school year, during the school year, and following the school year, during which teachers can review and discuss results.

## GOAL 3: SCIENCE

### Goal 3: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

### METHOD

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

### RESULTS

Uncommon Charter High School's 2012 cohort had 97% of students passing the Living Environment Regents with a score of a 65 or higher.

Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>24</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	N/A	100%
2011	29	100%
2012	79	97%

### EVALUATION

This measure was met and exceeded, with 97% 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), and 87% of students meeting the college and career readiness benchmark with a score of 75% and higher.

### ADDITIONAL EVIDENCE

N/A

### Goal 3: Comparative Measure

<sup>24</sup> Based on the highest score for each student on any science Regents exam

## HIGH SCHOOL GOALS: SCIENCE

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

### METHOD

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

### RESULTS

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

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010	N/A	N/A	N/A	N/A
2011	100%	29	N/A	N/A
2012	97%	79	N/A	N/A

### EVALUATION

N/A

### ADDITIONAL EVIDENCE

Over the past three years, Uncommon Charter High School students have consistently outperformed the district when comparing their Living Environment Regents scores to the districts' Science State Exam Scores. We expect the trend to remain the same when the 2015-2016 data is released for the district.

## GOAL 4: SOCIAL STUDIES

### Goal 4: Social Studies

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

### Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

## METHOD

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

## RESULTS

The 2012 cohort had a 92% pass rate on the US History Regents with 90% of students scoring a 75% or above.

U.S. History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>25</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	N/A	N/A
2011	29	100%
2012	79	92%

## EVALUATION

Uncommon Charter High School met and surpassed this measure with a 92% pass rate on the US History Regents in the 2011 Cohort. 90% of students scored a 75% or above, the benchmark for college and career readiness.

<sup>25</sup> Based on the highest score for each student on a science Regents exam



## HIGH SCHOOL GOALS: SOCIAL STUDIES

### ADDITIONAL EVIDENCE

N/A

#### Goal 4: Comparative Measure

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

### METHOD

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

### RESULTS

At the time of this report, comparative graduation data for U.S. History Regents had not yet been released. Uncommon Charter High School will update this report when the data becomes available.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010	N/A	N/A	N/A	N/A
2011	100%	29	N/A	N/A
2012	92%	79	N/A	N/A

### EVALUATION

N/A

### ADDITIONAL EVIDENCE

Over the past three years, Uncommon Charter High School students have consistently outperformed the district when comparing their U.S. History Regents scores to the districts' State Exam Scores. We expect the trend to remain the same when the 2015-2016 data is released for the district.

#### Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

## HIGH SCHOOL GOALS: SOCIAL STUDIES

### METHOD

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

### RESULTS

The 2012 cohort had a 97% pass rate on the US History Regents with 62% of students scoring a 75% or above.

Global History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>26</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	N/A	N/A
2011	29	100%
2012	79	97%

### EVALUATION

This measure was met and exceeded, with 97% 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), and 62% of students meeting the college and career readiness benchmark with a score of 75% and higher.

### ADDITIONAL EVIDENCE

N/A

#### Goal 4: Comparative Measure

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

### METHOD

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

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<sup>26</sup> Based on the highest score for each student on a science Regents exam

# HIGH SCHOOL GOALS: SOCIAL STUDIES

## RESULTS

At the time of this report, comparative graduation data for Global History Regents had not yet been released. Uncommon Charter High School will update this report when the data becomes available.

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

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2010	N/A	N/A	N/A	N/A
2011	100%	29	N/A	N/A
2012	97%	79	N/A	N/A

## EVALUATION

N/A

## ADDITIONAL EVIDENCE

Over the past three years, Uncommon Charter High School students have consistently outperformed the district when comparing their Global History Regents scores to the districts' State Exam Scores. We expect the trend to remain the same when the 2015-2016 data is released for the district.

## GOAL 5: HIGH SCHOOL GRADUATION

### GOAL 5: HIGH SCHOOL GRADUATION

Students will graduate from high school.

### Goal 5: Absolute Measure

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

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

## METHOD

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

### Promotion Policies

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

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

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

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

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

Given that Uncommon Charter High School has provided four tiers of scholar support throughout the school year –Weekly Progress Reports, Office Hours, Weekly Check-in Meetings with the Advisor, and Saturday School – summer coursework for all subjects is the responsibility of the

## HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

family, both financially and logistically. Subject-area teachers will supply the directions and expectations for summer research projects.

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

### Graduation Credit Requirements:

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

## RESULTS

Of the 252 Uncommon Charter High School scholars who completed the 2015-2016 school year at Uncommon Charter High School, 240 have been promoted and 12 students have been retained.

Percent of Students Promoted by Cohort in 2015-16

Cohort Designation	Number in Cohort	Percent promoted
2012	79	97%
2013	94	96%
2014	135	96%
2015	141	94%

## EVALUATION

The school met this measure, promoting 97% (78 of 79) of students within our 2012 cohort; 96% (90 of 94) within our 2013 cohort; 96% (130 of 135) in our 2014 cohort; and 94% (133 of 141) in our 2015 cohort. Each cohort's promotion rate is above the threshold of 75% of students.

## ADDITIONAL EVIDENCE

N/A

### Goal 5: Absolute Measure

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

## HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

### METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2015, the 2013 cohort will have completed its second year.

### RESULTS

All but 20 students in the Uncommon Charter High School cohort of 2014 has passed at least three Regents Exams by the end of their second year in high school.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2012	79	100%
2013	94	94%
2014	135	85%

### EVALUATION

The 2014 cohort exceeded this measure. 85% of our 2014 cohort has passed at least three Regents exams by their second year in the cohort, well above the threshold of 75% of students within the cohort passing three exams.

### ADDITIONAL EVIDENCE

N/A

#### Goal 5: Absolute Measure

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

### METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2011 cohort and graduated four years later and those who entered as members of the 2010 cohort and graduated five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer at the end of their fourth year to complete graduation requirements.

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

### RESULTS

78 out of 79 Uncommon Charter High School students (99%) in the 2012 cohort graduated after four years.

## HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

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

Cohort Designation	Number in Cohort	Percent Graduating
2010	N/A	N/A
2011	29	97%
2012	79	99%

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

Cohort Designation	Number in Cohort	Percent Graduating
2009	N/A	N/A
2010	N/A	N/A
2011	N/A	N/A

## EVALUATION

The 2012 cohort exceeded this measure. 78 of 79 students (99%) of our 2011 cohort graduated after four years, well above the threshold of 75% of students. The measure regarding graduation after five years does not apply.

## ADDITIONAL EVIDENCE

N/A

### Goal 5: Comparative Measure

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

## METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the local school district<sup>27</sup>. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

## RESULTS

At the time of this report, comparative graduation data had not yet been released. Uncommon Charter High School will update this report when the data becomes available.

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

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating

<sup>27</sup> Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

## HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

2010	N/A	N/A	1,891	69.8%
2011	29	97%	2,065	65.6%
2012	79	97%	N/A	N/A

### EVALUATION

N/A

### ADDITIONAL EVIDENCE

N/A

### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In its second year with a fourth year cohort, Uncommon Charter High School achieved the High School Graduation goals, graduating 97% of students.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.	Achieved
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Achieved
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	Achieved

### ACTION PLAN

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



## HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

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

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

## GOAL 6: COLLEGE PREPARATION

### GOAL 6: COLLEGE PREPARATION

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

### Goal 6: Comparative Measure

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

### METHOD

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

### RESULTS

The 2014 cohort of Uncommon Charter High School sophomores underperformed the NY State average in Mathematics and Critical Reading, with averages of 39.6 in Evidence Based Reading and Writing and 42.8 in Mathematics.

10<sup>th</sup> Grade PSAT Performance by School Year

School Year	Number of Students in the 10 <sup>th</sup> Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2013-14	43	41	39.1	41.1	44.5	42.8
2014-15	57	57	37.7	45.0	40.3	46.9
2015-16	74	74	39.6	45.0	42.8	46.9

### EVALUATION

The 2014 cohort of Uncommon Charter High School sophomores underperformed the NY State average in Mathematics and Critical Reading, with averages of 39.6 in Evidence Based Reading and Writing and 42.8 in Mathematics. We continue to provide support for students in these areas, and we are aligning curriculum to the Common Core which we anticipate with result in higher PSAT and SAT scores. We also offer opportunities for students who are not meeting the measure to re-take exams with additional supports.

## APPENDIX C: SUMMARY TABLES

### ADDITIONAL EVIDENCE

Our 2014 cohort took the PSAT exam as 10<sup>th</sup> graders and will also re-take the PSAT in 11<sup>th</sup> grade in the 2016-17 school year. Prior to re-taking, students will be provided with additional supports to assist them in improving their scores in mathematics and critical reading, as needed.

#### Goal 7: Comparative Measure

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

### METHOD

This measure tracks student performance on one of the most commonly used high school college prep assessments.

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

### RESULTS

At the time of this report, comparative SAT performance data for 12<sup>th</sup> Grade SAT had not yet been released. Uncommon Charter High School will update this report when the data becomes available.

12<sup>th</sup> Grade SAT Performance by School Year

School Year	Number of Students in the 12 <sup>th</sup> Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2013-14	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	N/A	N/A	N/A	N/A	N/A	N/A
2015-16	39	39	459	474	498	486

### EVALUATION

Uncommon Charter High School lagged behind the New York City average for the Critical Reading section of the SAT in 2015-16, but our school surpassed the city-wide average in Mathematics by 12 points.

### ADDITIONAL EVIDENCE

N/A

#### Goal 7: School Created College Preparation Measure

Each Year, the school will demonstrate the preparation of its students for college through at least one measure of its own design. The percent of graduating students that meets the state's aspirational performance measure ("APM"), currently defined as the percentage of students in a

## APPENDIX C: SUMMARY TABLES

cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.

### METHOD

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

### RESULTS

61.5% of students in the 2012 cohort scored an 80 or better on a math Regents exam, as well as a 75 or better on the English Regents exam. At the time of this report, comparative statewide data for the Aspirational Performance Measure had not yet been released. Uncommon Charter High School will update this report when the data becomes available.

Percent of Graduates Meeting the Aspirational Performance Measure<sup>28</sup>

Cohort	Charter School	Statewide <sup>29</sup>
2010	N/A	38.1
2011	N/A	40.0
2012	61.5	N/A

### EVALUATION

N/A

#### Goal 7: School Created College Attendance or Achievement Measure

Each Year, the school will demonstrate college attendance or achievement through at least one measure of its own design. Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

### METHOD

The school’s mission of “to and through” college requires tracking and support beyond four years in high school. As such, the school strives to meet the measure of having 75% of graduating students matriculate in a college or university in the year after graduation.

<sup>28</sup> Schools can retrieve state level graduation rates from the SED’s Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

<sup>29</sup> Statewide results for the 2011 cohort are not yet available.

## APPENDIX C: SUMMARY TABLES

### RESULTS

In the 2012 cohort, 76 out of 79 (96%) students had matriculated into a 4-year college or university within the year after graduation from high school.

Cohort	Percent Matriculating within 1 year of Graduation
2010	N/A
2011	100%
2012	96%

### EVALUATION

The measure was met as, within the 2012 cohort, 76 out of 79 (96%) students had matriculated into a 4-year college or university within the year after graduation from high school.

### SUMMARY OF THE COLLEGE PREPARATION GOAL

61.5% in the 2012 cohort scored an 80 or better on a math Regents exam, as well as a 75 or better on the English Regents exam. This "college and career ready" graduation rate – is viewed as an important indicator of future student success. Our 2014 cohort is below the state average on the PSAT in Math and Critical Reading. We continue to focus on this within our school by bolstering critical reading and math work in all content classes. Our college team is also working to ensure students are given opportunities to re-take exams with additional support in the areas they need.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Comparative	Each year, the average performance of students in the 10 <sup>th</sup> grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Did Not Achieve
Comparative	Each year, the average performance of students in the 12 <sup>th</sup> grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Did Not Achieve
College Preparation	The percent of graduating students that meets the state's aspirational performance measure ("APM"), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average	N/A
College Attainment	Each Year, 75% of graduating students will matriculate in a college or university in the year after graduation	Achieved

### Action Plan

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## APPENDIX C: SUMMARY TABLES

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