

**EXCELLENCE BOYS
CHARTER SCHOOL**

**2017-2018 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:
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2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Felix Li (Elementary Academy Director of Operations) and Charles Choice (Middle Academy Director of Operations) prepared this 2017-18 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee's Name	Board Position
Linton Mann III	Chair
Tony Pasquariello	Vice Chair
St. Claire Gerald	Trustee
John Greenstein	Trustee
Michael Hall	Trustee
Shakima Jones	Trustee
John Kim	Trustee
Ekwutozia U. Nwabuzor	Secretary
Brett Peiser	Ex-Officio Trustee
Joseph F. Wayland	Treasurer
Chrystal Stokes Williams	Trustee

Nikki Bowen served as the Senior Principal of the Elementary Academy for the 2017-2018 school year, and TS Hoard has served as the Principal of the Middle Academy since 2015.

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Excellence Boys Charter School of Bedford Stuyvesant prepares students to enter, succeed in, and graduate from outstanding college preparatory high schools and colleges.

We cultivate in our scholars the knowledge, skills, and character necessary to succeed academically, embrace responsibility, and become honorable citizens and courageous leaders of our communities, country, and world.

In pursuit of this mission, the school successfully completed its fourteenth year of operation in June 2018.

Student Population

During the 2017-18 school year, Excellence Boys' student population consisted of 783 boys in Kindergarten-8th Grade. Of these students, 84% were African American, 7% were Latino and 5% boys were Asian, and 78% were eligible for free or reduced-priced lunch.

Most of Excellence Boys' students enter the school far below grade level. As a proxy for entering Kindergarten achievement levels, Excellence assumes that its Kindergarten students enroll with rates of academic proficiency similar to its 2004-05 First Graders (the first testing cohort for which there is a national norm for the 1st Grade TerraNova CAT 2nd Edition, a nationally recognized standard assessment of academic skills in Reading, Language, and Math). Based on those assessments in 2004, only 33% of students scored at or above grade level on the reading portion of the assessment, and only 15% scored at or above grade level on the math portion.

Alarming, these boys' numbers measured below even the under-performance displayed by their peers in other district schools in Community School District 16.

Excellence Boys Charter School of Bedford Stuyvesant was founded to respond to these community trends and to ensure that its young boys graduate from the nation's top public and private colleges and universities.

With our scholars' positive academic, social, and physical indicators in hand, we are confident that Excellence Boys is well on its way to achieving that goal.

Teach Until They Learn

Excellence Boys Charter School provides its students with every possible opportunity to learn. This means that Excellence Boys not only has a longer school day that begins at 7:30 AM and ends at 4:00 PM with 6+ hours of instruction, but also has a longer school year consisting of 185 instructional days. Over the course of the school year, this is equivalent to at least 25% more

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instructional time than the New York City Department of Education's minimum of 5 hours of daily instruction over 181 school days in Grades K-8.

Each day consists of at least 2.5 hours of literacy instruction, at least 90 minutes of math instruction, a daily class in social studies or science, a daily fitness class, and a daily music or art class.

Even as students leave for the day, the learning continues. Each student, including Kindergarteners, takes home at least 30 minutes of homework in elementary grades to 90-120 minutes of homework in the middle academy every evening. Parents/guardians review and sign each evening's assignment upon completion.

Excellence in Character

More instructional time, however, is not enough. Excellence Boys Charter School holds students to high standards in behavior and community involvement. To maintain an energetic, orderly, and productive environment where teachers can focus on teaching and students can focus on learning, the school implements a strict code of conduct, provides explicit daily instruction in core values, and enforces a dress code consisting of a shirt, tie, belt, dress pants, and shoes.

Additionally, routines and rituals constantly reinforce Excellence Boys' expectations, core values, and mission. This process begins before students even enter the building. Every morning, staff meet students outside the school's front door to greet each student by name and shake each student's hand as they cross the threshold. This reminds students to conduct themselves with self-respect, dignity, and love—Excellence Boys is a place for *scholars*.

Each week ends with a Friday Community Meeting. Each Community Meeting is an opportunity to reinforce and celebrate the values of Excellence Boys and extend the classroom through student-performed skits that feature Vocabulary Challenges. Each meeting closes with the presentation of the Excellence Boys Spirit Stick, awarded to the student who best exemplifies the spirit of Excellence Boys in that particular week. This scholar then has the honor and responsibility of carrying the Spirit Stick throughout the following week and serving as a role model to other students.

Staff

One Lead Teacher and one Teacher are assigned to each K-4 classroom and provide differentiated instruction in small groups and individually. Students in Grades 5-8 get similar differentiated instruction through each classroom's subject teachers in Reading, Writing, Math, Social Studies, and Science. In 2017-18, every teacher held a Bachelor's Degree and 100% either held or were working toward a Master's Degree.

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Open Doors

“Open Doors” at Excellence Boys Charter School is a phrase that describes the school’s desire to broaden the horizons of its students. It also refers, however, to the school’s philosophy in engaging the community, particularly families. Excellence Boys has worked toward this goal from the very beginning.

Bi-weekly phone calls home from teachers, frequent family conferences, report cards which families were required to pick up in person, and school events kept families apprised of and engaged in their children’s performance.

In 2017-2018, Excellence Boys hosted monthly Families For Achievement meetings, opportunities for families to gather together to learn more about the school’s curriculum and learn ways in which they can extend the classroom through activities at home. Topics of the 2017-2018 Families For Achievement included:

FFA Nights:

- Back to School Night
- Literacy Night
- Math Night
- Family Thursdays
- Family vs. Teacher vs. Scholar Basketball Nights
- Winter Celebrations

Families for Achievement engaged parents through a variety of activities, including:

- Preparing Motivational Signs for State Exams
- Designating a Parent Speaker for 8th Grade Graduation
- Organizing a reception for 4th Grade STEPping up
- Organizing three Winter Celebration events

Dissemination

Excellence Boys Charter School considers the dissemination of its educational model to be an important objective inherent to its status as a charter public school. Acting upon this belief, Excellence Boys operated with an open-door policy for guests and visitors who desired an opportunity to observe the school first hand.

In the 2017-2018 school year, Excellence Boys’ visitors included:

- 1 World Schools
- Aptus Chile

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- Chattanooga Preparatory School
- Councilwoman Ampry-Samuel
- Baltimore Collegiate School for Boys
- Goldman Sachs
- Hope Schools
- KIPP: New Jersey
- Nashville Classical Charter School
- Open Sky Education
- Relay Graduate School of Education
- The Robin Hood Foundation
- Teach For America New York City
- Teach For America National Office

SCHOOL ENROLLMENT BY GRADE LEVEL AND SCHOOL YEAR

School Year	K	1	2	3	4	5	6	7	8	Total
2003-04										
2004-05	44	44	n/a	88						
2005-06	44	44	44	n/a	n/a	n/a	n/a	n/a	n/a	132
2006-07	48	46	40	36	n/a	n/a	n/a	n/a	n/a	170
2007-08	50	50	45	40	36	n/a	n/a	n/a	n/a	221
2008-09	75	50	50	43	39	31	n/a	n/a	n/a	288
2009-10	81	75	50	46	41	36	26	n/a	n/a	355
2010-11	87	86	76	48	46	42	25	20	n/a	430
2011-12	87	86	87	71	42	45	35	25	20	498
2012-13	83	85	84	78	67	45	34	31	23	530
2013-14	87	90	84	81	74	75	47	42	36	616
2014-15	93	90	89	87	77	86	76	52	40	690
2015-16	91	90	89	90	84	89	80	72	50	735
2016-17	91	90	90	90	90	89	84	68	70	762
2017-18	81	87	89	89	90	93	92	83	79	783

*Data is as of BEDs Day

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Excellence Boys Charter School students, enrolled in at least their second year, will meet or exceed New York State Elementary Learning Standards in English Language Arts.

BACKGROUND

The English Language Arts curriculum at Excellence Boys Charter School of Bedford Stuyvesant is designed to ensure that students become fully literate and learn to read, write, and speak well. The school's ELA curriculum is very closely aligned to the New York State English Language Arts Standards. As reading ability is central to student performance in all subjects in high school and college, developing this fundamental skill early determines the ultimate academic success of Excellence Boys. Most of Excellence Boys' scholars enter the school on their first day of Kindergarten far below grade level.

In the key literacy-building years of Kindergarten through 4th grade, each Excellence Boys classroom has two teachers. Excellence Boys relies on nearly three hours daily of literacy instruction in these early years to increase scholars' rates of reading and writing proficiency. In 5th Grade through 8th Grade, each subject has its own teacher. By 5th Grade, students have two hours of literacy instruction each day.

Excellence Boys administers several different assessments throughout the year for various grade levels. Commercial assessments include the STEP Program (see "Summary of ELA Goal" section). School-created assessments include: bimonthly compositions and quarterly Interim Assessments. The Special Education Coordinator and Dean of Curriculum and Instruction help develop and lead extensive and intensive professional development to ensure that Excellence Boys' English Language Arts goals are met.

Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3rd through 8th grade in April 2018. 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

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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).

2017-18 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	86	4	0	0	4	90
4	87	1	1	0	2	89
5	87	1	0	0	1	88
6	90	0	0	2	0	92
7	79	0	0	0	0	79
8	79	0	0	2	0	81
All	508	6	1	4	7	519

RESULTS AND EVALUATION

On the 2017-18 NYS ELA Exam, 54% of students in their second year at Excellence Boys scored proficient or advanced.

Performance on 2017-18 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	67%	83	67%	73
4	70%	83	71%	72
5	45%	87	45%	78
6	52%	89	54%	82
7	34%	77	37%	68
8	45%	78	47%	66
All	61%	427	54%	439

In the sixth year of the administration of the NYS Common Core exam in English Language Arts, the school did not meet this measure. It is still the school's goal to see that at least 75% of students reach proficiency on the Common Core exam, and we are looking forward to implementing a higher level of rigor in our English Language Arts classes going forward to better prepare our students to meet this bar.

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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We believe that the steps we continue to take will help to increase student performance on the exam in the coming year.

- We are continuing to prioritize our teacher professional development with a renewed focus on differentiation to meet individualized teacher needs. This includes strengthening our curriculum and lesson plan alignment with Common Core Standards, providing real-time (in the moment) feedback, developing individual performance goals and implementing measures for accountability. These outlined areas of focus will enable our teachers to further drive student achievement and provide our students with the knowledge and skills to demonstrate proficiency on the Common Core examinations.
- Our school is focusing on driving the rigor in each classroom, and particularly in our reading and writing classes. Driving rigor in classrooms includes maintaining fidelity to our meticulously developed lesson plans, prioritizing time for student independent practice, and ensuring that teachers are collecting and responding to data throughout their instruction. By providing students with increased opportunities to practice and demonstrate new knowledge and skills, our school will prepare them for higher achievement more broadly, and specifically on the Common Core examinations.
- Our school hosts weekly subject data meetings to dive deeply into student performance on lesson standards. This focus enables teachers to adjust lessons as needed in response to student data.

ADDITIONAL EVIDENCE

Though we saw a drop in scores with the advent of the Common Core English Language Arts exam 2 years ago, we continue to feel energized that our students are improving incrementally, as proven by their growth of 1 percentage point as compared to last year's exam. We look forward to seeing these numbers increase even further in the coming years as we continue to revise curriculum and work to ensure all students are prepared for the rigor of the exams.

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

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	40%	85	71%	78	67%	73
4	69%	77	66%	79	71%	72
5	36%	47	38%	80	45%	78
6	40%	66	33%	73	54%	82
7	39%	67	54%	64	37%	68
8	37%	49	57%	65	47%	66
All	45%	391	53%	439	54%	439

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Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Index (“PI”) on the State English language arts exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

Excellence Boys scored a PI of **148.5** in grades K through 8 for the 2017-2018 school year. MIP for NY State has not yet been released at the time of this report.

English Language Arts 2017-18 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
508	13%	35%	33%	19%

$$\begin{aligned}
 \text{PI} &= 35 + 33 + 19 = 87 \\
 \text{PI} &= 33 + 19 = 52 \\
 &19/2 = 9.5 \\
 \text{PLI} &= 148.5
 \end{aligned}$$

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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 school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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.²

RESULTS AND EVALUATION

Excellence Boys outperformed Community School District 16 on the English Language Arts exam by 20 percentage points. The school met this measure in all grades.

2017-18 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	67%	73	46%	546
4	71%	72	48%	518
5	45%	78	29%	494
6	54%	82	23%	359
7	37%	68	21%	364
8	47%	66	28%	373
All	54%	439	34%	2654

ADDITIONAL EVIDENCE

Excellence Boys students continue to outperform their district counterparts in English Language Arts across all grades.

² 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](#).

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	40%	33%	71%	31%	67%	46%
4	69%	31%	66%	30%	71%	48%
5	36%	26%	38%	25%	45%	29%
6	40%	13%	33%	13%	54%	23%
7	39%	16%	54%	20%	37%	21%
8	37%	24%	57%	28%	47%	28%
All	45%	25%	53%	25%	54%	34%

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a comparative performance analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged 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 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

The table below shows that the school’s overall comparative performance is higher than expected overall. Once again, Excellence Boys met this measure with a significant positive effect size in all grades.

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2016-17 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	83.1	87	70	32.0	38.0	2.05
4	76.7	86	64	32.5	31.5	1.86
5	80.0	87	41	25.5	15.5	1.04
6	65.5	84	35	28.0	7.0	0.45
7	54.9	71	56	41.5	14.5	0.82
8	54.9	66	58	45.0	13.0	0.80
All	70.3	481	53.9	33.4	20.4	1.20

School's Overall Comparative Performance:

Higher than expected to a meaningful degree

ADDITIONAL EVIDENCE

With an increasing enrollment and percent of economically disadvantaged students, Excellence Boys maintained a significant effect size over five years.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	K-8	70.9%	408	32.6	24.6	0.56
2015-16	K-8	66.4%	419	43.2	33.5	0.57
2016-17	K-8	70.3%	481	53.8	33.4	1.20

Goal 1: Growth Measure³

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 target of 50.

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 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 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

³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁴

RESULTS AND EVALUATION

The school's overall Mean Growth Percentile was 56.3, which is greater than 50. This measure was met when averaged across all grades within the school. Grades 4, 6, 7, and 8 individually met the benchmark.

2016-17 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	65.9	50.0
5	40.8	50.0
6	54.5	50.0
7	62.3	50.0
8	60.3	50.0
All	56.3	50.0

ADDITIONAL EVIDENCE

In 2015-2016, we did meet this measure, and we continued to spend a lot of time examining and analyzing teacher practice and support during the 2016-2017 school year to ensure that we would meet this benchmark. This included better guided reading instruction and building a more cohesive English Language Arts curriculum. We are very excited to see that those efforts paid off and will continue working towards meeting this goal for all grades.

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	47.5	66.8	65.9	50.0
5	30.7	0.0	40.8	50.0
6	48.6	46.8	54.5	50.0
7	53.9	54.8	62.3	50.0
8	45.4	28.7	60.3	50.0
All	44.3	56.5	56.3	50.0

⁴ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Excellence Boys achieved three of the five English Language Arts goals based on results of the 2015-16 and 2016-17 state exams. We are proud that our students continue to outperform the district in all grades in ELA and that the majority of our students are exceeding predicted performance based on free lunch status. However, we know that we still have a long way to go in terms of absolute performance and that the more rigorous common core standards will provide us with an opportunity to work harder to improve student performance in ELA.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	To Be Determined
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 school district of comparison.	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 2016-17 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 target of 50. (Using 2016-17 results.)	Achieved

ACTION PLAN

In 2018-19, Excellence Boys will continue to build on existing strategies and will employ several new initiatives to continue to develop our students’ ELA skills.

- Excellence Boys will continue to improve implementation of the Common Core Standards to develop our scholars’ literacy skills. Teachers will receive targeted professional development in order to improve the effectiveness at implementing the Common Core. Teachers will align assessments and scope & sequence to the Common Score Standards.
- Excellence Boys (K-4) will continue to implement the STEP Assessment, (Strategic Teaching and Evaluation of Progress), a developmental literacy assessment that includes a set of tools tightly aligned with scientifically established benchmarks in reading development.

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Excellence Boys will again be offering extensive professional development and support to teachers around the STEP Program three times in the 2018-19 school year.

- Excellence Boys K-8 teachers will participate in two full days of training in teaching reading during August PD as well as multiple sessions of literacy PD over the course of the school year.
- Excellence Boys will again administer monthly compositions for all K-4 students to assess writing progress and provide data to drive improvements in writing instruction.
- Excellence Boys will implement monthly data meetings and collaboratively score by grade cohorts in order to norm and assess areas of strength and growth for students.
- Excellence Boys' K-8 teachers will participate in one full day of training in Writing Instruction during August PD.
- Excellence Boys' Special Education Teachers will continue to provide literacy intervention for those students in K-8 who need additional help in developing their print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. For this intervention work, Excellence Boys will continue to employ the Wilson Foundations Program Wilson. The Special Education Teachers will continue to receive on-going training and support from the Uncommon Schools Director of Special Education.
- Students in 5th through 8th grade will continue to complete rigorous quarterly written projects with an emphasis on developing ideas, drafting, and critical revision. They will also continue to read, discuss, and write about 7-8 class books annually at or slightly above grade level.
- Students in 5th through 8th grade will engage in more rigorous non-fiction reading in science and history classes to supplement the ELA curriculum.
- 5th through 8th Grade students will continue a daily 30-minute block of Independent Reading and a weekly 30-minute block of an ELA Assessment. 7th and 8th Grade scholars will continue engaging in a daily 30-minute Independent Reading block and a 30-minute book club block. Scholars will log their reading growth using the Accelerated Reader program, ensuring that they are reading books in their Zone of Proximal Development and making growth throughout the year.

- In 2018-2019, Excellence Boys will identify one ENL teacher in Grades K-4 and another ENL teacher in Grades 5 – 8 to provide 45 minutes of additional daily instruction for our ELL students.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Goal 2: Mathematics

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.

BACKGROUND

The Math curriculum at Excellence Boys Charter School is designed to ensure that students master math procedures and problem-solving skills. Students are expected to:

- Master math procedures by fifth grade
- Apply mathematical knowledge and skill to solve problems by eighth grade

In Grades K-4, Excellence Boys Charter School implements the Investigations in Numbers, Data and Space curriculum in to help students develop a foundation in math fact knowledge and problem-solving skills. Students receive approximately 90 minutes of daily math instruction. In Grades 5, 6, 7, and 8 Math is taught in one 90-minute block.

Excellence Boys administers quarterly school-designed Interim Assessments in K-8, the results of which are used improve instruction and increase student achievement. In 2017-18, two Academy Principals and two Deans of Curriculum and Instruction helped develop and lead extensive and intensive teacher development sessions.

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 8th grade in April 2018. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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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.

2017-18 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
3	89	1	0	0	1	90
4	89	0	0	0	0	89
5	87	0	0	1	0	88
6	90	0	0	2	0	92
7	77	0	0	0	1	78
8	N/A	N/A	N/A	N/A	N/A	N/A
All	432	1	0	3	2	437

RESULTS AND EVALUATION

On the 2017-18 NY State Math Exam, 66% of students in at least their second year at Excellence Boys scored proficient or advanced. In the sixth year of the administration of the NYS Common Core exam in Math, we met this measure in Grades 3 and 4. However, the school did not meet this measure in Grades 5, 6, and 7. It is still the school's goal to see that at least 75% of students in Grades K-8 reach proficiency on the Common Core exam, and we are looking forward to implementing a higher level of rigor in our Math classes going forward to better prepare our students to meet this bar.

Performance on 2017-18 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	89%	89	80%	66
4	91%	89	81%	67
5	55%	87	56%	79
6	45%	89	48%	82
7	47%	75	52%	67
8	N/A	N/A	N/A	N/A
All	66%	429	62%	361

⁵ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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ADDITIONAL EVIDENCE

Excellence Boys has historically performed well on the NYS Mathematics assessments, exceeding the goal of 75% of students reaching proficiency each year prior to the implementation of the Common Core State tests. While the school did not meet or exceed this goal in all grades this year, we are confident that our strong track record in mathematics as well as the deep level of Common Core alignment that our instructional leaders have conducted will help the school demonstrate strong performance going forward. Moreover, we are excited that Grades 3 and 4 did meet this goal.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	67%	85	97%	78	80%	66
4	92%	77	78%	79	81%	67
5	48%	71	56%	80	56%	79
6	58%	66	40%	73	48%	82
7	57%	67	54%	64	52%	67
8	N/A	N/A	N/A	N/A	N/A	N/A
All	65%	366	65%	374	62%	361

In addition, the school administered the NYS Common Core Algebra Regents for the fifth year in Grade 8 in lieu of the 8th grade State Math exam following guidance from NYSED which allowed students to forego the 8th grade math exam if they took the Regents instead. In only the fifth year of administering the exam, 62% of our 8th graders tested passed. We feel this shows that every year we have with the Common Core curriculum will only make our teachers and cohorts stronger. Additionally, we feel that the Regents results are representative of the strong mathematics instruction students are receiving to help prepare them for college as they are taking these Regents exams in 8th grade instead of waiting for high school which is typical of many students in New York State.

Common Core Algebra Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Year	Number Tested	Percent Passing
2014	35	63%
2015	39	85%
2016	49	73%
2017	67	75%
2018	78	62%

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Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

Excellence Boys scored a PI of 166.5 in grades K through 8 for the 2017-2018 school year. MIP for NY State has not yet been released at the time of this report.

Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
432	14%	20%	32%	33%

$$\begin{aligned}
 \text{PI} &= 20 + 32 + 33 = 85 \\
 &\quad \quad \quad 32 + 33 = 65 \\
 &\quad \quad \quad + (.5)*33 = 16.5 \\
 \text{PI} &= 166.5
 \end{aligned}$$

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 school district of comparison.

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the

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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.⁶

RESULTS AND EVALUATION

Excellence Boys' percentage of students scoring proficient or advanced proficient on the NYS Common Core mathematics exam exceeded the percentage of students in Community School District 16 scoring proficient or advanced proficient on the exam in the same grades by 33 percentage points overall.

Once again, Excellence Boys met its comparative measure with its percentage of student scoring proficient exceeding the percentage of students in CSD 16 scoring proficient or advanced proficient across grades 3-8. The overall percentage of students at Excellence Boys scoring proficient in the school more than doubled the overall percentage of students in the district scoring proficient. While Excellence Boys is not satisfied with its performance and hopes to get all students to proficiency as quickly as possible, the school is glad that it is able to offer students a viable alternative to math instruction in the district which is putting far fewer students on a path to mathematics proficiency.

2017-18 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	80%	66	47%	555
4	81%	67	40%	515
5	56%	79	33%	496
6	48%	82	13%	351
7	52%	67	12%	357
8	N/A	N/A	15%	330
All	62%	361	29%	2604

ADDITIONAL EVIDENCE

Excellence Boys students continue to outperform their district counterparts in Mathematics across all grades year-over-year.

⁶ 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](#).

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	67%	29%	97%	34%	80%	47%
4	92%	25%	78%	25%	81%	40%
5	48%	24%	56%	22%	56%	33%
6	58%	10%	40%	8%	48%	13%
7	57%	13%	54%	10%	52%	12%
8	N/A	17%	N/A	9%	N/A	N/A
All	65%	21%	65%	18%	62%	29%

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

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

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Once again, Excellence Boys met and exceeded this measure with a significant positive effect size in all grades.

2016-17 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	83.1	87	95	37.3	57.7	2.73
4	76.7	87	77	33.2	43.8	2.36
5	80.0	86	62	31.0	31.0	1.68
6	65.5	83	43	34.8	8.2	0.42
7	54.9	71	58	37.1	20.9	1.24
8	N/A	N/A	N/A	N/A	N/A	N/A
All	72.7	414	67.6	34.6	33.0	1.72

School's Overall Comparative Performance:

Higher than expected to a large degree

ADDITIONAL EVIDENCE

With an increasing enrollment and percent of economically disadvantaged students, Excellence Boys maintained a significant effect size over four years.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	K-8	72.3%	408	61.9	32.4	1.57
2015-16	K-8	67.6%	419	63.5	36.0	1.48
2016-17	K-8	72.7%	481	67.6	34.6	1.72

Goal 2: Growth Measure⁷

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 target of 50.

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

⁷ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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the previous year. The analysis only includes students who took the state exam in 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁸

RESULTS AND EVALUATION

The table below compares the school's Mean Growth Percentile with the Statewide Median for the 2016-2017 Math State Test. In 2016-2017, Excellence Boy's overall mean growth percentile of 56.4 exceeded the state target of 50.0. In 4th, 6th and 7th grade, respectively, the mean growth percentiles were 68.1, 50.9, and 76.5, which all exceeded the state target.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	68.1	50.0
5	34.0	50.0
6	50.9	50.0
7	76.5	50.0
8	0.0	50.0
All	56.4	50.0

ADDITIONAL EVIDENCE

Grades 4, 6, and 7 scored above the statewide target for over three years, and Excellence Boys has exceeded the target of 50 for the past three years.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Target
	2014-15	2015-16	2016-17	
4	66.4	64.0	68.1	50.0
5	23.1	25.4	34.0	50.0
6	61.0	57.7	50.9	50.0
7	73.8	66.6	76.5	50.0
8	6.0	0.0	0.0	50.0
All	53.8	53.2	56.4	50.0

⁸ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

SUMMARY OF THE MATHEMATICS GOAL

While Excellence Boys students have consistently demonstrated strong performance in math, the Common Core standards continue to present a higher level of rigor for our scholars. Despite this more rigorous exam, the school met three of its five accountability plan goals. Student performance in math at Excellence Boys continues to exceed the performance of students in the local district and the performance of similar students across the state based on free lunch eligibility. Unfortunately, the school did not meet its absolute goal this year and will continue to work hard to ensure that our teachers are setting a high rigor bar for our scholars.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school’s aggregate PI on the state’s mathematics exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	To Be Determined
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 school district of comparison.	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 2016-17 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 target of 50. (Using the 2016-17 results.)	Achieved

ACTION PLAN

Based on evidence from historical New York State Math Test performance, comparative 2017-2018 Common Core Math Assessment data, TerraNova Second Edition, and the Investigations Curricula, Excellence Boys students have performed well and have validated the school’s curriculum implementation. However, the absolute performance across all grades in mathematics on the 2017-18 Common Core Mathematics Exam has demonstrated that we need to put more careful

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thought into increasing the rigor of the school's math program, particularly around open-ended response questions.

Excellence Boys again benefited from its "Math Meeting" (K-2) in which time is dedicated to reviewing essential background concepts related to math, such as counting, knowing the days of the week, and writing the date. Excellence Boys' math curriculum was further supplemented with exercises in mental computation, graphing, pattern recognition, and money. Excellence Boys' Middle Academy Math curriculum was developed from some of the some of the very best practices and lesson plans from other high achieving charter middle schools. Scholars complete daily Explore problems that expose scholars to more rigorous conceptual problem solving.

- Excellence Boys will continue to offer weekly Math Data Meetings for professional development for K-4 teachers.
- Excellence Boys will improve Math implementation of the Common Core Standards by aligning assessments and scope & sequence to the Common Core.
- All K-4 teachers will receive professional development in using story problems to increase critical thinking in math.
- In K – 4, teachers will implement 20 minutes of Spiral Review based on Data Analysis from the previous day twice per week.
- In 2018-19, Excellence Boys' Middle Academy 5th, 6th, 7th, and 8th grade students will have 90 minutes of daily math instruction, with an emphasis on both procedural fluency and critical thinking around math concepts. In addition, Middle Academy scholars in need of additional math support will receive an extra 20-30 minutes of Math Lab three or four times per week for extra practice.
- For the 2018-19 school year, Excellence Boys will continue its in-school and after school tutoring program. Students who are identified as at-risk of under-performance will be assigned to after school tutoring for up to two days a week.

GOAL 3: SCIENCE

Goal 3: Science

Goal 3: Science

Excellence Boys Charter School students, enrolled in at least their second year, will meet or exceed New York State Elementary Learning Standards in Science.

BACKGROUND

Excellence Boys' curricula in Science and Social Studies are based on a combination of the NYS Science and Social Studies Standards and the Core Knowledge curriculum, designed by Professor E. D. Hirsch, Jr., author of Cultural Literacy and The Schools We Need. The school meets all New York City and State Standards and will go beyond them in our coverage of some units, such as Science Biographies for each grade level.

The Excellence Boys curriculum for Core Knowledge (Science and Social Studies) is created within the Uncommon Schools Network. Lesson plans, associated multi-media resource materials and assessments are aligned to NYS standards. The curricula are designed with minute-by-minute plans for teachers to execute in their classrooms. The plans include a variety of activities: hands-on experiments, reading and responding to complex non-fiction texts, classroom discussion and debate of key issues, vocabulary instruction, and student presentations.

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4th in Spring 2018, and administered the 9th Grade Living Environment Regents Exam to students in 8th grade in Spring 2018. 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 AND EVALUATION

For our 4th grade, 94% of students in at least their second year at EBCS achieved proficiency on the State Science Exam. In 8th grade, students took the Living Environment Regents instead of the New York State Science exam and 71% scored proficient.

For 4th grade, the goal was met. For 8th grade, the goal was almost met. 8th grade proficiency was just 4% short of the goal.

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By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	94%	72	N/A	N/A
8	Students took the Living Environment Regents Exam in lieu of the 8th Grade State Science Exam and 71% scored proficient.			

ADDITIONAL EVIDENCE

Since 2013, Excellence Boys has maintained a high level of performance on the 4th Grade Science State Exam with 94% or higher students scoring at Proficiency. For 8th grade, 71% of students scored proficient on the high school level science exam, which shows that we are preparing our students for science in high school.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	99%	77	86%	79	94%	72

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 school district of comparison.

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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 school district of comparison. Given the timing of the state's release of district science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district's **2016-17** data.

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RESULTS AND EVALUATION

The district comparative data was not available for the 2017-2018 State Science Exam or Living Environment Regents Exam while completing this report. Given the lack of comparative data, an evaluation cannot be made at this time.

2017-18 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students ⁹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	94%	72	80%	557

ADDITIONAL EVIDENCE

The district comparative data was not available for the 2017-2018 State Science Exam or Living Environment Regents Exam while completing this report.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
4	99%	85%	86%	80%	94%	N/A

SUMMARY OF THE SCIENCE GOAL

The absolute measure was achieved, and the comparative data was achieved when comparing the 2017-2018 Excellence Boys data to the 2016-2017 District data.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the	Achieved

⁹ This table uses the prior year's results as 2017-18 district science scores are not yet available.

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	state exam will be greater than that of all students in the same tested grades in the school district of comparison.	
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ACTION PLAN

In 2018-19, Excellence Boys will continue to employ our internally created science and social studies programs and extensive hands-on experiments to move students towards competency in the understanding and application of Science and Social Studies.

Excellence Boys remains strongly committed to ensuring that our scholars develop the core knowledge that will allow them to become critical thinkers in all areas and, as E.D. Hirsch demonstrates, will support their development in reading comprehension. We are equally committed to meeting our Accountability Plan goals in Science.

GOAL 4: ESSA

Goal 4: ESSA

The school will make Adequate Yearly Progress.

Goal 4: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

For the 2017-2018 school year, Excellence Boys Charter School was found to be in Good Standing

ADDITIONAL EVIDENCE

Excellence Boys has maintained good standing since 2010.

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Accountability Status by Year

Year	Status
2015-16	Good Standing
2016-17	Good Standing
2017-18	Good Standing