



**BROOKLYN EXCELSIOR
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

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

National Heritage Academies prepared this 2013-14 Accountability Progress Report on behalf of the school's Board of Trustees:

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

Adam Stevens has served as the Principal since August 2013.

INTRODUCTION

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

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

We started in 2003 by serving 206 students in grades K-4, and we have added one grade level each year. In fall 2014, we will serve 748 students in grades K-8, of whom 87 percent qualify for free or reduced price lunch.

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

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

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2010-11	82	70	78	78	78	93	93	85	55	-	-	-	-	722
2011-12	61	77	78	78	77	78	93	93	85	-	-	-	-	720
2012-13	71	77	81	80	83	81	78	86	89	-	-	-	-	726
2013-14	64	80	74	81	84	78	72	82	90	-	-	-	-	705

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will be proficient in English Language Arts

Background

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

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

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

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

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program English language arts assessment to students in 3rd through 8th grade in April 2014. 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.

¹ When the school opened in fall 2010, the curriculum was built around the New York State Learning Standards. It has since been updated to reflect the State's adoption of the Common Core Learning Standards for ELA and math.

**2013-14 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
3	81	1	0	0	82
4	81	0	0	0	81
5	80	0	0	1	81
6	75	0	0	0	75
7	79	0	0	0	79
8	87	0	0	0	87
All	483	1	0	1	485

Results

In 2013-14 21 percent of students enrolled for 21 percent at Brooklyn Excelsior were proficient on the state exam, in contrast to the 1 percent that were proficient school wide.

**Performance on 2013-14 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	Number Tested	Percent	Number Tested
3	27%	81	29%	72
4	29%	81	33%	69
5	12%	80	12%	65
6	17%	75	19%	67
7	14%	79	15%	73
8	15%	87	16%	83
All	19%	483	21%	429

Evaluation

Brooklyn Excelsior did not meet this measure. With only 21 percent of students in at least their second year achieving at or above the Level 3, Brooklyn Excelsior was far below the 75 percent threshold. However with the change to a common core based state test this goal is extremely difficult goal to reach.

Additional Evidence

Year over year the percentage of students proficient in ELA increased 2 percentage points, indicating that Brooklyn Excelsior made a small but measurable gain toward proficiency.

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

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	69%	68	29%	62	29%	72
4	96%	70	18%	67	33%	69
5	91%	69	31%	70	12%	65
6	88%	77	13%	67	19%	67
7	92%	87	10%	81	15%	73
8	69%	78	17%	87	16%	83
All	84%	449	19%	434	21%	429

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 2013-14 English language arts AMO of 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.³

Results

Brooklyn Excelsior did not meet this measure.

English Language Arts 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
483	39%	41%	16%	3%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 41 & + & 16 & + & 3 & = & 60 \\
 & & & & 16 & + & 3 & = & \underline{19} \\
 & & & & & & \text{PLI} & = & 79
 \end{array}$$

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

Evaluation

Brooklyn Excelsior did not meet the AMO goal of 89. With a PLI score of 79, Brooklyn Excelsior fell 10 points short of this goal.

Goal 1: Comparative Measure

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

Method

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

Results

21 percent of Brooklyn Excelsior students scored at or above Level 3 on the New York State ELA exam, compared to 16 percent of students enrolled in district public schools. Brooklyn Excelsior students outperformed district public school students in 5 of the 6 grade levels as well as in the aggregate.

**2013-14 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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	29%	72	22%	719
4	33%	69	20%	696
5	12%	65	17%	608
6	19%	67	10%	533
7	15%	73	12%	574
8	16%	83	13%	678
All	21%	429	16%	3808

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

Evaluation

Brooklyn Excelsior met this measure. The percent of students in at least their second year at Brooklyn Excelsior who performed at or above Level 3 on the New York State ELA exam is 5 percentage points higher than that of the district public schools.

Additional Evidence

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

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	57%	41%	29%	14%	29%	22%
4	77%	50%	18%	19%	33%	20%
5	54%	43%	31%	17%	12%	17%
6	64%	28%	13%	9%	19%	10%
7	54%	29%	10%	11%	15%	12%
8	45%	23%	17%	10%	16%	13%
All	58%	36%	19%	13%	21%	16%

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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁵

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 small degree is the requirement for achieving this measure.

⁵ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

In 2012-13 Brooklyn Excelsior did not meet this measure, achieving an Effect Size of -0.90 which is lower than expected.

2012-13 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		78	26.9	26.5	0.4	0.03	
4		80	22.5	30.1	-7.6	-0.63	
5		81	29.7	32.5	-2.8	-0.21	
6		78	14.1	28.6	-14.5	-1.23	
7		87	9.2	27.0	-17.8	-1.40	
8		87	17.2	39.5	-22.3	-1.81	
All		52.3%	491	19.8	30.8	-11.1	-0.90

School’s Overall Comparative Performance:
<i>Lower than Expected</i>

Evaluation

Brooklyn Excelsior did not meet this measure in 2012-13. However in 2012-13 Brooklyn Excelsior was not able to complete their collection of free and reduced lunch forms by the state deadline. This caused there to be a much lower percent of students being classified as economically disadvantaged than actually enrolled at the school. If we average the percentage of FRL students from 2009-10 to 2011-12 (85%, 87%, 77% respectively, 83% average) and plug that number into SUNY’s 2012-13 regression calculator (<http://www.newyorkcharters.org/wp-content/uploads/2012-13-Regression-Model-Calculator.xlsx>), we get an overall effect size of 0.09, which would be classified as slightly higher than expected.

Additional Evidence

While Brooklyn Excelsior did not meet this measure in 2012-13, their comparative performance rating for the two previous years was higher than expected to a large degree.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-8	87%	482	57.3	30.8	1.77
2011-12	3-8	77.0%	498	56.2	37.7	1.17
2012-13	3-8	52.3%	491	19.8	30.8	-0.90

Goal 1: Growth Measure⁶

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 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.⁷

Results

Brooklyn Excelsior did not meet this measure in 2012-13.

2012-13 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
3	--	50.0
4	37	50.0
5	43.5	50.0
6	42.5	50.0
7	35	50.0
8	41.5	50.0
All	40	50.0

⁶ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁷ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

Evaluation

Brooklyn Excelsior has not consistently met this measure, missing the target in 2012-13 by 10 MGP points. In 2011-12, the school met this measure with a MGP of 50.5, but missed this target in 2010-11.

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

Grade	Mean Growth Percentile			
	2010-11	2011-12	2012-13	Statewide Average
3			--	50.0
4			37	50.0
5			43.5	50.0
6			42.5	50.0
7			35	50.0
8			41.5	50.0
All	39	50.5	<u>40</u>	50.0

Summary of the English Language Arts Goal

Brooklyn Excelsior met 1 of the 5 measures in the accountability plan. Additionally, they showed small but measurable progress in the absolute goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Did Not Achieve
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	Did Not Achieve

Action Plan

- We will continue to implement the workshop model in order to differentiate instruction for our students as well as implement programs and engage organizations that enhance our students' positive development. We will increase ELL support, encourage the use of CST packets, maintain and increase our special education services, and partner with additional academic after school services.
- We will also continue to provide additional enrichment opportunities for students such as Good Shepherd Services.
- We will be implementing mock testing in second grade. Paraprofessional schedules will support students in classes with greatest need.
- We will utilize test prep "Ready Books."
- An action plan will be implemented for grades 6-8 in order to address the achievement gap. The action plan will be developed in partnership with Generation Ready, a curriculum consultant group specialized in education and professional development of teachers. Students who exhibit a high need of support will be provided with small group instruction, paraprofessional assistance, and additional support staff in order to improve achievement rates on state assessments.
- During weekly professional development sessions, teachers will work in their grade teams to create strategic lesson plans targeting specific ELA and math standards needing more review as made evident by data analysis. Teachers will also revisit the year-long pacing guide to ensure that major common core standards are revisited and reviewed to increase student proficiency.
- Supplementary materials will be incorporated into lessons taken from Readworks.org (for multiple choice practice), EngageNY (test-ready skills), and <http://teacher.depaul.edu/> (reading passages and paired passages).
- Teachers will give a timed weekly ELA and math assessment in order to increase student stamina and proficiency.
- Deans will follow up with each teacher on student performance during weekly One-on-One meetings so deans can monitor growth of all students in each class. Student performance on these assessments will be used to drive the instructional planning for the class as a whole and small groups. Samples of short responses and essays will be brought to One-on-One meetings for analysis so that deans can assist teachers in determining what writing skills need to be retaught and reinforced for specific students.
- We will offer the Jimmy Kim summer reading program which has a proven track record of successfully impacting student achievement. In the Jimmy Kim program, students are given more responsibility for their learning and spend more time reading independently and responding to pieces of writing. They obtain guidance and support from educators along their learning journey.
- A Reading Instructional Specialist will tutor students on targeted reading skills and strategies appropriate for their grade level, utilizing data gathered from NWEA testing.
- Study Island (online tool) will be used by instructional staff to differentiate instruction for students who are below grade level in reading.
- The Dean of Intervention and the Academic Specialist will work with teachers to develop their lesson plans and utilize appropriate curriculum materials that will focus instruction on student skill gaps based on NWEA and state test data.

MATHEMATICS

Goal 2: Mathematics

Students will be proficient in mathematics.

Background

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement a curricular program, including a robust system of assessment, which is built around the Common Core Learning Standards (CCLS) and aligns with our mission⁸.

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

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

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

Goal 2: Absolute Measure

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

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in April 2014. 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.

⁸ When the school opened in fall 2010, the curriculum was built around the New York State Learning Standards. It has since been updated to reflect the State's adoption of the Common Core Learning Standards for ELA and math.

**2013-14 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁹			Total Enrolled
		IEP	ELL	Absent	
3	81	1	0	0	82
4	80	0	0	0	80
5	80	0	0	0	80
6	73	0	0	0	73
7	79	0	0	0	79
8*	61	0	0	0	87
All	454	1	0	0	481

Results

In 2013-14, 28 percent of students enrolled in Brooklyn Excelsior for at least their second year scored at or above Level 3 on the New York State math exam.

**Performance on 2013-14 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	Number Tested	Percent	Number Tested
3	32%	81	35%	72
4	35%	80	35%	69
5	30%	80	37%	65
6	40%	73	43%	65
7	13%	79	14%	73
8*	0%	61	0%	57
All	26%	454	28%	401

Evaluation

With 28 percent of students in at least their second year achieving at or above the Level 3, Brooklyn Excelsior did not meet this measure. However with the change to a common core based state test this goal is extremely difficult goal to reach.

Additional Evidence

Year over year the percentage of students proficient in math increased 9 percentage points, indicating that Brooklyn Excelsior is making measurable gains toward proficiency.

⁹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	94%	69	35%	62	35%	72
4	100%	70	18%	67	35%	69
5	93%	69	30%	70	37%	65
6	88%	77	16%	67	43%	65
7	94%	87	14%	81	14%	73
8*	87%	78	8%	87	0%	57
All	93%	450	19%	434	28%	401

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 2013-14 mathematics AMO of 86. 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 200.¹⁰

Results

Brooklyn Excelsior did not meet this measure.

Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
454	42%	33%	18%	7%

$$\begin{array}{rclclclcl}
 \text{PI} & = & 33 & + & 18 & + & 7 & = & 58 \\
 & & & & 18 & + & 7 & = & \underline{25} \\
 & & & & & & \text{PLI} & = & 83
 \end{array}$$

¹⁰ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Evaluation

Brooklyn Excelsior did not meet the AMO goal of 86. With a PLI score of 83, Brooklyn Excelsior fell just 3 points short of this goal.

Goal 2: Comparative Measure

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

Method

A school compares 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.¹¹

Results

28 percent of Brooklyn Excelsior 2+ year students scored at or above Level 3 on the New York State Math exam, compared to 16% of students enrolled in district public schools. Brooklyn Excelsior students outperformed district public school students in 5 of the 6 grade levels as well as in the aggregate. 8th grade results do not include algebra scores, which would raise the percent of students who are proficient.

**2013-14 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	35%	72	21%	725
4	35%	69	20%	700
5	37%	65	16%	614
6	43%	65	12%	541
7	14%	73	7%	581
8*	0%	57	7%	679
All	28%	401	14%	3840

¹¹ 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](#).

Evaluation

Brooklyn Excelsior met this measure. The percent of students in at least their second year at Brooklyn Excelsior who performed at or above Level 3 on the New York State Math exam is 14 percentage points higher than that of the district public schools.

Additional Evidence

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

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	68%	45%	35%	14%	35%	21%
4	87%	62%	18%	25%	35%	20%
5	70%	57%	30%	17%	37%	16%
6	62%	40%	16%	8%	43%	12%
7	80%	44%	14%	4%	14%	7%
8	63%	41%	8%	6%	0%	7%
All	72%	48%	19%	13%	28%	14%

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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹²

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 small degree is the requirement for achieving this measure.

¹² The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

In 2012-13 Brooklyn Excelsior did not meet this measure, achieving an Effect Size of -0.66 which is lower than expected.

2012-13 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		78	32.1	29.7	2.4	0.16
4		80	18.8	36.0	-17.2	-1.09
5		81	28.4	31.9	-3.5	-0.23
6		78	18.0	29.0	-11.0	-0.71
7		87	12.6	22.8	-10.2	-0.69
8		87	8.0	29.3	-21.3	-1.34
All	52.3	491	19.4	29.7	-10.3	-0.66

School’s Overall Comparative Performance:
<i>Lower than Expected</i>

Evaluation

Brooklyn Excelsior did not meet this measure in 2012-13. However in 2012-13 Brooklyn Excelsior was not able to complete their collection of free and reduced lunch forms by the state deadline. This lead to a much lower percent of students being classified as economically disadvantaged than actually enrolled at the school. If we average the percentage of FRL students from 2009-10 to 2011-12 (85%, 87%, 77% respectively, 83% average) and plug that number into SUNY’s 2012-13 regression calculator (<http://www.newyorkcharters.org/wp-content/uploads/2012-13-Regression-Model-Calculator.xlsx>) we get an overall effect size of -0.01, which would be classified as just barely below expectations.

Additional Evidence

While Brooklyn Excelsior did not meet this measure in 2012-13, their comparative performance rating for the two previous years was higher than expected to a large degree.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-8	77%	482	74.1	43.4	1.55
2011-12	3-8	52%	499	69.6	49.8	0.97
2012-13	3-8	52%	491	19.4	29.7	-0.66

Goal 2: Growth Measure¹³

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 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.¹⁴

Brooklyn Excelsior did not meet this measure in 2012-13.

¹³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹⁴ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

2012-13 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
3	--	50.0
4	31	50.0
5	40	50.0
6	46	50.0
7	29.5	50.0
8	36	50.0
All	36.5	50.0

Evaluation

Brooklyn Excelsior has not consistently met this measure.

Additional Evidence

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2010-11	2011-12	2012-13	Statewide Average
3			--	50.0
4			31	50.0
5			40	50.0
6			46	50.0
7			29.5	50.0
8			36	50.0
All	37.0	48.7	36.5	50.0

Summary of the Mathematics Goal

Brooklyn Excelsior met 1 of the 5 measures laid out in their accountability plan. Additionally they showed meaningful progress in the absolute goal, and by virtue of not collecting all of their free and reduced lunch forms changed the expectations for the school on the comparative regression analysis.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Did Not Achieve
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	Did Not Achieve

Action Plan

- Brooklyn Excelsior will concentrate on differentiation of instruction to improve overall student performance with a focus on at-risk learners which are not currently meeting proficiency. We have implemented the workshop model this year which we will continue to institute in order to meet students’ needs. We will continue to provide enrichment opportunities for students.
- We will be implementing mock testing in second grade. Paraprofessional schedules will support students in classes with greatest need.
- We will continue to implement the workshop model in order to differentiate instruction for our students as well as implement programs and engage organizations that enhance our students’ positive development. We will increase ELL support, encourage the use of CST packets, and increase our special education services.
- An action plan will be implemented for grades 6-8 in order to address the achievement gap. The action plan will be developed in partnership with Generation Ready, a curriculum consultant group specialized in education and professional development of teachers. Students

who exhibit a high need of support will be provided with small group instruction, paraprofessional assistance, and additional support staff in order to improve achievement rates on state assessments.

- During weekly professional development sessions, teachers will work in their grade teams to create strategic lesson plans targeting specific ELA and math standards needing more review as made evident by data analysis. Teachers will also revisit the year-long pacing guide to ensure that major common core standards are revisited and reviewed to increase student proficiency.
- Math teachers will use EngageNY and the Big Ideas test generator to create additional practice on specific common core math standards. Teachers will give a timed weekly ELA and math assessment in order to increase student stamina and proficiency.
- Deans will follow up with each teacher on student performance during weekly One-on-One meetings so deans can monitor growth of all students in each class. Student performance on these assessments will be used to drive the instructional planning for the class as a whole and small groups. Samples of short responses and essays will be brought to One-on-One meetings for analysis so that deans can assist teachers in determining what writing skills need to be retaught and reinforced for specific students.
- With staffing and funding availability we would like to continue Brooklyn Excelsior's Math League, an after school program that enriches students' mathematical development through real world implementation of mathematics.
- Math IXL (online tool) will be used by instructional staff to differentiate instruction for students who are below grade level in math.

SCIENCE

Goal 3: Science

Students will be proficient in Science.

Background

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

Goal 3: Absolute Measure

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

Method

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2014. 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 (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

In 2013-14, 74% of students in their 2nd year at Brooklyn Excelsior scored at or above Level 3.

Charter School Performance on 2013-14 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	97%	69	98%	80
8	54%	83	54%	87
All	74%	152	75%	167

Evaluation

Brooklyn Excelsior did not meet his measure. With 74% of students scoring at or above Level 3, the school missed the absolute measure by 1 percentage point. Brooklyn Excelsior met this measure for 4th grade students, and for all students tested.

Additional Evidence

Over the term of the charter Brooklyn Excelsior has consistently met this measure, with 2013-14 being the first year out of the last four that Brooklyn Excelsior has not met this measure.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	100%	70	98%	65	97%	69
8	71%	78	83%	87	54%	83
All	84%	148	90%	152	74%	152

Goal 3: Comparative Measure

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

Method

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

Results

Brooklyn Excelsior achieved a proficiency rate of 74 percent in science. Data for the district public schools is not yet available. Therefore, we are unable to compare Brooklyn Excelsior scores to those of the district schools.

2013-14 State Science Exam

Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	97%	69	--	--
8	54%	83	--	--
All	74%	152	--	--

Evaluation

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

Additional Evidence

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

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	100%	89%	98%	86%	97%	
8	71%	63%	83%	34%	54%	
All	84%	77%	90%	61%	74%	

Summary of the Science Goal

Brooklyn Excelsior missed the absolute measure by 1 percentage point. 2013-14 district results are not yet publicly available, but historically Brooklyn Excelsior has met this measure.

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

Action Plan

- We will continue to implement the workshop model in order to differentiate instruction for our students as well as implement programs and engage organizations that enhance our students' positive development. We will increase ELL support, encourage the use of CST packets, and increase our special education services.
- We have implemented the workshop model this year which we will continue to institute in order to meet students' needs. We will also continue to provide enrichment opportunities for students.
- We will be implementing test prep in second grade. Paraprofessional schedules will support students in classes with greatest need.

- The school uses differentiated instruction by implementing regularly-scheduled workshop sessions and flexible grouping in order to meet each student’s individual learning needs.
- Discovery Learning (online tool) will be used by instructional staff to differentiate instruction for students in interactive and engaging ways.
- The school supports and encourages staff to arrange for field trips that enhance students’ understanding of science concepts such as visiting science museums.

NCLB

Goal 4: NCLB
 Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

Goal 4: Absolute Measure
 Under the state’s NCLB accountability system, the school’s Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school’s status under the state’s No Child Left Behind (NCLB) accountability system.

Results

Brooklyn Excelsior is a school in good standing.

NCLB Status by Year

Year	Status
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

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

APPENDIX B: OPTIONAL GOALS

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

Goal 5: Attendance

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

Method

The student attendance rate will be determined using the school's Average Daily Attendance during the 2013-2014 school year.

Results

For 2013-2014, the student attendance rate for Brooklyn Excelsior Charter School was 94.67%

Evaluation

Brooklyn Excelsior met this goal. With an attendance rate of 94.67% Brooklyn Excelsior Charter School exceeded the stated measure of 93%.

Goal 6: Financial Compliance

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

Method

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

Results

The results of this goal are to be determined. Brooklyn Excelsior Charter School received an unqualified audit from an independent certified public accounting firm for the school year ending in 2013 and expects to receive one for the school year ending in 2014. The unqualified audit will be submitted by November 1, 2014.

Evaluation

The evaluation of this goal is yet to be determined.

Goal 7: Financial Compliance

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

Method

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

Results

Brooklyn Excelsior Charter School maintained a positive fund balance for the school year ending in 2014.

Evaluation

Brooklyn Excelsior Charter School met this measure by maintaining a positive fund balance for the school year ending in 2014.

Goal 8: Management Partner Evaluation

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

Method

The Board will conduct a performance assessment of its education management partner, National Heritage Academies, to identify successes and improvement areas.

Results

The Brooklyn Excelsior Charter School Board was unable to conduct an assessment of its education management partner, National Heritage Academies, due to the cancelation of its Board meeting and the inability to immediately reschedule.

Evaluation

Brooklyn Excelsior did not meet this goal. An assessment of National Heritage Academies will be undertaken during a regularly scheduled meeting for the 2013-14 academic year.

Goal 9: Legal Obligations and Compliance

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

Method

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

Results

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

Evaluation

The Board successfully met this measure in 2013-2014.