

# Accountability Plan Progress Reports for the 2006-07 School Year

## Reader's Guide

### *SUNY Authorized Charter Schools*

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the State University Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. In order to determine whether a school has met that high standard, **each charter school that the State University Board of Trustees authorizes is required to enter into an accountability agreement, known as an Accountability Plan**, which ultimately becomes part of its charter.

**The Charter Schools Institute closely monitors each school's progress toward achieving the goals outlined in its Accountability Plan.**

In addition, as part of its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.**

The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular state exam. Each year, the state administers English language arts and mathematics tests to 3<sup>rd</sup> through 8<sup>th</sup> grade, science tests to the 4<sup>th</sup> and 8<sup>th</sup> grades, and social studies tests to the 5<sup>th</sup> and 8<sup>th</sup> grades.

Important Note: **The Accountability Plan Progress Report is authored by the charter school.** In reporting school progress toward meeting the outcome measures set forth in the Accountability Plan, schools are encouraged to build a case for the effectiveness of their program, and to lay the groundwork for writing a Renewal Application and ultimately for charter renewal. **The school's evaluation of its own progress does not necessarily reflect the conclusions of the Institute.** Further, the Institute does not affirm the completeness or accuracy of the report's data and may not endorse the school's characterization of the progress it has made toward achieving its Accountability Plan goals. Throughout the life of the school's charter, the Institute will visit each school, generating Institute School Visit Reports, and at the end of each charter period, a Renewal Report (select the <back> button in your browser to return to the school profile to see any/all available reports). These reports include detailed summaries of the Institute's observations of the school, as well as its evaluation of student performance and progress toward meeting the academic subject goals in its Accountability Plan.

# **BROOKLYN EXCELSIOR CHARTER SCHOOL**

## **2006-07 Accountability Plan Progress Report**

### **Discussion of Student Achievement Goals as Stated in the Accountability Plan<sup>1</sup>**

Over the term of Brooklyn Excelsior Charter School's initial charter, students have demonstrated progress towards meeting the goals outlined in the Brooklyn Excelsior Accountability Plan. While this academic progress is essential, Brooklyn Excelsior is working to increase achievement for all students, in accordance with its mission. The school's Accountability Plan details five academic goals against which student academic progress is reported. The goals are as follows:

1. Students will be proficient in English Language Arts;
2. Students will be proficient in Mathematics;
3. Students will be proficient in Science;
4. Students will be proficient in Social Studies; and
5. Under the State's NCLB Accountability system, the school's Accountability Status will be "Good Standing" each year.

The Accountability Plan denotes measures by which Brooklyn Excelsior assesses its progress toward meeting these goals; these measures are absolute, comparative, and value-added.

### **English Language Arts**

#### **GOAL: Students will be proficient in Language Arts.**

- I. Absolute Measure: Each year, seventy-five percent (75%) of third through eighth graders who are enrolled in at least their second year<sup>2</sup> will perform at or above Level 3 on the New York State Testing Program (NYSTP) ELA Assessment.

#### A. Method

Baseline data were established during the 2003-04 school year and serve as the basis for measuring progress toward the absolute measure. Each year, students complete the ELA assessment in the winter. During the 2005-06 school year, the State ELA assessment expanded to include students in grades 3-8. Prior to the 2005-06 school year, the assessment was only administered to students in grades 4 and 8.

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<sup>1</sup> Brooklyn Excelsior student performance data within this document was provided by the School's Assessment and Measurement Department.

<sup>2</sup> Brooklyn Excelsior's first year of operation was the 2003-04 school year. As such, assessment results relating to students enrolled in at least their second year are not available until the 2004-05 school year. Therefore, data will not be provided for the 2003-04 school year for the measures relating to students enrolled in at least their second year. This applies to ELA, Mathematics, Science, and Social studies.

Progress toward this goal is measured specifically by assessing students enrolled in at least their second year at Brooklyn Excelsior. Following is a table that indicates the total enrollment and total number of students tested each year at Brooklyn Excelsior. Please note that the following table includes all students tested, not just students enrolled in at least their second year.

Year	Grade(s)	Number of Students Tested in Grades 3-8		Total Enrolled
		Not Tested*	Total Tested	
2003-04	4	10	39	49
	<b>All</b>	<b>10</b>	<b>39</b>	<b>49</b>
2004-05	4	4	70	74
	<b>All</b>	<b>4</b>	<b>70</b>	<b>74</b>
2005-06	3	1	74	75
	4	0	66	66
	5	0	68	68
	6	0	48	48
	<b>All</b>	<b>1</b>	<b>256</b>	<b>267</b>
2006-07	3	4	96	100
	4	8	65	73
	5	4	67	71
	6	8	64	72
	7	3	38	41
	<b>All</b>	<b>27</b>	<b>330</b>	<b>357</b>

\*Students may have been absent for all or part of the exam.

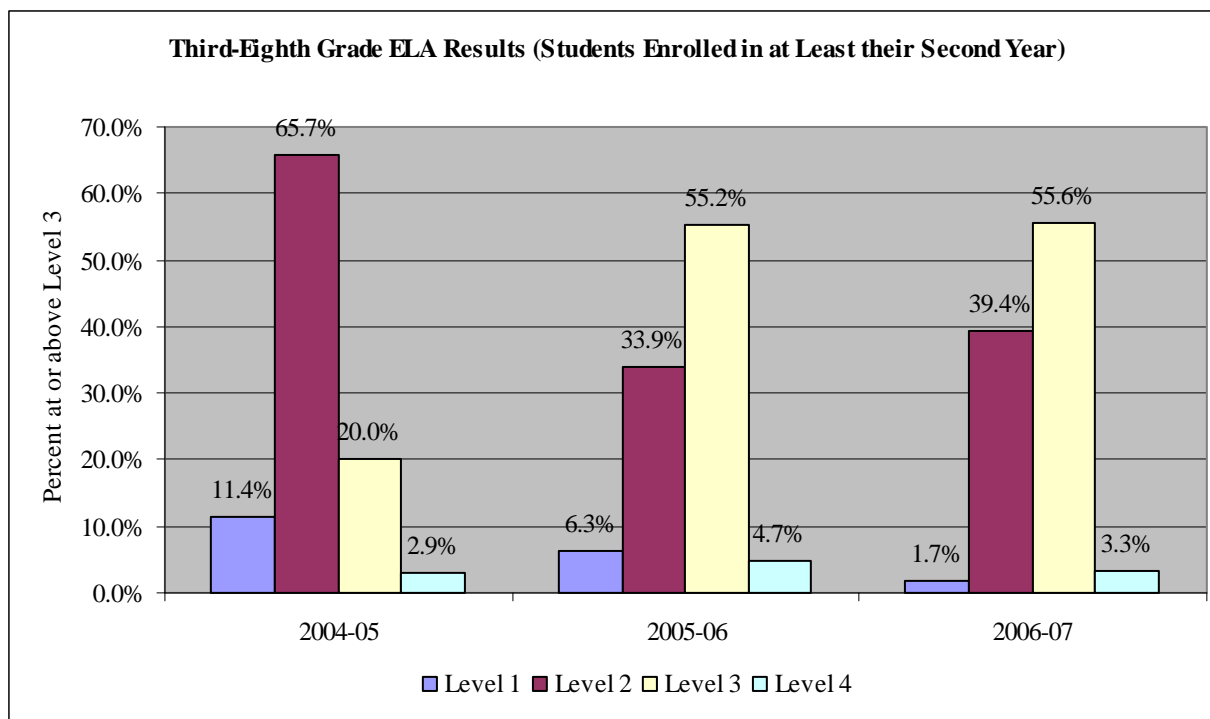
## B. Results

Following is a table that presents the test results for all students at Brooklyn Excelsior and for those students enrolled in at least their second year.

Year	Population	Percent of Third through Eighth Grade Students at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Levels 3&4	
2003-04 Grade 4 Only*	All Students	15%	56%	26%	3%	29%	39
	Students in at least 2 <sup>nd</sup> Year	n/a	n/a	n/a	n/a	n/a	n/a
2004-05 Grade 4 Only*	All Students	10%	61%	26%	3%	29%	70
	Students in at least 2 <sup>nd</sup> Year	11%	66%	20%	3%	23%	35
2005-06 Grades 3-6	All Students	6%	34%	55%	4%	59%	256
	Students in at least 2 <sup>nd</sup> Year	0%	34%	55%	5%	60%	192
2006-07 Grades 3-7	All Students	2%	42%	53%	3%	56%	330
	Students in at least 2 <sup>nd</sup> Year	2%	39%	56%	3%	59%	241

\*Note: In 2003-04 and 2004-05, the ELA Assessment was administered to grade 4 students only. In 2005-06, the State introduced a new testing system that included students in grades 3-8.

The following chart displays the performance of students enrolled in at least their second year at Brooklyn Excelsior. Specifically, it displays the results for students in grade 4 for 2004-05, grades 3-6 for 2005-06, and grades 3-7 for 2006-07.



Note: In 2004-05, the ELA Assessment was administered to grade 4 students only. In 2005-06, the State introduced a new testing system that included students in grades 3-8.

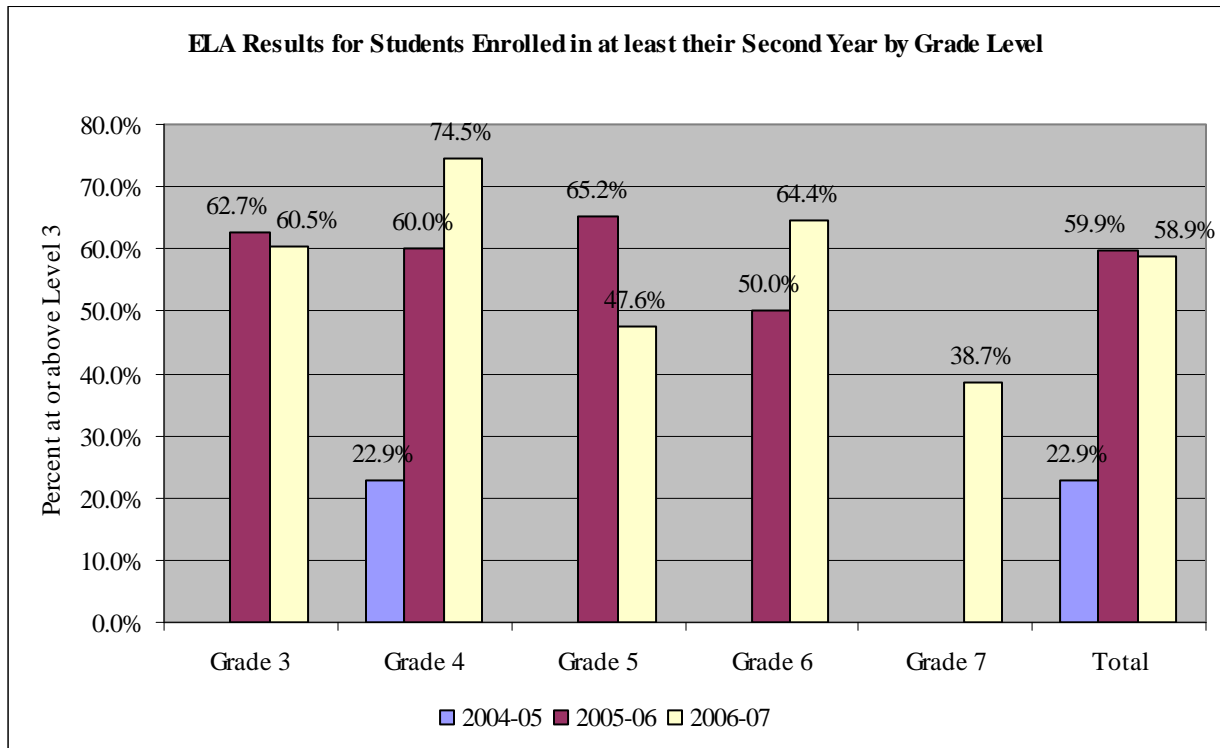
Brooklyn Excelsior opened in 2003-04; therefore, the first year that the school tested students enrolled in at least their second year was the 2004-05 school year. As such, the 2004-05 school year established baselines for second year students. In 2004-05, students in grade 4 completed the assessment. In 2004-05, 22.9% of grade 4 students enrolled in at least their second year were identified as proficient on the New York State ELA Assessment.

In 2005-06, the State introduced a new testing system to include testing students in grades 3-8. During the 2005-06 school year, Brooklyn Excelsior served students in grades 3-6. The percentage of 3-6 grade students enrolled in at least their second year identified as proficient was 59.9%.

In 2006-07, Brooklyn Excelsior served students in grade 3-7. The percentage of students in grades 3-7 enrolled in at least their second year identified as proficient was 58.9%.

### C. Evaluation

The results of each year's assessment are below the measure's requirement that at least 75 percent of students enrolled in at least their second year perform at or above Level 3. Detailed below is a chart that presents the percentage of students in each grade tested that performed at or above Level 3 on the assessment.



Brooklyn Excelsior did not meet the overall measure. The fourth grade class, however, did nearly meet the measure during the 2006-07 school year with 74.5% of its population performing at or above Level 3 on the assessment. The leadership of Brooklyn Excelsior is committed to improving the percentage of students identified as proficient. Please see the section entitled *Action Plan* on page 11 for a discussion of the improvement efforts that will be implemented at Brooklyn Excelsior.

### D. Additional Evidence

None.

- II. Absolute Measure: Each year, the school's aggregate Performance Index on the NYSTP ELA Assessment will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.

## A. Method

According to the No Child Left Behind Act (NCLB), all public schools are expected to enable all students to meet state performance standards. In the state of New York, schools are able to meet the standards when an absolute proportion of students who have taken the NYS ELA Assessment have scored at Levels 2, 3, and 4. The Performance Index (“PI”) is the specified proportion. Further, the Annual Measurable Objective (“AMO”) is the PI value that signifies that tested students in the aggregate are making satisfactory progress toward the goal that all students will be proficient in the State’s ELA performance standard by 2013-14.<sup>3</sup> The way in which a performance index is calculated is by adding the percent of students at Levels 2, 3, and 4 to the percent of students at Levels 3 and 4. Please note that the school’s PI is based on the January ELA assessment for all students—not just students enrolled in at least their second year.

## B. Results

Detailed below are the results of all students at each performance level on the New York State ELA Assessment for each year of Brooklyn Excelsior’s charter.

ELA								
Year	Grade(s)	(N) <sup>4</sup>	Percent of Students at Each Performance Level				State AMO	Performance Index <sup>5</sup>
			Level 1	Level 2	Level 3	Level 4		
2003-04*	4	39	15%	56%	26%	3%	123	114
2004-05*	4	70	10%	61%	26%	3%	131	119
2005-06	3-6	256	6%	34%	55%	4%	122	152
2006-07	3-7	330	2%	42%	53%	3%	122	154

\*Note: In 2003-04 and 2004-05, the ELA Assessment was administered to students in grade 4 only.

## C. Evaluation

In 2003-04, Brooklyn Excelsior’s Performance Index of 114 did not meet the State’s AMO. Further, in 2004-05, the school’s PI of 119 did not meet the State’s AMO. In 2005-06, Brooklyn Excelsior’s PI of 152 exceeded the State’s AMO of 122 by 30 points. In 2006-07, the school had a PI of 154—again exceeding the State’s AMO. Brooklyn Excelsior met the measure two years out of the four years that the school has been operational. Importantly, the school met the measure during the last two school years, thus demonstrating that the school is making considerable progress.

<sup>3</sup> Information explaining the No Child Left Behind Act, the State’s AMO, and the PI was found on the Charter Schools Institute website.

<sup>4</sup> N signifies the number of students tested.

<sup>5</sup> The Performance Index reported may differ from the PI reported on the State Report Card. The State calculates the PI using the scores of continuously enrolled students, whereas the information reported above is based on all students taking the examination.

#### D. Additional Evidence

None.

- III. Comparative Measure: Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State Exam will be greater than that of all students in the same tested grades in the local school district.

#### A. Method

Each year, the percentage of Brooklyn Excelsior students enrolled in at least their second year identified as proficient will exceed the percentage of District 16 students identified as proficient on the New York State ELA Assessment. For the 2003-04 and 2004-05 school years, the results will be based on fourth grade students, as the exam was limited to grades 4 and 8 (Brooklyn Excelsior did not serve students in the 8<sup>th</sup> grade during those years). During the 2005-06 school year, the State ELA exam expanded to grades 3-8. In 2005-06, the State ELA assessment was administered to grades 3-6 at Brooklyn Excelsior, and in 2006-07 the assessment was administered to grades 3-7.

The purpose of the comparative measure is to illustrate that Brooklyn Excelsior ELA instruction enables its students to achieve at a level equal to or greater than the local school district.

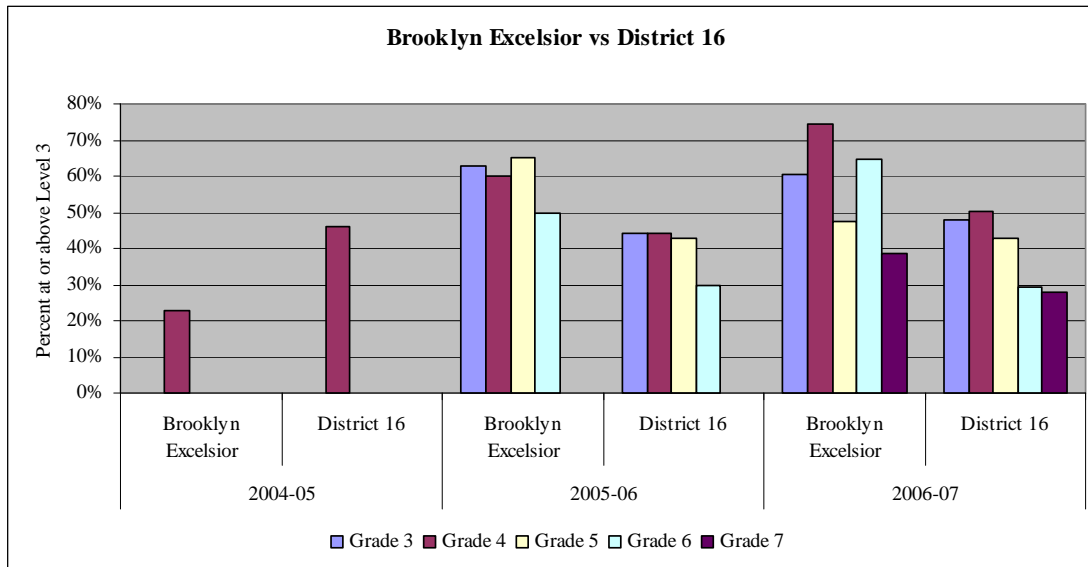
Baseline data were established during the 2003-04 school year and serve as the basis for measuring progress toward the measure. Students complete the ELA exam on an annual basis in the winter.

#### B. Results

The following chart displays the percentage of Brooklyn Excelsior students enrolled in at least their second year that performed at Levels 3 or 4 on the ELA Assessment compared to students in the same grades who attend a school in District 16<sup>6</sup>.

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<sup>6</sup> Student performance data relating to the 2004-05 and 2005-06 results for District 16 is derived from the University of New York State Education Department Report Card website (<http://www.emsc.nysed.gov/irts/reportcard/>). Student performance data relating to the 2006-07 results for District 16 is derived from the University of New York State Education Department Elementary- and Middle-Level ELA and Math Results website (<http://www.emsc.nysed.gov/irts/ela-math/>). This applies to all data relating to District 16 found within this document.



During the 2004-05 school year, the State ELA test was administered to grade 4 students. District 16 outperformed Brooklyn Excelsior grade 4 students by 23.1 percentage points. The following year, 2005-06, Brooklyn Excelsior served students in grades 3-6. That year, each grade outperformed District 16. In 2006-07, Brooklyn Excelsior outperformed District 16 in each grade again.

#### C. Evaluation

Brooklyn Excelsior did not meet this measure in 2004-05. In 2005-06 and 2006-07, Brooklyn Excelsior outperformed District 16 in all grades. Thus, Brooklyn Excelsior met this measure during the 2005-06 and 2006-07 school years.

#### D. Additional Evidence

None.

- IV. Comparative Measure: Each year, the school will exceed its predicted level of performance on the State Exam by at least a small Effect Size (performing higher than expected to a small degree 0.30) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

#### A. Method

The Charter Schools Institute conducts a Comparative Performance Analysis<sup>7</sup> which provides a comparative measure of student performance on state tests. The Comparative Performance Analysis is created by using a regression analysis that controls for students eligible for free lunch among all public schools in New York State. Brooklyn Excelsior's percentage of students at or above Level 3 is

<sup>7</sup> This information was found on the Charter Schools Institute's website. [www.newyorkcharters.org](http://www.newyorkcharters.org)

compared to a predicted level of performance based on the test performance and free-lunch statistics of all public schools. The difference between the school’s attained and expected performance relative to other schools with similar free-lunch statistics produces an Effect Size.

Results are displayed in the table below. CSI will also produce a scatter plot; however, at this time the scatter plot is not available. Therefore, it will not be included in this renewal application.

**B. Results**

The first year that this comparative measure was established was the 2005-06 school year. As such, Brooklyn Excelsior is not able to provide results against this measure for the years prior to 2005-06. Further, according to CSI, results from the 2006-07 school year are not yet available. Therefore, the only year in which Brooklyn Excelsior is able to provide information relating to this measure is the 2005-06 school year.

Year	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3 & 4		Difference between Actual and Predicted	Effect Size	Comparative Performance
			Actual	Predicted			
2005-06	73.3% <sup>8</sup>	255	59.6	48.9	10.7	0.57	Higher than Expected to a Medium Degree

**C. Evaluation**

Brooklyn Excelsior performed “higher than expected to a medium degree.” The school’s Effect Size was 0.57, which is higher than the measure’s goal of 0.30. Brooklyn Excelsior met this measure during the 2005-06 school year.

**D. Additional Evidence**

None.

- V. Value-Added Measure: Each year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s State ELA exam and seventy-five percent (75%) at or above Level 3 on the current year’s State ELA exam. If a grade-level cohort exceeds seventy-five percent (75%) at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

**A. Method**

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<sup>8</sup> This number displays the percentage of **free** lunch eligible students only. It does not include the percentage of students eligible for reduced lunches.

Students in grades 3-8 are administered the NYS ELA Assessment each year during the winter. The following table displays the ELA Assessment results for students at each grade level who have winter-to-winter test scores available. The evaluation for meeting the measure is based on the number of grades that met their grade-specific targets.

## B. Results

Following is a table that displays the results each year that Brooklyn Excelsior has students with winter-to-winter test scores available.

State ELA Test Administration	Percent at or above Level 3 by Grade Levels						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	School Total Grades 3-8
<b>Met Target in 2006-07?</b>	No	Yes	No	Yes	n/a		No
Winter 2006-07 Scores	60.5% (n = 96)	74.5% (n = 65)	47.6% (n = 67)	64.4% (n = 64)	38.7% (n = 38)		58.9% (n = 330)
Target Winter 2006-07 Scores	68.9%	67.5%	70.1%	62.5%			67.5%
Winter 2005-06 Scores	62.7% (n = 74)	60.0% (n = 66)	65.2% (n = 68)	50.0% (n = 48)			59.9% (n = 256)
<b>Met Target in 2005-06?</b>		Yes					Yes
Target Winter 2005-06 Scores		49.0%					49.0%
Winter 2004-05 Scores		22.9% (n = 70)					22.9% (n = 70)

## C. Evaluation

In 2004-05, 22.9% of Brooklyn Excelsior's grade 4 students with winter-to-winter test scores were identified as proficient. Brooklyn Excelsior met this measure during the 2005-06 school year; they exceeded their target score by 10.9 percentage points. In 2005-06, the State implemented a new testing system that administered the assessment to students in grades 3-8. Therefore, the 2005-06 assessment results serve as a baseline for this measure.

Since the 2005-06 results serve as a baseline, the results from the 2006-07 school year are the first year that the results are directly comparable. Brooklyn Excelsior did not meet this measure during the 2006-07 school year. They did, however, meet the measure in grade 4 and 6. The leadership of Brooklyn Excelsior is dissatisfied with these results, and as such, is working proactively to further increase student proficiency. Please see the section entitled *Action Plan* located on page 11 below for the improvement efforts that Brooklyn Excelsior will implement.

#### D. Additional Evidence

None.

### SUMMARY

Detailed below are the various measures used to determine whether Brooklyn Excelsior reached its goal for ELA during the 2006-07 school year. Brooklyn Excelsior met two of the five measures completely—one measure, the small effect size—does not have data available for the 2006-07 school year yet. Therefore, Brooklyn Excelsior cannot state whether the measure was met.

Measure	Type	Test	2006-07 Result
75% at Levels 3 & 4	Absolute	State ELA Exam	Measure not met
Performance Index above AMO	Absolute	State ELA Exam	Measure met
Outperform the District	Comparative	State ELA Exam	Measure met
Small Effect Size, controlling for Free Lunch Percent	Comparative	State ELA Exam	n/a – data not yet available
Each grade-cohort reduces gap	Value-Added	State ELA Exam	Measure not met

Brooklyn Excelsior did not meet its absolute measure of 75 percent of grades 3-8 students' being proficient. Grade 4, however, came extremely close to meeting the measure—they achieved a proficiency rate of 74.5%. The school met its absolute measure in regards to its Performance Index. Further, Brooklyn Excelsior met the local school district comparative measure. Brooklyn Excelsior met the small effect size comparative measure, but it did not meet the value-added measure.

Brooklyn Excelsior's ELA results for 2006-07 were lower than desired. As such, the leadership of Brooklyn Excelsior is committed to enhancing its program to accelerate student learning. Detailed below is Brooklyn Excelsior's action plan to increase student learning.

### ACTION PLAN

Based on the results from the 2006-07 NYS ELA Assessment, leadership and teachers identified areas of weakness and determined specific initiatives to implement in the coming year to increase student learning. Detailed below are the key initiatives that Brooklyn Excelsior will implement:

- Professional development and training in the use of Open Court and the Units of Study writing program

- Use of NyStart Grow test analysis student data reports to drive and differentiate classroom instruction
- Use of paraprofessional support to facilitate literacy skills through small group reading instruction

## Mathematics

### **GOAL: Students will be proficient in Mathematics.**

- I. Absolute Measure: Each year, seventy-five percent (75%) of third through eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Testing Program (NYSTP) Mathematics Assessment.

#### A. Method

Baseline data were established during the 2003-04 school year and serve as the basis for measuring progress toward the absolute measure. Students complete the Mathematics Assessment on an annual basis in the spring. During the 2005-06 school year, the State Mathematics Assessment expanded to grades 3-8. In prior years, the assessment was limited to grades 4 and 8.

Progress toward this goal is measured specifically by assessing students enrolled in at least their second year at Brooklyn Excelsior. Following is a table that indicates the total enrollment and total number of students tested each year that Brooklyn Excelsior was operational. Please note that the following table includes all students tested, not just students enrolled for at least two years.

Year	Grade(s)	Number of Students Tested in Grades 3-8		Total Enrolled
		Not Tested*	Total Tested	
2003-04	4	12	38	50
	<b>All</b>	<b>12</b>	<b>38</b>	<b>50</b>
2004-05	4	7	65	72
	<b>All</b>	<b>7</b>	<b>65</b>	<b>72</b>
2005-06	3	2	74	76
	4	0	70	70
	5	0	68	68
	6	0	50	50
	<b>All</b>	<b>2</b>	<b>262</b>	<b>264</b>
2006-07	3	4	94	98
	4	8	65	73
	5	3	67	70
	6	8	63	71
	7	4	37	41
	<b>All</b>	<b>27</b>	<b>326</b>	<b>353</b>

\*Students may have been absent for all or part of the exam.

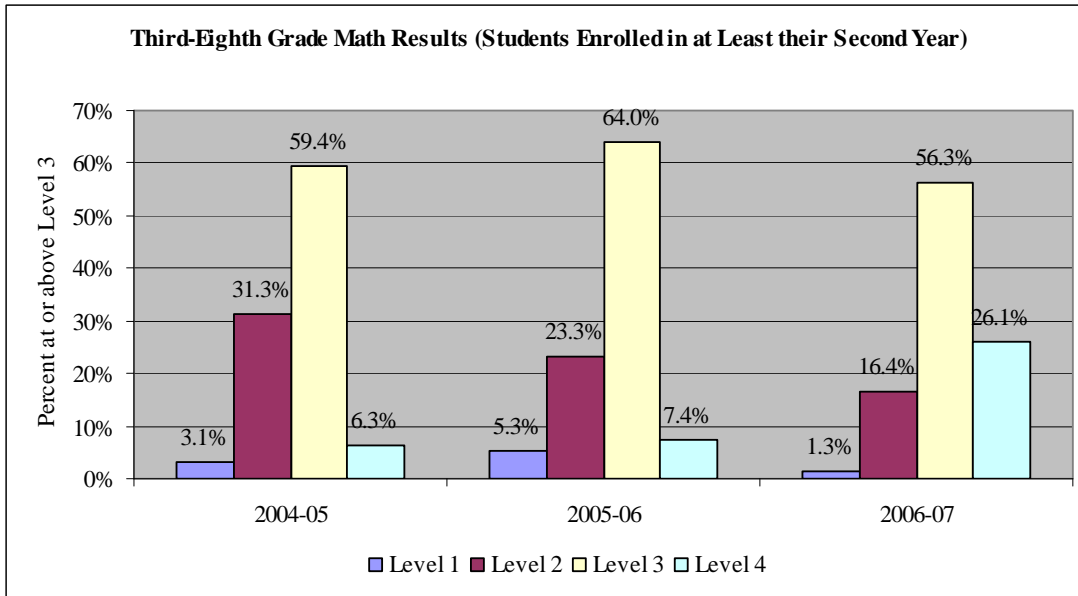
## B. Results

Following is a table that presents the test results for all students at Brooklyn Excelsior and for those students enrolled in at least their second year.

Year	Population	Percent of Third through Eighth Grade Students at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Levels 3&4	
2003-04 Grade 4 Only*	All Students	16%	61%	24%	0%	24%	38
	Students in at least 2 <sup>nd</sup> Year	n/a	n/a	n/a	n/a	n/a	n/a
2004-05 Grade 4 Only*	All Students	8%	37%	52%	3%	55%	65
	Students in at least 2 <sup>nd</sup> Year	3%	31%	59%	6%	66%	32
2005-06 Grades 3-6	All Students	7%	23%	60%	10%	70%	262
	Students in at least 2 <sup>nd</sup> Year	5%	23%	64%	7%	71%	189
2006-07 Grades 3-7	All Students	1%	17%	58%	24%	82%	326
	Students in at least 2 <sup>nd</sup> Year	1%	16%	56%	26%	82%	238

\*Note: In 2003-04 and 2004-05, the Math Assessment was administered to grade 4 students only. In 2005-06, the State introduced a new testing system that included students in grades 3-8.

The following chart displays the performance of students enrolled in at least their second year at Brooklyn Excelsior. Specifically, it displays the results for students in grade 4 for 2004-05, grades 3-6 for 2005-06, and grades 3-7 for 2006-07 at each level.



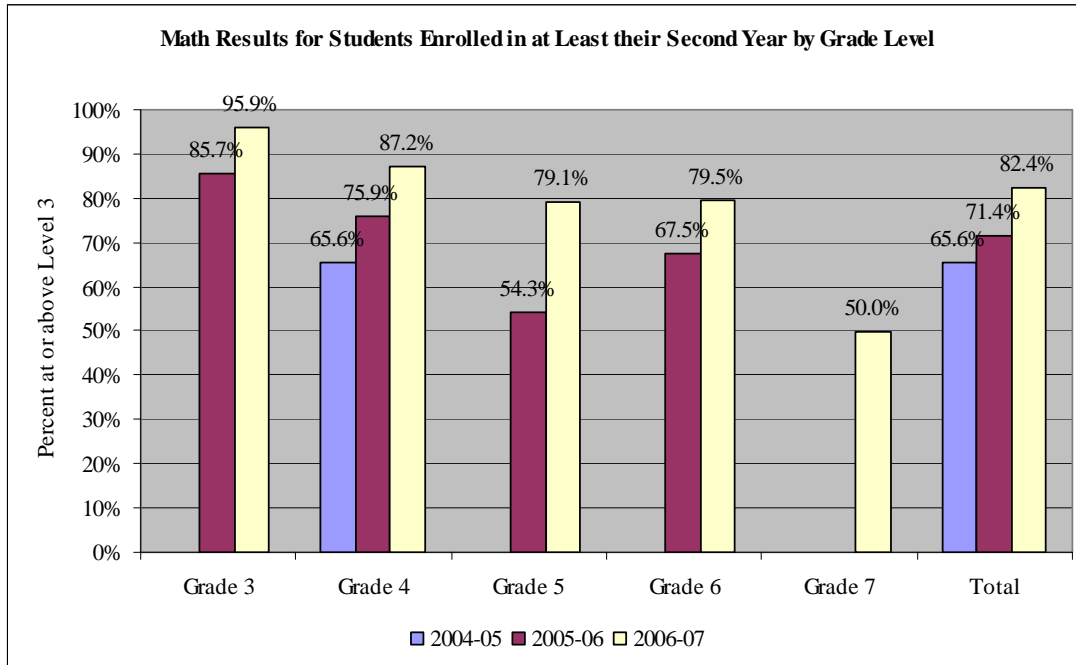
\*Note: In 2004-05, the Math Assessment was administered to grade 4 students only. In 2005-06, the state introduced a new testing system that included students in grades 3-8.

Brooklyn Excelsior opened in 2003-04; therefore, the first year that the school tested students enrolled in at least their second year was the 2004-05 school year. As such, the 2004-05 school year established baselines for second year students. In 2004-05, students in grade 4 were administered the Mathematics Assessment. That year, 65.6% of grade 4 students enrolled in at least their second year were identified as proficient on the New York State Mathematics Assessment. Brooklyn Excelsior did not meet the absolute measure of having at least 75% of its second year students be identified as proficient.

In 2005-06, with the introduction of a new State testing system, Brooklyn Excelsior tested students in grades 3-6. That year, 71.4% of second year students were identified as proficient, thus Brooklyn Excelsior nearly met the goal. Brooklyn Excelsior is proud to report that the school's second year students increased by 10.9 percentage points to achieve a proficiency rate of 82.4% in 2006-07. The staff and leadership of Brooklyn Excelsior are extremely pleased with the great success its students had on the 2006-07 Mathematics Assessment. While the staff and leadership are pleased, the school will continue to work to increase the percentage of students identified as proficient.

### C. Evaluation

Brooklyn Excelsior did not meet the measure during the 2004-05 or 2005-06 school year. Brooklyn Excelsior did, however, meet the measure in 2006-07. Detailed below is a chart that presents the percentage of students in each grade tested that performed at or above Level 3 on the Mathematics Assessment.



\*Note: In 2004-05, the Math Assessment was administered to students in grade 4 only. In 2005-06, the State introduced a new testing system that included students in grades 3-8.

Brooklyn Excelsior is pleased with the results from this most recent Mathematics Assessment. The school, however, will continue working to achieve proficiency for all students.

#### D. Additional Evidence

None.

- II. Absolute Measure: Each year, the school’s aggregate Performance Index on the NYSTP Mathematics Assessment will meet the Annual Measurable Objective set forth in the State’s NCLB accountability system.

#### A. Method

According to the No Child Left Behind Act (NCLB), all public schools are expected to enable all students to meet state performance standards. In the state of New York, schools are able to meet the standards when an absolute proportion of students who have taken the NYS Mathematics Assessment have scored at Levels 2, 3, and 4. The Performance Index (“PI”) is the specified proportion. Further, the Annual Measurable Objective (“AMO”) is the PI value that signifies that tested students in the aggregate are making satisfactory progress toward the goal that all students will be proficient on the State’s Mathematics Assessment by 2013-14. The way in which a performance index is calculated is by adding the percent of students at Levels 2, 3, and 4 to the percent of students at Levels 3 and 4. Please

note that the PI is based on the Mathematics assessment for all students—not just students enrolled in at least their second year.

## B. Results

Detailed below are the results of all students at each performance level on the New York State Mathematics Assessment for each year of Brooklyn Excelsior’s charter.

Math								
Year	Grade(s)	(N)	Percent of Students at Each Performance Level				State AMO	Performance Index <sup>9</sup>
			Level 1	Level 2	Level 3	Level 4		
2003-04*	4	38	16%	61%	24%	0%	136	109
2004-05*	4	65	8%	37%	52%	3%	142	147
2005-06	3-6	262	7%	23%	60%	10%	86	163
2006-07	3-7	326	1%	17%	58%	24%	86	181

\*Note: In 2003-04 and 2004-05, the Math Assessment was administered to students in grade 4 only.

## C. Evaluation

In 2003-04, Brooklyn Excelsior’s PI of 109 did not meet the State’s AMO of 136. The following year, however, Brooklyn Excelsior exceeded the State’s AMO by 5 points. In 2005-06 they exceeded the State’s AMO by 77 points; and in 2006-07, they exceeded the State’s AMO by 95 points. This increase in proficiency over the past three years demonstrates that Brooklyn Excelsior is indeed accelerating student performance. Brooklyn Excelsior is proud of these results.

## D. Additional Evidence

None.

- III. Comparative Measure: Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State Exam will be greater than that of all students in the same tested grades in the local school district.

### A. Method

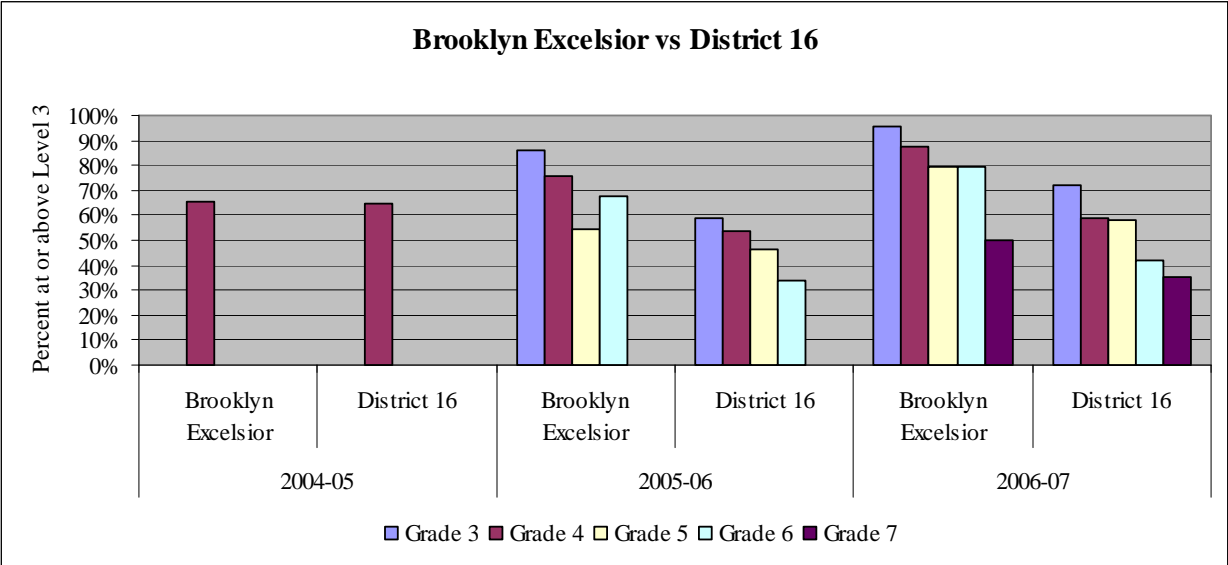
Each year, the percentage of Brooklyn Excelsior students who are enrolled in at least their second year will exceed students attending District 16 on the NYS Mathematics Assessment. The purpose of the comparative measure is to illustrate that Brooklyn Excelsior mathematics instruction enables its students to achieve at a level equal to or greater than the local school district.

<sup>9</sup> The Performance Index reported may differ from the PI reported on the State Report Card. The State calculates the PI using the scores of continuously enrolled students, whereas the information reported above is based on all students taking the examination.

Baseline data were established during the 2003-04 school year and serve as the basis for measuring progress toward that measure. Students complete the mathematics exam on an annual basis in the spring. During the 2005-06 school year, the State Mathematics Assessment expanded to grades 3-8. In the past, this exam was limited to grades 4 and 8.

**B. Results**

The following chart displays the percentage of Brooklyn Excelsior students enrolled in at least their second year that performed at Levels 3 or 4 on the Mathematics Assessment compared to students in the same grades in District 16.



\*Note: In 2004-05, the Math Assessment was administered to students in grade 4 only. In 2005-06, the State introduced a new testing system that included students in grades 3-8.

During the 2004-05 school year, the State Mathematics test was administered to grade 4 students. Brooklyn Excelsior outperformed grade 4 District 16 students by 0.6%.

The following year, 2005-06, Brooklyn Excelsior served students in grades 3-6 and Brooklyn Excelsior outperformed District 16 in each grade. In 2006-07, Brooklyn Excelsior outperformed District 16 in each grade by an average of 25.0%.

**C. Evaluation**

Brooklyn Excelsior met the comparative measure for the 2004-05, 2005-06, and 2006-07 school years. School leadership is extremely proud of the school’s performance on this Accountability Plan measure

D. Additional Evidence

None.

- IV. Comparative Measure: Each year, the school will exceed its predicted level of performance on the State Exam by at least a small Effect Size (performing higher than expected to a small degree 0.30) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

A. Method

The Charter Schools Institute conducts a Comparative Performance Analysis<sup>10</sup> which provides a comparative measure of student performance on state tests. The Comparative Performance Analysis is created by using a regression analysis that controls for students eligible for free lunch among all public schools in New York State. Brooklyn Excelsior’s percent of students at or above Level 3 is compared to a predicted level of performance based on the test performance and free-lunch statistics of all public schools. The difference between the school’s attained and expected performance relative to other schools with similar free-lunch statistics produces an Effect Size.

Results are displayed in the table below. CSI will also produce a scatter plot graph; however, at this time the scatter plot graph is not available. Therefore, it will not be included in this renewal application.

B. Results

The first year that this comparative measure was established was the 2005-06 school year. As such, Brooklyn Excelsior is not able to provide results against that measure for the prior years. Further, according to CSI, results from the 2006-07 school year are not yet available. Therefore, the only year in which Brooklyn Excelsior is able to provide information relating to this measure is for the 2005-06 school year. Detailed below are the results for the 2005-06 school year.

Year	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3 & 4		Difference between Actual and Predicted	Effect Size	Comparative Performance
			Actual	Predicted			
2005-06	73.3%	262	69.8	57.3	12.5	0.63	Higher than Expected to a Medium Degree

<sup>10</sup> This information is located on the Charter Schools Institute’s website. [www.newyorkcharters.org](http://www.newyorkcharters.org)

C. Evaluation

Brooklyn Excelsior met this measure during the 2005-06 school year. The school achieved an Effect Size of 0.63. Brooklyn Excelsior is proud of these results and believes that the school is offering its students a sound educational opportunity.

D. Additional Evidence

None.

- V. Value-Added Measure: Each year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s State Mathematics exam and seventy-five percent (75%) at or above Level 3 on the current year’s State Mathematics exam. If a grade-level cohort exceeds seventy-five percent (75%) at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

A. Method

Students in grades 3-8 are administered the NYS Mathematics Assessment each year during the spring. The following table displays the Mathematics Assessment results for students at each grade level who have spring-to-spring test scores available. The evaluation for meeting the measure is based on the number of grades that met their grade-specific targets.

B. Results

Following is a table that displays the results each year that Brooklyn Excelsior had students with spring-to-spring tests scores available.

State Math Test Administration	Percent at or above Level 3 by Grade Levels						School Total Grades 3-8
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
<b>Met Target in 2006-07?</b>	Yes	Yes	Yes	Yes	n/a		Yes
Spring 2006-07 Scores	95.9% (n = 94)	87.2% (n = 65)	79.1% (n = 67)	79.5% (n = 63)	50.0% (n = 37)		82.4% (n = 326)
Target Spring 2006-07 Scores	Increase	Increase	64.7%	71.3%			73.2%
Spring 2005-06 Scores	85.7% (n = 74)	75.9% (n = 70)	54.3% (n = 68)	67.5% (n = 50)			71.4% (n = 262)
<b>Met Target in 2005-06?</b>		Yes					Yes
Target Spring 2005-06 Scores		70.3%					70.3%
Spring 2004-05 Scores		65.6% (n = 65)					65.6% (n = 65)

### C. Evaluation

Brooklyn Excelsior met this measure each year of its initial charter. Further, in 2006-07 Brooklyn Excelsior exceeded the desired goal of having 75% of the tested students perform at or above Level 3 on the Mathematics Assessment. Brooklyn Excelsior is pleased with these results.

### D. Additional Evidence

None.

## SUMMARY

Brooklyn Excelsior's students performed exceptionally well on the 2006-07 State Mathematics Assessment. They made considerable progress towards meeting the goal that "students will be proficient in mathematics." Detailed below is a table that summarizes Brooklyn Excelsior's performance on the outcome measures.

Measure	Type	Test	2006-07 Result
75% at Levels 3 & 4	Absolute	State Mathematics Exam	Met Measure
Performance Index above AMO	Absolute	State Mathematics Exam	Met Measure
Outperform the District	Comparative	State Mathematics Exam	Met Measure
Small Effect Size, controlling for Free Lunch Percent	Comparative	State Mathematics Exam	N/A – data not yet available
Each grade-cohort reduces gap	Value-Added	State Mathematics Exam	Met Measure

Brooklyn Excelsior met each of its absolute measures. Further, the school met the "outperform the District" comparative measure. Data relating to the effect size for 2006-07 is not available at this time. Brooklyn Excelsior also met its value-added measure.

Students at Brooklyn Excelsior are clearly progressing in mathematics. School leadership is pleased with the results and they are confident that the methods used to enhance student learning were effective.

## ACTION PLAN

The results from this most recent State Mathematics Assessment demonstrate that students are progressing considerably. While this may be true, the school is committed to increasing learning for all students. As such, the school will implement the following initiatives in the next year to further enhance student learning:

- Professional development and training in our Real Math program to support teacher implementation
- Use of diagnostic test data to differentiate instruction and facilitate small group instruction using our paraprofessional staff
- Provision for common planning time by grade level to address and develop instructional strategies to address student needs in all areas including math

## Science

### **GOAL: Students will be proficient in Science.**

- I. Absolute Measure: Each year, seventy-five percent (75%) of students in each grade tested, who are enrolled in at least their second year, will perform at or above Level 3 on the New York State Testing Program (NYSTP) Science Assessment.

#### A. Method

Baseline data were established during the 2003-04 school year and serve as the basis for measuring progress toward the absolute measure. Students in grades 4 and 8 complete the Science Assessment on an annual basis.

Progress toward this goal is measured specifically by assessing students enrolled in at least their second year at Brooklyn Excelsior. Following is a table that indicates the total enrollment and total number of students tested for each year that Brooklyn Excelsior was operational. Please note that the following table includes all students tested, not just students enrolled in at least their second year.

Year	Grade	Number of Students Tested in Grade 4		Total Enrolled
		Not Tested*	Total Tested	
2003-04	4	13	37	50
2004-05	4	22	50	72
2005-06	4	2	65	67
2006-07	4	0	75	75

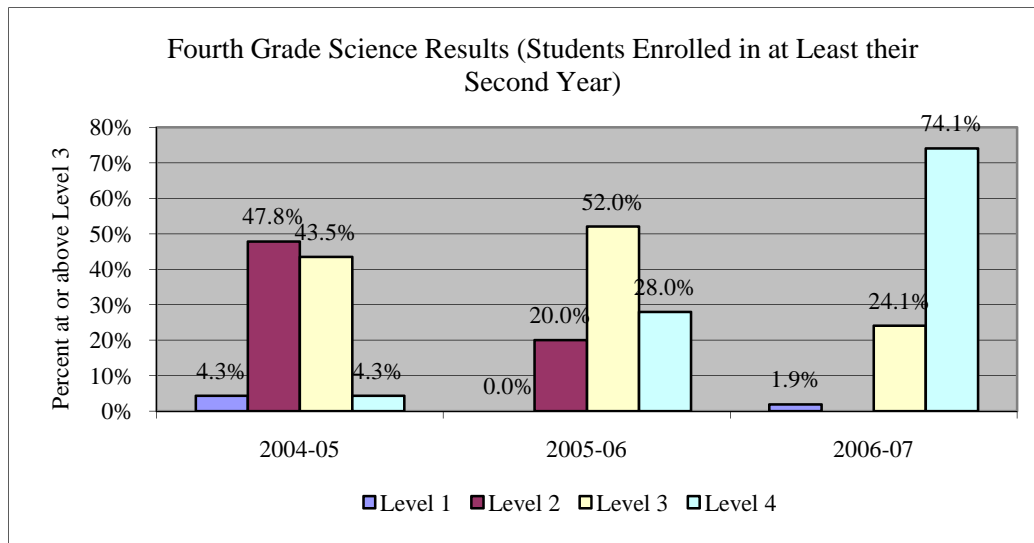
\*Students may have been absent for all or part of the exam.

#### B. Results

Following is a table that presents the test results for all students at Brooklyn Excelsior and for those students enrolled in at least their second year.

Year	Population	Percent of Fourth Grade Students at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Levels 3&4	
2003-04	All Students	19%	46%	32%	3%	35%	37
	Students in at least 2 <sup>nd</sup> Year	n/a	n/a	n/a	n/a	n/a	n/a
2004-05	All Students	8%	46%	42%	4%	46%	50
	Students in at least 2 <sup>nd</sup> Year	4%	48%	43%	4%	48%	23
2005-06	All Students	0%	18%	52%	29%	82%	65
	Students in at least 2 <sup>nd</sup> Year	0%	20%	52%	28%	80%	50
2006-07	All Students	1%	4%	31%	64%	95%	75
	Students in at least 2 <sup>nd</sup> Year	2%	0%	24%	74%	98%	54

The following chart displays the performance of grade 4 students enrolled in at least their second year at Brooklyn Excelsior.



In 2004-05, 47.8% of grade 4 students enrolled in at least their second year were identified as proficient on the Science Assessment. In 2005-06, the school increased 32.2% to achieve an 80.0% proficiency rate. In 2006-07, nearly all students enrolled in at least their second year were identified as proficient—98.1% of grade 4 students performed at or above level 3.

### C. Evaluation

Brooklyn Excelsior did not meet the absolute measure of having seventy-five percent of students enrolled in at least their second year perform at or above Level 3 on the New York State Science Assessment during the 2004-05 school year. The following two years, 2005-06 and 2006-07, the school did meet the measure. Brooklyn Excelsior is proud of the success its second year students have had on the New York State Science Assessment. While the leadership and staff are proud of the success, the school will continue to work to achieve proficiency for all students.

### D. Additional Evidence

None.

- II. Comparative Measure: Each year in each grade tested, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Exam will be greater than that of students in the respective grades in the local school district.

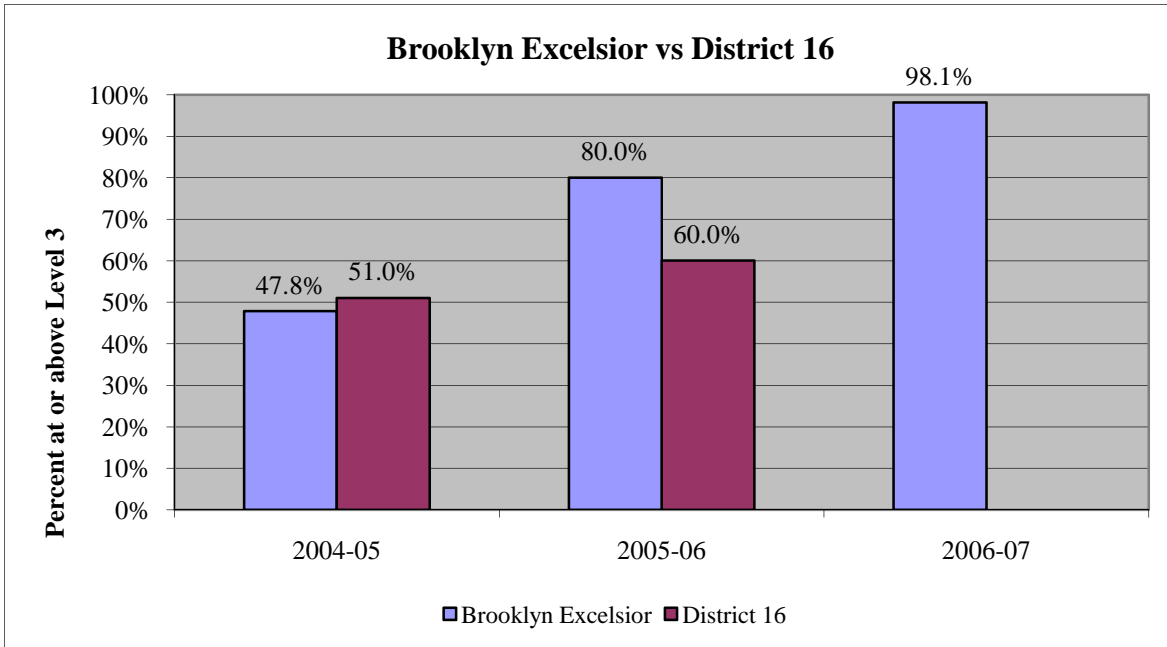
#### A. Method

Each year, the percentage of Brooklyn Excelsior students enrolled in at least their second year and performing at or above Level 3 will exceed students enrolled in District 16 on the NYS Science Assessment. The purpose of the comparative measure is to illustrate that Brooklyn Excelsior science instruction enables its students to achieve at a level equal to or greater than the local school district.

Baseline data were established during the 2003-04 school year and serve as the basis for measuring progress toward this measure. Students complete the science exam on an annual basis.

#### B. Results

The following chart displays the percentage of Brooklyn Excelsior students enrolled in at least their second year that performed at Levels 3 or 4 on the Science Assessment compared to students in the same grade attending District 16.



During the 2004-05 school year, District 16 outperformed Brooklyn Excelsior grade 4 students by 3.2 percentage points. In 2005-06, Brooklyn Excelsior outperformed District 16 grade 4 students by 20 percentage points. Data from the 2006-07 Science Assessment is not available at this time for District 16. Brooklyn Excelsior, however, had 98.1% of its second year students perform at or above level 3.

C. Evaluation

Brooklyn Excelsior did not meet this measure in 2004-05. It did, however, meet the measure during the 2005-06 school year. Data relating to the 2006-07 Assessment is not available at this time for District 16. We will update the data once it becomes available.

D. Additional Evidence

None.

**SUMMARY**

Brooklyn Excelsior met its absolute measure for Science for the 2006-07 school year. District 16’s Science assessment results are not available at this time; therefore, Brooklyn Excelsior cannot report on whether the comparative measure was met.

Measure	Type	Test	2006-07 Result
75% at Levels 3 & 4	Absolute	State Science Exam	Met Measure
Outperform the District	Comparative	State Science Exam	N/A – data for District 16 is not yet available

## ACTION PLAN

Brooklyn Excelsior met both of its measures for Science in 2005-06. In fact, the school exceeded the absolute measure by 5 percentage points—80% of second year students were identified as proficient. In 2005-06, Brooklyn Excelsior’s grade 4 students outperformed District 16’s grade 4 students by 20 percentage points. During the 2006-07 school year, Brooklyn Excelsior had 98.1% of its grade 4 students enrolled in at least their second year perform at or above level 3. Brooklyn Excelsior will continue working to improve student proficiency until all students are identified as proficient.

### Social Studies

#### **GOAL: Students will be proficient in Social Studies.**

- I. Absolute Measure: Each year, seventy-five percent (75%) of students in each grade tested, who are enrolled in at least their second year, will perform at or above Level 3 on the New York State Testing Program (NYSTP) Social Studies Assessment.

#### A. Method

Baseline data were established during the 2003-04 school year and serve as the basis for measuring progress toward the absolute measure. Students in grade 5 complete the Social Studies Assessment on an annual basis.

Progress toward this goal is measured specifically by assessing students enrolled in at least their second year at Brooklyn Excelsior. Following is a table that indicates the total enrollment and total number of students tested for each year that Brooklyn Excelsior was operational. Please note that the following table includes all students tested, not just students enrolled for at least two years.

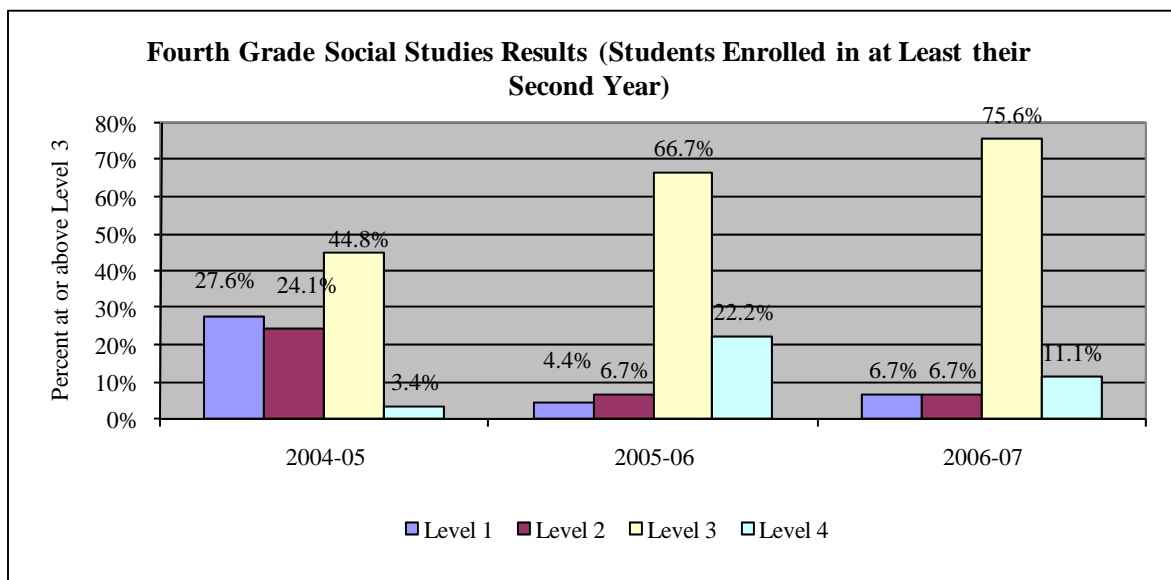
Year	Grade	Number of Students Tested in Grade 5		Total Enrolled
		Not Tested*	Total Tested	
2003-04	5	n/a	n/a	n/a
2004-05	5	2	49	51
2005-06	5	4	67	71
2006-07	5	0	73	73

## B. Results

Following is a table that presents the test results for all students at Brooklyn Excelsior and for those students enrolled in at least their second year.

Year	Population	Percent of Fourth Grade Students at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Levels 3&4	
2003-04	All Students	n/a	n/a	n/a	n/a	n/a	n/a
	Students in at least 2 <sup>nd</sup> Year	n/a	n/a	n/a	n/a	n/a	n/a
2004-05	All Students	28.6%	22.4%	46.9%	2.0%	49.0%	49
	Students in at least 2 <sup>nd</sup> Year	27.6%	24.1%	44.8%	3.4%	48.3%	29
2005-06	All Students	6.0%	9.0%	64.2%	20.9%	85.1%	67
	Students in at least 2 <sup>nd</sup> Year	4.4%	6.7%	66.7%	22.2%	88.9%	45
2006-07	All Students	8.2%	6.8%	72.6%	12.3%	84.9%	73
	Students in at least 2 <sup>nd</sup> Year	6.7%	6.7%	75.6%	11.1%	86.7%	45

The following chart displays the performance of grade 5 students by level enrolled in at least their second year at Brooklyn Excelsior.



In 2004-05, 48.3% of grade 5 students enrolled in at least their second year were identified as proficient on the Social Studies Assessment. The school increased their percentage of students performing at or above Level 3 in 2005-06 to 88.9%. In 2006-07, the school had 86.7% of its fifth grade students perform at or above Level 3 on the Social Studies Assessment.

#### C. Evaluation

Brooklyn Excelsior did not meet the measure during the 2004-05 school year. In 2005-06 and 2006-07, Brooklyn Excelsior met the absolute measure of having seventy-five percent of students enrolled in at least their second year perform at or above Level 3 on the New York State Social Studies Assessment.

#### D. Additional Evidence

None.

- II. Comparative Measure: Each year in each grade tested, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Exam will be greater than that of students in the respective grade in the local school district.

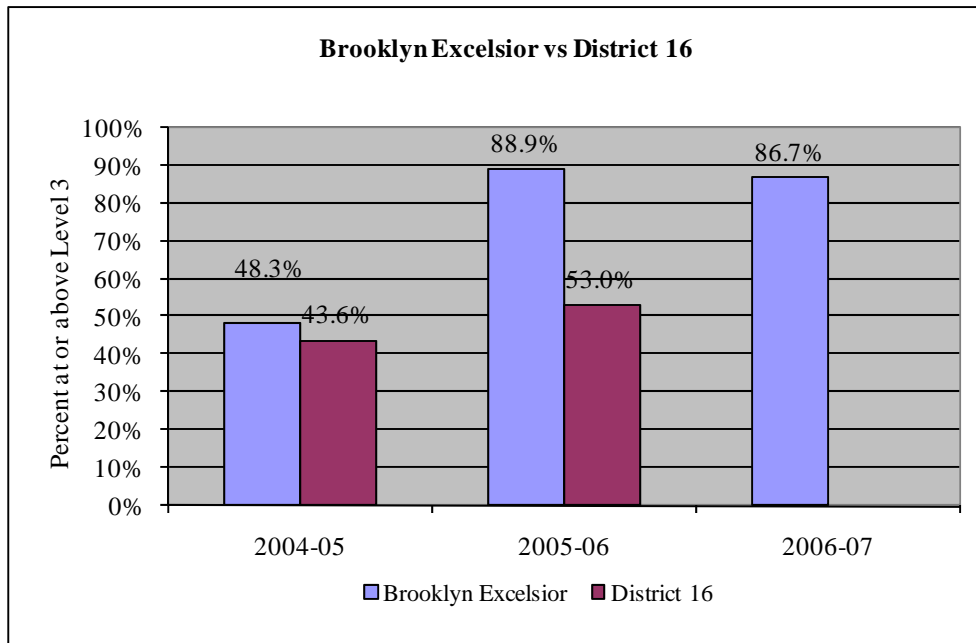
#### A. Method

Each year, the percentage of Brooklyn Excelsior students enrolled in at least their second year and performing at or above Level 3 will exceed the percentage of students performing at or above Level in District 16 on the NYS Social Studies Assessment. The purpose of the comparative measure is to illustrate that Brooklyn Excelsior social studies instruction enables its students to achieve at a level equal to or greater than the local school district.

Baseline data were established during the 2004-05 school year and serve as the basis for measuring progress toward that measure. Students complete the Social Studies exam on an annual basis.

#### B. Results

The following chart displays the percentage of Brooklyn Excelsior students enrolled in at least their second year that performed at Levels 3 or 4 on the Social Studies Assessment compared to students in the same grade at District 16.



The 2004-05 school year was the first year that the Social Studies Assessment was administered to grade 5 students. The 2004-05 school year established baselines for the Social Studies Assessment for Brooklyn Excelsior. In 2004-05, 48.3% of Brooklyn Excelsior grade 5 students enrolled in at least their second year performed at or above Level 3. Brooklyn Excelsior outperformed District 16 students by 4.7 percentage points.

In 2005-06, Brooklyn Excelsior grade 5 students increased the amount identified as proficient. That year, 88.9% of the fifth grade population performed at or above Level 3. District 16 had 53.0% of its students perform at or above Level 3 on the assessment. Brooklyn Excelsior outperformed District 16 by 35.9 percentage points. In 2006-07, 86.7% of Brooklyn Excelsior's grade 5 students performed at or above Level 3 on the assessment. Assessment results for District 16 are not available at this time. Therefore, Brooklyn Excelsior is unable to determine whether or not the measure was met for the 2006-07 school year.

### C. Evaluation

Brooklyn Excelsior met this measure during the 2005-06 school year. Data from the 2006-07 Social Studies Assessment is not available for District 16 at this time. Therefore, Brooklyn Excelsior cannot provide the results for District 16. Once the data is available, Brooklyn Excelsior will update this report.

### D. Additional Evidence

None.

## SUMMARY

Over the term of Brooklyn Excelsior’s charters, the percentage of students identified as proficient on the grade 5 Social Studies assessment has increased. The last two years of testing data illustrate that Brooklyn Excelsior is indeed making progress toward meeting its goal that students will be proficient in Social studies. The following table summarizes our performance on the outcome measures.

Measure	Type	Test	2006-07 Result
75% at Levels 3 & 4	Absolute	State Social Studies Exam	Met Measure
Outperform the District	Comparative	State Social Studies Exam	N/A – data for District 16 is not yet available

## ACTION PLAN

Brooklyn Excelsior met its absolute measure for Social Studies in 2006-07. Data relating to District 16’s Social Studies results is not available at this time. Brooklyn Excelsior will update this report once the information is available.

While Brooklyn Excelsior’s leadership is pleased with the Social Studies Assessment results, the school is committed to all of its students. Brooklyn Excelsior will continue working to improve student proficiency until all students are identified as proficient.

### **Additional Required Academic Measure**

NCLB Measure: Under the State’s NCLB Accountability system, the school’s Accountability Status will be “Good Standing” each year.

#### A. Method

Each year, schools are evaluated to determine if they have made Adequate Yearly Progress (“AYP) under the state’s NCLB accountability system. This is based on the percent of students tested and whether its School Performance Index, both in the aggregate and for specific sub-populations, meets the effective Annual Measurable Objective (“AMO”). The system also includes mitigating factors that may enable a school to make AYP even if it has not made its AMO, including a safe harbor provision, the calculation of an *effective* AMO, and an analysis only of results for students who have been continuously enrolled. Performance on the state’s science exam is also factored into the AYP analysis.

A school is deemed to be in “Good Standing” for the school year in question if it has not failed to make AYP in either ELA or math for the previous two consecutive years.

#### B. Results

According to the Accountability Report and Overview issued by the State, Brooklyn Excelsior has been deemed a *Charter School in Good Standing* in 2004-05 and 2005-06. Data for the 2006-07 school year is not available at this time.

### C. Evaluation

Brooklyn Excelsior's Performance Index for ELA and math exceeded the AMO in 2004-05 and 2005-06. Brooklyn Excelsior also exceeded the state standard in science 2004-05 and 2005-06. As such, Brooklyn Excelsior has made Adequate Yearly Progress in all three subjects and is a charter school in good standing.