

**EXCELLENCE BOYS  
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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**Samantha Tweedy has served as the Head of School since 2012.**

## INTRODUCTION

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

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

In pursuit of this mission, the school successfully completed its ninth year of operation in June 2013.

### ***Student Population***

During the 2013-14 school year, Excellence Boys' student population consisted of 636 boys in Kindergarten-10<sup>th</sup> Grade. Of these students, 93% were African American, 4% were Latino and 2% were Asian. 70% of Excellence Boys' students were eligible for free or reduced price lunch.

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

Alarming, these boys' numbers lag behind even the under-performance displayed by their peers in other public schools in Community School District 16.

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

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

### ***Teach Until They Learn***

Excellence Boys Charter School provides its students with every possible opportunity to learn. This means that Excellence Boys not only has a longer school day that begins at 7:30 AM and ends at 4:00 PM with 6+ hours of instruction, but also has a longer school year consisting of 185 instructional days. Over the course of the school year, this is equivalent to at least 25% more instructional time than the New York City Department of Education's minimum of 5 hours of daily instruction over 181 school days in Grades K-8.

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

Even as students leave for the day, the learning continues. Each student, including Kindergarteners, takes home at least 30 minutes of homework (called Life's Work at Excellence Boys) every evening. Parents/guardians review and sign each evening's assignment upon completion.

### ***Excellence in Character***

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

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

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

### ***Staff***

One Lead Teacher and one Teacher are assigned to each K-4 classroom and provide differentiated instruction in small groups and individually. Students in Grades 5-8 get similar differentiated instruction through each classroom's subject teachers in Reading, Writing, Math, Social Studies, and Science. In 2013-14, every teacher held a Bachelor's Degree and 100% either held or were working toward a Masters Degree.

The 2013-14 Excellence teaching staff was diverse: 39% of the staff was male and 53% was African American, Hispanic, or Asian. Both of these figures represent successes in important "hard to staff" demographics.

### ***Open Doors***

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

Upon enrollment, families are asked to sign a *Family & School Covenant* in which families and the school pledge to support and engage one another in the joint effort of raising Excellence Boys scholars.

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

In 2013-2014, Excellence Boys hosted monthly Families For Achievement meetings, opportunities for families to gather together to learn more about the school's curriculum and learn ways in which they can extend the classroom through activities at home. Topics of the 2013-2014 Families For Achievement included:

FFA Nights:

- Literacy Night
- Math Night
- Health and Wellness Night
- Science Expo
- Family vs. Teacher vs. Scholar Basketball Nights
- Family vs. Scholar Dodgeball Night
- Family Potluck
- Winter Celebrations

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

- Preparing Motivational Signs for State Exams
- Designating a Parent Speaker for 8<sup>th</sup> Grade Graduation
- Organizing three Winter Celebration events

### ***Dissemination***

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

In the 2013-2014 school year, Excellence Boys' visitors included:

Achievement First  
Barclays Bank  
Camp Robin Hood  
Goldman Sachs  
Hyde Leadership Charter School  
New York City Charter Center and incubated school leaders  
Prodeo Academy  
Relay Graduate School of Education  
Teach For America New York City  
Teach For America National Office  
US Attorney General

### School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2003-04														
2004-05	44	44												88
2005-06	44	44	44											132
2006-07	48	46	40	36										170
2007-08	50	50	45	40	36									221
2008-09	75	50	50	43	39	31								288
2009-10	81	75	50	46	41	36	26							355
2010-11	87	86	76	48	46	42	25	20						430
2011-12	87	86	87	71	42	45	35	25	20					498
2012-13	83	85	84	78	67	45	34	31	23	15				545
2013-14	87	90	84	81	74	75	47	42	36	12	8			636

\*Data is as of BEDs Day

### ENGLISH LANGUAGE ARTS

#### **Goal 1: English Language Arts**

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

#### **Background**

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

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

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

**Goal 1: Absolute Measure**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.<sup>1</sup>

**Method**

The school administered the New York State Testing Program English language arts assessment to students in 3<sup>rd</sup> through 8<sup>th</sup> 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.

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

Grade	Total Tested	Not Tested <sup>2</sup>			Total Enrolled
		IEP	ELL	Absent	
3	81	0	0	0	81
4	73	0	0	0	74
5	75	0	0	0	75
6	46	0	0	0	46
7	40	0	0	1	41
8	35	0	0	0	35
All	350	0	0	2	352

**Results**

On the 2013-14 NYS ELA exam, 36% of students in their second year at Excellence Boys scored proficient or advanced.

<sup>1</sup> Because of the state’s new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous years using the state’s published results for scoring at proficiency.

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

**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	40%	81	41%	75
4	58%	73	60%	67
5	15%	75	18%	61
6	15%	46	16%	31
7	35%	40	38%	29
8	34%	35	29%	28
All	37%	350	36%	291

**Evaluation**

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

**Additional Evidence**

Though we have seen scores drop with the advent of the Common Core English Language Arts exam this year, we feel energized by the rigor that the new exams present for our students as we work to prepare them for college. We look forward to seeing these numbers increase in the coming years as we revise curriculum and work to ensure all students are prepared for the rigor of the new exams.

**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	73%	71	45%	78	41%	75

4	67%	42	40%	67	60%	67
5	64%	45	22%	41	18%	61
6	57%	35	30%	33	16%	31
7	60%	25	39%	31	38%	29
8	65%	20	39%	23	29%	28
All	66%	238	37%	273	36%	291

**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 Annual Measurable Objective (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 current year’s 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.<sup>3</sup>

**Results**

Excellence Boys scored a PI of 111 for the 2013-14 school year.

**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
350	18%	49%	23%	10%

$$\begin{array}{rclclclclcl}
 \text{PLI} & = & 49 & + & 23 & + & 8 & = & 80 \\
 & & & & 23 & + & 8 & = & \underline{31} \\
 & & & & & & \text{PLI} & = & 111
 \end{array}$$

**Evaluation**

This measure was met. Excellence Boys’ PI exceeded the AMO for ELA of 89.

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

**Goal 1: Comparative Measure**

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

**Method**

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

**Results**

Excellence Boys outperformed Community School District 16 on the English Language Arts exam by 20 percentage points.

**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 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	41%	75	22%	719
4	60%	67	20%	699
5	18%	61	17%	617
6	16%	31	10%	533
7	38%	29	12%	572
8	29%	28	13%	682
All	36%	273	16%	3822

**Evaluation**

The school met this measure in all grades.

**Additional Evidence**

Despite changes to the NYS ELA testing program, Excellence Boys students continue to outperform their district counterparts in English Language Arts across all grades.

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

**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	73%	41%	45%	14%	41%	22%
4	67%	50%	40%	19%	60%	20%
5	64%	43%	22%	17%	18%	17%
6	57%	28%	30%	9%	16%	10%
7	60%	29%	39%	11%	38%	12%
8	65%	23%	39%	10%	29%	13%
All	66%	36%	37%	13%	36%	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.<sup>5</sup>

**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.

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 (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

**Results**

The table below shows that the school’s overall comparative performance is higher than expected overall and for every grade except 5<sup>th</sup> Grade.

<sup>5</sup> The Institute will begin 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.

## 2012-13 English Language Arts Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	79.5	78	44.8	21.9	22.9	1.70
4	65.7	67	40.3	25.6	14.7	1.13
5	65.2	41	22.0	25.9	- 3.9	-0.29
6	64.7	33	30.3	23.7	6.6	0.54
7	54.8	31	38.8	29.2	9.6	0.65
8	47.8	23	39.1	34.6	4.5	0.32
All	66.7	273	37.4	25.5	11.8	0.89

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

### Evaluation

The school met this measure in all but one grade.

#### **Goal 1: Growth Measure<sup>6</sup>**

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

### Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 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.<sup>7</sup>

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

<sup>7</sup> Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

## Results

The table below compares the school's Mean Growth Percentile with the Statewide Median for the 2012-13 ELA State Test.

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

Grade	Mean Growth Percentile	
	School	Statewide Median
4	69.5	50.0
5	40.5	50.0
6	54.5	50.0
7	49.5	50.0
8	40	50.0
All	<u>52</u>	50.0

## Evaluation

This measure was met when averaged across all grades within the school.

### Summary of the English Language Arts Goal

Excellence Boys achieved four of the five English Language Arts goals based on results of the 2012-13 and 2013-14 state exams. We are proud that t students continue to outperform the district in all grades in ELA and that the majority of our students are exceeding predicted performance based on free lunch status. However, we know that we still have a long way to go in terms of absolute performance and that the more rigorous common core standards will provide us with an opportunity to work harder to improve student performance in ELA.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

## Action Plan

In 2014-15, Excellence Boys will continue to build on existing strategies and will employ several new initiatives to continue to develop our students' ELA skills.

- Excellence Boys will continue to improve implementation of the Common Core Standards to develop our scholars' literacy skills. Teachers will receive targeted professional development in order to improve the effectiveness at implementing the Common Core. Teachers will align assessments and scope & sequence to the Common Score Standards.
- Excellence Boys (K-4) will continue to implement the STEP Assessment, (Strategic Teaching and Evaluation of Progress), a developmental literacy assessment that includes a set of tools tightly aligned with scientifically established benchmarks in reading development. Excellence Boys will again be offering extensive professional development and support to teachers around the STEP Program three times in the 2014-15 school year.
- Excellence Boys K-4 teachers will participate in two full days of training in teaching reading during August PD as well as multiple sessions of literacy PD over the course of the school year.
- Excellence Boys will again administer monthly compositions for all K-4 students to assess writing progress and provide data to drive improvements in writing instruction.
- Excellence Boys' K-4 teachers will participate in one full day of training in Writing Instruction during August PD.
- Excellence Boys' Special Education Teachers will continue to provide literacy intervention for those students in K-8 who need additional help in developing their print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. For this intervention work, Excellence Boys will continue to employ the Wilson Foundations Program Wilson. The Special Education Teachers will continue to receive on-going training and support from the Uncommon Schools Director of Special Education.
- Students in 5<sup>th</sup> through 8<sup>th</sup> grade will continue to complete rigorous quarterly written projects with an emphasis on developing ideas, drafting, and critical revision. They will also continue to read, discuss, and write about 7-8 class books annually at or slightly above grade level.
- Students in 5<sup>th</sup> through 8<sup>th</sup> grade will engage in more rigorous non-fiction reading in science and history classes to supplement the ELA curriculum.
- 5<sup>th</sup> and 6<sup>th</sup> Grade students will continue a daily 30 minute block of Guided Reading and a 30 minute block of Independent Reading. 7<sup>th</sup> and 8<sup>th</sup> Grade scholars will continue engaging in a daily 30 minute Independent Reading block. Scholars will log their reading growth using the Accelerated Reader program, ensuring that they are reading books in their Zone of Proximal Development and making growth throughout the year.

## MATHEMATICS

### **Goal 2: Mathematics**

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

### **Background**

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

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

In Grades K-4, Excellence Boys Charter School implements the Investigations in Numbers, Data and Space curriculum in to help students develop a foundation in math fact knowledge and problem solving skills. Students receive approximately 90 minutes of daily math instruction. In Grades 5 and 6, Math is taught in one 90 minute block. In Grade 7, students take two 57 minute blocks of Pre-Algebra. In Grade 8, students take two 57 minute blocks of Algebra.

Excellence Boys administers quarterly school-designed Interim Assessments in K-8, the results of which are used improve instruction and increase student achievement. In 2013-14, two Academy Principals and two Deans of Curriculum and Instruction helped develop and lead extensive and intensive teacher development sessions.

### **Goal 2: Absolute Measure**

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

### **Method**

The school administered the New York State Testing Program mathematics assessment to students in 3<sup>rd</sup> through 8<sup>th</sup> 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.

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<sup>8</sup> Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous year's using the state's published results for scoring at proficiency.

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

Grade	Total Tested	Not Tested <sup>9</sup>			Total Enrolled
		IEP	ELL	Absent	
3	81	0	0	0	81
4	73	0	0	1	74
5	75	0	0	0	75
6	46	0	0	0	46
7	41	0	0	0	41
8	35	0	0	0	35
All	351	0	0	1	352

**Results**

On the 2013-14 NYS Math exam, 59% of students in at least their second year at Excellence Boys scored proficient or advanced.

**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	65%	81	68%	75
4	75%	73	76%	67
5	33%	75	34%	61
6	46%	46	55%	31
7	56%	41	62%	29
8	49%	35	46%	28
All	55%	351	59%	291

**Evaluation**

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

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

## Additional Evidence

Excellence Boys has historically performed well on the NYS Mathematics assessments, exceeding the goal of 75% of students reaching proficiency each year prior to the implementation of the Common Core State tests. While the school did not meet or exceed this goal this year, we are confident that our strong track record in mathematics as well as the deep level of Common Core alignment that our instructional leaders have conducted will help the school demonstrate strong performance going forward. Moreover, we are excited about the progress we have made as a school growing by 12 percentage points in math in the last year.

### 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	80%	71	54%	78	68%	75
4	86%	42	48%	67	76%	67
5	76%	45	34%	41	34%	61
6	97%	35	39%	33	55%	31
7	92%	25	45%	31	62%	29
8	100%	20	57%	23	46%	28
All	86%	238	47%	273	59%	291

#### 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 Annual Measurable Objective (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 current year's mathematics AMO. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>10</sup>

#### Results

Excellence Boys scored a Mathematics PLI of 142 during the 2013-14 school year.

<sup>10</sup> In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

### 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
351	11%	32%	30%	25%

$$\begin{array}{rclclclclcl}
 \text{PLI} & = & 32 & + & 30 & + & 25 & = & 87 \\
 & & & & 30 & + & 25 & = & 55 \\
 & & & & & & \text{PLI} & = & 142
 \end{array}$$

#### Evaluation

This measure was met. Excellence Boys PI of 142 exceeded the AMO for Math of 86.

#### 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.<sup>11</sup>

#### Results

Excellence Boys' percentage of students scoring proficient or advanced proficient on the NYS Common Core mathematics exam exceeded the percentage of students in Community School District 16 scoring proficient or advanced proficient on the exam in the same grades by 45 percentage points overall.

### 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 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	68%	75	21%	724
4	76%	67	20%	702
5	34%	61	16%	622

<sup>11</sup> Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

6	55%	31	12%	540
7	62%	29	7%	581
8	46%	28	7%	683
All	59%	291	14%	3852

## Evaluation

Once again, Excellence Boys met its comparative measure with its percentage of student scoring proficient exceeding the percentage of students in CSD 16 scoring proficient or advanced proficient across grades 3-8. The percentage of students at Excellence Boys scoring proficient in each grade was at least triple the percentage in the district in all but 5th grade. In grade 4, Excellence Boys' performance exceeded the district's performance by 56 percentage points. While Excellence Boys not satisfied with its performance and hopes to get all students to proficiency as quickly as possible, the school is glad that it is able to offer students a viable alternative to math instruction in the district which is putting far fewer students on a path to mathematics proficiency.

### 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					
	2010-11		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	80%	45%	54%	14%	68%	21%
4	86%	62%	48%	25%	76%	20%
5	76%	57%	34%	17%	34%	16%
6	97%	40%	39%	8%	55%	12%
7	92%	44%	45%	4%	62%	7%
8	100%	41%	57%	6%	46%	7%
All	86%	48%	47%	13%	59%	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.<sup>12</sup>

<sup>12</sup> The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

## 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.

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 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

## Results

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

### **2012-13 Mathematics Comparative Performance by Grade Level**

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	79.5	78	53.9	25.4	28.5	1.62
4	65.7	67	47.7	31.4	16.3	0.95
5	65.2	41	34.1	25.8	8.3	0.52
6	64.7	33	39.4	24.9	14.5	0.80
7	54.8	31	45.2	24.7	20.5	1.15
8	47.8	23	56.5	26.1	30.4	1.63
All	66.7	273	46.9	26.8	20.0	1.14

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

## Evaluation

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

**Goal 2: Growth Measure<sup>13</sup>**

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

**Method**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 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.<sup>14</sup>

**Results**

The table below compares the school’s Mean Growth Percentile with the Statewide Median for the 2012-13 Math State Test.

**2012-13 Mathematics Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Statewide Average
4	68	50.0
5	37	50.0
6	50.5	50.0
7	65	50.0
8	51	50.0
All	53.5	50.0

**Evaluation**

This measure was met when averaged across all grades within the school.

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

<sup>14</sup> Schools can acquire these data from the NYSED’s business portal: [portal.nysed.gov](http://portal.nysed.gov).

**Summary of the Mathematics Goal**

While Excellence Boys students have consistently demonstrated strong performance in math, the Common Core standards continue to present a higher level of rigor for our scholars. Despite this more rigorous exam, the school met four of its five accountability plan goals. Student performance in math at Excellence Boys continues to exceed the performance of students in the local district and the performance of similar students across the state based on free lunch eligibility. The school did not meet its absolute goal this year, however, of at least 75% of students scoring proficient or advanced proficient on the Common Core math exam; 59% of students in at least their second year at Excellence Boys score proficient or advanced.

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.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	Achieved
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	Achieved

**Math Action Plan**

Based on evidence from historical New York State Math Test performance, comparative 2013-2014 Common Core Math Assessment data, TerraNova Second Edition, and the Investigations Curricula, Excellence Boys students have performed well and have validated the school’s curriculum implementation. However, the absolute performance across all grades in mathematics on the 2013-14 Common Core Mathematics Exam has demonstrated that we need to put more careful thought into increasing the rigor of the school’s math program, particularly around open-ended response questions.

Excellence Boys again benefited from its “Math Meeting” (K-2) in which time is dedicated to reviewing essential background concepts related to math, such as counting, knowing the days of the week, and writing the date. Excellence Boys’ math curriculum was further supplemented with exercises in mental computation, graphing, pattern recognition, and money. Excellence Boys’ Middle Academy Math curriculum was developed from some of the some of the very best practices

and lesson plans from other high achieving charter middle schools. Scholars complete daily Explore problems that expose scholars to more rigorous conceptual problem solving.

- Excellence Boys will continue to offer weekly Math Data Meetings for professional development for K-4 teachers.
- Excellence Boys will improve Math implementation of the Common Core Standards by aligning assessments and scope & sequence to the Common Core.
- All K-4 teachers will receive professional development in using story problems to increase critical thinking in math.
- In 2014-15, Excellence Boys' Middle Academy 5<sup>th</sup> and 6<sup>th</sup> grade students will have 90 minutes of daily math instruction, with an emphasis on both procedural fluency and critical thinking around math concepts. All 7<sup>th</sup> Grade students will have 2 hours of Pre-Algebra, and 8<sup>th</sup> Grade students will have 2 hours of Algebra daily in preparation for the Common Core Algebra Exam at the end of 8<sup>th</sup> grade. In addition, Middle Academy scholars in need of additional math support will receive an extra 20-30 minutes of Math Lab three or four times per week for extra practice.
- For the 2014-15 school year, Excellence Boys will continue its in-school and after school tutoring program. Students who are identified as at-risk of under-performance will be assigned to after school tutoring for up to two days a week.

## SCIENCE

### Goal 3: Science

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

### Background

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

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

### Goal 3: Absolute Measure

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

### Method

Tested students who were enrolled in at least their second year are compared to all tested students in the public school district 16. Comparisons are between the results for Excellence Boys 4th grade students and the results for 4<sup>th</sup> grade students in school district 16. In 8<sup>th</sup> grade, In lieu of administering the New York State Testing Program science assessment in 8th grade science, the school administered the Regents examination in the Living Environment. The state has set the passing score for Regents exams at 65.

### Results

4<sup>th</sup> Grade: 100% of 4<sup>th</sup> grade students in at least their second year at EBCS achieved proficiency on the State Science Exam.

#### 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 Enrolled in At Least Their Second Year at Proficiency					
	2010-11		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	100%	42	97%	67	100%	67

8	Students took the Living Environment Regents Exam in lieu of the 8 <sup>th</sup> Grade State Science Exam. Find results for the Living Environment Regents Exam below.					
All	100%	42	97%	67	100%	67

8<sup>th</sup> Grade: The school administered the New York State Regents Living Environment Exam to all of its 8<sup>th</sup> grade students. The school scores Regents on a scale from 0 to 100; students must score at least 65 to pass.

### Results

#### Living Environment Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort

Grade	Cohort Size	Percent at Each Level <sup>15</sup>				Percent Passing <sup>16</sup>
		Level 1	Level 2	Level 3	Level 4	
8 <sup>th</sup>	35	3%	3%	71%	23%	94%

### Evaluation

This measure was met in both 4<sup>th</sup> grade and 8<sup>th</sup> grade.

#### 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.

<sup>15</sup> Level 1 = less than 55; Level 2= at least 55, but less than 65; Level 3 at least 65, but less than 85; Level 4 = at least 85.

<sup>16</sup> With a score of at least 65

## Results

District results for the State Science Exam are not yet available.

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	100%	67	N/A	N/A
8	Students took the Living Environment Regents Exam in lieu of the 8 <sup>th</sup> Grade State Science Exam. Comparative data is not yet available.			

## Evaluation

N/A. Comparative data was not available for the 2013-14 State Science Exam or Living Environment Regents Exam.

## Summary of the Science Goal

The absolute measure was achieved and comparative data was not yet available.

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

## Action Plan

In 2014-15, Excellence Boys will continue to employ our internally created science and social studies programs and extensive hands-on experiments to move students towards competency in the understanding and application of Science and Social Studies.

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

## NCLB

### Goal 4: NCLB

The school will make Adequate Yearly Progress.

### Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as 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 which indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

### Results

For the 2013-14 school year, Excellence Boys Charter School was found to be in Good Standing.

#### NCLB Status by Year

Year	Status
2010-11	Good Standing
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing

## APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

### ENGLISH LANGUAGE ARTS

#### Goal 1: Absolute Measure

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

(S) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.

#### Method

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma; and scoring 75 to meet the college and career readiness standard.<sup>17</sup> This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

#### Results

This measure does not yet apply, as 2012 is our oldest cohort of Excellence Boys students (they entered 9th grade in 2012-13).

#### English Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort<sup>18</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	N/A	N/A
2009	N/A	N/A
2010	N/A	N/A

#### Evaluation

N/A

<sup>17</sup> The statewide adaptation of the Common Core State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

<sup>18</sup> Based on the highest score for each student on the English Regents exam

**Additional Evidence**

As this is only Excellence Boys’ second year with high school grades, the ELA goals are not yet applicable. However, our 10<sup>th</sup> grade cohort has all passed the English Regents exam with a 65 or higher. 77% passed with a 75 or higher and the remaining 13% passed with scores between 65-75. Our Excellence Boys 10<sup>th</sup> grade students also took the Common Core English exam this year 6 of 8 received college and career ready score on their New York State Common Core Regents English exam with a 75% or higher. Our 9<sup>th</sup> grade students have not yet taken the English Regents Exam. We expect that we will continue to make progress toward our goal over the next years by continuing to refine our curriculum and offer supports throughout the school day and after school from peers and staff.

**English Regents Passing Rate with a score of 65 / 75 by Cohort and Year**

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010						
2011						
2012					8	100%
2013					N/A	N/A

**Goal 1: Absolute Measure**

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

(S) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.

**Method**

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

**Results**

This measure does not yet apply, as 2012 is our oldest cohort of Excellence Boys students (they entered 9th grade in 2012-13)

**English Regents Passing Rate with a Score of 65 (75) among Students  
Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>19</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 (75)
2008	N/A	N/A
2009	N/A	N/A
2010	N/A	N/A

**Evaluation**

N/A

**Additional Evidence**

N/A

**Goal 1: Absolute Measure**  
Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

**Method**

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

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

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2013-14 English language arts AMO of **166**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4.

**Results**

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<sup>19</sup> Based on the highest score for each student on the English Regents exam

This measure does not yet apply, as 2012 is our oldest cohort of Excellence Boys students (they entered 9th grade in 2013-14).

**English Language Arts Accountability Performance Level (APL)  
For the 2009 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	?	?	?	?

$$PI = ? + ? + ? = ?$$

APL = ?

**Evaluation**

N/A.

**Additional Evidence**

N/A

**Goal 1: Comparative Measure**

(S) Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on a Regents mathematics exam or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.

**Method**

The Charter Schools Institute will conduct a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school’s performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the school’s actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other high 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 target for achieving this measure.

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.

**Results**

*Leave Blank*

**Goal 1: Comparative Measure**

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

**(S)** Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

**Method**

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.<sup>20</sup>

**Results**

This measure does not yet apply, as 2012 is our oldest cohort of Excellence Boys students (they entered 9th grade in 2012-13).

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

Cohort	Charter School		School District <sup>21</sup>	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2008				
2009				
2010			N/A	N/A

**OR**

Cohort	Charter School		School District <sup>22</sup>	
	APL	Cohort Size	APL	Cohort Size
2008	N/A	N/A	N/A	N/A
2009				
2010			N/A	N/A

**Evaluation**

N/A

**Additional Evidence**

N/A

**Goal 1: Growth Measure**

**(S)** Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.

<sup>20</sup> The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

<sup>21</sup> District results for the 2009 cohort are not yet available.

<sup>22</sup> District results for the 2009 cohort are not yet available.

## Method

This measure will examine the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked 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 will have a mean growth percentile greater than 50.

*The State Education Department has not yet developed the high school Growth Model.*

## Results

### *Leave Blank*

#### **Summary of the High School English Language Arts Goal** <sup>23</sup>

This goal does not yet apply to Excellence Boys since it had its first class of 9<sup>th</sup> graders in 2013-14. However, our 10<sup>th</sup> grade cohort has all passed the English Regents exam with a 65 or higher. 77% passed with a 75 or higher and the remaining 13% passed with scores between 65-75.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	N/A
	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	N/A
	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a	N/A

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

	regression analysis controlling for economically disadvantaged students among all high schools in New York State.	
Comparative	Each year, the percent to students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2011-12 school district results.)	N/A
	(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2011-12 school district results.)	
Growth	(§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.	N/A

**Action Plan**

Excellence Boys, having just completed its second year serving high school grades, will continue to refine its English curriculum and determine ways to offer additional supports from staff and peers to students who struggle to reach this benchmark.

**MATHEMATICS**

**Goal 2: Absolute Measure**  
 Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

**Method**

The school administered the New York State Regents Geometry, Integrated Algebra and Algebra 2 exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / scoring 80 to meet the college and career readiness standard.<sup>24</sup> This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

**Results**

<sup>24</sup> The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

This measure does not yet apply, as 2012 is our oldest cohort of Excellence Boys students (they entered 9th grade in 2012-13).

**Mathematics Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>25</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	N/A	N/A
2009	N/A	N/A
2010	N/A	N/A

**Evaluation**

N/A

**Additional Evidence**

Even though this goal does not yet apply to Excellence Boys, our students are showing strong progress towards this goal, with 77% of students in the 2013 cohort passing the Integrated Algebra Regents. 6 of our 13 (46%) 9<sup>th</sup> graders took the Geometry exam, with 50% of those students meeting the graduation requirement of a 65 or higher. In our 2012 cohort, 88% of our 10<sup>th</sup> graders took the Algebra 2 exam. 13% of our 10<sup>th</sup> graders met the graduation requirement of a 65 or higher (50% scored between a 50 and 65 and 37% scored below a 50). We hope to continue to build on these results as students encounter more Regents exams in their high school career and to continue to provide students to re-take exams that they have not succeeded on with additional support.

**Mathematics Regents Passing Rate with a score of 65 by Cohort and Year**

**Mathematics Regents Passing Rate with a score of 65 / 80 by Cohort and Year**

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010						
2011						
2012			14	71%	8	100%
2013					12	67%

**Goal 2: Absolute Measure**

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

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

(S) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

### Method

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

### Results

This measure does not yet apply, as 2012 is our oldest cohort of Excellence Boys students (they entered 9th grade in 2012-2013).

### Mathematics Regents Passing Rate with a Score of 65 (80) among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>26</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 (80)
2008	N/A	N/A
2009	N/A	N/A
2010	N/A	N/A

### Evaluation

N/A

### Additional Evidence

N/A

### Goal 2: Absolute Measure

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

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

## Method

### Method

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

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

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2013-14 mathematics AMO of **148**.

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

### Results

This measure does not yet apply, as 2012 is our oldest cohort of Excellence Boys students (they entered 9th grade in 2012-13).

#### Mathematics Accountability Performance Level (APL) For the 2009 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	?	?	?	?

$$\text{PI} = ? + ? + ? = \text{APL} = ?$$

### Evaluation

N/A

### Additional Evidence

N/A

#### Goal 2: Comparative Measure

(§) Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on a Regents 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 high schools in New York State.

## Method

The Charter Schools Institute will conduct a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school's performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the school's actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other high 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 target for achieving this measure.

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.

## Results

*Leave Blank*

### Goal 2: Comparative Measure

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

(S) Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

## Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.<sup>27</sup>

## Results

This measure does not yet apply, as 2012 is our oldest cohort of Excellence Boys students (they entered 9th grade in 2012-13).

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<sup>27</sup> The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

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

Cohort	Charter School		School District <sup>28</sup>	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2008				
2009				
2010			N/A	N/A

**OR**

**Mathematics Accountability Performance Level (APL)  
of Fourth-Year Accountability Cohorts by Charter School and School District<sup>29</sup>**

Cohort	Charter School		School District <sup>30</sup>	
	APL	Cohort Size	APL	Cohort Size
2008	N/A	N/A	N/A	N/A
2009				
2010			N/A	N/A

**Evaluation**

N/A

**Additional Evidence**

N/A

**Goal 2: Growth Measure**

**(§)** Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.

**Method**

This measure will examine the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked 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 will have a mean growth percentile greater than 50.

<sup>28</sup> District results for the 2009 cohort are not yet available.

<sup>29</sup> See page 38 above for an explanation of the APL.

<sup>30</sup> District results for the 2009 cohort are not yet available.

*The State Education Department has not yet developed the high school Growth Model.*

**Results**

*Leave Blank*

**Summary of the High School Mathematics Goal** <sup>31</sup>

Although our oldest Excellence Boys students only entered 9th grade in 2012-13, 100% have already met the goal of passing a New York State Regents mathematics exam. Additionally, 67% of Excellence Boys' 9th grade students in Accountability Cohort 2013 met the goal of passing a New York State Regents mathematics exam. Our students are already demonstrating competency in the understanding and application of mathematical computation and problem solving.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	N/A
	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	N/A
	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on a New York State Regents 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 high schools in New York State.	N/A
Comparative	Each year, the percent to students in the high school Accountability Cohort passing a New York State Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2011-12 school district results.)	N/A
	(§) Each year, the Accountability Performance Level (APL) on a New York	

<sup>31</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

	State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2011-12 school district results.)	
Growth	(§) Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.	N/A

**Action Plan**

- Students will continue to receive 50-100 minutes of math instruction each day.
- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom instruction and provide feedback on instruction.
- The school’s leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers.
- The school’s leadership team will continue to review the effectiveness of the school’s curriculum and make necessary revisions to increase student achievement.
- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.
- Excellence Boys Charter School will continue to offer Regents/AP/SAT preparation classes on Saturdays beginning in the 9th grade.
- Excellence Boys Charter School will continue to provide professional development before the school year, during the school year, and following the school year, during which teachers can review and discuss results.

**SCIENCE**

**Goal 3: Absolute Measure**  
 Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

**Method**

New York State administers multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment Regents in 2011 to the 2012 cohort when they were in 8<sup>th</sup> grade. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

**Results**

This measure does not yet apply, as 2012 is our oldest cohort of Excellence Boys students (they entered 9th grade in 2012-13).

**Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>32</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	N/A	N/A
2009	N/A	N/A
2010	N/A	N/A

**Evaluation**

N/A

**Additional Evidence**

Even though this measure does not yet apply to Excellence Boys, we are making significant progress towards this measure. Of the 2012 cohort, 75% have passed the Living Environment Regents. To push the rigor, we have also administered the Chemistry Regents to our sophomores. 83% of our 2013 cohort have passed the Living Environment Regents to date.

**Science Regents Passing Rate with a score of 65 by Cohort and Year**

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010						
2011						
2012					12	83%
2013					8	75%

**Goal 3: Comparative Measure**

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

**Method**

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

<sup>32</sup> Based on the highest score for each student on a science Regents exam

## Results

This measure does not yet apply, as 2012 is our oldest cohort of Excellence Boys students (they entered 9th grade in 2012-13).

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2008	N/A	N/A	N/A	N/A
2009	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A

## Evaluation

### SOCIAL STUDIES

#### Goal 4: Social Studies

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

#### Goal 4: Absolute Measure

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

## Method

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

## Results

This measure does not yet apply, as 2012 is our oldest cohort of Excellence Boys students (they entered 9th grade in 2012-13). The school did not administer any Regents exams in social studies to the 2013 cohort (9<sup>th</sup> graders) during the 2013-2104 school year. Only Global History was given to 2012 cohort (10<sup>th</sup> graders) during the 2013-2014 school year.

**U.S. History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>33</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	N/A	N/A
2009	N/A	N/A
2010	N/A	N/A

**Evaluation**

N/A

**Additional Evidence**

N/A

**U.S. History Regents Passing Rate with a score of 65 by Cohort and Year**

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010						
2011						
2012			N/A	N/A	N/A	N/A
2013					N/A	N/A

**Goal 4: Comparative Measure**

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

**Method**

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

**Results**

This measure does not yet apply, as 2012 is our oldest cohort of Excellence Boys students (they entered 9th grade in 2012-13).

<sup>33</sup> Based on the highest score for each student on a science Regents exam

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2008	N/A	N/A	N/A	N/A
2009	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A

**Evaluation**

N/A

**Additional Evidence**

The US History Regents was not administered to Excellence Boys 9<sup>th</sup> graders or 10<sup>th</sup> graders this year.

**Goal 4: Absolute Measure**

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

**Method**

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

**Results**

This measure does not yet apply, as 2012 is our oldest cohort of Excellence Boys students (they entered 9th grade in 2012-13).

**Global History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>34</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	N/A	N/A
2009	N/A	N/A
2010	N/A	N/A

<sup>34</sup> Based on the highest score for each student on a science Regents exam

**Evaluation**

N/A

**Additional Evidence**

The Global History Regents was not administered to Excellence Boys 9<sup>th</sup> graders this year, however it was administered to 10<sup>th</sup> graders (2012 Cohort). 100% of all students in the 2012 cohort passed the Global History Regents as sophomores.

**Global History Regents Passing Rate with a score of 65 by Cohort and Year**

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010						
2011						
2012					8	100%
2013					N/A	N/A

**HIGH SCHOOL GRADUATION**

**GOAL 6: HIGH SCHOOL GRADUATION**  
Students will graduate from high school.

**Goal 6: Absolute Measure**  
Each year, 75 percent of students in each cohort will pass their core academic subjects by the end of August and the school will promote them to the next grade.

**(§)** Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

**Method**

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

**Promotion Policies**

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

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

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

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

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

Given that Excellence Boys has provided four tiers of scholar support throughout the school year – Weekly Progress Reports, Office Hours, Weekly Check-in Meetings with the Advisor, and Saturday School – summer coursework for all subjects is the responsibility of the family, both financially and logistically. Subject-area teachers will supply the directions and expectations for summer research projects.

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

Graduation Credit Requirements:

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

## Results

Of the 20 Excellence Boys Scholars who completed the 2013-2014 school year at Uncommon Charter High School, all 20 have been promoted. All students passed their academic classes and were promoted to the next grade.

### Percent of Students Promoted by Cohort in 2013-14

Cohort Designation	Number in Cohort	Percent promoted
2010		
2011		
2012	8	100%
2013	12	100%

#### Evaluation

The school met this measure, promoting 100% of students within our 2012 cohort and within our 2013 cohort, well above the threshold of 75% of students within the cohort promoted.

#### Additional Evidence

N/A

#### Goal 6: Absolute Measure

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

#### Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2014, the 2012 cohort will have completed its second year.

#### Results

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2010	N/A	N/A
2011	N/A	N/A
2012	8	100%

#### Evaluation

The 2012 cohort exceeded this measure. 100% of our 2012 cohort has passed at least three Regents exams by their second year in the cohort. All 8 students have passed 5 or more Regents exams by the end of 2012 with all students passing at least 2 Regents exams with a 75 or higher.

## Additional Evidence

At the end of their second year in high school, the Excellence Boys 2012 Accountability Cohort has already met this measure. Of the 8 students in the cohort, all 8 (or 100 % of students) have passed three Regents exams. At the end of their first year in high school, the Excellence Boys 2013 Accountability Cohort has 6 (50%) students that have passed 3 Regents Exams (another 42% have passed 2 Regents exams) and we're confident that this cohort will be able to meet this standard.

### Goal 6: Absolute Measure

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

## Method

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2009 cohort and graduated four years later and those who entered as members of the 2008 cohort and graduate five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer to complete their graduation requirements.

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

## Results

N/A

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

Cohort Designation	Number in Cohort	Percent Graduating
2008	N/A	N/A
2009	N/A	N/A
2010	N/A	N/A

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

Cohort Designation	Number in Cohort	Percent Graduating
2007	N/A	N/A
2008	N/A	N/A
2009	N/A	N/A

## Evaluation

This measure does not yet apply, as 2012 is our oldest cohort of Excellence Boys students (they entered 9th grade in 2012-13).

## Additional Evidence

N/A

### Goal 6: Comparative Measure

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

## Method

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the local school district<sup>35</sup>. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

## Results

N/A

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

Cohort Designation	Charter School		School District <sup>36</sup>	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2008	N/A	N/A	N/A	N/A
2009	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A

## Evaluation

This measure does not yet apply, as 2012 is our oldest cohort of Excellence Boys students (they entered 9th grade in 2012-13).

## Additional Evidence

N/A

## Summary of the High School Graduation Goal

<sup>35</sup> Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

<sup>36</sup> District results for the 2009 cohort are not yet available.

In its second year with a high school grade, Excellence Boys achieved its goal of 75% of students in the cohort passing their core classes and being promoted to the next grade.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.	Achieved
	(\$) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Not Applicable
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	Not Applicable

**Action Plan**

- Excellence Boys will continue to use an academic model that is largely similar to that of grades 5-8, utilizing practices and approaches that have proven effective in producing significant academic gains at the highest-performing urban public schools in the country. Specifically, the high school will focus around:

- A College Preparatory Mission
- High Standards for Academics and Character
- A Highly Structured Learning Environment
- A Longer School Day and A Longer School Year
- A Focus on Accountability and Data-Driven Instruction
- A Faculty of Committed and Talented Leaders and Teachers

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

- Quarterly Exams will continue to serve as a critical driver of classroom instruction and lesson planning for grades 9-12. The results will provide teachers with ongoing feedback on

students' progress in meeting state standards so they know, at any moment, which students have mastered which skills and which students have not. Armed with this information, teachers will be better prepared to target instruction and make significant content adjustments throughout the year, without waiting for an end-of-year assessment that shows a student in need.

- Excellence Boys Charter School will continue to administer Interim Assessments/Quarterly Exams on a quarterly basis in all five major subjects. Excellence Boys Charter School will continue to modify Interim Assessments/Quarterly Exams, ensuring that they measure student progress with respect to the Common Core Learning Standards.
- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom instruction and provide feedback on instruction. The school's leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers.
- The school's leadership team will continue to review the effectiveness of the school's curriculum and making necessary revisions to increase student achievement.
- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.
- Excellence Boys will continue to offer Regents/AP/SAT preparation classes on Saturdays beginning in the 9th grade.

## COLLEGE PREPARATION

### GOAL 7: COLLEGE PREPARATION

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

### Goal 7: Comparative Measure

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

### Method

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

## Results

The 2012 cohort of Excellence Boys sophomores performed above the NY State average in Mathematics and was slightly below the Critical Reading average for all sophomores in NY State.

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

School Year	Number of Students in the 10 <sup>th</sup> Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2011-12						
2012-13	8	8	39.7	41.1	44.8	42.8
2013-14	N/A	N/A	N/A	N/A	N/A	N/A

## Evaluation

The 2012 cohort of Excellence boys exceeded the measure in Mathematics and narrowly underperformed the NY State Critical Reading measure. We continue to provide support for students in critical reading and are aligning curriculum to the common core which we anticipate will result in higher PSAT and SAT scores. We continue to strengthen our students' critical reading skills year by year. Our students continue to exceed measures in Mathematics.

## Additional Evidence

Our 2012 cohort took the PSAT exam as 9<sup>th</sup> graders as well and all elected to re-take the PSAT in the 10<sup>th</sup> grade making significant progress in both critical reading and mathematics. All 8 students were able to improve their scores either in mathematics or critical reading during the second administration of the exam.

### Goal 7: Comparative Measure

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

## Method

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

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

For the ACT include this description: The ACT is a national college admissions and placement examination. Students receive scaled scores in reading, mathematics, English and science. Scaled scores range from 1 to 36 on each section; the school averages the three separate scores to

calculate a student’s composite score. As students may choose to take the test multiple times during the year, the school reposts on only a student’s highest scaled score for each section. The school compares its average to the New York State average for all 12<sup>th</sup> grade (senior) test takers in the given year.

**Results**

This measure does not yet apply, as 2012 is our oldest cohort of Excellence Boys students (they entered 9th grade in 2012-13).

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

School Year	Number of Students in the 12 <sup>th</sup> Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2011-12						
2012-13						
2013-14						

**Evaluation**

This measure does not yet apply, as 2012 is our oldest cohort of Excellence Boys students (they entered 9th grade in 2012-13).

**Additional Evidence**

This measure does not yet apply, as 2012 is our oldest cohort of Excellence Boys students (they entered 9th grade in 2012-13).

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

Each Year, the school will demonstrate the preparation of its students for college through at least one measure of its own design. Insert school-developed measure.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13  
(See below for measures in more recent Plans.)

**Method**

This measure does not apply as Excellence Boys’ first cohort began in 2012.

**Results**

N/A

## Evaluation

N/A

**(S)** The percent of graduating students that meets the state’s aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.

**REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER**

## Method

N/A

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

## Results

This measure does not yet apply, as 2012 is our oldest cohort of Excellence Boys students (they entered 9th grade in 2012-13).

### Percent of Graduates Meeting the Aspirational Performance Measure<sup>37</sup>

Cohort	Charter School	Statewide <sup>38</sup>
2008		35.3
2009		35.3
2010		N/A

## Evaluation

This measure does not yet apply, as 2012 is our oldest cohort of Excellence Boys students (they entered 9th grade in 2012-13).

**(S)** The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the local district.

**REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER**

<sup>37</sup> Schools can retrieve state level graduation rates from the SED’s Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

<sup>38</sup> Statewide results for the 2010 cohort are not yet available.

## Method

In establishing measures to be used by schools, districts and parents to better inform them of the progress of their students, the Regents have also set as an additional aspirational measure of achievement the percent of graduating students who earned a Regents diploma with Advanced Designation (i.e., earned 22 units of course credit; passed seven-to-nine Regents exams with a score of 65 or above; and took advanced course sequences in Career and Technical Education, the arts, or a language other than English).

## Results

This measure does not yet apply, as 2012 is our oldest cohort of Excellence Boys students (they entered 9th grade in 2012-13).

### Percent of Graduates with a Regents Diploma with Advanced Designation<sup>39</sup>

Cohort	Charter School	School District <sup>40</sup>
2008		N/A
2009		N/A
2010		N/A

## Evaluation

This measure does not yet apply, as 2012 is our oldest cohort of Excellence Boys students (they entered 9th grade in 2012-13).

**(§)** Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

## Method

This measure does not yet apply, as 2012 is our oldest cohort of Excellence Boys students (they entered 9th grade in 2012-13).

## Results

N/A.

### Graduates Passing a Course Demonstrating College Preparation

<sup>39</sup> Schools can retrieve information about diplomas conferred from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

<sup>40</sup> District results for the 2009 cohort are not yet available.

Cohort	Number of Graduates	Percent Passing the Equivalent OF a College Level Course <sup>41</sup>
2008	N/A	N/A
2009	N/A	N/A
2010	N/A	N/A

**Evaluation**

N/A

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

Each Year, the school will demonstrate college attendance or achievement through at least one measure of its own design. Insert school-developed measure.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

**(S)** Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

**Method**

This measure does not yet apply, as 2012 is our oldest cohort of Excellence Boys students (they entered 9th grade in 2012-13).

**Results**

N/A

**Evaluation**

N/A

**Summary of the College Preparation Goal**

Our 2012 cohort has exceeded the state average on the PSAT in math and is just below average on critical reading. We continue to bolster critical reading work in all content classes in order to ensure that we reach future measures in this area.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Comparative	Each year, the average performance of students in the 10 <sup>th</sup> grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Achieved in math/ Did Not Achieve

<sup>41</sup> Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

		in Critical Reading
Comparative	Each year, the average performance of students in the 12 <sup>th</sup> grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Not Applicable
	(§) The percent of graduating students that meets the state’s aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.	Not Applicable
	(§) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.	Not Applicable
	(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Not Applicable
	(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Not Applicable

### **Action Plan**

- Excellence Boys will continue to use an academic model that is largely similar to that of grades 5-8, utilizing practices and approaches that have proven effective in producing significant academic gains at the highest-performing urban public schools in the country. Specifically, the high school will focus around:

- A College Preparatory Mission
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- Quarterly Exams will continue to serve as a critical driver of classroom instruction and lesson planning for grades 9-12. The results will provide teachers with ongoing feedback on students’ progress in meeting state standards so they know, at any moment, which students have mastered which skills and which students have not. Armed with this information, teachers will be better prepared to target instruction and make significant content adjustments throughout the year, without waiting for an end-of-year assessment that shows a student in need.
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