

**EXCELLENCE GIRLS
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

By: Stephanie Brown and Ashanti Herndon

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Stephanie Brown, Director of Operations and Ashanti Herndon, Director of Operations, prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

| Trustee's Name | Board Position |
|--------------------------|---|
| Laura Blankfein | Program Cmte; Joint High School Cmte |
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| Joseph Wayland | Finance Cmte |
| Julie Kennedy | Program Cmte |

Stephanie Brown has served as the Director of Operations of the elementary academy since 2012. Ashanti Herndon has served as the Director of Operations of the middle academy since 2013.

INTRODUCTION

Excellence Girls Charter School (Excellence Girls), is an all-girls charter public school, whose mission is to prepare its students to enter, succeed in and graduate from college preparatory high schools and colleges. Excellence Girls was founded in Bedford Stuyvesant, Brooklyn, in August 2009 and has successfully completed its fifth year of operation in June 2014.

Enrollment & Demographics

During the 2013-14 school year, Excellence Girls served 490 scholars in Kindergarten-5th Grade. Seventy-two percent of Excellence Girls students were eligible for free or reduced price lunch. Two percent were English Language Learners. Seven percent were identified as requiring special education services. 90% of Excellence Girls students were African American, 7% were Latina, and 1% were Southeast Asian.

Academic Program

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

In the elementary academy, our students receive 3 hours of literacy instruction, 75 minutes of math instruction, 45 minutes of instruction in social studies or science, 10 minutes of grammar instruction, 45 minutes of writing instruction every day; along with 45 minutes of instruction in fitness, character development, or structured choice time, and 45 minutes of instruction in music, performing arts or art. In addition, scholars in need of extra help to reach proficiency receive 1 hour per week of after school tutoring from their teachers.

At the middle academy, students receive 60 minutes of science, history and writing instruction, daily. They receive intensive ELA instruction with 60 minutes of reading and 30 minutes of small group literacy instruction through our guided reading program. Four days a week, the scholars participate in enrichments that include performing arts, yearbook, dance or art.

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

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

- Students write in every class, and use the Writer’s Workshop method to cultivate creativity and voice.

Learning does not stop after the school day comes to a close. Each scholar, including each Kindergarten scholar, takes home at least 20 minutes of homework which we call Life’s Work, every evening – including weekends and holidays. Families and students are expected to read together for 20 minutes each night and then parents/guardians review and sign each evening’s assignment upon completion.

Character Development Program

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

We provide daily instruction in our Creed Values (courage, tenacity, leadership, excellence, integrity, loyalty, justice, respect, hope, honesty, love, scholarship and sisterhood). Each week ends with a Friday Community Meeting where we celebrate the academic successes of the week through reinforcement and celebration of our Creed Values. Classroom teachers present awards to the scholar in their class who best demonstrated the designated Creed Value of the week at each Community Meeting.

High Behavioral Expectations & Code of Conduct

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

Family Involvement

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

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

School Enrollment by Grade Level and School Year

| School Year | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-------------|----|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| 2009-10 | 87 | 57 | | | | | | | | | | | | 144 |
| 2010-11 | 84 | 86 | 56 | | | | | | | | | | | 226 |
| 2011-12 | 87 | 86 | 86 | 50 | | | | | | | | | | 309 |
| 2012-13 | 79 | 84 | 82 | 81 | 41 | | | | | | | | | 367 |
| 2013-14 | 82 | 84 | 86 | 79 | 77 | 82 | | | | | | | | 490 |

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students at Excellence Girls Charter School will be proficient readers and writers of the English language.

Background

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

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

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

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

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

independently reading during their third reading block. Third and Fourth Graders spend their third reading block independently reading, every day.

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

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

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.¹

Method

The school administered the New York State Testing Program English language arts assessment to students in 3rd through 5th 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 ² | | | Total Enrolled |
|-------|--------------|-------------------------|-----|--------|----------------|
| | | IEP | ELL | Absent | |
| 3 | 79 | 0 | 0 | 0 | 79 |
| 4 | 77 | 0 | 0 | 0 | 77 |
| 5 | 82 | 0 | 0 | 0 | 82 |
| All | 238 | 0 | 0 | 0 | 238 |

¹ 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.

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

Results

The school administered the New York State Testing Program English language arts assessment to students in 3rd-5th grade in April 2014. Each student's raw score has been converted to a grade-specific scaled score and a performance level. This year the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4, which marks that the student is proficient. The percentage of students at Excellence Girls who scored at a Level 3 or 4 is presented in the table below.

**Performance on 2013-14 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

| Grade s | All Students | | Enrolled in at least their Second Year | |
|------------|--------------|------------------|---|------------------|
| | Percent | Number Tested | Percent | Number Tested |
| 3 | 63% | 79 | 62% | 76 |
| 4 | 65% | 77 | 64% | 70 |
| 5 | 34% | 82 | 59% | 36 |
| All | 54% | 238 | 62% | 182 |

Evaluation

With 62% of students scoring at a Level 3 or 4, Excellence Girls 3rd – 5th grade scholars are still working to achieve this measure. In the second year of administration of the New York State Common Core exam in English Language arts Excellence Girls came within 13% points of the absolute measure for ELA. This gap has narrowed from 21% points in 2012-13.

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

- While we began to align our curriculum to Common Core standards in Summer of 2012 there was still a lot of work to be done around our alignment in Informational Reading as well as Social Studies and Science. Over the 2012-13 school year we focused on improving our teaching practice and ensuring that teachers were educated and received professional development on the shift happening with Common Core prior to exams. We look forward to increasing our curricular alignment to the Common Core standards in the coming year.
- Excellence Girls Elementary Academy worked hard in the 2013-14 school year to focus on writing, beginning with teacher practices during writing instruction and teacher feedback on student work after each session. In 2014-15 Excellence Girls will be focusing on providing

this teacher feedback on all work and using the feedback to target specific needs for each scholar in ELA.

- Excellence Girls middle academy will focus on reading comprehension in the 2014-15 school year. Teachers will be working to strengthen close reading instruction and robust questioning in classwork.

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 | 76% | 45 | 55% | 76 | 62% | 76 |
| 4 | N/A | N/A | 56% | 41 | 64% | 70 |
| 5 | N/A | N/A | N/A | N/A | 59% | 36 |
| All | 76% | 45 | 56% | 117 | 62% | 182 |

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Level Index (PLI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.³

Results

Of Excellence Girls Third, Fourth and Fifth Grade students, 37% achieved a Level 2 on the State Exam, 44% achieved a Level 3 and 10% achieved a level 4 on the State Exam. Therefore, Excellence Girls students achieved a Performance Index of 145.

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

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 |
| 238 | 7% | 37% | 44% | 10% |

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 37 & + & 44 & + & 10 & = & 91 \\
 & & & & 44 & + & 10 & = & \underline{54} \\
 & & & & & & \text{PLI} & = & 145
 \end{array}$$

Evaluation

Excellence Girls achieved a Performance Level Index of 145 which exceeds the 2014-14 AMO of 89. Therefore, Excellence Girls achieved this measure.

Goal 1: Comparative Measure

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

Method

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

Results

Excellence Girls Charter School met the comparative goal for all grade levels tested in 2013. In 3rd grade, 62% of Excellence Girls scholars scored at or above Level 3 on the New York State ELA exam, compared to 22% of 3rd grade students in District 16. In 4th grade, 64% of Excellence Girls scholars scored at or above Level 3 on the New York State ELA exam, compared to 20% of 4th grade students in District 16. In 5th grade, 34% of Excellence Girls scholars scored at or above Level 3 on the New York State ELA exam, compared to 20% of the 5th grade students in District 17.

⁴ 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](#).

**2013-14 State English Language Arts Exam
Charter School and District Performance by Grade Level**

| Grade | Percent of Students at Proficiency | | | |
|-------|--|---------------|-----------------------|---------------|
| | Excellence Girls Students In At Least 2 nd Year | | All District Students | |
| | Percent | Number Tested | Percent | Number Tested |
| 3 | 62% | 76 | 22% | 719 |
| 4 | 64% | 70 | 20% | 696 |
| 5 | 59% | 36 | 20% | 1579 |
| All | 62% | 182 | 21% | 3004 |

Evaluation

Excellence Girls Charter School met the comparative goal for all grade levels tested in 2014.

Additional Evidence

Additionally this is the third year that Excellence Girls scholars have achieved this measure. The below table shows Excellence Girls scholars who scored at or above a Level 3 on the New York State ELA exam in 2011-12 and 2012-13 compared to all students in District 16 who scored at or above a Level 3 in 2011-12 and 2012-13 as well as this year's comparison.

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

Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students

| 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 | |
| | Local District | Charter School | Local District | Charter School | Local District | Charter School |
| 3 | 41% | 76% | 13.9% | 55% | 22% | 62% |
| 4 | N/A | N/A | 18.7% | 56% | 20% | 64% |
| 5 | N/A | N/A | N/A | N/A | 20% | 59% |
| All | 41% | 76% | 16.3% | 56% | 21% | 62% |

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁵

Method

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

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

For the 2012-13 School Year, 55% of Excellence Girls 3rd Grade scholars scored at or above a Level 3 on the New York State ELA Exam. It was predicted that 22.4% would score at or above a Level 3 making the difference between the actual percentage and the predicted percentage 33.4%. It was predicted that 22.4% of 4th Grade Scholars would score at or above a Level 3, and 56% actually scored at or above a Level 3. This makes the difference between the actual percentage and the predicted percentage 30.3%. The Effect Size overall is 2.44.

2011-12 English Language Arts Comparative Performance by Grade Level

| Grade | Percent Eligible for Free Lunch | Number Tested | Percent of Students at Levels 3&4 | | Difference between Actual and Predicted | Effect Size |
|-------|---------------------------------|---------------|-----------------------------------|-------------|---|-------------|
| | | | Actual | Predicted | | |
| 3 | | 77 | 55.8 | 22.4 | 33.4 | 2.49 |
| 4 | | 41 | 56.1 | 25.8 | 30.3 | 2.34 |
| All | 73.6 | 118 | 55.9 | 23.6 | 32.3 | 2.44 |

School’s Overall Comparative Performance:

Higher than expected to a large degree

⁵ 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.

Evaluation

With an aggregate Effect Size of 2.44 Excellence Girls 3rd and 4th Grade Scholars exceeded 0.3 and therefore met this measure.

Goal 1: Growth Measure⁶

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score from 2012-13 including students who were retained in the same grade. Students with the same 2012-13 score are ranked by their 2013-14 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

This report contains 2013-14 results, the most recent Growth Model data available.⁷

Results

In 2013-14 the Mean Growth Percentile for Excellence Girls Scholars overall was 57. This is in comparison to the Statewide Median of 50.

2013-14 English Language Arts Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile | |
|-------|------------------------|------------------|
| | School | Statewide Median |
| 3 | N/A | 50.0 |
| 4 | 57 | 50.0 |
| 5 | 57 | 50.0 |
| All | 57 | 50.0 |

Evaluation

Excellence Girls scored a 57 for the Mean Growth Percentile in comparison to the Statewide Median of 50, therefore Excellence Girls met this measure.

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

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

Summary of the English Language Arts Goal

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

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

Since the introduction of the Common Core curriculum, Excellence Girls has been working to strengthen our Reading Instruction and ELA curriculum to align with the new Common Core standards. While our narrative reading has been Common Core aligned, the work that our experienced teachers and instructional leaders have been doing this summer will ensure that our informational reading is also Common Core aligned. In addition there is an increased focus on feedback given to scholars and collecting data from classwork to inform instruction. This will ensure that student performance on the New York State Common Core ELA exam is increased in future years.

Beginning last year, Uncommon Brooklyn Middle School ELA Department Coordinators worked with principals, the Associate Managing Director, and the Director of Staff Development to begin modifying the Uncommon Brooklyn Middle School scope and sequence documents for ELA and Math (and the accompanying Interim Assessments), incorporating many of the Common Core

Learning Standards. In 2013-2014, the Department Coordinators completed the modifications to the Uncommon Brooklyn Middle School ELA and Math scope and sequence documents and Interim Assessments, ensuring that each Common Core Learning Standard is taught and assessed and now have outsourced the creation of the Interim Assessments to an external company that will ensure the tests have no teacher bias, are appropriately rigorous, and well aligned to the Common Core.

In addition, a more rigorous set of grade level common texts was chosen across grades at the end of last year, and Brownsville Collegiate reading teachers (as well as all other Uncommon middle school teachers) will now be teaching these more rigorous texts. For example, several texts were moved down a grade level or two to account for the more rigorous text expectations and texts formerly taught in 8th grade will be taught in 6th. The school has also made adjustments to its guided reading program to maximize that time which is crucial for teachers to be able to work with students at their instructional level. The scheduling of these blocks has been adjusted so that special education teachers are able to work with the school's lowest readers multiple times a day and support more readers across grades. In addition, the school's Principal and Dean of Curriculum and Instruction will be spending more time instructing students through guided reading in order to serve as a model for other teachers to observe.

Finally, professional development and instructional leadership decisions have been made to increase the effectiveness of the ELA program. This year there will be continued PD for all teachers, regardless of the subject they teach, on Evidence Based Questions, interactive reading, Accountable Independent Reading and Habits of Discussion. Nonfiction study will be incorporated into history and science classes on a more regular basis and Instructional Leaders will be planning to co-teach with our most rookie teachers to ensure they have the most effective instruction possible while they learn to become great teachers.

MATHEMATICS

Goal 1: Mathematics

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

Background

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

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

Math Lessons include the following components:

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

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

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

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 mathematics examination for grades 3-8.⁸

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 4th grade in April 2013. 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 Mathematics Exam
Number of Students Tested and Not Tested**

| Grade | Total Tested | Not Tested ⁹ | | | Total Enrolled |
|-------|--------------|-------------------------|-----|--------|----------------|
| | | IEP | ELL | Absent | |
| 3 | 79 | 0 | 0 | 0 | 79 |
| 4 | 77 | 0 | 0 | 0 | 77 |
| 5 | 82 | 0 | 0 | 0 | 82 |
| All | 238 | 0 | 0 | 0 | 238 |

Results

The school administered the New York State Testing Program math assessment to students in 3rd-5th grade in April 2014. Each student’s raw score has been converted to a grade-specific scaled score and a performance level. This year the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4, which marks that the student is proficient. The percentage of students at Excellence Girls who scored at a Level 3 or 4 is presented in the table below.

⁸ 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.

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

**Performance on 2013-14 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

| Grade s | All Students | | Enrolled in at least their Second Year | |
|------------|--------------|------------------|---|------------------|
| | Percent | Number Tested | Percent | Number Tested |
| 3 | 85% | 79 | 84% | 76 |
| 4 | 90% | 77 | 90% | 70 |
| 5 | 49% | 82 | 78% | 36 |
| All | 75% | 238 | 84% | 182 |

Evaluation

With 84% of scholars in 3rd grade in their second year scoring at or above a Level 3 on the New York State Math exam, 90% of 4th grade students in their second year scoring at or above a Level 3 on the New York State Math exam and 78% of 5th grade scholars in at least their second year scoring at or above a Level 3. Excellence Girls scholars exceeded the goal in the 3rd -5th grade .

We are proud of the work our scholars have done this year to meet this measure in the second year of administering the NYS Common Core Exam. In evaluating our middle academy scholars' results we are deploying a new Math curriculum Eureka will help bring all our 5th grade scholars, not just those in at least their second year closer to meeting the 75% goal of proficiency.

Mathematics Performance by Grade Level and School Year

| Grade | Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency | | | | | |
|-------|---|------------------|---------|------------------|---------|------------------|
| | 2011-12 | | 2011-12 | | 2012-13 | |
| | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 3 | 77% | 45 | 64% | 76 | 84% | 76 |
| 4 | N/A | N/A | 73% | 41 | 90% | 70 |
| 5 | N/A | N/A | N/A | N/A | 78% | 36 |
| All | 77% | 45 | 68% | 117 | 84% | 182 |

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.¹⁰

Results

Of Excellence Girls third, fourth and fifth grade students, 16% achieved a Level 2 on the State Exam, 41% achieved a Level 3 and 33% achieved a level 4 on the State Exam. Therefore, Excellence Girls students achieved a Performance Index of 164.

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 |
| 238 | 10% | 16% | 41% | 33% |

$$\begin{array}{rcccccccc} \text{PI} & = & 16 & + & 41 & + & 33 & = & 90 \\ & & & & 41 & + & 33 & = & \underline{74} \\ & & & & & & \text{PLI} & = & 164 \end{array}$$

Evaluation

Excellence Girls achieved a Performance Level Index of 164 which exceeds the 2014-14 AMO of 86. Therefore, Excellence Girls achieved this measure.

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state 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

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

the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.¹¹

Results

Excellence Girls Charter School met the comparative goal for all grade levels tested in 2013. In 3rd grade, 64% of Excellence Girls scholars scored at or above Level 3 on the New York State math exam, compared to 13.9% of 3rd grade students in District 16. In 4th grade, 73% of 4th grade students scored at or above Level 3 on the New York State math exam, compared to 25% of 4th grade students in District 16.

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

| Grade | Percent of Students at Proficiency | | | |
|-------|--|------------------|-----------------------|------------------|
| | Charter School Students In At Least 2 nd Year | | All District Students | |
| | Percent | Number Tested | Percent | Number Tested |
| 3 | 84% | 76 | 21% | 725 |
| 4 | 90% | 70 | 20% | 700 |
| 5 | 78% | 36 | 25% | 1595 |
| All | 84% | 182 | 22% | 3020 |

Evaluation

Excellence Girls Charter School met the comparative goal for all grade levels tested in 2014.

Additional Evidence

Additionally this is the third year that Excellence Girls scholars have achieved this measure. The below table shows Excellence Girls scholars who scored at or above a Level 3 on the New York State Math exam in 2011-12, 2012-13 and 2013-14 compared to all students in District 16 and 17 who scored at or above a Level 3 in 2011-12, 2012-13 and 2013-14.

¹¹ 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](#).

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

| Grade | Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students | | | | | |
|-------|---|----------------|----------------|----------------|----------------|----------------|
| | 2011-12 | | 2012-13 | | 2013-14 | |
| | Charter School | Local District | Charter School | Local District | Charter School | Local District |
| 3 | 77% | 45% | 64% | 13.9% | 84% | 21% |
| 4 | N/A | N/A | 73% | 25% | 90% | 20% |
| 5 | N/A | N/A | N/A | N/A | 78% | 25% |
| All | 77% | 45% | 68% | 19% | 84% | 22% |

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹²

Method

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

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

Results

For the 2012-13 School Year, 65% of Excellence Girls 3rd Grade scholars scored at or above a Level 3 on the New York State Math Exam. It was predicted that 25.8% would score at or above a Level 3 making the difference between the actual percentage and the predicted percentage 39.2%. 73.2%

¹² 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.

of 4th Grade scholars scored at or above a Level 3 on the New York State Math Exam. It was predicted that 31.6% would score at or above a Level 3, making the difference between the actual percentage and the predicted percentage 41.6 percent. Therefore the overall Effect Size is 2.3.

2012-13 Mathematics Comparative Performance by Grade Level

| Grade | Percent Eligible for Free Lunch | Number Tested | Percent of Students at Levels 3&4 | | Difference between Actual and Predicted | Effect Size |
|-------|---------------------------------|---------------|-----------------------------------|-----------|---|-------------|
| | | | Actual | Predicted | | |
| 3 | | 77 | 65.0 | 25.8 | 39.2 | 2.23 |
| 4 | | 41 | 73.2 | 31.6 | 41.6 | 2.43 |
| All | 73.6 | 118 | 67.8 | 27.8 | 40.0 | 2.30 |

| |
|--|
| School's Overall Comparative Performance: |
| Higher than expected to a large degree |

Evaluation

With an aggregate Effect Size of 2.3 Excellence Girls 3rd and 4th Grade Scholars exceeded 0.3 and therefore met this measure in 2012-13.

Goal 1: Growth Measure¹³
 Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 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.

This report contains 2013-14 results, the most recent Growth Model data available.¹⁴

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

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

In 2013-14 the Mean Growth Percentile for Excellence Girls Scholars overall was 64. This is in comparison to the Statewide Median of 50.

2013-14 Mathematics Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile | |
|-------|------------------------|-------------------|
| | School | Statewide Average |
| 3 | N/A | 50.0 |
| 4 | 68 | 50.0 |
| 5 | 59 | 50.0 |
| All | 64 | 50.0 |

Evaluation

Excellence Girls scored a 64 for the Mean Growth Percentile in comparison to the Statewide Median of 50, therefore Excellence Girls met this measure.

Summary of the Mathematics Goal

In all Grades, Excellence Girls met all comparative, absolute and growth measures in 2013-14.

| Type | Measure | Outcome |
|-------------|--|----------|
| Absolute | Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8. | Achieved |
| Absolute | Each year, the school’s aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system. | Achieved |
| Comparative | Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district. | Achieved |
| Comparative | Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 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 | Achieved |

| | | |
|--|---|--|
| | students in grades 4-8 will be above the state’s unadjusted median growth percentile. | |
|--|---|--|

Action Plan

During the 2013-2014 school year Excellence Girls K-4th grade curriculum was adjusted so that it was aligned to Common Core. In addition our math assessments were also revised to ensure that they were more rigorous and Common Core aligned. For the 2013-14 school year, Excellence Girls will continue to revise the curriculum to ensure Common Core alignment.

In addition, math lessons are currently being revised so that student activities more closely align to the objective, and the independent practices are as rigorous as the lessons being taught to students. Finally, scope and sequences are being revised to ensure that math meeting in grades Kindergarten through 2nd grade, and fact practices in grades 3-4 are focused solely on reviewing difficult to master material throughout the school year.

While we were encouraged by the 5th grade performance, the proficiency levels spoke to the need to revise our curriculum by using Eureka math. It follows the focus and coherence of the Common Core State Standards and carefully sequences the mathematical progressions into expertly crafted instructional modules. We, also, hired a math teacher across 5th and 6th grade to administer more small group instruction, which will hopefully help our high level 2 students achieve a level 3.

SCIENCE

Goal 3: Science
Students will demonstrate proficiency in the understanding and application of scientific principles.

Background

Excellence Girls Science curriculum is aligned to the Common Core standards and includes the use of both authentic text such as articles, or passages from non-fiction texts, and the use of text books in class to ensure that students are reading to learn new material presented.

In the 2013-2014 school year, the science curriculum is being updated to become more aligned to Common Core and increase the amount of reading done by students and reduce the amount of reading aloud completed solely by the teacher.

In addition, all science teachers are receiving professional development around best practices in strategies to use in reading, understanding and comprehending informational texts that can be used both in reading and in science.

Goal 3: Absolute Measure

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

Method

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2014. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

In the 2013-14 school year Excellence Girls enrolled scholars in grades Kindergarten through 5th grade. Therefore, Excellence Girls 4th Grade scholars took the 2014 NYS Science exam. 96% of Excellence Girls scholars scored at or above a Level 3 on the 2014 NYS 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 at Proficiency | | | |
|-------|--|---------------|-----------------------|-------------------|
| | Charter School Students In At Least 2 nd Year | | All District Students | |
| | Percent | Number Tested | Percent | Number Tested |
| 4 | 96% | 70 | Not yet Available | Not yet Available |
| 8 | N/A | N/A | N/A | N/A |

Evaluation

With 96% of Excellence Scholars achieving at or above a Level 3 on the NYS Science Exam, we are excited to report that Excellence Girls 4th grade scholars did meet this measure.

Goal 3: Comparative Measure

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

Method

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

Results

The District results from the Science Exam are not yet available. Excellence Girls will update the following chart when the scores are released.

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

| Grade | Percent of Students at Proficiency | | | |
|-------|--|------------------|--|--|
| | Charter School Students In At Least 2 nd Year | | All District Students | |
| | Percent | Number Tested | Percent | Number Tested |
| 4 | 96% | 70 | Results are not yet available | Results are not yet available |
| 8 | N/A | N/A | N/A | N/A |

Evaluation

The District results from the Science Exam are not yet available. Excellence Girls will update the above chart when the scores are released.

Summary of the Science Goal

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

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

| | | |
|-------------|--|--|
| Comparative | Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district. | District results are not yet available |
|-------------|--|--|

Action Plan

Excellence Girls is proud to have met the absolute measure in 2013-14, however we know that there is always room for improvement. In order to improve for the 2014-15 Science State Exam performance next school year Excellence Girls will focus their science instruction in a couple different ways to ensure that curriculum continues to be refined so that it is also aligned to Common Core:

- Increase the use of labs and experiments into science in all grade levels to ensure that students are receiving practice and time to become familiar with the scientific process and the different tools and materials used in experiments
- Increase the focus of writing during science, and use the practices used in writing workshop into our science classes

NCLB

Goal 5: NCLB
The school will make Adequate Yearly Progress.

Goal 5: 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

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

Evaluation

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

NCLB Status by Year

| Year | Status |
|---------|---------------|
| 2010-11 | Good Standing |
| 2011-12 | Good Standing |
| 2012-13 | Good Standing |
| 2012-13 | Good Standing |