

**Excellence Girls  
CHARTER SCHOOL**

**2012-13 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 15, 2013

By: Stephanie Brown

794 Monroe Street, 3<sup>rd</sup> Fl  
Brooklyn, NY 11221  
Ph: 718-638-1875  
F: 718-228-6670

Stephanie Brown, Director of Operations, prepared this 2012-13 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Laura Blankfein	Program Cmte; Finance Cmte
Cecily Carson	Program Cmte
Loren Compton-Williams	Program Cmte; Finance Cmte
Sabrina Dycus	Program Cmte; Finance Cmte
Shakima Jones	Program Cmte (Chair)
Alison Mass	Program Cmte; Finance Cmte
Tony Pasquariello	
Brett Peiser	Governance Cmte; Finance Cmte
Rosa Pizzi	Program Cmte; Governance Cmte
David Saltzman	Board Chair; Governance Cmte (Chair); Finance Cmte
Tokumbo Shobowale	
Chrystal Stokes Williams	Program Cmte; Finance Cmte
Joseph Wayland	Finance Cmte (Chair)

**Celestina De La Garza has served as the Principal since 2009.**

## 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 fourth year of operation in June 2013.

### Enrollment & Demographics

During the 2012-13 school year, Excellence Girls served 376 scholars in Kindergarten-4<sup>th</sup> Grade. Seventy-six percent of Excellence Girls students were eligible for free or reduced price lunch. Two and a half percent were English Language Learners. Six and a half percent were identified as requiring special education services. 91% 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, we not only have a longer school year, but we also have a longer school day that begins at 7:10 AM and ends at 3:50 PM 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.

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.

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-4<sup>th</sup> 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, 1<sup>st</sup>, and 2<sup>nd</sup> grade, and for at least 30 minutes each night starting in 3<sup>rd</sup> 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 our students 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, 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. Teachers send home information about scholars' academic and behavioral performance daily on a behavior log attached to the scholars' Life's Work packet. 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.

### 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

## 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 increased 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.

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 practiced 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 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 Interim Assessments.

Beginning in Summer Staff Training and throughout the school year, our Principal developed and led along with the Director of Staff Development and Dean of Students extensive and intensive professional development workshops in ELA, 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.<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 4<sup>th</sup> 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.

**2012-13 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	77	0	0	0	77
4	41	0	0	0	41
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
All	118	0	0	0	118

<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.

## Results

The school administered the New York State Testing Program Common Core English language arts assessment to students in 3<sup>rd</sup> and 4<sup>th</sup> grade in April 2013. 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. 56% of students in their second year at Excellence Girls scored proficient. Students at Excellence Girls who scored at a Level 3 or 4 are presented in the table below.

**Performance on 2012-13 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	56%	77	55%	76
4	56%	41	56%	41
All	56%	118	56%	117

## Evaluation

With 56% of students scoring at a Level 3 or 4, Excellence Girls 3<sup>rd</sup> and 4<sup>th</sup> Grade scholars are still working to achieve this measure. In the first year of administration of the New York State Common Core exam in English Language arts Excellence Girls came within 20% points of the absolute measure for ELA.

There are a number of reasons as 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 have been taking this summer during professional development 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.

- We have come to understand during the 2012-13 school year that our focus on writing needs to be strengthened, beginning with teacher practices during writing instruction and teacher feedback on student work after each session. We began to roll out changes during the 2012-13 year to improve our writing curriculum, and strongly believe with strengthened written responses more scholars will achieve at or above a Level 3 in the 2013-14 school year.

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. While the scores in 2012-2013 are lower than 2011-12, Excellence Girls 4<sup>th</sup> graders ranked #7 among all NYC Charters, with 56% scoring proficient.

**English Language Arts Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	N/A	N/A	76%	45	55%	76
4	N/A	N/A	N/A	N/A	56%	41
All	N/A	N/A	76%	45	56%	117

**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. 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>

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

## Results

Of Excellence Girls Third and Fourth Grade students, 37% achieved a Level 2 on the State Exam, 47% achieved a Level 3 and 9% achieved a level 4 on the State Exam. Therefore, Excellence Girls students achieved a Performance Index of 149. Because the State Education Department has not yet recalibrated the AMO to align with the new testing program, we cannot evaluate this score.

### English Language Arts 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
118	7%	37%	47%	9%

$$\begin{array}{rcccccccc} \text{PI} & = & 37 & + & 47 & + & 9 & = & 93 \\ & & & & 47 & + & 9 & = & \underline{56} \\ & & & & & & \text{PLI} & = & 149 \end{array}$$

## Evaluation

*The State Education Department has not recalibrated the AMO to align with the new English Language Arts 3-8 testing program*

*Leave Blank*

### 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 Girls Charter School met the comparative goal for all grade levels tested in 2013. In 3<sup>rd</sup> grade, 55% of Excellence Girls scholars scored at or above Level 3 on the New York State ELA exam, compared to 13.9% of 3<sup>rd</sup> grade students in District 16. In 4<sup>th</sup> grade, 56% of excellence Girls scholars scored at or above Level 3 on the New York State ELA exam, compared to 18.7% of 4<sup>th</sup> grade students in District 16.

<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](#).

**2012-13 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	55%	76	13.9%	743
4	56%	41	18.7%	759
All	56%	117	16.3%	1502

**Evaluation**

Excellence Girls Charter School met the comparative goal for all grade levels tested in 2013, outperforming the district by nearly 40 percentage points..

**Additional Evidence**

Despite changes to the NYS ELA testing program, Excellence Girls students achieved this measure for a second year. 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.

**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					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	N/A	N/A	76%	41%	55%	13.9%
4	N/A	N/A	N/A	N/A	56%	18.7%
All	N/A	N/A	76%	41%	56%	16.3%

**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>

<sup>5</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 2012-13 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 table below shows that the school's overall comparative performance is higher than expected. For the 2011-12 School Year, 76% of Excellence Girls 3<sup>rd</sup> Grade scholars scored at or above a Level 3 on the New York State ELA Exam. It was predicted that 47.7% would score at or above a Level 3 making the difference between the actual percentage and the predicted percentage 28.3%. The Effect Size is 1.87.

### **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		50	76.0	47.7	28.3	1.87
All	62.1%	50	76.0	47.7	28.3	1.87

### **School's Overall Comparative Performance:**

**Higher than expected to a large degree**

## Evaluation

With an aggregate Effect Size of 1.87 Excellence Girls 3<sup>rd</sup> Grade Scholars exceeded 0.3 and therefore met this measure.

### **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.

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

## 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.

*The State Education Department has not yet reported schools' mean growth percentiles for the 2012-13 school year.<sup>7</sup>*

## Results

*Leave Blank*

---

<sup>7</sup> See the Guidelines.

### **Summary of the English Language Arts Goal**

Excellence Girls achieved two of the three relevant English Language Arts goals based on results of the 2011-12 and 2012-13 state exams. Excellence Girls Charter School students in all grades achieved all comparative measures. Excellence Girls students are still working toward the absolute measure. We know that we still have a long way to go in terms of absolute performance and that the new rigorous Common Core standards will provide us with an opportunity to work harder to improve student performance in ELA.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
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.	N/A
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.	N/A

### **Action Plan**

Since the introduction of the Common Core curriculum, Excellence Girls has been working to strengthen its 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, teachers and instructional leaders are working to strengthen our writing curriculum so that there is an increased focus on the techniques used to teach writing and so that students are receiving an increased amount of

feedback on their writing. This will ensure that student performance on the New York State Common Core ELA exam is increased in future years.

## **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.

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
- Weekly quizzes

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

At Excellence Girls, 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.

### **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.<sup>8</sup>

## Method

The school administered the New York State Testing Program mathematics assessment to students in 3<sup>rd</sup> through 4<sup>th</sup> 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.

**2012-13 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>9</sup>			Total Enrolled
		IEP	ELL	Absent	
3	77	0	0	0	77
4	41	0	0	0	41
All	118	0	0	0	118

## Results

The school administered the New York State Testing Program Common Core math assessment to students in 3<sup>rd</sup> and 4<sup>th</sup> grade in April 2013. 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. 68% of Excellence Girls students enrolled in at least their second year scored proficient on the ELA exam, with 73% of 4<sup>th</sup> graders scoring proficient.

**Performance on 2012-13 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
------------	--------------	---

<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.

<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.

	Percent	Number Tested	Percent	Number Tested
3	65%	77	64%	76
4	73%	41	73%	41
All	68%	118	68%	117

### Evaluation

With 65% of scholars in 3<sup>rd</sup> grade scoring at or above a Level 3 on the New York State Math exam and 73% of 4<sup>th</sup> grade students scoring at or above a Level 3 on the New York State Math exam, Excellence Girls Scholars are still working to achieve this measure. 4<sup>th</sup> Grade scholars came close to achieving this measure as they were within 2% of the Goal of 75% proficient and advanced.

We are proud of the work our scholars have done this year to come close to meeting this measure in the first year of administering the NYS Common Core Exam. In evaluating our scholars' results we see the success of the new Math Curriculum in our 4<sup>th</sup> grade cohort. We intend to increase the amount of written work happening during math instruction across all grades and include more independent practice with each lesson as these practices were seen more strongly in 4<sup>th</sup> grade than in the 3<sup>rd</sup> grade classes during the 2012-13 school year.

### Additional Evidence

Excellence Girls performed well on the NYS Mathematics assessment in 2011-2012, exceeding the goal of 75% of students reaching proficiency. While the school did not meet or exceed this goal this year, we are confident that our 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.

### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	N/A	N/A	77%	45	64%	76
4	N/A	N/A	N/A	N/A	73%	41
All	N/A	N/A	77%	45	68%	117

#### 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 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

Of Excellence Girls Third and Fourth Grade students, 29% achieved a Level 2 on the State Exam, 40% achieved a Level 3 and 29% achieved a level 4 on the State Exam. Therefore, Excellence Girls students achieved a Performance Index of 167. Because the State Education Department has not yet recalibrated the Annual Measurable Objective to align with the Common Core mathematics exam, we cannot evaluate this PLI in comparison to a statewide bar.

### Mathematics 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
118	3%	29%	40%	29%

$$\begin{array}{rcccccccc} \text{PI} & = & 29 & + & 40 & + & 29 & = & 98 \\ & & & & 40 & + & 29 & = & \underline{69} \\ & & & & & & \text{PLI} & = & 167 \end{array}$$

## Evaluation

*The State Education Department has not recalibrated the AMO to align with the new Mathematics 3-8 testing program*

*Leave Blank*

### 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

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

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

**2012-13 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	64%	76	13.9%	748
4	73%	41	25%	757
All	68%	117	19%	1505

**Evaluation**

Excellence Girls Charter School met the comparative goal for all grade levels tested in 2013. Overall, the school outperformed the district by 49 percentage points and 3<sup>rd</sup> graders exceeded the district’s score by 50 percentage points. While Excellence Girls is still 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.

**Additional Evidence**

Additionally this is the second 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 and 2012-13 compared to all students in District 16 who scored at or above a Level 3 in 2011-12 and 2012-13.

---

<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](#).

Despite changes to the NYS Math exam, Excellence Girls students continue to outperform the district average for math across all grades and have done so for the past three years. The school hopes to bring more students to proficiency using the new Common Core standards during the 2013-14 school year in order to provide a viable program that is truly preparing students for college level mathematics.

**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		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	N/A	N/A	77%	45%	64%	13.9%
4	N/A	N/A	N/A	N/A	73%	25%
All	N/A	N/A	77%	45%	68%	19%

**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.<sup>12</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 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

**Results**

<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.

The chart below displays how Excellence Girls 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. For the 2011-12 School Year, 76% of Excellence Girls 3<sup>rd</sup> Grade scholars scored at or above a Level 3 on the New York State Math Exam. It was predicted that 54.3% would score at or above a Level 3 making the difference between the actual percentage and the predicted percentage 21.7%. Therefore the Effect Size is 1.23.

**2011-12 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		50	76.0	54.3	21.7	1.23
All	62.1%	50	76.0	54.3	21.7	1.23

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

**Evaluation**

With an aggregate Effect Size of 1.23 Excellence Girls 3<sup>rd</sup> Grade Scholars exceeded 0.3 and therefore met this measure in 2011-12.

**Goal 1: 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.

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

*The State Education Department has not yet reported schools' mean growth percentiles for the 2012-13 school year.*

**Results**

*Leave Blank*

**Summary of the Mathematics Goal**

Despite this more rigorous exam, the school met two of its three accountability plan goals. In all Grades, Excellence Girls met all comparative measures in 2012-13. Excellence Girls 3<sup>rd</sup> and 4<sup>th</sup> grade scholars are still working towards the Absolute Measure of 75 percent of all tested students performing at or above a level 3. This year 64% of scholars in 3<sup>rd</sup> and 73% of scholars in 4<sup>th</sup> grade did perform at this level. Scholars in 4<sup>th</sup> grade came close to meeting the actual measure with a difference of only 2%. Additionally, our 3<sup>rd</sup> grade scholars were within 11% of achieving the actual measure as well.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
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.	N/A
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.	N/A

**Action Plan**

During the 2012-2013 school year Excellence Girls 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 2, and fact practices in grades 3-4 are focused solely on reviewing difficult to master material throughout the school year.

## 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 4<sup>th</sup> grade in spring 2013. 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 2012-13 school year Excellence Girls enrolled scholars in grades Kindergarten through 4<sup>th</sup> grade. Therefore, Excellence Girls 4<sup>th</sup> Grade scholars took the 2013 NYS Science exam. 98% of Excellence Girls scholars scored at or above a Level 3 on the 2013 NYS Science exam.

**Charter School Performance on 2012-13 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 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	98%	40	Not yet Available	Not yet Available

**Evaluation**

With 98% of Excellence Scholars achieving at or above a Level 3 on the NYS Science Exam, we are pleased to report that Excellence Girls 4<sup>th</sup> 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.

**2012-13 State Science 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
4	98%	40	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 2012-13, however we know that there is always room for improvement. In order to improve for the 2013-14 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