

**EXCELLENCE BOYS
CHARTER SCHOOL**

**2016-17 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:
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By Felix Li & Tirrell Barronette

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INTRODUCTION

Felix Li (Elementary Academy Director of Operations) and Tirrell Barronette (Middle Academy Director of Operations) prepared this 2016-17 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee Name:	Board Position:
Linton Mann III	Chair
Ekwutozia U. Nwabuzor	Secretary
Joseph F. Wayland	Treasurer
Tony Pasquariello	Vice Chair
Alison Mass	Trustee
Arvind Krishnamurthy	Trustee
Chrystal Stokes Williams	Trustee
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Ian Sacks	Trustee
John Greenstein	Trustee
John Kim	Trustee
Michael Hall	Trustee
Shakima Jones	Trustee
St. Claire Gerald	Trustee
Brett Peiser	Ex-Officio Trustee

Kevin Hall has served as the Principal of the Elementary Academy since 2012 and TS Hoard has served as the Principal of the Middle Academy since 2015.

INTRODUCTION

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

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

In pursuit of this mission, the school successfully completed its thirteenth year of operation in June 2017.

Student Population

During the 2016-17 school year, Excellence Boys' student population consisted of 762 boys in Kindergarten-8th Grade. Of these students, 89% were African American, 6% were Latino and 3% boys were Asian, and 62% were eligible for free or reduced-priced lunch.

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

Alarming, these boys' numbers measured below even the under-performance displayed by their peers in other district schools in Community School District 16.

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

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

Teach Until They Learn

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

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

Even as students leave for the day, the learning continues. Each student, including Kindergarteners, takes home at least 30 minutes of homework in elementary grades to 90-120 minutes of homework in the middle academy every evening. Parents/guardians review and sign each evening's assignment upon completion.

Excellence in Character

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

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

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

Staff

One Lead Teacher and one Teacher are assigned to each K-4 classroom and provide differentiated instruction in small groups and individually. Students in Grades 5-8 get similar differentiated instruction through each classroom's subject teachers in Reading, Writing, Math, Social Studies, and Science. In 2016-17, every teacher held a Bachelor's Degree and 100% either held or were working toward a Master's Degree.

Open Doors

"Open Doors" at Excellence Boys Charter School is a phrase that describes the school's desire to broaden the horizons of its students. It also refers, however, to the school's philosophy in engaging

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the community, particularly families. Excellence Boys has worked toward this goal from the very beginning.

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

In 2016-2017, Excellence Boys hosted monthly Families For Achievement meetings, opportunities for families to gather together to learn more about the school's curriculum and learn ways in which they can extend the classroom through activities at home. Topics of the 2016-2017 Families For Achievement included:

FFA Nights:

- Back to School Night
- Literacy Night
- Math Night
- Family Potlucks
- Family vs. Teacher vs. Scholar Basketball Nights
- Winter Celebrations

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

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

Dissemination

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

In the 2016-2017 school year, Excellence Boys' visitors included:

Camp Robin Hood

Goldman Sachs

The Broad Residency Program

KIPP Regional Operations Leader Cohort

Reverend Clinton Miller of Brown Memorial Baptist Church

INTRODUCTION

Baltimore Collegiate School for Boys

Ingenuity Prep

KIPP: New Jersey

KIPP Montbello Elementary

Boys Prep Bronx Elementary School

Council Member Darlene Mealy

Achievement First Principals in Residence Program

Dr. De La Torre, Superintendent of Secondary Schools with the Ysleta Independent School District

Village Prep Cliffs in Cleveland

The Robin Hood Foundation

Hickey Freeman

Families for Excellent Schools

Relay Graduate School of Education

Accelerate Institute

Epiphany Church Brooklyn

Teach For America New York City

Teach For America National Office

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2003-04										
2004-05	44	44								88
2005-06	44	44	44							132
2006-07	48	46	40	36						170
2007-08	50	50	45	40	36					221
2008-09	75	50	50	43	39	31				288
2009-10	81	75	50	46	41	36	26			355
2010-11	87	86	76	48	46	42	25	20		430
2011-12	87	86	87	71	42	45	35	25	20	498
2012-13	83	85	84	78	67	45	34	31	23	530

ENGLISH LANGUAGE ARTS

2013-14	87	90	84	81	74	75	47	42	36	616
2014-15	93	90	89	87	77	86	76	52	40	690
2015-16	91	90	89	90	84	89	80	72	50	735
2016-17	91	90	90	90	90	89	84	68	70	762

*Data is as of BEDs Day

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

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

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

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

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program English Language Arts assessment to students in 3rd through 8th grade in March 2017. 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 (defined as enrolled by BEDS day of the previous school year).

2016-17 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	87	0	0	0	0	87
4	86	0	0	0	1	87
5	86	0	0	0	1	87
6	84	0	0	0	0	84
7	71	0	0	0	0	71
8	66	0	0	0	2	68
All	480	0	0	0	4	484

RESULTS

On the 2016-17 NYS ELA Exam, 53% of students in their second year at Excellence Boys scored proficient or advanced.

Performance on 2016-17 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	70%	87	71%	78
4	64%	86	66%	79
5	42%	86	38%	80
6	35%	84	33%	73
7	56%	71	54%	64
8	58%	66	57%	65
All	54%	481	53%	439

EVALUATION

In the fifth year of the administration of the NYS Common Core exam in English Language Arts, the school did not meet this measure. It is still the school’s goal to see that at least 75% of students reach proficiency on the Common Core exam, and we are looking forward to implementing a higher

¹ 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.

level of rigor in our English Language Arts classes going forward to better prepare our students to meet this bar.

ADDITIONAL EVIDENCE

Though we saw a drop in scores with the advent of the Common Core English Language Arts exam last year, we feel energized that our students are thriving, as proven by their growth of 8 percentage points as compared to last year’s exam. We look forward to seeing these numbers increase even further in the coming years as we continue to revise curriculum and work to ensure all students are prepared for the rigor of the exams.

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the school’s instructional program.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	41%	82	40%	85	71%	78
4	36%	76	69%	77	66%	79
5	27%	70	36%	47	38%	80
6	30%	61	40%	66	33%	73
7	31%	42	39%	67	54%	64
8	30%	37	37%	49	57%	65
All	33%	368	45%	391	53%	439

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 PLI value that equals or exceeds the 2016-17 English language arts AMO of **111**. 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 200.²

RESULTS

Excellence Boys scored a PLI of 145 in grades K through 8 for the 2016-2017 school year.

English Language Arts 2016-17 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	9%	37%	38%	16%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 37 & + & 38 & + & 16 & = & 91 \\
 & & & & 38 & + & 16 & = & \underline{54} \\
 & & & & & & \text{PLI} & = & 145
 \end{array}$$

EVALUATION

This measure was met. Excellence Boys' PLI exceeded the AMO for ELA of 111 by 34 points.

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 school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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.³

RESULTS

Excellence Boys outperformed Community School District 16 on the English Language Arts exam by 28 percentage points.

2016-17 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 2nd Year	All District Students

² In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

³ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

	Percent	Number Tested	Percent	Number Tested
3	71%	78	31%	522
4	66%	79	30%	553
5	38%	80	25%	497
6	33%	73	13%	390
7	54%	64	20%	395
8	57%	65	28%	370
All	53%	439	25%	2,727

EVALUATION

The school met this measure in all grades.

ADDITIONAL EVIDENCE

Excellence Boys students continue to outperform their district counterparts in English Language Arts across all grades.

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	41%	18%	40%	33%	71%	31%
4	36%	25%	69%	31%	66%	30%
5	27%	11%	36%	26%	38%	25%
6	30%	15%	40%	13%	33%	13%
7	31%	14%	39%	16%	54%	20%
8	30%	18%	37%	24%	57%	28%
All	33%	17%	45%	25%	53%	25%

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

METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. 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 concentration of economically disadvantaged students. The difference between the school’s 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 meaningful 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 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

The table below shows that the school’s overall comparative performance is higher than expected overall.

2015-16 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	75.6	85	40	34.5	5.5	0.32
4	78.8	84	69	31.3	37.7	2.20
5	65.9	56	32	29.4	2.6	0.18
6	58.3	74	36	32.5	3.5	0.24
7	56.2	70	37	34.5	2.5	0.16
8	56.6	50	36	40.3	-4.3	-0.25
All	66.4	419	43.1	33.5	9.5	0.57

School’s Overall Comparative Performance:

Higher than expected to a meaningful degree

EVALUATION

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

ADDITIONAL EVIDENCE

With an increasing enrollment and percent of economically disadvantaged students, Excellence Boys maintained a significant effect size over four years.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	K-8	71.5%	351	33.6	24.5	0.62
2014-15	K-8	70.9%	408	32.6	24.5	0.57

2015-16	K-8	66.4%	419	43.2	33.5	0.57
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Goal 1: Growth Measure⁴

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 2015-16 and also have a state exam score from 2014-15 including students who were retained in the same grade. Students with the same 2014-15 score are ranked by their 2015-16 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.⁵

RESULTS

The table below compares the school’s Mean Growth Percentile with the Statewide Median for the 2015-2016 ELA State Test. Grades 4 and 7 scored above the Statewide Median. The school’s overall Mean Growth Percentile was also greater than 50.

2015-16 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	66.8	50.0
5	0.0	50.0
6	46.8	50.0
7	54.8	50.0
8	28.7	50.0
All	56.5	50.0

EVALUATION

In the fifth year of the administration of the NYS Common Core exam in English Language Arts, the school met this measure overall. We look forward to continue to implement a high level of rigor in our English Language Arts classes in order to better prepare our students in their future.

⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁵ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

ADDITIONAL EVIDENCE

In 2014-2015, we did not meet this measure, so we spent a lot of time examining and analyzing teacher practice and support during the 2015-2016 school year to ensure that we would meet this benchmark. This included better guided reading instruction and building a more cohesive English Language Arts curriculum. We are very excited to see that those efforts paid off and will continue working towards meeting this goal for all grades.

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

Grade	Mean Growth Percentile			
	2013-14	2014-15	2015-16	Statewide Median
4	68.6	47.5	66.8	50.0
5	39.1	30.7	0.0	50.0
6	51.1	48.6	46.8	50.0
7	50.8	53.9	54.8	50.0
8	41.6	45.4	28.7	50.0
All	51.4	45.22	56.5	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Excellence Boys achieved four of the five English Language Arts goals based on results of the 2015-16 and 2016-17 state exams. We are proud that our students continue to outperform the district in all grades in ELA and that the majority of our students are exceeding predicted performance based on free lunch status. However, we know that we still have a long way to go in terms of absolute performance and that the more rigorous common core standards will provide us with an opportunity to work harder to improve student performance in ELA.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2014-15 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
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ACTION PLAN

In 2017-18, Excellence Boys will continue to build on existing strategies and will employ several new initiatives to continue to develop our students’ ELA skills.

- Excellence Boys will continue to improve implementation of the Common Core Standards to develop our scholars’ literacy skills. Teachers will receive targeted professional development in order to improve the effectiveness at implementing the Common Core. Teachers will align assessments and scope & sequence to the Common Score Standards.

- Excellence Boys (K-4) will continue to implement the STEP Assessment, (Strategic Teaching and Evaluation of Progress), a developmental literacy assessment that includes a set of tools tightly aligned with scientifically established benchmarks in reading development. Excellence Boys will again be offering extensive professional development and support to teachers around the STEP Program three times in the 2017-18 school year.

- Excellence Boys K-8 teachers will participate in two full days of training in teaching reading during August PD as well as multiple sessions of literacy PD over the course of the school year.

- Excellence Boys will again administer monthly compositions for all K-4 students to assess writing progress and provide data to drive improvements in writing instruction.

- Excellence Boys will implement monthly data meetings and collaboratively score by grade cohorts in order to norm and assess areas of strength and growth for students.

- Excellence Boys’ K-8 teachers will participate in one full day of training in Writing Instruction during August PD.

- Excellence Boys’ Special Education Teachers will continue to provide literacy intervention for those students in K-8 who need additional help in developing their print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. For this intervention work, Excellence Boys will continue to employ the Wilson Foundations Program Wilson. The Special Education Teachers will continue to receive on-going training and support from the Uncommon Schools Director of Special Education.

•Students in 5th through 8th grade will continue to complete rigorous quarterly written projects with an emphasis on developing ideas, drafting, and critical revision. They will also continue to read, discuss, and write about 7-8 class books annually at or slightly above grade level.

•Students in 5th through 8th grade will engage in more rigorous non-fiction reading in science and history classes to supplement the ELA curriculum.

•5th through 8th Grade students will continue a daily 30 minute block of Independent Reading and a weekly 30 minute block of an ELA Assessment. 7th and 8th Grade scholars will continue engaging in a daily 30 minute Independent Reading block and a 30 minute book club block. Scholars will log their reading growth using the Accelerated Reader program, ensuring that they are reading books in their Zone of Proximal Development and making growth throughout the year.

MATHEMATICS

Goal 2: Mathematics

Goal 2: Mathematics

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

BACKGROUND

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

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

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

Excellence Boys administers quarterly school-designed Interim Assessments in K-8, the results of which are used improve instruction and increase student achievement. In 2016-17, two Academy Principals and two Deans of Curriculum and Instruction helped develop and lead extensive and intensive teacher development sessions.

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in May 2017. 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.

2016-17 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3	87	0	0	0	0	87
4	87	0	0	0	0	87
5	86	0	0	0	1	87
6	83	0	0	0	1	84
7	71	0	0	0	0	71
8	N/A	N/A	N/A	N/A	N/A	N/A
All	414	0	0	0	2	416

RESULTS

On the 2016-17 NY State Math Exam, 65% of students in at least their second year at Excellence Boys scored proficient or advanced.

Performance on 2016-17 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	95%	87	97%	78
4	77%	87	78%	79
5	62%	86	56%	80
6	43%	83	40%	73
7	58%	71	54%	64
8	N/A	N/A	N/A	N/A

⁶ 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.

All	67%	414	65%	374
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EVALUATION

In the fifth year of the administration of the NYS Common Core exam in Math, we met this measure in Grades 3 and 4. However, the school did not meet this measure in Grades 5, 6, and 7. It is still the school's goal to see that at least 75% of students in Grades K -8 reach proficiency on the Common Core exam, and we are looking forward to implementing a higher level of rigor in our Math classes going forward to better prepare our students to meet this bar.

ADDITIONAL EVIDENCE

Excellence Boys has historically performed well on the NYS Mathematics assessments, exceeding the goal of 75% of students reaching proficiency each year prior to the implementation of the Common Core State tests. While the school did not meet or exceed this goal in all grades this year, we are confident that our strong track record in mathematics as well as the deep level of Common Core alignment that our instructional leaders have conducted will help the school demonstrate strong performance going forward. Moreover, we are excited about the progress we have made as a school growing by 3 percentage points in math in the last year.

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the school's instructional program.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	78%	64	67%	85	97%	78
4	76%	58	92%	77	78%	79
5	41%	29	48%	71	56%	80
6	48%	29	58%	66	40%	73
7	62%	26	57%	67	54%	64
8	100%	1	N/A	N/A	N/A	N/A
All	56%	207	65%	366	65%	374

In addition, the school administered the NYS Common Core Algebra Regents for the fourth year in Grade 8 in lieu of the 8th grade State Math exam following guidance from NYSED which allowed students to forego the 8th grade math exam if they took the Regents instead. In only the fourth year of administering the exam, 75% of our 8th graders tested passed. We feel this shows that every year we have with the Common Core curriculum will only make our teachers and cohorts stronger. Additionally, we feel that the Regents results are representative of the strong mathematics instruction students are receiving to help prepare them for college as they are taking these Regents exams in 8th grade instead of waiting for high school which is typical of many students in New York State.

Common Core Algebra Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Year	Number Tested	Percent Passing
2014	35	63%
2015	39	85%
2016	49	73%
2017	67	75%

Goal 2: Absolute Measure

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

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 mathematics AMO of **109**. 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 200.⁷

RESULTS

Excellence Boys scored a PLI of 159 in grades K through 8 for the 2016-2017 school year.

Mathematics 2016-17 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	9	23	34	34

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 23 & + & 34 & + & 34 & = & 91 \\
 & & & & 34 & + & 34 & = & 68 \\
 & & & & & & \text{PLI} & = & 159
 \end{array}$$

⁷ In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

EVALUATION

This measure was met. Excellence Boys' PLI exceeded the AMO for mathematics of 109 by 50 points.

Goal 2: Comparative Measure

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

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. 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.⁸

RESULTS

Excellence Boys' percentage of students scoring proficient or advanced proficient on the NYS Common Core mathematics exam exceeded the percentage of students in Community School District 16 scoring proficient or advanced proficient on the exam in the same grades by 47 percentage points overall.

2016-17 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	97%	78	34%	528
4	78%	79	25%	555
5	56%	80	22%	493
6	40%	73	8%	380
7	54%	64	10%	388
8	N/A	N/A	9%	322
All	65%	374	18%	2,666

EVALUATION

Once again, Excellence Boys met its comparative measure with its percentage of student scoring proficient exceeding the percentage of students in CSD 16 scoring proficient or advanced proficient

⁸ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

across grades 3-8. The percentage of students at Excellence Boys scoring proficient in each grade more than doubled the district percentage in grades 3 through 7. While Excellence Boys is 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

Excellence Boys students continue to outperform their district counterparts in Mathematics across all grades.

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					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	78%	23%	67%	29%	97%	34%
4	76%	22%	92%	25%	78%	25%
5	41%	16%	48%	24%	56%	22%
6	48%	12%	58%	10%	40%	8%
7	62%	11%	57%	13%	54%	10%
8	100%	11%	N/A	17%	N/A	9%
All	56%	16%	65%	21%	65%	18%

Goal 2: Comparative Measure

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

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. 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 concentration of economically disadvantaged students. The difference between the school's 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 meaningful 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 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

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

2015-16 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	75.6	85	67	37.0	30.0	1.48
4	78.8	84	92	34.4	57.6	3.02
5	65.9	83	43	35.6	7.4	0.45
6	58.3	74	57	38.6	18.4	1.06
7	56.2	71	56	34.2	21.8	1.28
8	N/A	N/A	N/A	N/A	N/A	N/A
All	67.6	397	63.4	35.9	27.5	1.48

School's Overall Comparative Performance:

Higher than expected to a large degree

EVALUATION

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

ADDITIONAL EVIDENCE

With an increasing enrollment and percent of economically disadvantaged students, Excellence Boys maintained a significant effect size over four years.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	K-8	71.5%	351	55.3	30.6	1.31
2014-15	K-8	72.3%	370	61.9	32.4	1.57
2015-16	K-8	67.6%	397	63.5	35.9	1.48

Goal 2: Growth Measure⁹

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 2015-16 and also have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2014-15 scores are ranked by their 2015-16 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.¹⁰

The table below compares the school's Mean Growth Percentile with the Statewide Median for the 2015-2016 Math State Test.

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	64.0	50.0
5	25.4	50.0
6	57.7	50.0
7	66.6	50.0
8	0.0	50.0
All	53.2	50.0

EVALUATION

This measure was met when averaged across all grades within the school. Grades 4, 6, and 7 individually met the benchmark.

ADDITIONAL EVIDENCE

Grades 4 and 7 scored above the statewide median for over four years.

Mathematics Mean Growth Percentile by Grade Level and School Year

⁹ See Guidelines for Creating a SUNY Accountability Plan for an explanation.

¹⁰ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

Grade	Mean Growth Percentile			
	2013-14	2015-16	2016-17	Statewide Median
4	66.3	66.4	64.0	50.0
5	35.5	23.1	25.4	50.0
6	46.8	61.0	57.7	50.0
7	62.7	73.8	66.6	50.0
8	45.6	6.0	0.0	50.0
All	51.3	53.8	53.2	50.0

SUMMARY OF THE MATHEMATICS GOAL

While Excellence Boys students have consistently demonstrated strong performance in math, the Common Core standards continue to present a higher level of rigor for our scholars. Despite this more rigorous exam, the school met four of its five accountability plan goals. Student performance in math at Excellence Boys continues to exceed the performance of students in the local district and the performance of similar students across the state based on free lunch eligibility. Unfortunately, the school did not meet its absolute goal this year and will continue to work hard to ensure that our teachers are setting a high rigor bar for our scholars.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2014-15 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

ACTION PLAN

Based on evidence from historical New York State Math Test performance, comparative 2016-2017 Common Core Math Assessment data, TerraNova Second Edition, and the Investigations Curricula, Excellence Boys students have performed well and have validated the school's curriculum implementation. However, the absolute performance across all grades in mathematics on the 2016-17 Common Core Mathematics Exam has demonstrated that we need to put more careful thought into increasing the rigor of the school's math program, particularly around open-ended response questions.

Excellence Boys again benefited from its "Math Meeting" (K-2) in which time is dedicated to reviewing essential background concepts related to math, such as counting, knowing the days of the week, and writing the date. Excellence Boys' math curriculum was further supplemented with exercises in mental computation, graphing, pattern recognition, and money. Excellence Boys' Middle Academy Math curriculum was developed from some of the very best practices and lesson plans from other high achieving charter middle schools. Scholars complete daily Explore problems that expose scholars to more rigorous conceptual problem solving.

- Excellence Boys will continue to offer weekly Math Data Meetings for professional development for K-4 teachers.
- Excellence Boys will improve Math implementation of the Common Core Standards by aligning assessments and scope & sequence to the Common Core.
- All K-4 teachers will receive professional development in using story problems to increase critical thinking in math.
- In K – 4, teachers will implement 20 minutes of Spiral Review based on Data Analysis from the previous day twice per week.
- In 2017-18, Excellence Boys' Middle Academy 5th and 6th grade students will have 90 minutes of daily math instruction, with an emphasis on both procedural fluency and critical thinking around math concepts. All 7th Grade students will have 90 minutes of Pre-Algebra, and 8th Grade students will have 90 minutes of Algebra daily in preparation for the Common Core Algebra Exam at the end of 8th grade. In addition, Middle Academy scholars in need of additional math support will receive an extra 20-30 minutes of Math Lab three or four times per week for extra practice.
- For the 2017-18 school year, Excellence Boys will continue its in-school and after school tutoring program. Students who are identified as at-risk of under-performance will be assigned to after school tutoring for up to two days a week.

SCIENCE

Goal 3: Science

Goal 3: Science

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

BACKGROUND

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

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

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2017. 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 to score at proficiency.

RESULTS

For our 4th grade, 84% of students in at least their second year at EBCS achieved proficiency on the State Science Exam.

In 8th grade, students took the Living Environment Regents instead of the New York State Science exam and 76% scored proficient.

Charter School Performance on 2016-17 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 Proficient	Number Tested	Percent Proficient	Number Tested
4	86%	79	N/A	N/A
8	Students took the Living Environment Regents Exam in lieu of the 8 th Grade State Science Exam and 76% scored proficient.			

EVALUATION

For 4th grade, the goal was met. For 8th grade, the goal was also met.

ADDITIONAL EVIDENCE

Since 2013, Excellence Boys has maintained a high level of performance on the 4th Grade Science State Exam with 86% or higher students scoring at Proficiency. For 8th grade, 76% of students scored proficient on the high school level science exam, which shows that we are preparing our students for science in high school.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2014-15		2015-16		2016-17	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	97%	77	99%	77	86%	79

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 school district of comparison.

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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 school district of comparison.

RESULTS

The district comparative data was not available for the 2016-2017 State Science Exam or Living Environment Regents Exam.

2016-17 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 Proficient	Number Tested	Percent Proficient	Number Tested
4	86%	79	N/A	N/A

EVALUATION

Given the lack of comparative data, an evaluation cannot be made at this time.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
4	97%	N/A	99%	N/A	86%	N/A

SUMMARY OF THE SCIENCE GOAL

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

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

ACTION PLAN

In 2017-18, Excellence Boys will continue to employ our internally created science and social studies programs and extensive hands-on experiments to move students towards competency in the understanding and application of Science and Social Studies.

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

Goal 4: NCLB

Goal 4: NCLB

The school will make Adequate Yearly Progress.

Goal 4: Absolute Measure

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

METHOD

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

RESULTS

For the 2016-2017 school year, Excellence Boys Charter School was found to be in Good Standing

EVALUATION

Excellence Boys has maintained good standing since 2010.

NCLB Status by Year

Year	Status
2014-15	Good Standing
2015-16	Good Standing
2016-17	Good Standing

