

I. SCHOOL INFORMATION AND COVER PAGE

Created Tuesday, July 16, 2013

Updated Wednesday, July 31, 2013

Page 1

1. SCHOOL NAME

(Select School name from dropdown menu; BEDS # appears first)

331600860860 EXCELLENCE BOYS CS-BED STUY

2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 16

4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
225 Patchen Ave. Brooklyn, NY 11217	718-638-1830	718-638-2548	dstuart@excellencecharter.org

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES Contact Name	Donnie Stuart
4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES Title	Director of Operations
4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES Emergency Phone Number (###-###-####)	

5. SCHOOL WEB ADDRESS (URL)

www.excellenceboys.org

6. DATE OF INITIAL CHARTER

2003-06-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2004-08-01 00:00:00

8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2012-13 (as reported on BEDS Day)

(as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2012-13

Check all that apply

• K

• 1

• 2

• 3

• 4

• 5

• 6

• 7

• 8

• 9

10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes/No	Name of CMO/EMO
Yes	Uncommon Schools

10a. Please provide the name and contact information for each of the following individuals who are management level personnel associated with the CMO.

	Name	Work Phone	Alternate Phone	Email Address	Contact this individual also in emergencies
CEO (e.g., network superintendent)	Brett Peiser	[REDACTED]		[REDACTED]	No
CFO (e.g., network CFO)	Carolyn Hack	[REDACTED]		[REDACTED]	No
Compliance Contact	Tara Marlovits	[REDACTED]		[REDACTED]	Yes
Complaint Contact	Tara Marlovits	[REDACTED] 4		[REDACTED]	Yes

11. FACILITIES

Will the School maintain or operate multiple sites?

Yes, 2 sites

12. SCHOOL SITES

Please list the sites where the school will operate in 2013-14.

	Physical Address	Phone Number	District/C SD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	225 Patchen Avenue Brooklyn, NY 11233	(718) 638-1830	CSD 16	K - 8	No	Rent/Lease
Site 2	1485 Pacific Street Brooklyn, NY 11216	(718) 638-1868	CSD 17	9 - 12	No	Rent/Lease
Site 3						

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Samantha Tweedy	[REDACTED]		[REDACTED]
Operational Leader	Donnie Stuart	[REDACTED]		[REDACTED]
Compliance Contact	Tara Marlovits	[REDACTED]		[REDACTED]
Complaint Contact	Tara Marlovits	[REDACTED]		[REDACTED]

12b. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Maya Roth Bisignano	[REDACTED]		[REDACTED]
Operational Leader	Katie Ruddy	[REDACTED]		[REDACTED]
Compliance Contact	Mike D'Auria	[REDACTED]		[REDACTED]
Complaint Contact	Mike D'Auria	[REDACTED]		[REDACTED]

14. Were there any revisions to the school's charter during the 2012-2013 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

Yes

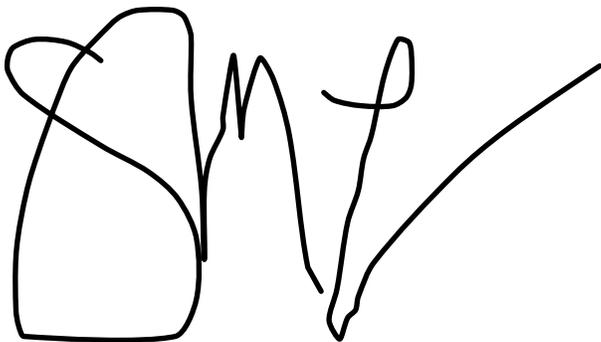
15. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in admissions/enrollment policy	Added a 5th grade lottery, and permitted schools to fill vacant spots at their discretion.		4/1/2013
2				
3				
4				
5				

16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES** if you agree and use the mouse on your PC or the stylus on your mobile device to sign your name).

• Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees

Thank you.

Signature Page for President of Board of Trustees

Created Thursday, July 25, 2013

Updated Thursday, August 01, 2013

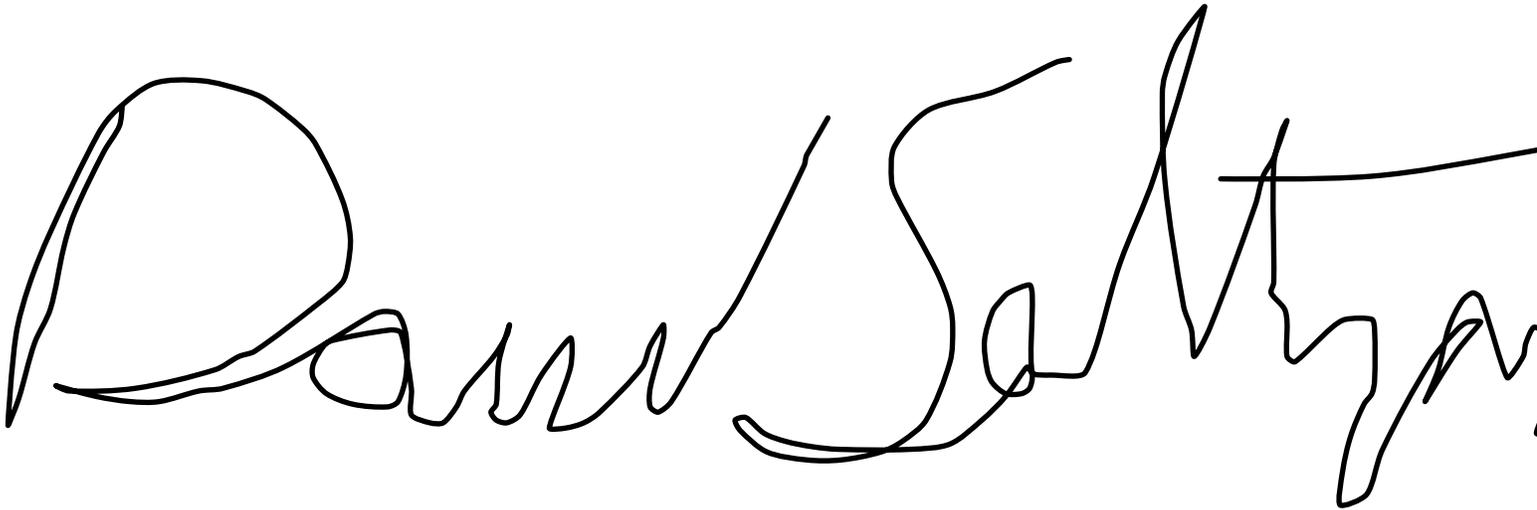
Page 1

331600860860 EXCELLENCE BOYS CS-BED STUY

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- Yes
-

Signature, Board President

A handwritten signature in black ink, appearing to read "Dawn Saltzman". The signature is written in a cursive style with a large initial "D" and a long horizontal line extending from the end of the name.

Thank you.

**EXCELLENCE BOYS
CHARTER SCHOOL**

**2012-13 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 27, 2013

By Donnie Stuart, Felix Li and Samantha Tweedy

225 Patchen Avenue
Brooklyn, NY 11233
P: (718) 638-1830
F: (718) 638-2548
www.excellenceboys.org

Donnie Stuart (Middle Academy Director of Operations), Felix Li (Elementary Academy Director of Operations) and Samantha Tweedy (Head of School) prepared this 2012-13 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee's Name	Board Position
Laura Blankfein	Trustee, Program
Cecily Carson	Trustee, Executive
Loren Compton-Williams	Trustee, Finance
Sabrina Dycus	Trustee, Finance
Shakima Jones	Trustee, None
Alison Mass	Trustee , None
Tony Pasquariello	Trustee, Finance
Brett Peiser	Trustee, Accountability
Rosa Pizzi	Trustee, None
David Saltzman	Chair, Accountability
Tokumbo Shobowale	Trustee, None
Chrystal Stokes Williams	Trustee, Finance
Joseph Wayland	Vice Chair, Finance

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

INTRODUCTION

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

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

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

Student Population

During the 2012-2013 school year, Excellence Boys' student population consisted of 545 boys in Kindergarten-9th Grade. Of these students, 95% were African American, 3% were Latino and 2% were Asian. 70% of Excellence Boys' students were eligible for free or reduced price lunch.

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

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

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

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

Teach Until They Learn

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

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

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

Excellence in Character

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

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

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

Staff

One Lead Teacher and one Teacher are assigned to each K-4 classroom and provide differentiated instruction in small groups and individually. Students in Grades 5-8 get similar differentiated instruction through each classroom's subject teachers in Reading, Writing, Math, Social Studies, and Science. In 2012-13, every teacher held a Bachelor's Degree and 100% either held or were working toward a Masters Degree.

The 2012-13 Excellence teaching staff was diverse: 39% of the staff was male and 53% was African American, Hispanic, or Asian. Both of these figures represent successes in important "hard to staff" demographics.

Open Doors

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

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

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

In 2012-2013, 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 2012-2013 Families For Achievement included:

FIC Nights:

- Literacy Night
- Math Night
- Health and Wellness Night
- Science Expo
- Family vs. Staff vs. Scholar Basketball Nights
- Family vs. Scholar Dodgeball Night
- Family Movie Night

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 4 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 2012-2013 school year, Excellence Boys' visitors included:

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

School Enrollment by Grade Level and School Year

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

*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 Director of Staff Development help develop and lead extensive and intensive professional development to ensure that Excellence Boys’ English Language Arts goals are met.

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program English language arts assessment to students in 3rd through 8th 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 ²			Total Enrolled
		IEP	ELL	Absent	
3	78	0	0	0	78
4	67	0	0	0	67
5	41	0	0	0	41
6	33	0	0	0	33
7	31	0	0	0	31
8	23	0	0	0	23
All	273	0	0	0	273

Results

On the 2012-13 NYS ELA exam, 37% of students in their second year at Excellence Boys scored proficient or advanced.

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

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

**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	45%	78	45%	78
4	40%	67	40%	67
5	22%	41	22%	41
6	30%	33	30%	33
7	39%	31	39%	31
8	39%	23	39%	23
All	37%	273	37%	273

Evaluation

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

Additional Evidence

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

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	65%	48	73%	71	45%	78

4	85%	46	67%	42	40%	67
5	40%	42	64%	45	22%	41
6	72%	25	57%	35	30%	33
7	70%	20	60%	25	39%	31
8			65%	20	39%	23
All	66%	181	66%	238	37%	273

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 200.³

Results

Excellence Boys scored a PI of 116 for the 2012-13 school year. 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
	20%	42%	29%	8%

$$\begin{array}{rcccccc}
 \text{PI} & = & 42 & + & 29 & + & 8 & = & 79 \\
 & & & & 29 & + & 8 & = & \underline{37} \\
 & & & & & & \text{PLI} & = & 116
 \end{array}$$

Evaluation

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

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.⁴

Results

Excellence Boys outperformed Community School District 16 on the first administration of the Common Core English Language Arts exam by 24 percentage points. The school outperformed the district in all grades.

**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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	45%	78	14%	743
4	40%	67	19%	759
5	22%	41	17%	736
6	30%	33	9%	609
7	39%	31	11%	685
8	39%	23	10%	702
All	37%	273	13%	4234

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

Evaluation

The school met this measure in all grades.

Additional Evidence

Despite changes to the NYS ELA testing program, Excellence Boys students continue to outperform their district counterparts in English Language Arts by a significant margin 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 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	65%	39%	73%	41%	45%	14%
4	85%	49%	67%	50%	40%	19%
5	40%	42%	64%	43%	22%	17%
6	72%	26%	57%	28%	30%	9%
7	70%	18%	60%	29%	39%	11%
8			65%	23%	39%	10%
All	66%	36%	66%	36%	37%	13%

Goal 1: Comparative Measure

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

Method

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

⁵ The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

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 overall and when broken down by grade.

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		71	73%	54.9	18.3	1.27	
4		42	67%	58.8	7.9	0.57	
5		45	64%	56.7	9.2	0.65	
6		35	57%	53.2	3.9	0.28	
7		25	60%	49.0	11.0	0.70	
8		20	65%	47.4	17.6	1.17	
All		46.5%	237	66.2	54.4	11.8	0.82

School’s Overall Comparative Performance:
Higher than expected to a large degree

Evaluation

The school met this measure in all grades.

Goal 1: Growth Measure⁶

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade.

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

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.⁷

Results

Leave Blank

Summary of the English Language Arts Goal

Excellence Boys achieved two of the three relevant English Language Arts goals based on results of the 2011-12 and 2012-13 state exams. We are proud that our students continue to outperform the district in all grades in ELA and that 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 new 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.	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

⁷ See the Guidelines.

Action Plan

In 2013-14, 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 2013-14 school year.
- Excellence Boys K-4 teachers will participate in two full days of training in teaching reading during August PD as well as multiple sessions of literacy PD over the course of the school year.
- Excellence Boys will again administer bimonthly compositions for all K-4 students to assess writing progress and provide data to drive improvements in writing instruction.
- Excellence Boys' K-4 teachers will participate in one full day of training in Writing Instruction during August PD.
- Excellence Boys' Special Education Teachers will continue to provide literacy intervention for those students in K-8 who need additional help in developing their print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. For this intervention work, Excellence Boys will continue to employ the Wilson Foundations Program Wilson. The Special Education Teachers will continue to receive on-going training and support from the Uncommon Schools Director of Special Education.
- Students in 5th through 8th grade will continue to complete rigorous quarterly comprehensive 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 which are 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.
- 5th and 6th Grade students will continue a daily 30 minute block of Guided Reading and will add a 30 minute block of Independent Reading. 7th and 8th Grade scholars will continue engaging in a daily 30 minute Independent Reading block.

MATHEMATICS

Goal 2: Mathematics

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

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 55 minute blocks of Pre-Algebra. In Grade 8, students take two 55 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 2012-13, two Academy Principals and a Director of Staff Development 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 3-8.⁸

Method

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

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

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

Grade	Total Tested	Not Tested ⁹			Total Enrolled
		IEP	ELL	Absent	
3	78				78
4	67				67
5	41				41
6	33				33
7	31				31
8	23				23
All	273				273

Results

On the 2012-13 NYS Math exam, 47% of students in their second year at Excellence Boys scored proficient or advanced.

**Performance on 2012-13 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	54%	78	54%	78
4	48%	67	48%	67
5	34%	41	34%	41
6	39%	33	39%	33
7	45%	31	45%	31
8	57%	23	57%	23
All	47%	273	47%	273

Evaluation

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

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

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 2012-13. While the school did not meet or exceed this goal this year, we are confident that our strong track record in mathematics as well as the deep level of Common Core alignment that our instructional leaders have conducted will help the school demonstrate strong performance going forward.

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	83%	48	80%	71	54%	78
4	96%	46	86%	42	48%	67
5	69%	42	76%	45	34%	41
6	100%	25	97%	35	39%	33
7	100%	20	92%	25	45%	31
8			100%	20	57%	23
All	87%	181	86%	238	47%	273

Goal 2: Absolute Measure

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

Method

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

Results

Excellence Boys scored a Mathematics PLI of 137 during the 2012-13 school year. 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.

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

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
273	11%	43%	33%	14%

$$\begin{array}{rcccccccc}
 \text{PI} & = & 43 & + & 33 & + & 14 & = & 90 \\
 & & & & 33 & + & 14 & = & \underline{47} \\
 & & & & & & \text{PLI} & = & 137
 \end{array}$$

Evaluation

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

Leave Blank

Goal 2: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.¹¹

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 34 percentage points overall.

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

**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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	54%	78	14%	748
4	48%	67	25%	757
5	34%	41	17%	740
6	39%	33	8%	611
7	45%	31	4%	694
8	57%	23	6%	696
All	47%	273	13%	4246

Evaluation

Once again, Excellence Boys met its comparative measure with its percentage of student scoring proficient exceeding the percentage of students in CSD 16 scoring proficient or advanced proficient across grades 3-8. The percentage of students at Excellence Boys scoring proficient in each grade was at least double the percentage in the district in all but 4th grade. In grade 8, Excellence Boys' performance exceeded the district's performance by 51 percentage points. While Excellence Boys not satisfied with its performance and hopes to get all students to proficiency as quickly as possible, the school is glad that it is able to offer students a viable alternative to math instruction in the district which is putting far fewer students on a path to mathematics proficiency.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	83%	50.3%	80%	45%	54%	14%
4	96%	54.9%	86%	62%	48%	25%
5	69%	53.2%	76%	57%	34%	17%
6	100%	38.0%	97%	40%	39%	8%
7	100%	35.5%	92%	44%	45%	4%
8			100%	41%	57%	6%
All	87%	47.3%	86%	48%	47%	13%

Goal 2: Comparative Measure

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

Method

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 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 chart below displays how Excellence Boys students in each grade performed compared to students in public schools in New York State with the same grade and a similar population of free-lunch-eligible students. As evidenced in the chart, Excellence Boys students performed much better than predicted in all grades, and had significant positive effect sizes overall and in each grade.

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		71	80.3	60.6	19.7	1.25
4		42	85.8	68.6	17.2	1.15
5		45	75.5	66.1	9.4	0.57
6		35	97.1	62.7	34.4	1.86
7		25	92.0	61.9	30.1	1.66
8		20	100.0	58.0	42.0	2.21
All	46.5%	238	85.7	63.3	22.5	1.32

School's Overall Comparative Performance:

Higher than expected to a large degree.

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

Evaluation

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

Additional Evidence

In addition, the school administered the NYS Integrated Algebra Regents in Grade 8. The results of the Integrated Algebra Regents exam are below. While performance on this goal does not yet apply since 2012 is our oldest cohort of Excellence Boys students (they entered 9th grade in 2012-13), we feel that the Regents results for the 8th grade cohort are representative of the strong mathematics instruction students are receiving to help prepare them for college.

Mathematics Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort

Grade	Cohort Size	Percent at Each Level ¹³				Percent Passing ¹⁴
		Level 1	Level 2	Level 3	Level 4	
8 th	20	9%	17%	61%	13%	74%

Goal 2: Growth Measure¹⁵

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.

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

Results

Leave Blank

¹³ Level 1 = less than 55; Level 2= at least 55, but less than 65; Level 3 at least 65, but less than 85; Level 4 = at least 85.

¹⁴ With a score of at least 65

¹⁵ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

Summary of the Mathematics Goal

While Excellence Boys students have consistently demonstrated strong performance in math, the Common Core standards presented a new level of rigor that fewer students were able to meet this year. Despite this more rigorous exam, the school met two of its three accountability plan goals. Student performance in math at Excellence Boys continues to exceed the performance of students in the local district and the performance of similar students across the state based on free lunch eligibility. The school did not meet its absolute goal this year, however, of at least 75% of students scoring proficient or advanced proficient on the Common Core math exam; 47% of students in at least their second year at Excellence Boys score proficient or advanced.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	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

Based on evidence from historical New York State Math Test performance, comparative 2012-2013 Common Core Math Assessment data, TerraNova Second Edition, Investigations Curricula and its Middle Academy Math Procedures 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 2012-13 Common Core Mathematics Exam has demonstrated that we need to put more careful thought into what we are doing to increase the rigor of the school’s math program.

Excellence Boys again benefited from its “Math Meeting” (K-2) and “Power Up/Fact Practice” (3-4) concept, in which twenty minutes of each day is dedicated to reviewing essential background concepts related to math, such as counting, knowing the days of the week, and writing the date. Excellence Boys’ math curriculum was further supplemented with exercises in mental computation, graphing, pattern recognition, and money. Excellence Boys’ Middle Academy Math curriculum was

developed from some of the some of the very best practices and lesson plans from other high achieving charter middle schools.

- Excellence Boys will continue to offer weekly Math Inquiry Group sessions 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.
- Excellence Boys teachers who plan math instruction will receive training in the Common Core standards for math. All K-4 teachers will receive professional development in using story problems to increase critical thinking in math.
- In 2013-14, Excellence Boys' Middle Academy 5th and 6th grade students will have 90 minutes of daily math instruction, with an emphasis on Math Procedures and Problem Solving to drive both procedural fluency and critical thinking around math concepts. In addition, all 7th Grade students will have 2 hours of Pre-Algebra and 8th Grade students will have 2 hours of Algebra daily in preparation for the Algebra Regents Exam at the end of the year.
- For the 2013-14 school year, Excellence Boys will continue its in-school and after school tutoring program. Students who are identified as at-risk of under-performance will be assigned to after school tutoring for up to two days a week.

SCIENCE

Goal 3: Science

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

Background

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

The Excellence Boys curriculum for Core Knowledge (Science and Social Studies) relies on the Scott Foresman textbook series, which are aligned to NYS standards, and associated multi-media resource materials. Both the Science and Social Studies curricula from Scott Foresman contain teacher-friendly materials with extensive professional development resources. The curricula are highly adaptable so teachers have the freedom and flexibility to modify the curricula based on the needs of their particular students. Each curriculum contains a test-preparation component which is valuable for assessments. Finally, the Science and Social Studies programs provide ample opportunities for integration across all subjects, especially reading and writing.

Goal 3: Absolute Measure

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

Method

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

Results

4th Grade: The vast majority of 4th grade students (97%) achieved proficiency on the State 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 Enrolled in At Least Their Second Year at Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number	Percent	Number	Percent	Number

		Tested		Tested		Tested
4	100%	46	100%	42	97%	67
8	Students took the Living Environment Regents Exam in lieu of the 8 th Grade State Science Exam. Find results for the Living Environment Regents Exam below.					
All	100%	46	100%	42	97%	67

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

Results

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

Grade	Cohort Size	Percent at Each Level ¹⁶				Percent Passing ¹⁷
		Level 1	Level 2	Level 3	Level 4	
8 th	20	0%	9%	61%	30%	91%

Evaluation

This measure was met in both 4th grade and 8th grade.

Goal 3: Comparative Measure

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

Method

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

Results

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

Grade	Percent of Students at Proficiency	
	Charter School Students In At Least 2 nd Year	All District Students

¹⁶ Level 1 = less than 55; Level 2= at least 55, but less than 65; Level 3 at least 65, but less than 85; Level 4 = at least 85.

¹⁷ With a score of at least 65

	Percent	Number Tested	Percent	Number Tested
4	97%	67	N/A	N/A
8	Students took the Living Environment Regents Exam in lieu of the 8 th Grade State Science Exam. Comparative data is not yet available.			

Evaluation

N/A. Comparative data was not available for the 2012-13 State Science Exam or Living Environment Regents Exam.

Summary of the Science Goal

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

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

Action Plan

In 2013-14, Excellence Boys will continue to employ the Scott Foresman Science and Social Studies programs and extensive hands-on experiments to move students towards competency in the understanding and application of Science and Social Studies.

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

NCLB

Goal 4: NCLB

The school will make Adequate Yearly Progress.

Goal 4: Absolute Measure

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

Method

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

Results

For the 2012-13 school year, Excellence Boys Charter School was found to be in Good Standing.

NCLB Status by Year

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

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

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

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

Method

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma; and scoring 75 to meet the college and career readiness standard.¹⁸ This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

Results

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

English Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort¹⁹

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007	N/A	N/A
2008	N/A	N/A
2009	N/A	N/A

Evaluation

N/A

¹⁸ The statewide adaptation of the Common Core State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

¹⁹ Based on the highest score for each student on the English Regents exam

Additional Evidence

As this is Excellence Boys' first year with high school grades, the ELA goals are not yet applicable. However, 79% of Excellence Boys' 9th grade students already received college and career ready score on their New York State Regents English exam (the other 21% received a score between 65 and 75). We expect that we will continue to make progress toward our goal over the next three years by continuing to refine our curriculum and offer supports throughout the school day and after school from peers and staff.

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

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012					14	100%

Goal 1: Absolute Measure

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

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

Method

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

Results

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

English Regents Passing Rate with a Score of 65 (75) among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²⁰

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 (75)
2007	N/A	N/A
2008	N/A	N/A

²⁰ Based on the highest score for each student on the English Regents exam

2009	N/A	N/A
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Evaluation

N/A

Additional Evidence

N/A

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

Method

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

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be its basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2012-13 English language arts AMO of **163**.

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

Results

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

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

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

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

Evaluation

N/A.

Additional Evidence

N/A

Goal 1: Comparative Measure

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

Method

The Charter Schools Institute will conduct a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school's performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the school's actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other high schools with similar economically disadvantaged statistics produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available.

Results

Leave Blank

Goal 1: Comparative Measure

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

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

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given

that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.²¹

Results

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

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

Cohort	Charter School		School District ²²	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2009			N/A	N/A

OR

Evaluation

N/A

Additional Evidence

N/A

Goal 1: Growth Measure

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

Method

This measure will examine the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it will have a mean growth percentile greater than 50.

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

Results

Leave Blank

²¹ The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

²² District results for the 2009 cohort are not yet available.

Summary of the High School English Language Arts Goal ²³

This goal does not yet apply to Excellence Boys since it had its first class of 9th graders in 2012-13. However, in its first administration of the Comprehensive English Regents Exam, 79% of Excellence Boys’ 9th grade students already received a proficient score on their New York State Regents English exam (the other 21% received a score between 65 and 75).

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	N/A
	(\$) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	N/A
	(\$) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	N/A
Comparative	(\$) Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A
Comparative	Each year, the percent to students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2011-12 school district results.)	N/A
	(\$) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2011-12 school district results.)	
Growth	(\$) Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.	N/A

Action Plan

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

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

MATHEMATICS

Goal 2: Absolute Measure

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

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

Method

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

Results

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

**Mathematics Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁵**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007	N/A	N/A
2008	N/A	N/A
2009	N/A	N/A

Evaluation

N/A

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

²⁵ Based on the highest score for each student on the Mathematics Regents exam

Additional Evidence

Even though this goal does not yet apply to Excellence Boys, our students are showing strong progress towards this goal, with 100% of students passing the Integrated Algebra Regents as 8th graders in 2012 and 21% of Excellence Boys' 9th grade students already received a college and career ready score on their New York State Regents Geometry exam (while 50% received a score between 65 and 80) as 9th graders in 2013. We hope to continue to build on these strong results as students encounter more Regents exams in their high school career.

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

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009						
2010						
2011			20	100%		
2012					14	71%

Goal 2: Absolute Measure

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

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

Method

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

Results

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

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

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 (80)
2007	N/A	N/A
2008	N/A	N/A
2009	N/A	N/A

Evaluation

N/A

Additional Evidence

N/A

Goal 2: Absolute Measure

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

Method

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

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be its basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2012-13 mathematics AMO of **142**.

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

Results

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

²⁶ Based on the highest score for each student on the Mathematics Regents exam

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

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

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

Evaluation

N/A

Additional Evidence

N/A

Goal 2: Comparative Measure

(§) Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on a Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.

Method

The Charter Schools Institute will conduct a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school’s performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the school’s actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other high schools with similar economically disadvantaged statistics produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available.

Results

Leave Blank

Goal 2: Comparative Measure

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

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

Method

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

Results

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

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

Cohort	Charter School		School District ²⁸	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007				
2008				
2009			N/A	N/A

OR

**Mathematics Accountability Performance Level (APL)
of Fourth-Year Accountability Cohorts by Charter School and School District²⁹**

Cohort	Charter School		School District ³⁰	
	APL	Cohort Size	APL	Cohort Size
2007	N/A	N/A	N/A	N/A
2008				
2009			N/A	N/A

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

²⁸ District results for the 2009 cohort are not yet available.

²⁹ See page 38 above for an explanation of the APL.

³⁰ District results for the 2009 cohort are not yet available.

Evaluation

N/A

Additional Evidence

N/A

Goal 2: Growth Measure

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

Method

This measure will examine the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it will have a mean growth percentile greater than 50.

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

Results

Leave Blank

Summary of the High School Mathematics Goal³¹

Although our oldest Excellence Boys students only entered 9th grade in 2012-13, 100% have already met the goal of passing a New York State Regents mathematics exam. 100% of the 2012 Accountability Cohort passed the Integrated Algebra Regents in 2012. Additionally, 21% of Excellence Boys’ 9th grade students already received a college and career ready score on their New York State Regents math exam (while 50% received a score between 65 and 80). Our students are already demonstrating competency in the understanding and application of mathematical computation and problem solving.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	N/A
	(§) Each year, 65 percent of students in the high school Accountability	

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

	Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	N/A
	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on a New York State Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A
Comparative	Each year, the percent to students in the high school Accountability Cohort passing a New York State Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2011-12 school district results.)	N/A
	(§) Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2011-12 school district results.)	
Growth	(§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.	N/A

Action Plan

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

SCIENCE

Goal 3: Absolute Measure

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

Method

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

Results

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

**Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort³²**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007	N/A	N/A
2008	N/A	N/A
2009	N/A	N/A

Evaluation

N/A

Additional Evidence

N/A

Goal 3: Comparative Measure

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

Method

³² Based on the highest score for each student on a science Regents exam

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

Results

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

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007	N/A	N/A	N/A	N/A
2008	N/A	N/A	N/A	N/A
2009	N/A	N/A	N/A	N/A

Evaluation

N/A

SOCIAL STUDIES

Goal 4: Social Studies

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

Goal 4: Absolute Measure

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

Method

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

Results

This measure does not yet apply, as 2012 is our oldest cohort of Excellence Boys students (they entered 9th grade in 2012-13). The school did not administer any Regents exams in social studies during the 2012-13 academic year.

**U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort³³**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007	N/A	N/A
2008	N/A	N/A
2009	N/A	N/A

Evaluation

N/A

Additional Evidence

N/A

³³ Based on the highest score for each student on a science Regents exam

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

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009						
2010						
2011						
2012					N/A	N/A

Goal 4: Comparative Measure

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

Method

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

Results

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

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007	N/A	N/A	N/A	N/A
2008	N/A	N/A	N/A	N/A
2009	N/A	N/A	N/A	N/A

Evaluation

N/A

Additional Evidence

The US History Regents was not administered to Excellence Boys 9th graders this year.

Goal 4: Absolute Measure

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

Method

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

Results

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

**Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort³⁴**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007	N/A	N/A
2008	N/A	N/A
2009	N/A	N/A

Evaluation

N/A

Additional Evidence

The Global History Regents was not administered to Excellence Boys 9th graders this year.

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

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009						
2010						
2011						
2012						

³⁴ Based on the highest score for each student on a science Regents exam

HIGH SCHOOL GRADUATION

GOAL 6: HIGH SCHOOL GRADUATION

Students will graduate from high school.

Goal 6: Absolute Measure

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

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

Method

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

Promotion Policies

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

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

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

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

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

Given that Excellence Boys has provided four tiers of scholar support throughout the school year – Weekly Progress Reports, Office Hours, Weekly Check-in Meetings with the Advisor, and Saturday

School – summer coursework for all subjects is the responsibility of the family, both financially and logistically. Subject-area teachers will supply the directions and expectations for summer research projects.

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

Graduation Credit Requirements:

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

Results

Of the 14 Excellence Boys Scholars who completed the 2012-2013 school year at Uncommon Charter High School, 13 have been promoted. All but one of our students in the first Excellence Boys cohort – Accountability Cohort 2012 – passed their academic classes and were promoted to the next grade.

Percent of Students Promoted by Cohort in 2012-13

Cohort Designation	Number in Cohort	Percent promoted
2009		
2010		
2011		
2012	14	93%

Evaluation

The school met this measure, promoting 93% of students within our 2012 cohort, well above the threshold of 75% of students within the cohort promoted.

Additional Evidence

N/A

Goal 6: Absolute Measure

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

Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2013, the 2011 cohort will have completed its second year.

Results

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

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2009	N/A	N/A
2010	N/A	N/A
2011	N/A	N/A

Evaluation

N/A

Additional Evidence

At the end of their first year in high school, the Excellence Boys 2012 Accountability Cohort has already met this measure. Of the 15 students in the cohort, 12 (or 80% of students) have passed three Regents exams (Living Environment, Geometry and Integrated Algebra).

Goal 6: Absolute Measure

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

Method

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

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

Results

N/A

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

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

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

Cohort Designation	Number in Cohort	Percent Graduating
2006	N/A	N/A
2007	N/A	N/A
2008	N/A	N/A

Evaluation

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

Additional Evidence

N/A

Goal 6: Comparative Measure

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

Method

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the local school district³⁵. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

Results

N/A

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

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

Cohort Designation	Charter School		School District ³⁶	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2007	N/A	N/A	N/A	N/A
2008	N/A	N/A	N/A	N/A
2009	N/A	N/A	N/A	N/A

Evaluation

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

Additional Evidence

N/A

Summary of the High School Graduation Goal

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

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

³⁶ District results for the 2009 cohort are not yet available.

	district.	
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Action Plan

- Excellence Boys will continue to use an academic model that is largely similar to that of grades 5-8, utilizing practices and approaches that have proven effective in producing significant academic gains at the highest-performing urban public schools in the country. Specifically, the high school will focus around:
 - A College Preparatory Mission
 - High Standards for Academics and Character
 - A Highly Structured Learning Environment
 - A Longer School Day and A Longer School Year
 - A Focus on Accountability and Data-Driven Instruction
 - A Faculty of Committed and Talented Leaders and Teachers

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

- Quarterly Exams will continue to serve as a critical driver of classroom instruction and lesson planning for grades 9-12. The results will provide teachers with ongoing feedback on students' progress in meeting state standards so they know, at any moment, which students have mastered which skills and which students have not. Armed with this information, teachers will be better prepared to target instruction and make significant content adjustments throughout the year, without waiting for an end-of-year assessment that shows a student in need.
- Excellence Boys Charter School will continue to administer Interim Assessments/Quarterly Exams on a quarterly basis in all five major subjects. Excellence Boys Charter School will continue to modify Interim Assessments/Quarterly Exams, ensuring that they measure student progress with respect to the Common Core Learning Standards.
- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom instruction and provide feedback on instruction. The school's leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers.
- The school's leadership team will continue to review the effectiveness of the school's curriculum and making necessary revisions to increase student achievement.
- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.
- Excellence Boys will continue to offer Regents/AP/SAT preparation classes on Saturdays beginning in the 9th grade.

**SED Report Finance Worksheet
2012-2013**

Instructions: Please fill out yellow cells. Gray cells are formulas and calculate per pupil financial information

**Excellence Boys Charter
School**

Total Expenditures	\$8,344,221
General Admin Expenses	\$1,969,916
Total Total FTE	544
Elementary School FTE	396
Middle School FTE	133
High School FTE	15
Total Expenditures per Pupil	\$15,339
General Admin Expenditures per Pupil	\$3,621

n once the enrollment data is entered

**EXCELLENCE BOYS CHARTER SCHOOL OF
BEDFORD STUYVESANT**

ADVISORY COMMENT LETTER

JUNE 30, 2013



MENGEL METZGER BARR & CO. LLP

Certified Public Accountants



MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

October 18, 2013

To the Board of Trustees
Excellence Boys Charter School of Bedford Stuyvesant

In planning and performing our audit of the financial statements of Excellence Boys Charter School of Bedford Stuyvesant (the “Charter School”) as of and for the year ended June 30, 2013, in accordance with auditing standards generally accepted in the United States of America, we considered the Charter School’s internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Charter School’s internal control. Accordingly, we do not express an opinion on the effectiveness of the Charter School’s internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity’s financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

* * * *

This communication is intended solely for the information and use of management, the audit committee, and others within the organization, and is not intended to be, and should not be, used by anyone other than these specified parties.

We appreciate the outstanding cooperation from your staff that our personnel received during the audit of the Charter School's financial statements. Should you have any questions or comments, please contact Shelby Stenson.

Very truly yours,

Mengel, Metzger, Barr & Co. LLP

MENGEL, METZGER, BARR & CO. LLP

**EXCELLENCE BOYS CHARTER SCHOOL OF
BEDFORD STUYVESANT**

BROOKLYN, NEW YORK

AUDITED FINANCIAL STATEMENTS

OTHER FINANCIAL INFORMATION

**REPORT REQUIRED BY
GOVERNMENT AUDITING STANDARDS**

AND

INDEPENDENT AUDITOR'S REPORTS

JUNE 30, 2013

(With Comparative Totals for 2012)

MMB

MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

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MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Excellence Boys Charter School of Bedford Stuyvesant

Report on the Financial Statements

We have audited the accompanying financial statements of Excellence Boys Charter School of Bedford Stuyvesant, which comprise the statement of financial position as of June 30, 2013 and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Excellence Boys Charter School of Bedford Stuyvesant as of June 30, 2013, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited Excellence Boys Charter School of Bedford Stuyvesant's June 30, 2012 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 18, 2012. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2012 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Report Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 18, 2013 on our consideration of Excellence Boys Charter School of Bedford Stuyvesant's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Excellence Boys Charter School of Bedford Stuyvesant's internal control over financial reporting and compliance.

Mengel, Metzger, Barw & Co. LLP

Rochester, New York
October 18, 2013

EXCELLENCE BOYS CHARTER SCHOOL OF BEDFORD STUYVESANT

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2013

(With Comparative Totals for 2012)

<u>ASSETS</u>	<u>June 30,</u>	
	<u>2013</u>	<u>2012</u>
<u>CURRENT ASSETS</u>		
Cash	\$ 1,402,517	\$ 1,404,988
Grants and other receivables	90,235	190,436
Prepaid expenses and other current assets	<u>6,058</u>	<u>5,047</u>
TOTAL CURRENT ASSETS	1,498,810	1,600,471
 <u>PROPERTY AND EQUIPMENT, net</u>	 <u>244,294</u>	 <u>295,040</u>
TOTAL ASSETS	<u>\$ 1,743,104</u>	<u>\$ 1,895,511</u>
 <u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 285,758	\$ 330,633
Due to related party	<u>24,084</u>	<u>-</u>
TOTAL CURRENT LIABILITIES	309,842	330,633
 <u>NET ASSETS, unrestricted</u>	 <u>1,433,262</u>	 <u>1,564,878</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 1,743,104</u>	<u>\$ 1,895,511</u>

The accompanying notes are an integral part of the financial statements.

EXCELLENCE BOYS CHARTER SCHOOL OF BEDFORD STUYVESANT

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

YEAR ENDED JUNE 30, 2013
(With Comparative Totals for 2012)

	<u>Year ended June 30,</u>	
	<u>2013</u>	<u>2012</u>
Operating revenue and support:		
State and local per pupil operating revenue	\$ 7,707,151	\$ 6,986,429
Federal grants	418,010	395,385
Contributions	334,863	193,133
Other income	34,134	5,834
TOTAL OPERATING REVENUE AND SUPPORT	<u>8,494,158</u>	<u>7,580,781</u>
Expenses:		
Program services - education	7,514,572	6,577,539
General and administrative	1,111,202	861,369
TOTAL EXPENSES	<u>8,625,774</u>	<u>7,438,908</u>
CHANGE IN NET ASSETS	(131,616)	141,873
Unrestricted net assets at beginning of year	<u>1,564,878</u>	<u>1,423,005</u>
UNRESTRICTED NET ASSETS AT END OF YEAR	<u>\$ 1,433,262</u>	<u>\$ 1,564,878</u>

The accompanying notes are an integral part of the financial statements.

EXCELLENCE BOYS CHARTER SCHOOL OF BEDFORD STUYVESANT

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2013
(With Comparative Totals for 2012)

	Program services - education	General and administrative	Total	
			Year ended June 30,	
			2013	2012
Salaries	\$ 4,735,561	\$ 541,367	\$ 5,276,928	\$ 4,651,893
Payroll taxes and employee benefits	785,783	88,199	873,982	761,113
Repairs and maintenance	54,393	-	54,393	65,299
Textbooks	137,284	-	137,284	40,812
Instructional supplies and assessments	186,513	-	186,513	149,885
Computer and technology supplies	150,794	-	150,794	172,686
Student enrichment and services	255,565	-	255,565	203,228
Professional development	268,031	-	268,031	223,257
Professional services	-	28,930	28,930	20,948
Telephone	-	85,291	85,291	74,775
Occupancy	18,181	-	18,181	-
Insurance	-	75,561	75,561	66,789
Management fees	687,248	121,279	808,527	728,799
Office expense	60,537	123,076	183,613	147,961
Depreciation and amortization	99,689	17,593	117,282	113,848
Bad debt expense	74,993	-	74,993	-
Other	-	29,906	29,906	17,615
	<u>\$ 7,514,572</u>	<u>\$ 1,111,202</u>	<u>\$ 8,625,774</u>	<u>\$ 7,438,908</u>

The accompanying notes are an integral part of the financial statements.

EXCELLENCE BOYS CHARTER SCHOOL OF BEDFORD STUYVESANT

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2013
(With Comparative Totals for 2012)

	<u>Year ended June 30,</u>	
	<u>2013</u>	<u>2012</u>
<u>CASH FLOWS - OPERATING ACTIVITIES</u>		
Change in net assets	\$ (131,616)	\$ 141,873
Adjustments to reconcile change in net assets to net cash provided from operating activities:		
Depreciation and amortization	117,282	113,848
Bad debt expense	74,993	-
Changes in certain assets and liabilities affecting operations:		
Grants and other receivables	25,208	81,793
Prepaid expenses and other current assets	(1,011)	53,721
Accounts payable and accrued expenses	(44,875)	124,111
Due to related party	24,084	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	64,065	515,346
<u>CASH FLOWS - INVESTING ACTIVITIES</u>		
Purchases of property and equipment	(66,536)	(87,905)
NET CASH USED FOR INVESTING ACTIVITIES	(66,536)	(87,905)
NET (DECREASE) INCREASE IN CASH	(2,471)	427,441
Cash at beginning of year	1,404,988	977,547
CASH AT END OF YEAR	<u>\$ 1,402,517</u>	<u>\$ 1,404,988</u>

The accompanying notes are an integral part of the financial statements.

EXCELLENCE BOYS CHARTER SCHOOL OF BEDFORD STUYVESANT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2013 AND 2012

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The Charter School

Excellence Boys Charter School of Bedford Stuyvesant (the “Charter School”), is an educational corporation that commenced operating as a charter school in the borough of Brooklyn, New York City in July 2004. On February 19, 2010, the Charter School amended the provisional charter granted by the Board of Regents of the University of the State of New York which is valid for a term of five years and renewable upon expiration.

The Charter School’s mission is to prepare students to enter, succeed in and graduate from outstanding college preparatory high schools and colleges.

Financial Statement presentation

The financial statements of the Charter School have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America (GAAP). The Charter School reports information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets and permanently restricted net assets.

These classes of net assets are defined as follows:

Permanently restricted – Net assets resulting from contributions and other inflows of assets whose use by the Charter School is limited by donor-imposed stipulations that neither expire by passage of time nor can be fulfilled or otherwise removed by actions of the Charter School. The Charter School had no permanently restricted net assets at June 30, 2013 or 2012.

Temporarily restricted – Net assets resulting from contributions and other inflows of assets whose use by the Charter School is limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of the Charter School pursuant to those stipulations. The Charter School had no temporarily restricted net assets at June 30, 2013 or 2012.

Unrestricted – The net assets over which the Governing Board has discretionary control to use in carrying on the Charter School’s operations in accordance with the guidelines established by the Charter School. The Board may designate portions of the current unrestricted net assets for specific purposes, projects or investment.

Revenue and support recognition

Revenue from state and local governments resulting from the Charter School’s charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement.

Revenue from federal, state and local government grants and contracts are recorded by the Charter School when qualifying expenditures are incurred and billable.

EXCELLENCE BOYS CHARTER SCHOOL OF BEDFORD STUYVESANT

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2013 AND 2012

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES,

Cont'd

Contributions

Contributions received are recorded as unrestricted, temporarily or permanently restricted support depending on the existence of any donor restrictions. A contribution that is received and expended in the same year for a specific purpose is classified as unrestricted revenue.

Contributions are recorded as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities and changes in net assets as net assets released from restrictions.

Cash

Cash balances are maintained at a financial institution located in New York and are insured by the FDIC up to \$250,000 at the institution. In the normal course of business, the cash account balances at any given time may exceed insured limits. However, the Charter School has not experienced any losses in such accounts and does not believe it is exposed to any significant risk in cash.

Grants and other receivables

Grants and other receivables are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts based on its assessment of the current status of individual receivables from grants, agencies and others. Balances that are still outstanding after management has used reasonable collection efforts are written off against the allowance for doubtful accounts. There was no allowance for doubtful accounts at June 30, 2013 or 2012.

Property and equipment

Property and equipment are recorded at cost. Depreciation is computed using the straight-line method on a basis considered adequate to depreciate the assets over their estimated useful lives, which range from three to ten years.

Tax exempt status

The Charter School is a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code and applicable state regulations and, accordingly, is exempt from federal and state taxes on income.

The Charter School has filed for and received income tax exemptions in the jurisdictions where it is required to do so. The Charter School files the Form 990 tax returns in the U.S. federal jurisdiction. With few exceptions, as of June 30, 2013, the Charter School is no longer subject to U.S. federal income tax examinations by tax authorities for the years ended prior to June 30, 2010. The tax returns for the years ended June 30, 2010 through June 30, 2013 are still subject to potential audit by the IRS. Management of the Charter School believes it has no material uncertain tax positions and, accordingly it has not recognized any liability for unrecognized tax benefits.

EXCELLENCE BOYS CHARTER SCHOOL OF BEDFORD STUYVESANT

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2013 AND 2012

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES,

Cont'd

Contributed services

The Charter School receives contributed services from volunteers to develop its academic program and to serve on the Board of Trustees. These services are not valued in the financial statements because they do not require "specialized skills" and would typically not be purchased if they were not contributed.

In-kind contributions

Gifts and donations other than cash are recorded at fair value at the date of contribution. The Charter School received in-kind contributions of textbooks totaling \$35,732 in the year ended June 30, 2013 and are included in other income in the accompanying statement of activities and changes in net assets for the year ended June 30, 2013.

Use of estimates in the preparation of financial statements

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Comparatives for year ended June 30, 2012

The financial statements include certain prior year summarized comparative information in total but not by functional classification. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Charter School's financial statements for the year ended June 30, 2012, from which the summarized information was derived.

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 18, 2013, which is the date the financial statements are available to be issued. No subsequent events requiring disclosure were noted.

EXCELLENCE BOYS CHARTER SCHOOL OF BEDFORD STUYVESANT

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2013 AND 2012

NOTE B: RELATED PARTY TRANSACTIONS

From inception, the Charter School has been assisted in the pursuit of its educational goals by Uncommon Schools, Inc. (“USI”) and its affiliate, Excellence Academies Foundation, Inc. (“EAF”). USI, a not-for-profit organization dedicated to helping start and run charter schools, provides management and other administrative support services to the Charter School.

USI and EAF raised the initial funding to plan the Charter School and to ensure and finance both the temporary and permanent facilities.

The Charter School entered into a five year agreement with USI, dated July 1, 2005, revised with a five year agreement dated September 26, 2006 and subsequently renewed for an additional five years beginning July 1, 2012, under which the Charter School pays USI a service fee of a set percentage of the average number of students enrolled at the Charter School during the school year multiplied by the approved per pupil operating expense for the school year, and a percentage of all other public entitlement funding receivable during the school year, excluding in-kind contributions and funds from competitive public grants. This percentage is fixed at 10% for the 2010 through 2014 fiscal years and then decreases to 9.5% and 9.0% for the 2015 and 2016 fiscal years, respectively. The fee incurred for the years ended June 30, 2013 and 2012 was approximately \$809,000 and \$729,000, respectively. At June 30, 2013 and 2012, approximately \$127,000 and \$72,000, respectively, are included in accounts payable relating to USI and approximately \$5,000 is included in accounts receivable relating to USI at June 30, 2013.

The Charter School is related to Excellence Girls Charter School through common Board representation. As neither of the schools have an economic interest in the net assets of the other, the facts do not require consolidation of this school with the Charter School in accordance with GAAP.

The Charter School entered into an operating lease for office and instructional space with EAF on May 15, 2006. The agreement requires the Charter School to make an annual rental payment of \$1 per year beginning July 1, 2006. EAF has entered into a sales transaction with the Board of Education to purchase the building, at which time the Board of Education would enter into a lease agreement with the Charter School to lease the facility for \$1 annually for up to 99 years. As of the date of the financial statements, this transaction has not been completed and, therefore, EAF continues to own the building and is continuing to lease the space to the Charter School for \$1 annually based on a verbal agreement.

In December 2011, the Charter School entered into a memorandum of understanding with Williamsburg Collegiate Charter School and Kings Collegiate Charter School (“Kings”) to co-locate in a shared high school beginning in the 2012 – 2013 school year. Kings is the funding agent for the shared high school and expenses are allocated among applicable schools based on full time equivalent numbers. At June 30, 2013 there were certain related party payables valued at approximately \$24,000 due to Kings as a result of shared facilities.

EXCELLENCE BOYS CHARTER SCHOOL OF BEDFORD STUYVESANT

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2013 AND 2012

NOTE C: SCHOOL FACILITY

The Charter School's high school occupies space with a related charter school per a verbal agreement with a third party at no charge. At June 30, 2013, the Charter School paid certain utility and maintenance services on a square footage basis amounting to approximately \$18,200.

NOTE D: PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

	<u>June 30,</u>	
	<u>2013</u>	<u>2012</u>
Furniture and fixtures	\$ 82,171	\$ 72,046
Computers and software	499,521	445,081
Leasehold improvements	<u>453,203</u>	<u>451,232</u>
	1,034,895	968,359
Less accumulated depreciation and amortization	<u>790,601</u>	<u>673,319</u>
	<u>\$ 244,294</u>	<u>\$ 295,040</u>

NOTE E: RETIREMENT PLAN

The Charter School sponsors a defined contribution 403(b) plan covering most employees. The Charter School matches employee's contributions up to the lesser of 3% of gross pay or \$3,500. The Charter School's total contribution to the Plan for the years ended June 30, 2013 and 2012 approximated \$70,600 and \$64,600, respectively.

NOTE F: OPERATING LEASES

The Charter School leases office equipment under non-cancelable lease agreements expiring through April 2018. Lease expense was \$71,220 and \$54,240 for the years ended June 30, 2013 and 2012, respectively. The future minimum payments on these agreements are as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2014	\$ 113,764
2015	97,959
2016	89,677
2017	58,290
2018	<u>42,698</u>
	<u>\$ 402,388</u>

EXCELLENCE BOYS CHARTER SCHOOL OF BEDFORD STUYVESANT

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2013 AND 2012

NOTE G: CONTINGENCY

Certain grants and contracts may be subject to audit by funding sources. Such audits might result in disallowance of costs submitted for reimbursement by the Charter School. Management is of the opinion that such disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

NOTE H: CONCENTRATIONS

At June 30, 2013 and 2012, approximately 35% and 25%, respectively, of accounts receivable are due from New York State. At June 30, 2013 and 2012, approximately 37% and 47%, respectively, of receivables are due from a grantor. At June 30, 2013 and 2012, approximately 14% and 23%, respectively, of receivables are due from New York City.

During the years ended June 30, 2013 and 2012, 91% and 92%, respectively, of total operating revenue and support came from per-pupil funding provided by New York State. The per-pupil rate is set annually by the State based on the school district in which the Charter School is located.

EXCELLENCE BOYS CHARTER SCHOOL OF BEDFORD STUYVESANT

OTHER FINANCIAL INFORMATION



MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

INDEPENDENT AUDITOR'S REPORT ON OTHER FINANCIAL INFORMATION

Board of Trustees
Excellence Boys Charter School of Bedford Stuyvesant

We have audited the financial statements of Excellence Boys Charter School of Bedford Stuyvesant as of and for the year ended June 30, 2013, and we have issued our report thereon dated October 18, 2013, which contained an unmodified opinion on those financial statements. Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The 2013 financial information hereinafter is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements for the year ended June 30, 2013, as a whole.

Mengel, Metzger, Barr & Co. LLP

Rochester, New York
October 18, 2013

EXCELLENCE BOYS CHARTER SCHOOL OF BEDFORD STUYVESANT

SCHEDULE OF ELEMENTARY SCHOOL, MIDDLE SCHOOL AND HIGH SCHOOL ACTIVITIES

YEAR ENDED JUNE 30, 2013

	<u>Elementary School</u>	<u>Middle School</u>	<u>High School</u>	<u>Total</u>
State and local per pupil operating revenue	\$ 5,663,727	\$ 1,845,795	\$ 197,629	\$ 7,707,151
Federal grants	316,107	89,132	12,771	418,010
Contributions	3,231	268,577	63,055	334,863
Other income	<u>34,714</u>	<u>(602)</u>	<u>22</u>	<u>34,134</u>
TOTAL OPERATING REVENUE AND SUPPORT	6,017,779	2,202,902	273,477	8,494,158
Salaries	3,368,203	1,763,996	144,729	5,276,928
Payroll taxes and employee benefits	575,113	275,302	23,567	873,982
Repairs and maintenance	27,009	6,865	20,519	54,393
Textbooks	127,780	5,557	3,947	137,284
Instructional supplies and assessments	152,113	32,806	1,594	186,513
Computer and technology supplies	107,355	35,643	7,796	150,794
Student enrichment and services	181,415	69,481	4,669	255,565
Professional development	194,472	68,171	5,388	268,031
Professional services	19,482	8,671	777	28,930
Telephone	68,727	13,215	3,349	85,291
Occupancy	-	-	18,181	18,181
Insurance	53,415	17,805	4,341	75,561
Management fees	594,416	193,291	20,820	808,527
Office expense	134,121	39,767	9,725	183,613
Depreciation and amortization	57,148	59,004	1,130	117,282
Bad debt expense	41,457	33,536	-	74,993
Other	<u>23,261</u>	<u>6,166</u>	<u>479</u>	<u>29,906</u>
TOTAL EXPENSES	<u>5,725,487</u>	<u>2,629,276</u>	<u>271,011</u>	<u>8,625,774</u>
CHANGE IN NET ASSETS	<u>\$ 292,292</u>	<u>\$ (426,374)</u>	<u>\$ 2,466</u>	<u>\$ (131,616)</u>

EXCELLENCE BOYS CHARTER SCHOOL OF BEDFORD STUYVESANT

REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS



MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

Board of Trustees
Excellence Boys Charter School of Bedford Stuyvesant

We have audited in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Excellence Boys Charter School of Bedford Stuyvesant, which comprise the statement of financial position as of June 30, 2013, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements and have issued our report thereon dated October 18, 2013.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Excellence Boys Charter School of Bedford Stuyvesant internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Excellence Boys Charter School of Bedford Stuyvesant internal control. Accordingly, we do not express an opinion on the effectiveness of Excellence Boys Charter School of Bedford Stuyvesant internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Excellence Boys Charter School of Bedford Stuyvesant financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of Excellence Boys Charter School of Bedford Stuyvesant in a separate letter dated October 18, 2013.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Restricted Use

This report is intended solely for the information and use of the Board of Trustees, management, federal, state and local awarding agencies, the State University of New York, the New York State Education Department and others within the Charter School and is not intended to be and should not be used by anyone other than these specified parties.

Mengel, Metzger, Barw & Co. LLP

Rochester, New York
October 18, 2013



Charter Schools Institute
The State University of New York

Directions:

- The file has two tabs: "Info Tab" and "Dashboard"
- Enter in the number fassigned to your selected school from the table at right in the **first green** cell below. Once entered, that school's information will populate the Dashboard Tab with the school name at the top.
- To add a comparison school, enter the assigned number for the school or region in the **second green** cell.
- To aid you in identifying comparable schools, the table at right contains key school information that shows region, grades served and enrollment as of 2009-10, years of existence, management/partner organization or not and facility type. If you do not want to use the comparison tool simply leave the second green cell blank.

ENTER SCHOOL CODE	SCHOOL or NETWORK
27	
COMPARABLE SCHOOL, REGION or NETWORK*	
1000	

* Comparable School or Region is for Graphical Analysis Only (Graphs 5 thru 8)

School Code	School	Region	Grades Served	Actual Enrollment	Years of Operation	Management or Partner Organization
		1001 - NYC/Long Island Upstate NY 1003 - Western & Central NY	As of 2011-12	For 2011-12	Including 2011-12	* Denotes a For Profit Organization
1		1001	Err:510	Err:510	3	
2		1002	Err:510	Err:510	8	
3		1001	Err:510	Err:510	4	
4		1001	Err:510	Err:510	6	
5		1001	Err:510	Err:510	2	
6		1002	Err:510	Err:510	6	
7		1002	Err:510	Err:510	2	
8		1002	Err:510	Err:510	7	
9		1001	Err:510	Err:510	12	
10		1002	Err:510	Err:510	11	
11		1001	Err:510	Err:510	4	
12		1002	Err:510	Err:510	2	
13		1002	Err:510	Err:510	2	
14		1001	Err:510	Err:510	9	
15		1001	Err:510	Err:510	8	
16		1001	Err:510	Err:510	12	
17		1001	Err:510	Err:510	2	
18		1001	Err:510	Err:510	9	
19		1001	Err:510	Err:510	3	
20		1001	Err:510	Err:510	3	
21		1003	Err:510	Err:510	9	
22		1001	Err:510	Err:510	12	
23		1001	Err:510	Err:510	12	
24		1001	Err:510	Err:510	2	
25		1001	Err:510	Err:510	2	
26		1003	Err:510	Err:510	12	
27		1001	Err:510	Err:510	8	
28		1001	Err:510	Err:510	3	
29		1001	Err:510	Err:510	11	
30		1001	Err:510	Err:510	7	
31		1001	Err:510	Err:510	3	
32		1001	Err:510	Err:510	8	
33		1001	Err:510	Err:510	4	
34		1002	Err:510	Err:510	4	
35		1001	Err:510	Err:510	12	
36		1001	Err:510	Err:510	11	
37		1001	Err:510	Err:510	7	
38		1001	Err:510	Err:510	4	
39		1001	Err:510	Err:510	4	
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51		1001	Err:510	Err:510	1	
52		1003	Err:510	Err:510	12	
53		1001	Err:510	Err:510	5	
54		1001	Err:510	Err:510	9	
55		1002	Err:510	Err:510	7	
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57		1001	Err:510	Err:510	3	
58		1001	Err:510	Err:510	2	
59		1001	Err:510	Err:510	0	
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63		1003	Err:510	Err:510	3	
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65		1003	Err:510	Err:510	7	
66		1001	Err:510	Err:510	10	
67		1001	Err:510	Err:510	12	
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69		1003	Err:510	Err:510	12	
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71		1003	Err:510	Err:510	6	
72		1002	Err:510	Err:510	3	
73		1003	Err:510	Err:510	2	
74		1001	Err:510	Err:510	7	

75		1001	Err:510	Err:510	1
76		1001	Err:510	Err:510	1
77		1001	Err:510	Err:510	1
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81		1001	Err:510	Err:510	1
82		1001	Err:510	Err:510	1
83		1001	Err:510	Err:510	1
84		1003	Err:510	Err:510	1
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102		1001	Err:510	Err:510	0
103		1001	Err:510	Err:510	0
1000				Err:510	
1001				Err:510	
1002					
				Err:510	
1003				Err:510	
1010				Err:510	
1011				Err:510	
1012				Err:510	
1013				Err:510	
1014				Err:510	
1015				Err:510	
1016				Err:510	
1017				Err:510	
1018				Err:510	
1019				Err:510	
1020					0

Facilities	
- Free/Public	-
Private	-
Combination	-



Err:511

SCHOOL INFORMATION

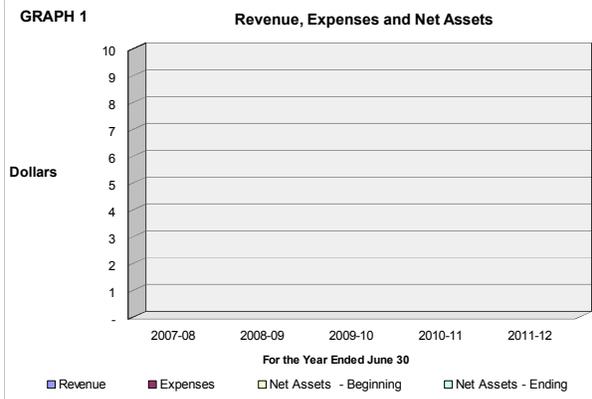
FINANCIAL POSITION	2007-08	2008-09	2009-10	2010-11	2011-12
Assets					
Current Assets					
Cash and Cash Equivalents - GRAPH 2	Err:511	Err:511	Err:511	Err:511	Err:511
Grants and Contracts Receivable	Err:511	Err:511	Err:511	Err:511	Err:511
Accounts Receivable	Err:511	Err:511	Err:511	Err:511	Err:511
Prepaid Expenses	Err:511	Err:511	Err:511	Err:511	Err:511
Contributions and Other Receivables	Err:511	Err:511	Err:511	Err:511	Err:511
Total Current Assets - GRAPH 2	Err:511	Err:511	Err:511	Err:511	Err:511
Property, Building and Equipment, net	Err:511	Err:511	Err:511	Err:511	Err:511
Other Assets	Err:511	Err:511	Err:511	Err:511	Err:511
Total Assets - GRAPH 2	Err:511	Err:511	Err:511	Err:511	Err:511
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	Err:511	Err:511	Err:511	Err:511	Err:511
Accrued Payroll and Benefits	Err:511	Err:511	Err:511	Err:511	Err:511
Deferred Revenue	Err:511	Err:511	Err:511	Err:511	Err:511
Current Maturities of Long-Term Debt	Err:511	Err:511	Err:511	Err:511	Err:511
Short Term Debt - Bonds, Notes Payable	Err:511	Err:511	Err:511	Err:511	Err:511
Other	Err:511	Err:511	Err:511	-	Err:511
Total Current Liabilities - GRAPH 2	Err:511	Err:511	Err:511	Err:511	Err:511
L-T Debt and Notes Payable, net current maturities	Err:511	Err:511	Err:511	Err:511	Err:511
Total Liabilities - GRAPH 2	Err:511	Err:511	Err:511	Err:511	Err:511
Net Assets					
Unrestricted	Err:511	Err:511	Err:511	Err:511	Err:511
Temporarily restricted	Err:511	Err:511	Err:511	Err:511	Err:511
Total Net Assets	Err:511	Err:511	Err:511	Err:511	Err:511
Total Liabilities and Net Assets	Err:511	Err:511	Err:511	Err:511	Err:511
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	Err:511	Err:511	Err:511	Err:511	Err:511
Students with Disabilities	Err:511	Err:511	Err:511	Err:511	Err:511
Grants and Contracts					
State and local	Err:511	Err:511	Err:511	Err:511	Err:511
Federal - Title and IDEA	Err:511	Err:511	Err:511	Err:511	Err:511
Federal - Other	Err:511	Err:511	Err:511	Err:511	Err:511
Other	Err:511	Err:511	Err:511	Err:511	Err:511
Food Service/Child Nutrition Program	Err:511	Err:511	Err:511	Err:511	Err:511
Total Operating Revenue	Err:511	Err:511	Err:511	Err:511	Err:511
Expenses					
Regular Education	Err:511	Err:511	Err:511	Err:511	Err:511
SPED	Err:511	Err:511	Err:511	Err:511	Err:511
Regular Education & SPED (combined)	Err:511	Err:511	Err:511	Err:511	Err:511
Other	Err:511	Err:511	Err:511	Err:511	Err:511
Total Program Services	Err:511	Err:511	Err:511	Err:511	Err:511
Management and General	Err:511	Err:511	Err:511	Err:511	Err:511
Fundraising	Err:511	Err:511	Err:511	Err:511	Err:511
Total Expenses - GRAPH 1 / GRAPH 4	Err:511	Err:511	Err:511	Err:511	Err:511
Surplus / (Deficit) From School Operations	Err:511	Err:511	Err:511	Err:511	Err:511
Support and Other Revenue					
Contributions	Err:511	Err:511	Err:511	Err:511	Err:511
Fundraising	Err:511	Err:511	Err:511	Err:511	Err:511
Miscellaneous Income	Err:511	Err:511	Err:511	Err:511	Err:511
Net assets released from restriction	Err:511	Err:511	Err:511	Err:511	Err:511
Total Support and Other Revenue	Err:511	Err:511	Err:511	Err:511	Err:511
Total Unrestricted Revenue	Err:511	Err:511	Err:511	Err:511	Err:511
Total Temporarily Restricted Revenue	Err:511	Err:511	Err:511	Err:511	Err:511
Total Revenue - GRAPH 1	Err:511	Err:511	Err:511	Err:511	Err:511
Change in Net Assets	Err:511	Err:511	Err:511	Err:511	Err:511
Net Assets - Beginning of Year - GRAPH 1	Err:511	Err:511	Err:511	Err:511	Err:511
Prior Year Adjustment(s)	Err:511	Err:511	Err:511	Err:511	Err:511
Net Assets - End of Year - GRAPH 1	Err:511	Err:511	Err:511	Err:511	Err:511
Functional Expense Breakdown					
Personnel Service					
Administrative Staff Personnel	Err:511	Err:511	Err:511	Err:511	Err:511
Instructional Personnel	Err:511	Err:511	Err:511	Err:511	Err:511
Non-Instructional Personnel	Err:511	Err:511	Err:511	Err:511	Err:511
Personnel Services (Combined)	Err:511	Err:511	Err:511	Err:511	Err:511
Total Salaries and Staff	Err:511	Err:511	Err:511	Err:511	Err:511
Fringe Benefits & Payroll Taxes	Err:511	Err:511	Err:511	Err:511	Err:511
Retirement	Err:511	Err:511	Err:511	Err:511	Err:511
Management Company Fees	Err:511	Err:511	Err:511	Err:511	Err:511
Building and Land Rent / Lease	Err:511	Err:511	Err:511	Err:511	Err:511
Staff Development	Err:511	Err:511	Err:511	Err:511	Err:511
Professional Fees, Consultant & Purchased Services	Err:511	Err:511	Err:511	Err:511	Err:511
Marketing / Recruitment	Err:511	Err:511	Err:511	Err:511	Err:511
Student Supplies, Materials & Services	Err:511	Err:511	Err:511	Err:511	Err:511
Depreciation	Err:511	Err:511	Err:511	Err:511	Err:511
Other	Err:511	Err:511	Err:511	Err:511	Err:511
Total Expenses	Err:511	Err:511	Err:511	Err:511	Err:511
ENROLLMENT					
Chartered Enroll	Err:511	Err:511	Err:511	Err:511	Err:511
Revised Enroll	Err:511	Err:511	Err:511	Err:511	Err:511
Actual Enroll - GRAPH 4	Err:511	Err:511	Err:511	Err:511	Err:511
Chartered Grades	Err:511	Err:511	Err:511	Err:511	Err:511
Revised Grades	Err:511	Err:511	Err:511	Err:511	Err:511
Actual Grades	Err:511	Err:511	Err:511	Err:511	Err:511

Err:511

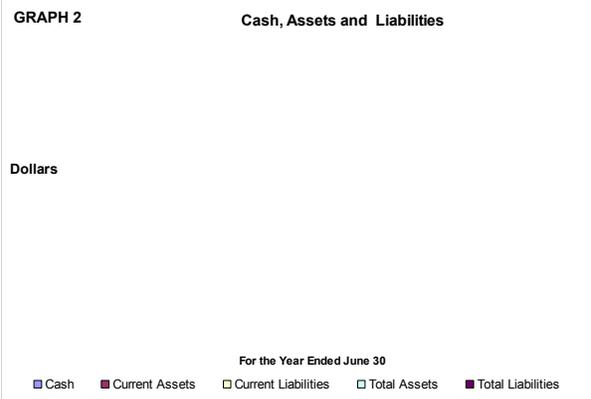
SCHOOL ANALYSIS

	2007-08	2008-09	2009-10	2010-11	2011-12
Primary School District	Err:511				
Per Pupil Funding	Err:511	Err:511	Err:511	Err:511	Err:511
Increase over prior year	Err:511	Err:511	Err:511	Err:511	Err:511
PER STUDENT BREAKDOWN					
Revenue					
Operating	Err:511	Err:511	Err:511	Err:511	Err:511
Other Revenue and Support	Err:511	Err:511	Err:511	Err:511	Err:511
TOTAL - GRAPH 3	Err:511	Err:511	Err:511	Err:511	Err:511
Expenses					
Program Services	Err:511	Err:511	Err:511	Err:511	Err:511
Management and General, Fundraising	Err:511	Err:511	Err:511	Err:511	Err:511
TOTAL - GRAPH 3	Err:511	Err:511	Err:511	Err:511	Err:511
% of Program Services	Err:511	Err:511	Err:511	Err:511	Err:511
% of Management and Other	Err:511	Err:511	Err:511	Err:511	Err:511
% of Revenue Exceeding Expenses - GRAPH 5	Err:511	Err:511	Err:511	Err:511	Err:511
Student to Faculty Ratio					Err:511
Faculty to Admin Ratio					Err:511
Financial Responsibility Composite Scores - GRAPH 6					
Score	Err:511	Err:511	Err:511	Err:511	Err:511
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring -1.0 - 0.9	Err:511	Err:511	Err:511	Err:511	Err:511
Working Capital - GRAPH 7					
Net Working Capital	Err:511	Err:511	Err:511	Err:511	Err:511
As % of Unrestricted Revenue	Err:511	Err:511	Err:511	Err:511	Err:511
Working Capital (Current) Ratio Score	Err:511	Err:511	Err:511	Err:511	Err:511
Risk (Low > 3.0 / Medium 1.4 - 2.9 / High < 1.4)	Err:511	Err:511	Err:511	Err:511	Err:511
Rating (Excellent > 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Err:511	Err:511	Err:511	Err:511	Err:511
Quick (Acid Test) Ratio					
Score	Err:511	Err:511	Err:511	Err:511	Err:511
Risk (Low > 2.5 / Medium 1.0 - 2.4 / High < 1.0)	Err:511	Err:511	Err:511	Err:511	Err:511
Rating (Excellent > 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Err:511	Err:511	Err:511	Err:511	Err:511
Debt to Asset Ratio - GRAPH 7					
Score	Err:511	Err:511	Err:511	Err:511	Err:511
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	Err:511	Err:511	Err:511	Err:511	Err:511
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Err:511	Err:511	Err:511	Err:511	Err:511
Months of Cash - GRAPH 8					
Score	Err:511	Err:511	Err:511	Err:511	Err:511
Risk (Low > 6 mo. / Medium 3 - 6 mo. / High < 3 mo.)	Err:511	Err:511	Err:511	Err:511	Err:511
Rating (Excellent > 6 mo. / Good 3 - 6 mo. / Poor < 3 mo.)	Err:511	Err:511	Err:511	Err:511	Err:511

Average - Yrs. OR Charter Term	5
	Err:511
	Err:511
	Err:511

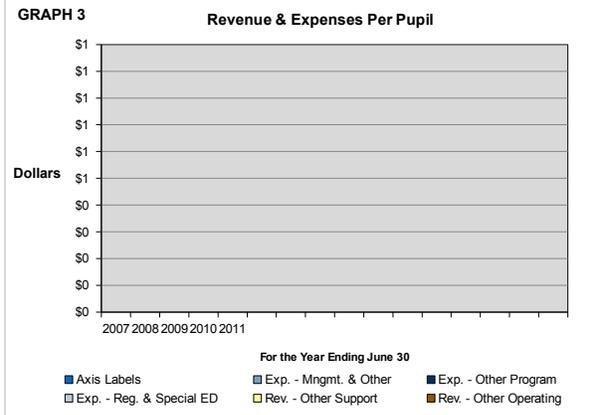


This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year to year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year building a more fiscally viable school.

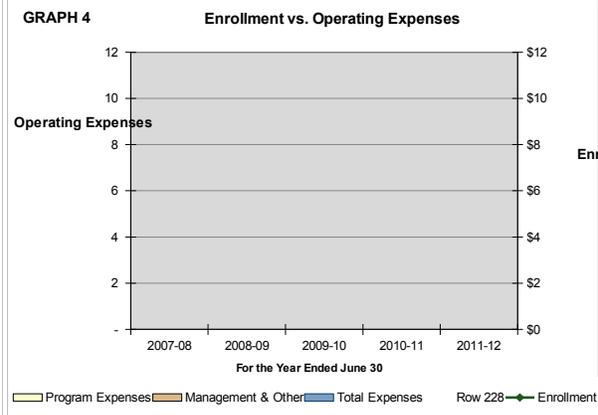


This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.

Err:511



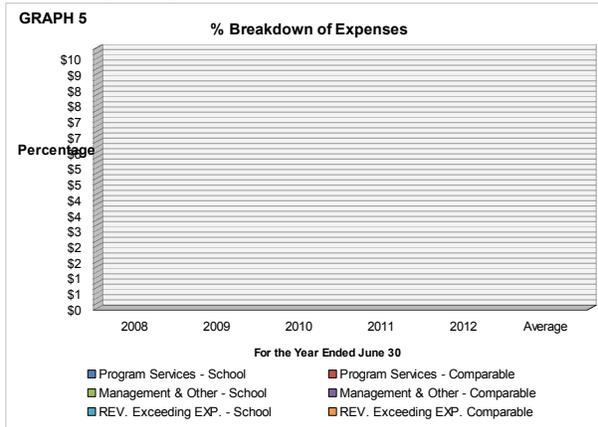
This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.



This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

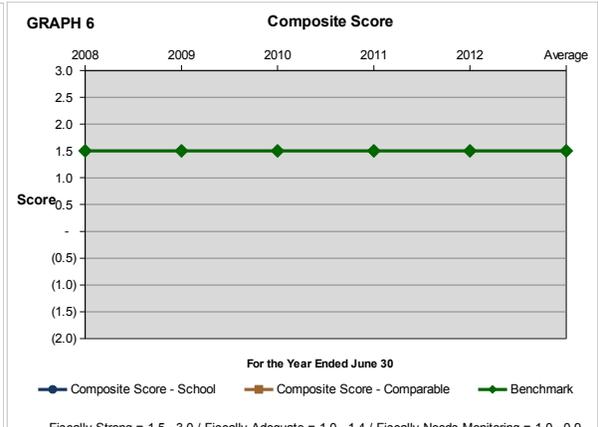
Comparable School, Region or Network:

* Average = Average - 5 Yrs. OR Charter Term

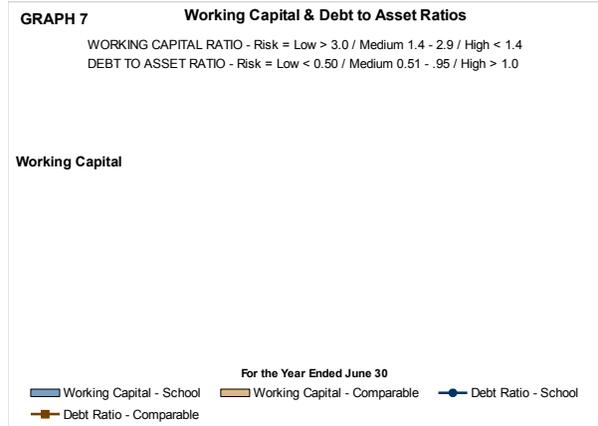


This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.

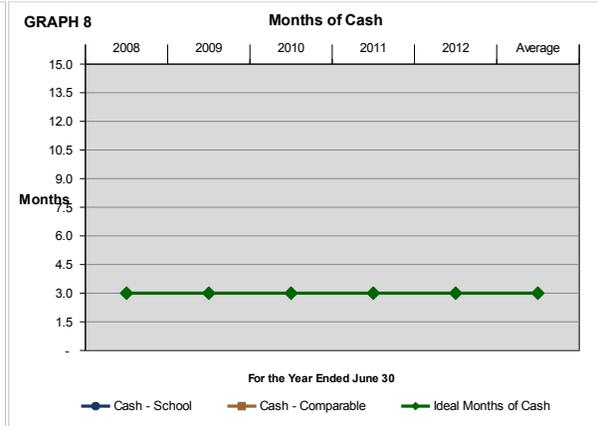
Err:511



This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.



This chart illustrates Working Capital and Debt to Asset Ratios. W/C indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. Debt to Asset indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

Excellence Boys Charter School Budget / Operating Plan 2013-14					DESCRIPTION OF ASSUMPTIONS	
6	Total Revenue	9,649,553	9,649,553	-	9,649,553	9,649,553
7	Total Expenses	9,798,873	9,798,873	-	(9,798,873)	(9,798,873)
8	Net Income	(149,320)	(149,320)	-	(149,320)	(149,320)
9	Actual Student Enrollment					
10	Total Paid Student Enrollment					
11						
12						
13						
14						
15	REVENUE					
16	REVENUES FROM STATE SOURCES					
17	Per Pupil Revenue					
18	New York City	13,527				
19	School District 2 (Enter Name)					
20	School District 3 (Enter Name)					
21	School District 4 (Enter Name)					
22	School District 5 (Enter Name)					
23	School District 6 (Enter Name)					
24	School District 7 (Enter Name)					
25	School District 8 (Enter Name)					
26	School District 9 (Enter Name)					
27	School District 10 (Enter Name)					
28	School District 11 (Enter Name)					
29	School District 12 (Enter Name)					
30	School District 13 (Enter Name)					
31	School District 14 (Enter Name)					
32	School District 15 (Enter Name)					
33	School District - ALL OTHER					
34	TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527				
35	Special Education Revenue					
36	Grants					
37	Stimulus					
38	DYCD (Department of Youth and Community Developmt.)					
39	Other					
40	Other					
41	TOTAL REVENUE FROM STATE SOURCES	8,960,738	8,960,738	-	8,960,738	8,960,738
42						
43	REVENUE FROM FEDERAL FUNDING					
44	IDEA Special Needs	53,441	53,441	-	53,441	53,441
45	Title I	248,307	248,307	-	248,307	248,307
46	Title Funding - Other	14,553	14,553	-	14,553	14,553
47	School Food Service (Free Lunch)					
48	Grants					
49	Charter School Program (CSP) Planning & Implementation					
50	Other					
51	Other					
52	TOTAL REVENUE FROM FEDERAL SOURCES	316,301	316,301	-	316,301	316,301
53						
54	LOCAL and OTHER REVENUE					
55	Contributions and Donations	60,988	60,988	-	60,988	60,988
56	Fundraising	6,371	6,371	-	6,371	6,371
57	Erate Reimbursement	303,144	303,144	-	303,144	303,144
58	Earnings on Investments					
59	Interest Income	2,012	2,012	-	2,012	2,012
60	Food Service (Income from meals)					
61	Text Book					
62	OTHER					
63	TOTAL REVENUE FROM LOCAL and OTHER SOURCES	372,514	372,514	-	372,514	372,514
64						
65	TOTAL REVENUE	9,649,553	9,649,553	-	9,649,553	9,649,553
66						

Excellence Boys Charter School Budget / Operating Plan 2013-14						DESCRIPTION OF ASSUMPTIONS	
6	Total Revenue		9,649,553	9,649,553	-	9,649,553	9,649,553
7	Total Expenses		9,798,873	9,798,873	-	(9,798,873)	(9,798,873)
8	Net Income		(149,320)	(149,320)	-	(149,320)	(149,320)
9	Actual Student Enrollment						
10	Total Paid Student Enrollment						
11							
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67							
68	EXPENSES						
69	ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions					
70	Executive Management	2.00	203,651	203,651	-	(203,651)	(203,651)
71	Instructional Management	2.00	238,859	238,859	-	(238,859)	(238,859)
72	Deans, Directors & Coordinators	7.00	691,187	691,187	-	(691,187)	(691,187)
73	CFO / Director of Finance	-	-	-	-	-	-
74	Operation / Business Manager	-	-	-	-	-	-
75	Administrative Staff	3.00	167,445	167,445	-	(167,445)	(167,445)
76	TOTAL ADMINISTRATIVE STAFF	14.00	1,301,141	1,301,141	-	(1,301,141)	(1,301,141)
77							
78	INSTRUCTIONAL PERSONNEL COSTS						
79	Teachers - Regular	45.00	3,009,762	3,009,762	-	(3,009,762)	(3,009,762)
80	Teachers - SPED	3.00	197,523	197,523	-	(197,523)	(197,523)
81	Substitute Teachers	-	-	-	-	-	-
82	Teaching Assistants	2.00	90,000	90,000	-	(90,000)	(90,000)
83	Specialty Teachers	4.96	373,367	373,367	-	(373,367)	(373,367)
84	Aides	-	-	-	-	-	-
85	Therapists & Counselors	1.00	79,934	79,934	-	(79,934)	(79,934)
86	Other	-	314,547	314,547	-	(314,547)	(314,547)
87	TOTAL INSTRUCTIONAL	55.96	4,065,133	4,065,133	-	(4,065,133)	(4,065,133)
88							
89	NON-INSTRUCTIONAL PERSONNEL COSTS						
90	Nurse	-	-	-	-	-	-
91	Librarian	2.04	153,993	153,993	-	(153,993)	(153,993)
92	Custodian	2.00	127,547	127,547	-	(127,547)	(127,547)
93	Security	-	-	-	-	-	-
94	Other	2.00	127,418	127,418	-	(127,418)	(127,418)
95	TOTAL NON-INSTRUCTIONAL	6.04	408,958	408,958	-	(408,958)	(408,958)
96							
97	SUBTOTAL PERSONNEL SERVICE COSTS	76.00	5,775,233	5,775,233	-	(5,775,233)	(5,775,233)
98							
99	PAYROLL TAXES AND BENEFITS						
100	Payroll Taxes		493,811	493,811	-	(493,811)	(493,811)
101	Fringe / Employee Benefits		686,300	686,300	-	(686,300)	(686,300)
102	Retirement / Pension		-	-	-	-	-
103	TOTAL PAYROLL TAXES AND BENEFITS		1,180,111	1,180,111	-	(1,180,111)	(1,180,111)
104							
105	TOTAL PERSONNEL SERVICE COSTS	76.00	6,955,344	6,955,344	-	(6,955,344)	(6,955,344)
106							
107	CONTRACTED SERVICES						
108	Accounting / Audit		17,609	17,609	-	(17,609)	(17,609)
109	Legal		3,901	3,901	-	(3,901)	(3,901)
110	Management Company Fee		921,002	921,002	-	(921,002)	(921,002)
111	Nurse Services		-	-	-	-	-
112	Food Service / School Lunch		-	-	-	-	-
113	Payroll Services		20,434	20,434	-	(20,434)	(20,434)
114	Special Ed Services		6,401	6,401	-	(6,401)	(6,401)
115	Titlement Services (i.e. Title I)		-	-	-	-	-
116	Other Purchased / Professional / Consulting		49,097	49,097	-	(49,097)	(49,097)
117	TOTAL CONTRACTED SERVICES		1,018,446	1,018,446	-	(1,018,446)	(1,018,446)
118							
119	SCHOOL OPERATIONS						
120	Board Expenses		790	790	-	(790)	(790)
121	Classroom / Teaching Supplies & Materials		208,495	208,495	-	(208,495)	(208,495)
122	Special Ed Supplies & Materials		-	-	-	-	-
123	Textbooks / Workbooks		35,197	35,197	-	(35,197)	(35,197)
124	Supplies & Materials other		-	-	-	-	-
125	Equipment / Furniture		32,999	32,999	-	(32,999)	(32,999)
126	Telephone		88,744	88,744	-	(88,744)	(88,744)
127	Technology		465,214	465,214	-	(465,214)	(465,214)
128	Student Testing & Assessment		35,831	35,831	-	(35,831)	(35,831)
129	Field Trips		77,545	77,545	-	(77,545)	(77,545)
130	Transportation (student)		13,750	13,750	-	(13,750)	(13,750)
131	Student Services - other		89,679	89,679	-	(89,679)	(89,679)
132	Office Expense		60,796	60,796	-	(60,796)	(60,796)
133	Staff Development		257,840	257,840	-	(257,840)	(257,840)
134	Staff Recruitment		11,204	11,204	-	(11,204)	(11,204)
135	Student Recruitment / Marketing		37,639	37,639	-	(37,639)	(37,639)
136	School Meals / Lunch		-	-	-	-	-
137	Travel (Staff)		-	-	-	-	-
138	Fundraising		-	-	-	-	-
139	Other		230,957	230,957	-	(230,957)	(230,957)
140	TOTAL SCHOOL OPERATIONS		1,646,680	1,646,680	-	(1,646,680)	(1,646,680)
141							
142	FACILITY OPERATION & MAINTENANCE						
143	Insurance		89,599	89,599	-	(89,599)	(89,599)
144	Janitorial		17,943	17,943	-	(17,943)	(17,943)
145	Building and Land Rent / Lease		5,532	5,532	-	(5,532)	(5,532)
146	Repairs & Maintenance		14,645	14,645	-	(14,645)	(14,645)
147	Equipment / Furniture		9,761	9,761	-	(9,761)	(9,761)
148	Security		14,804	14,804	-	(14,804)	(14,804)
149	Utilities		26,120	26,120	-	(26,120)	(26,120)
150	TOTAL FACILITY OPERATION & MAINTENANCE		178,404	178,404	-	(178,404)	(178,404)
151							
152	DEPRECIATION & AMORTIZATION		-	-	-	-	-
153	RESERVES / CONTINGENCY		-	-	-	-	-
154							
155	TOTAL EXPENSES		9,798,873	9,798,873	-	(9,798,873)	(9,798,873)
156							
157	NET INCOME		(149,320)	(149,320)	-	(149,320)	(149,320)
158							

Excellence Boys Charter School Budget / Operating Plan 2013-14						DESCRIPTION OF ASSUMPTIONS
	9,649,553	9,649,553	-	9,649,553	9,649,553	
6	Total Revenue	9,649,553	9,649,553	-	9,649,553	9,649,553
7	Total Expenses	9,798,873	9,798,873	-	(9,798,873)	(9,798,873)
8	Net Income	(149,320)	(149,320)	-	(149,320)	(149,320)
9	Actual Student Enrollment					
10	Total Paid Student Enrollment					
11						
12						
13		Original	Total Year Current	Variance	VARIANCE	
139					Original vs. PY	Current vs. PY
160	ENROLLMENT - *School Districts Are Linked To Above Entries*					
161	New York City					
162	School District 2 (Enter Name)					
163	School District 3 (Enter Name)					
164	School District 4 (Enter Name)					
165	School District 5 (Enter Name)					
166	School District 6 (Enter Name)					
167	School District 7 (Enter Name)					
168	School District 8 (Enter Name)					
169	School District 9 (Enter Name)					
170	School District 10 (Enter Name)					
171	School District 11 (Enter Name)					
172	School District 12 (Enter Name)					
173	School District 13 (Enter Name)					
174	School District 14 (Enter Name)					
175	School District 15 (Enter Name)					
176	School District - ALL OTHER					
177	TOTAL ENROLLMENT					
178	REVENUE PER PUPIL					
179	EXPENSES PER PUPIL					
180						
181						

Appendix E: Disclosure of Financial Interest Form

Created Tuesday, July 30, 2013

Updated Friday, August 16, 2013

Page 1

331600860860 EXCELLENCE BOYS CS-BED STUY

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2012-13 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at: <http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/>.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the survey <http://fluidsurveys.com/account/surveys/210748/publish/qrcode/>. (Make sure you have the bar code application reader on your phone).

If a Trustee is unable to complete the form by the deadline (i.e, out of the country), the school is responsible for submitting the information required on the form for that individual trustee.

Just send the links via email today to your Trustees requesting that they each complete their form as soon as possible.

Thank you.

Yes, each member of the school's Board of Trustees has received a link to the Disclosure of Financial Interest Form.

Yes

Thank you.

Appendix F: BOT Membership Table

Created Tuesday, July 16, 2013

Updated Monday, July 29, 2013

Page 1

331600860860 EXCELLENCE BOYS CS-BED STUY

1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Laura Blankfein	Member	Yes	Program	Renewed for 2rd term on June 2012, current term expires June 2015	
2	Cecily Carson	Member	Yes	Program/Organizational Management	Renewed for 2rd term on June 2012, current term expires June 2015	
3	Loren Compton-Williams	Member	Yes	Legal	Renewed for 2rd term on June 2012, current term expires June 2015	
4	Sabrina Dycus	Member	Yes	Legal	Renewed for 2rd term on June 2012, current term expires June 2015	
5	Shakima Jones	Member	Yes	Parent Representative	Elected 06-07; 2 terms, current term expires June 2014	
6	Alison Mass	Member	Yes	Finance	Renewed for 2rd term on June 2012, current term expires June 2015	
7	Tony Pasquariello	Member	Yes	Finance	Renewed for 2rd term on June 2012, current term expires June 2015	
8	Brett Peiser	Member	Yes	Program	Elected, 09-09, 2 terms, current term expires Sept 2015	
9	Rosa Pizzi	Member	Yes	Legal	Renewed for 2rd term on June 2012, current term expires June 2015	
10	David Saltzman	Chair/President	Yes	Program	9 years (Sept 2004), Current term expires June 2014	
11	Tokumbo Shobowale	Member	Yes	Finance and Program	Elected in 06-07 Current term expires June 2014	
12	Chrystal Stokes Williams	Member	Yes	Finance	Renewed for 2rd term on June 2012, current term expires June 2015	
13	Joseph Wayland	Vice Chair/Vice President	Yes	Legal	9 years (Sept 2004), Current term expires June 2014	

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2. Total Number of Members Joining Board during the 2012-13 school year

0

3. Total Number of Members Departing the Board during the 2012-13 school year

1

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

25

5. How many times did the Board meet during the 2012-13 school year?

5

6. How many times will the Board meet during the 2013-14 school year?

5

Thank you.

Excellence Boys Charter School Plan for Meeting Enrollment and Retention Targets

As a public school, Excellence Boys Charter School (Excellence Boys) is open to children who are eligible under the laws of New York State for admission to a public school. The school follows all applicable state and federal laws in admitting students. Excellence Boys does not discriminate on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion, or any other grounds that would be unlawful, in accordance with §2854(2) of the Education Law, the Americans With Disabilities Act, and to the extent permitted by Title IX of the Federal Civil Rights Act.

In accordance with the May 2010 amendments of the Education Law subdivision 2851(4), Excellence Boys is committed to meeting and exceeding the enrollment targets prescribed by the SUNY Trustees for charter schools for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program.

Excellence Boys is committed to attracting and retaining all students by offering a high-quality educational program, hiring and training highly-qualified teachers, and communicating regularly with families.

I. Outreach to Target Populations

In accordance with the May 2010 amendments to the Charter Schools Act, Excellence Boys aims to meet and exceed the enrollment targets prescribed by the SUNY Trustees for charter schools and through extensive outreach, the school will attract students who reflect the demographics of its CSD, including students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program. In an effort to meet and exceed the SUNY enrollment targets, Excellence Boys has revised its plan for meeting enrollment and retention targets. Excellence Boys will be taking the measures below, among others, to recruit student applicants.

IIA. Overview of Recruitment Strategies

In alignment with our school's mission to serve all students from our surrounding communities, Excellence Boys, in coordination with other schools within the Uncommon Schools New York City region, will go to great lengths to ensure that our student recruitment outreach efforts target students with disabilities, students who are English language learners and students who are eligible for free or reduced price lunches. Excellence B and Uncommon Schools NYC will specifically target these high priority student groups, and will also continue to work to ensure that all NYC students have the information and access required to pursue an Uncommon education.

Specifically,

- All Uncommon Schools in New York City that will recruit new students will continue to work together on community outreach efforts. By combining our efforts and sharing information about all of our schools at one time, we will be able to reach far

more students in New York City than if our schools work independently. Ultimately, school leaders will be responsible for recruitment at their schools, but by collaborating, meeting regularly, dividing labor, and sharing best practices, we will be able to significantly increase the overall number of families that each school can reach.

- Our schools will continue to use a combined application that will allow a family to apply to multiple Uncommon Schools with just one application. This will make it easier for a family to learn about and access all of our schools and allows our schools to reach a broader population of students.
- One of our largest efforts to reach prospective students will continue to be through multiple mailings that we will send out throughout the student recruitment season. The New York City Department of Education provides lists of students by current grade and zip code to Vanguard Direct, Inc. Uncommon Schools will choose the zip codes near our schools that have the highest number of FRPL and ELL students and then will partner with Vanguard to send a mailing to those families. The final list will include close to 20,000 families of rising Kindergarten or 5th grade students. The mailing will include an application in English and Spanish as well as our color brochure.
- Uncommon Schools NYC will continue to run both English and Spanish language ads in the New York City Housing Authority Journal. On their website, the NYCHA Journal says they are “hand-delivered to each of the 178,000 apartments in NYCHA’s 334 public housing developments throughout the five boroughs.” It will also be distributed to more than 10,000 NYCHA employees, and mailed to elected officials and community leaders. It is also available through email subscription.

IIB. Recruitment of Students with Disabilities

In order to meet enrollment targets for students with disabilities, Excellence Boys will target its outreach to the families of students with disabilities by focusing on recruiting efforts at organizations serving students with disabilities and creating recruiting materials that more explicitly target students with disabilities.

Specifically,

- Using a list created by NYSED, Excellence Boys will continue to identify and target all preschools that are certified to offer services to students with disabilities in our school communities. Head Starts will be included in this search, as they are mandated to serve a student body with at least 10% students with disabilities. We will identify a list of preschools that are high priority for our schools due to their location and student population. These high priority sites will receive calls, visits, and recruitment materials for both elementary and middle school. In particular, Excellence Boys will work with 9 early childhood development centers in the Bed Stuy community.
- Uncommon Schools will continue to identify other Head Starts and daycares. While slightly farther away from our schools, each center will still receive a call from our admissions office to introduce Uncommon Schools NYC as well as to offer to have an Uncommon Schools NYC staff member visit the preschool in person to provide more

information. These preschools will also receive a mailing that contains brochures, flyers and Kindergarten and 5th grade applications.

- Schools will continue to reach out to other schools in their Community School Districts, and talk about the supports we offer students. Schools will ask if they have any referrals for students that would benefit from our programmatic support.
- Schools will continue to build strong connections with their Committee on Special Education and we will also ensure they know we are an option for students, should they wish to recommend students to join us.
- Schools will reach out to related service agencies that they work with/have worked with in the past, and talk about the supports we offer students. We will ask if they have any clients they could recommend to apply.

To increase the likelihood that families of students with disabilities who receive recruiting materials will submit an application and to ensure that families of students with disabilities know that their students are eligible for our schools, we will continue to include language in all our recruiting materials to encourage families of students with disabilities to apply.

Specifically,

- We will ensure that all our outreach and application materials clearly state that all students, including those with disabilities, are eligible to apply. This language will appear on our enrollment websites, Kindergarten and 5th grade lottery applications, waitlist applications for all grades, the brochures that we will distribute to organizations and mail to 20,000 Brooklyn families, as well as in the presentations given at our information sessions.
- Our admissions brochure will continue to explicitly mention our high quality intervention programs that our schools offer of tutoring and small group instruction.
- Our admissions office and school based staff will continue to be trained on this question so that they could answer the concerns of any families of potential applicants with special needs who called in.
- We will create a one-page overview of Special Education Services at Uncommon Schools, providing families with information about our support services.

IIC. Recruitment of English Language Learners

In order to meet enrollment targets for students who are English language learners, Excellence Boys will continue to put a strong emphasis on recruiting students who are English language learners, and particularly, given the neighborhood in which our school is located, Spanish-speaking populations. Excellence Boys will continue to target its outreach efforts at organizations serving students and families who are English language learners and will continue translating all its student recruitment materials.

Specifically,

- To plan our outreach efforts, we will continue to use Census tract data to create maps showing the distributions of the populations of the top five most spoken languages after English. We will use these maps to locate the highest density areas of these non-English speaking populations near our schools.

- Using these maps, we will continue to create two community canvassing walks for each Uncommon School to take to travel through those neighborhoods. On the walks, school staff will visit local stores, organizations, and apartment buildings and hang flyers and leave brochures and applications in English and in Spanish at each location. In addition, school staff will talk to residents along the way (in English and in Spanish) to spread the word about our schools.
- We will continue to translate all our outreach materials that are distributed by our schools. Materials that will be produced and disseminated in English and Spanish will include our enrollment website and online lottery and waitlist applications, paper lottery applications, full color brochures and flyers, posters, informational packets, and tear away information sheets.
- We will continue to utilize the New York City Charter School Center’s Common Application, which is available to families in six different languages.
- We will continue to identify high priority local community organizations to reach out to based on factors including location, age group served and proximity to high non-English speaking populations. Each organization will receive a call from our admissions office by a fluent Spanish speaking staff member and a mailing including brochures, flyers and applications in both English and Spanish.
- We will continue to meet with the Committee for Hispanic Children and Families, a non-profit referral service which helps Hispanic families find daycares, schools and enrichment programs for their students, to ensure that they are aware of our schools for an option for their families and provide them with outreach materials that they could share with the families that they serve.
- A Spanish speaking staff member will continue to be available at our admissions office by phone and email 40 hours a week. Not only will he/she be available to take incoming calls, he/she will also follow up with all Spanish speaking families to encourage them to send in documentation to qualify for all admissions preferences to ensure they had the best possible chance of acceptance into our schools.
- We also know that families of our current ELL students are our best resource to reach new ELL students. All families at our schools will continue to receive applications to distribute to family and friends in English and Spanish. Families of ELL students will continue to receive extra applications in Spanish. In addition, each school will continue to identify families of ELL students and families of non-ELL students where some Spanish is spoken at home who are interested in volunteering to support student admissions efforts. These families will meet with a school staff member to learn about a variety of ways that they can get the word out about our schools and distribute applications to others. These families will also be encouraged to speak at their churches, or other local organizations to spread the word about our schools.
- Uncommon Schools NYC will continue to run Google ads in Spanish so that families searching for information about schools in New York City in Spanish will see ads for our school and be directed to our Spanish webpages and applications.
- Each applicant, whether they are selected in the lottery or placed on the waitlist, will continue to receive a letter in both Spanish and English telling them the results of the lottery and the next steps to enrolling in the school.

IID. Recruitment of Students Eligible for Free and Reduced Price Lunch

In order to meet enrollment targets for students who are eligible for free and reduced price lunch, Excellence Boys will continue to place a high priority on recruiting students who qualify for free and reduced price lunch. Excellence Boys will focus its recruiting efforts at organizations serving students who are eligible for free and reduced price lunch, as well as conducting outreach in New York City Housing Authority housing developments.

Specifically,

- Similar to our strategy for reaching new ELL families, we believe that enlisting the help of the families of FRPL students who are currently in our schools, is one of the most effective ways of recruiting new FRPL students. All of our schools will continue to send home Kindergarten and 5th grade lottery applications with all their current students. In addition, schools will continue to ask families who are interested in volunteering further to assist with hanging flyers in their neighborhoods, participating in phone banks to local organizations, or speaking at churches or other organizations that they are involved with.
- Excellence Boys will continue to work closely with a number of community organizations, in particular local Head Starts. Head Start programs are designed to serve low-income families, enrolling only families that meet income eligibility requirements.

We also know that many of our FRPL students currently reside in New York City Housing Authority sites. Excellence Boys will continue to focus recruiting efforts on NYCHA sites.

Specifically,

- Each of our schools will be assigned at least one and in most cases several New York City Housing Authority sites that are within close proximity to their school. The school will then visit these sites to hang flyers, leave applications and speak with residents to ensure that residents of these locations are aware of our schools and have the necessary information and materials needed to apply.
- In particular, Excellence Boys will continue to conduct outreach at the following NYCHA sites:
 - Breevort Houses, which provide 894 public housing units for 2,001 residents in Community School District (CSD) 16. According to the U.S. Census, the population in this development's zip code is approximately 14% Hispanic-Latino.
 - Kingsborough Houses, a NYCHA development located in the 11233 zip code that is approximately 14% Hispanic-Latino, provides public housing units for over 2,300 residents in CSD 16.

IIE. Year-Round Community Outreach

In addition to the many efforts outlined above, we plan to work to identify new organizations that can help us access these target populations. Beyond recruitment specific efforts, Uncommon Schools NYC will expand its community outreach efforts in all its school communities. Uncommon Schools NYC recently became a VISTA (Volunteers in Service to

America) grantee, a program which is a national service program designed specifically to fight poverty. Two VISTA Corps Members will be assisting in the development and implementation of a comprehensive community outreach strategy in order to improve our reach to targeted populations. Outreach and community development will be a year round priority for our schools, and we plan to hold more events to help inform school communities about the work that we are doing and the opportunities that exist within our schools. This includes partnering with local elected officials and community members and holding larger scale events that are open to the general public as well as the families that we serve directly.

II. Admissions

Excellence Boys Elementary Academy provides admissions preference in their Kindergarten lotteries for students who qualify for free or reduced price lunch. Families who qualify receive a preference that increases their chances of acceptance over students who do not qualify for free or reduced price lunches. Families who qualify for SNAP (food stamps) or TANF (public assistance) benefits, or live in New York City Housing Authority housing are given an additional preference that further increases their chances for acceptance.

The Excellence Boys Middle Academy's admissions policy gives an absolute admissions preference to students who live within the school's CSD in an effort to enroll a student population that has a similar demographic to that of the CSD in which the school is located. First preference goes to siblings of students previously admitted to the school. Second preference is given to students living in the CSD in which the school is located. If space remains, students who reside outside Excellence Boys' CSD are admitted.

Because Excellence Boys will take extensive outreach efforts to get the word out to as many families as possible about the school and because the school will enroll predominately students who reside in the school's CSD, the demographics of students at Excellence Boys should match that of the school's CSD.

III. Evaluation of Recruitment and Enrollment Efforts

Excellence Boys is committed to serving all students and will actively monitor enrollment with respect to enrollment targets established by the SUNY Trustees. While the Uncommon NYC Regional Team will continue to help coordinate the recruitment process for all its Brooklyn schools and support each school in its efforts, the Director of Operations at Excellence Boys will continue to be responsible for leading the recruitment and enrollment efforts. As a means of evaluating the efficacy of the school's recruitment and enrollment efforts at attracting these sub-populations of students, Excellence Boys will closely monitor admissions information during the enrollment period and after students have enrolled in the school. For example, during the student recruitment season, Excellence Boys will track the number of applications received by families who indicate their home language is not English and who complete the Spanish version of the application. These numbers will provide good indicators as to whether or not the school's outreach efforts are reaching students who may be English Language Learners and enables the school to adjust outreach

efforts during the recruitment season. When students enroll in the school, Excellence Boys will gather information about whether or not the students qualify for Free or Reduced Price Meals or qualify for Special Education services. The school will then compare these numbers to those of the Community School District and determine whether or not it will need to make modifications to community outreach efforts or admissions policies for the following year. Additionally, by examining the demographics of the entering Kindergarten and 5th grade classes, Excellence Boys can determine if it is making progress toward meeting the proposed enrollment targets for the entire school population.

Uncommon Schools and Excellence Boys will continue to document all student recruitment activities and store information on an Uncommon Schools shared drive or on shared spreadsheets. For example, Uncommon Schools has a shared spreadsheet of over 600 community organizations, many of which are identified as organizations that provide services to low income families, families whose first language is not English, and families whose children receive special needs services. The Excellence Boys Operations Team will continue to use this spreadsheet to identify organizations to conduct community outreach and then record all interactions with these organizations in the spreadsheet, so that the school can determine the partnership's efficacy for future years.

In addition, Excellence Boys will continue to document its community outreach and admissions efforts each year by completing and submitting the Application and Admissions Summary each year.

If the school fails to meet or make progress toward meeting enrollment targets and outreach efforts do not reverse the trend, the school will consider altering its admissions policy to give enrollment preferences to certain demographic groups.

VI. Persistence

In accordance with our mission to prepare students for college, we want all of our students, including FRPL, ELL and students with disabilities, to stay with us through high school graduation. We will continue to analyze our data to ensure that we are serving students from these populations as effectively as all other students, and keeping them in our schools in the same numbers.

VII. Evaluation of Retention Efforts

Excellence Boys' leadership team will continue to be responsible for regularly monitoring and overseeing the school's retention efforts and the performance of students in the three populations. Historically, high levels of persistence for these sub-populations are indicators that the school's strategy for retaining students is working. Excellence Boys will continue to be committed to attracting and retaining all students by offering a high-quality educational program, hiring and training highly-qualified teachers, and communicating regularly with families. The Director of Operations at Excellence Boys will continue to actively monitor the enrollment and retention of students who are English language learners, students who qualify for free and reduced price lunch, and students with special needs. If the numbers do not reach or exceed the targets established by the SUNY Charter Schools Institute, the school will revisit its enrollment and retention practices.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 10, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/20676a0fe275d2fb9fd5f8669516ac>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Laura Blankfein

2. Charter School Name:

Excellence Boys Charter School of Bedford Stuyvesant

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Two handwritten signatures in black ink. The first signature on the left is 'Laura' and the second signature on the right is 'Blanche'. Both are written in a cursive, flowing style.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 31, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/afbe8385eaaed1987e04f3dcbc89ecf>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Cecily M. Carson

2. Charter School Name:

Excellence Boys Charter School of Bedford Stuyvesant

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Other, please specify...: trustee

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

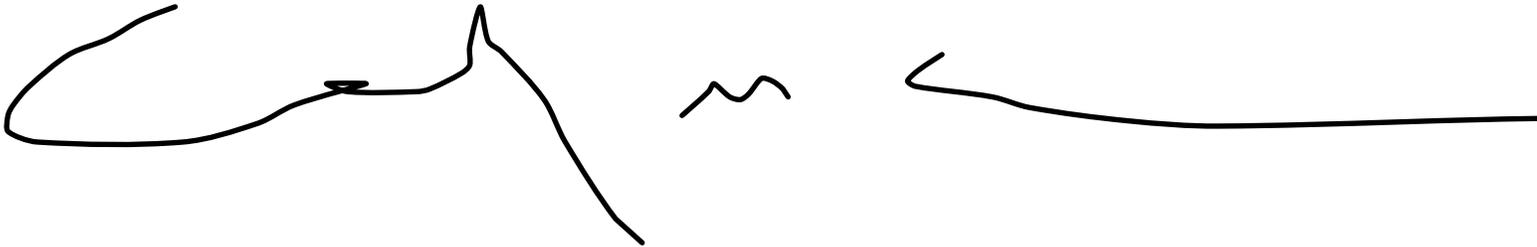
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of a large, sweeping initial 'C' followed by a series of connected, fluid strokes that end in a long horizontal line.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Thursday, August 01, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/2afb07f9493a993787b0f89c58d374>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Loren Compton-Williams

2. Charter School Name:

Excellence Boys Charter School of Bedford Stuyvesant

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

Page 2

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

•

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 31, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/c7b6137ceceb73d14e1ac77a00d55>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Sabrina Dycus

2. Charter School Name:

Excellence Boys Charter School of Bedford Stuyvesant

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

(No response)

9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next

[TEMP.0] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Position Held	(No response)
[TEMP.1] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Responsibilities	(No response)
[TEMP.2] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Salary	(No response)
[TEMP.3] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Start Date	(No response)

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

Page 2

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

• •

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Sunday, July 14, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/bc339a2c5f387ecf84662bab0186ff2>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Shakima Jones

2. Charter School Name:

Excellence Boys Charter School of Bedford Stuyvesant

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Parent Representative

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

Page 2

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

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Required Form: Appendix E - Disclosure of Financial Interest Form

Created Thursday, August 01, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/5323394079b2737160566aa91f932>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Alison Mass

2. Charter School Name:

Excellence Boys Charter School of Bedford Stuyvesant

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Other, please specify...: Board member

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

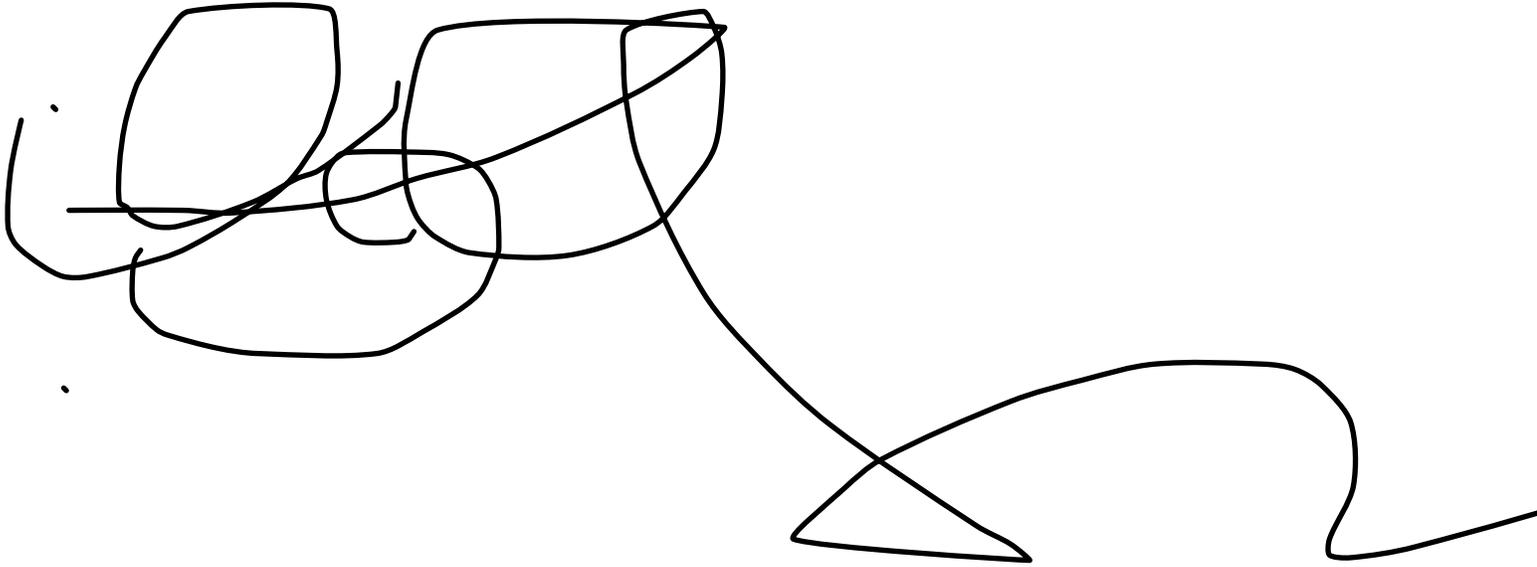
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of several overlapping loops and a long, sweeping tail that extends to the right edge of the page.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 11, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/213eedb02b87e214854177255587f>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Anthony W. Pasquariello

2. Charter School Name:

Excellence Boys Charter School of Bedford Stuyvesant

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

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Required Form: Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 17, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/4f3bfe09546cefbf1f97d545866ed58>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Brett Peiser

2. Charter School Name:

Excellence Boys Charter School of Bedford Stuyvesant

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Secretary

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

Yes

10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next

[cmoeY.0] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Position Held	CEO
[cmoeY.1] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Responsibilities	Lead Uncommon Schools, Excellence Boys' non-profit charter management organization/partner
[cmoeY.2] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Salary	250,000
[cmoeY.3] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Start Date	7/1/12

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

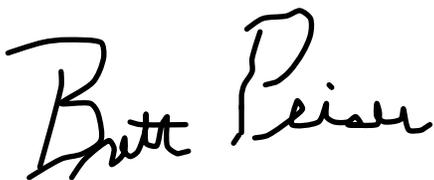
14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

Yes

14a. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write None.

	Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Member with Interest	Steps Taken to Avoid Conflict of Interest
1	Uncommon Schools	I am the CEO of Excellence Boys' charter management organization/partner.		Brett Peiser	I recuse myself whenever there's a discussion or vote involving Uncommon Schools as the school's management partner.
2					
3					
4					
5					

Signature of Trustee



Required Form: Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 31, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/89aaf3913adf8f0e37dbde088550f00>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Rosa Alina Pizzi

2. Charter School Name:

Excellence Boys Charter School of Bedford Stuyvesant

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

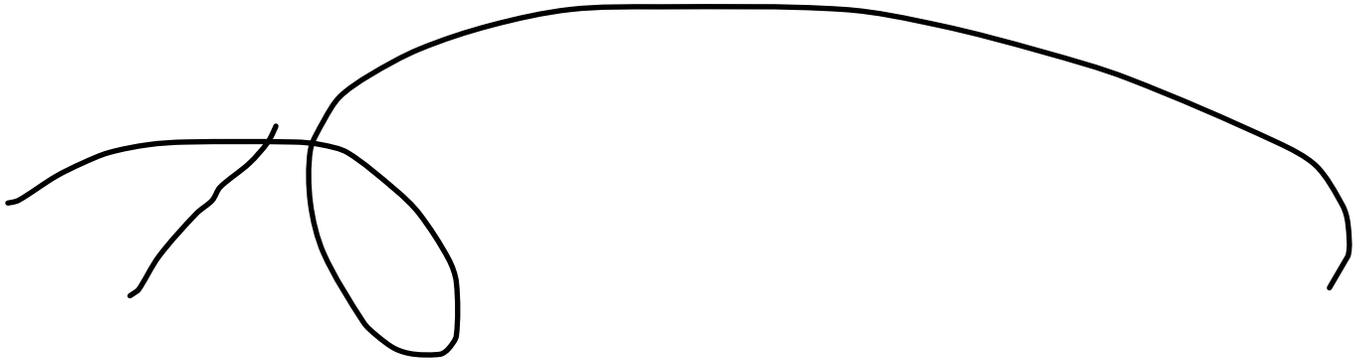
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of a large, sweeping arch that spans across the width of the page, with a smaller, more complex scribble underneath it.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 31, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/86e9cb739cca1e61ce584f52da7486>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

David Saltzman

2. Charter School Name:

Excellence Boys Charter School of Bedford Stuyvesant

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Chair/President

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

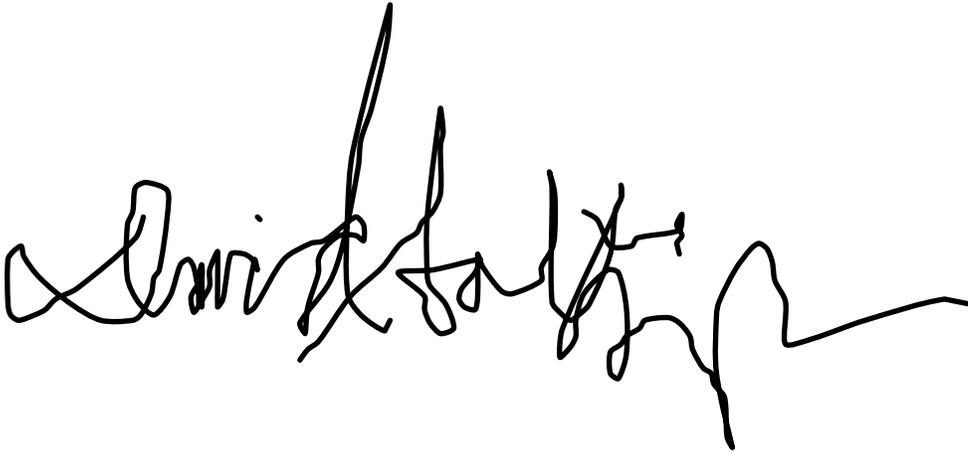
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "David G. [unclear]", written in a cursive style.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 31, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/7a51b65b32d27aaece7b1b35a6e1fa>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Olatokumbo Shobowale

2. Charter School Name:

Excellence Boys Charter School of Bedford Stuyvesant

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

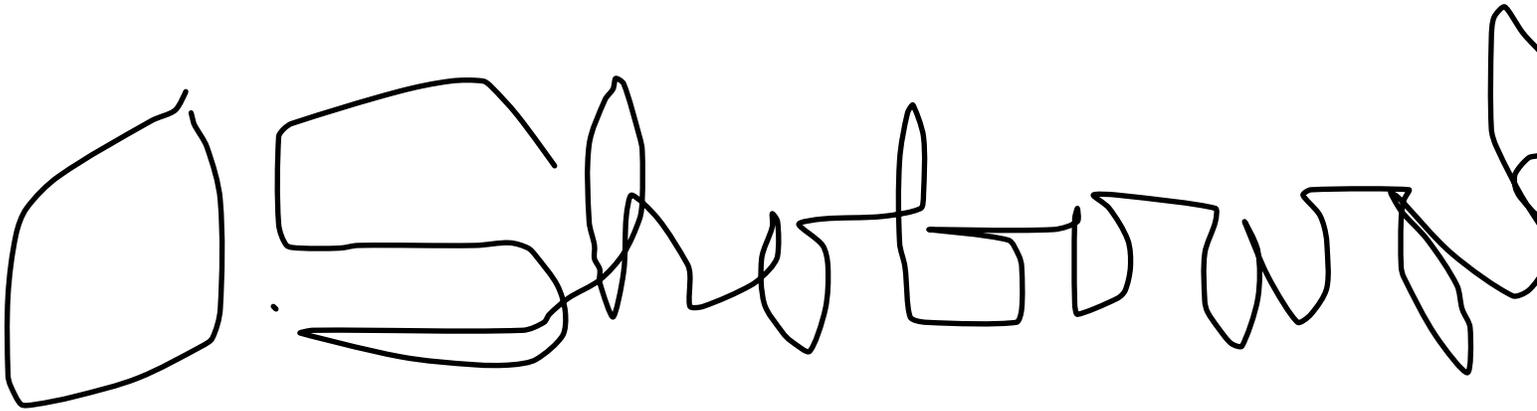
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "O. S. Johnston". The signature is written in a cursive style with some block letters. The first letter "O" is large and rounded. The "S" is also large and blocky. The "J" is tall and has a loop. The "N" and "T" are also blocky. The "O" and "N" at the end are smaller and more cursive. There is a period after the "O" in "O.S.". The signature is written on a light gray background.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Friday, August 02, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/d8c4487efdd1528b34975c761ec83>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Joseph Wayland

2. Charter School Name:

Excellence Boys Charter School of Bedford Stuyvesant

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Vice Chair/Vice President

• Other, please specify...: Finance Committee Chair

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

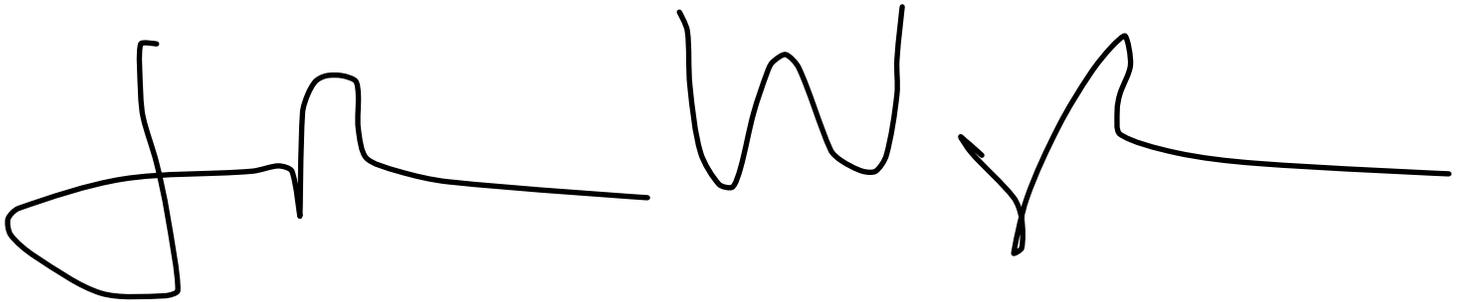
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of three distinct parts. The first part is a large, stylized initial 'J' with a horizontal line extending to the right. The second part is a smaller, stylized initial 'W' with a horizontal line extending to the right. The third part is a stylized initial 'R' with a horizontal line extending to the right. The lines are connected at the ends of the horizontal strokes.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 10, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/e8cb91149de4f7206ba6e038f071d6>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Chrystal Stokes Williams

2. Charter School Name:

Excellence Boys Charter School of Bedford Stuyvesant

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

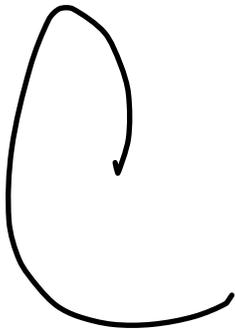
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of a large, stylized letter 'C' with a small loop at the top and a tail that curves back to the top.