



# I. SCHOOL INFORMATION AND COVER PAGE (To be Completed By All Charter Schools)

Created: 07/23/2015

Last updated: 07/31/2015

Please be advised that you will need to complete this task first (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer or you may not be assigned the correct tasks.

## Page 1

### 1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

EXCELLENCE BOYS CS OF BEDFORD STUYVESANT (SUNY TRUSTEES) 331600860860

### 2. CHARTER AUTHORIZER

(For technical reasons, please re-select authorizer name from the drop down menu).

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 Avenue Brooklyn, NY 11233	718-638-1830	718-638-2548	

### 4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Felix Li
Title	Director of Operations
Emergency Phone Number (###-###-####)	

### 5. SCHOOL WEB ADDRESS (URL)

<http://excellenceboys.uncommonschoools.org/>

### 6. DATE OF INITIAL CHARTER

2003-07-01 00:00:00

**7. DATE FIRST OPENED FOR INSTRUCTION**

2004-08-01 00:00:00

**8. FINAL VERIFIED BEDS ENROLLMENT FOR THE 2014-15 School Year as reported to Department's Office of Information and Reporting Services (via the NYC DOE for charter schools in NYC) in August.**

723

**9. GRADES SERVED IN SCHOOL YEAR 2014-15**

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
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**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	212-844-3584		[REDACTED]	No
CFO (e.g., network CFO)	Diane Flynn	212-844-3584		[REDACTED]	No
Compliance Contact	Jeannemarie Hendershot	212-844-3584	[REDACTED]	[REDACTED]	Yes
Complaint Contact	Sara Griffin	212-844-3584	[REDACTED]	[REDACTED]	Yes

Page 2

**11. FACILITIES**

Will the School maintain or operate multiple sites?

	Yes, 2 sites
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**12. SCHOOL SITES**

Please list the sites where the school will operate in 2015-16.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	225 Patchen Ave. Brooklyn, NY 11233	718-638-1830	CSD 16	K-8	No	Rent/Lease
Site 2	1485 Pacific St. 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	Kevin Hall	[REDACTED]		[REDACTED]
Operational Leader	Felix Li	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	Jeannemarie Hendershot	[REDACTED]	[REDACTED]	[REDACTED]
Complaint Contact	Sara Griffin	[REDACTED]	[REDACTED]	[REDACTED]

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Thomas O'Brien	[REDACTED]		[REDACTED]
Operational Leader	Andy Wright	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	Jason Shaad	[REDACTED]	[REDACTED]	[REDACTED]
Complaint Contact	Tara Marvolits	[REDACTED]	[REDACTED]	[REDACTED]

Page 3

**14. Were there any revisions to the school's charter during the 2014-2015 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).**

No

**15. Name and Position of Individual(s) Who Completed the 2014-15 Annual Report.**

Felix Li, Director of Operations

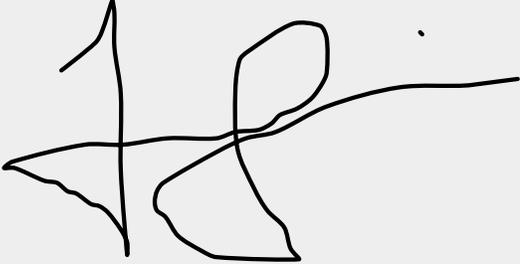
**16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations,**

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 stylist on your mobile device to sign your name).

Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is stylized and appears to consist of several loops and a long horizontal stroke extending to the right.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is written in a cursive style and clearly reads "Anthony Reginald".

Thank you.

 **Appendix A: Link to the New York State School Report Card**

Last updated: 07/23/2015

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Page 1

**Charter School Name:**

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**1. NEW YORK STATE REPORT CARD**

**Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).**

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<http://data.nysed.gov/reportcard.php?instid=80000056787&year=2014&createreport=1&enrollment=1&avgclasssize=1&freelunch=1&attendance=1&teacherqual=1&teacherturnover=1&staffcounts=1&hsnoncompleters=1&38ELA=1&38MATH=1&48SCI=1&naep=1&re>

**EXCELLENCE BOYS  
CHARTER SCHOOL**

**2014-15 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2015

By Felix Li, Aidin Carey, Lindsay Melworm, and Andy Wright

225 Patchen Avenue

Brooklyn, NY 11233

P: (718) 638-1830

F: (718) 638-2548

[www.excellenceboys.org](http://www.excellenceboys.org)

Felix Li (Elementary Academy Director of Operations), Aidin Carey (Middle Academy Director of Operations), Lindsay Melworm (Uncommon Charter High School Director of Operations), and Andy Wright (Uncommon Charter High School Director of Operations) prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
<b>David Saltzman</b> <b>Chair of Board</b>	Executive Director, Robin Hood Foundation
<b>Joseph F. Wayland</b> <b>Vice Chair of Board</b>	US District Attorney
<b>Laura Blankfein</b>	Co-Chair, Ethical Culture Fieldston School Board
<b>Cecily Carson</b>	Carson Family Charitable Trust
<b>Loren Compton-Williams</b>	Former Vice President of Treasury, Liquidity and Investment Products at JP Morgan
<b>Sabrina Dycus</b>	Associate, Ropes & Gray LLP
<b>Shakima Jones</b> <b>Excellence Boys Charter School Parent</b>	Accountant
<b>Paul Tudor Jones II</b>	Chairman and Chief Executive Officer, Tudor Investment Corporation
<b>Alison Mass</b>	Co-Head, Financial Sponsors Group in the Investment Banking Division, Goldman Sachs
<b>Tony Pasquariello</b>	Managing Director, Goldman Sachs
<b>Brett Peiser</b>	Chief Executive Officer, Uncommon Schools, Inc.
<b>Rosa Pizzi</b>	Associate, Simpson, Thacher & Bartlett LLP
<b>Tokumbo Shobowale</b>	Chief of Staff, Office of the Deputy Mayor for Economic Development
<b>Chrystal Stokes Williams</b>	Vice President, IP Strategy, American Express Company
<b>Samantha Tweedy</b> (ex officio)	Head of School, Excellence Boys Charter School

**Samantha Tweedy served as the Head of School from 2012 - 2015. The Principal of the Elementary Academy is Kevin Hall and the Principal of the Middle Academy is TS Hoard.**

## 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 eleventh year of operation in June 2015.

### ***Student Population***

During the 2014-15 school year, Excellence Boys' student population consisted of 723 boys in Kindergarten-11<sup>th</sup> Grade. Of these students, 93% were African American, 4% were Latino and 3% 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 2014-15, every teacher held a Bachelor's Degree and 100% either held or were working toward a Master's Degree.

### ***Open Doors***

"Open Doors" at Excellence Boys Charter School is a phrase that describes the school's desire to broaden the horizons of its students. It also refers, however, to the school's philosophy in engaging 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 2014-2015, 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 2014-2015 Families For Achievement included:

FFA Nights:

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

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

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

### ***Dissemination***

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

In the 2014-2015 school year, Excellence Boys' visitors included:

Wes Moore  
Democracy Prep  
Camp Robin Hood  
Goldman Sachs  
Galapagos Charter School  
New York City Charter Center and incubated school leaders  
The New Teacher Project  
Relay Graduate School of Education  
Teach For America New York City  
Teach For America National Office

### School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2003-04														
2004-05	44	44												88
2005-06	44	44	44											132
2006-07	48	46	40	36										170
2007-08	50	50	45	40	36									221
2008-09	75	50	50	43	39	31								288
2009-10	81	75	50	46	41	36	26							355
2010-11	87	86	76	48	46	42	25	20						430
2011-12	87	86	87	71	42	45	35	25	20					498
2012-13	83	85	84	78	67	45	34	31	23	15				545
2013-14	87	90	84	81	74	75	47	42	36	12	8			636
2014-15	93	90	89	87	77	86	76	52	40	14	11	8		723

\*Data is as of BEDs Day

## ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

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

### Background

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

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

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

### Goal 1: Absolute Measure

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

### Method

The school administered the New York State Testing Program English language arts assessment to students in 3<sup>rd</sup> through 8<sup>th</sup> grade in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

**2014-15 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>1</sup>			Total Enrolled
		IEP	ELL	Absent	
3	85	0	0	0	85
4	77	0	0	0	77
5	81	0	0	1	82
6	74	0	0	0	74
7	51	0	0	0	51
8	40	0	0	0	40
All	408	0	0	1	409

**Results**

On the 2014-15 NYS ELA exam, 33% of students in their second year at Excellence Boys scored proficient or advanced.

**Performance on 2014-15 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	42%	85	41%	82
4	36%	77	36%	76
5	26%	81	27%	70
6	26%	74	30%	61
7	29%	51	31%	42
8	35%	40	30%	37
All	33%	408	33%	368

**Evaluation**

In the third 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**

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<sup>1</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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.

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

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

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	45%	78	41%	75	41%	82
4	40%	67	60%	67	36%	76
5	22%	41	18%	61	27%	70
6	30%	33	16%	31	30%	61
7	39%	31	38%	29	31%	42
8	39%	23	29%	28	30%	37
All	37%	273	36%	291	33%	368

#### Goal 1: Absolute Measure

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

#### Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (“PLI”) value that equals or exceeds the 2014-15 English language arts AMO of 97. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>2</sup>

#### Results

Excellence Boys scored a PLI of 107 in grades K through 8 for the 2014-15 school year.

<sup>2</sup> In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

### English Language Arts 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	26%	41%	26%	7%

$$\begin{array}{rcccccccc}
 \text{PI} & = & 41 & + & 26 & + & 7 & = & 74 \\
 & & & & 26 & + & 7 & = & \underline{33} \\
 & & & & & & \text{PLI} & = & 107
 \end{array}$$

#### Evaluation

This measure was met. Excellence Boys' PLI exceeded the AMO for ELA of 97 by 10 points.

#### Goal 1: Comparative Measure

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

#### Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>3</sup>

#### Results

Excellence Boys outperformed Community School District 16 on the English Language Arts exam by 12 percentage points.

### 2014-15 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	41%	82	18%	630
4	36%	76	25%	645
5	27%	70	11%	583
6	30%	61	15%	451
7	31%	42	14%	530
8	30%	37	18%	530

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

All	33%	368	17%	3,369
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**Evaluation**

The school met this measure in all grades.

**Additional Evidence**

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

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	45%	14%	41%	22%	41%	18%
4	40%	19%	60%	20%	36%	25%
5	22%	17%	18%	17%	27%	11%
6	30%	9%	16%	10%	30%	15%
7	39%	11%	38%	12%	31%	14%
8	39%	10%	29%	13%	30%	18%
All	37%	13%	36%	16%	33%	17%

**Goal 1: Comparative Measure**

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

**Method**

The 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 meaningful degree is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

## Results

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

### **2013-14 English Language Arts Comparative Performance by Grade Level**

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	80.2	81	39	23.3	15.7	1.10
4	77.0	73	57	24.7	32.3	2.24
5	68.8	75	15	24.0	-9.0	-0.69
6	70.2	46	16	21.7	-5.7	-0.39
7	61.9	40	35	24.9	10.1	0.65
8	58.3	35	35	31.5	3.5	0.23
<b>All</b>	<b>71.5</b>	<b>350</b>	<b>33.7</b>	<b>24.5</b>	<b>9.2</b>	<b>0.62</b>

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

## Evaluation

The school met this measure in every grade except for grades 5 and 6.

## Additional Evidence

With increasing enrollment and percent of economically disadvantaged students, Excellence Boys maintained an actual comparative performance that was higher than the predicted value.

### **English Language Arts Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	K – 8	46.5%	238	65.0	54.4	0.81
2012-13	K – 9	66.7%	273	37.4	25.6	0.89
2013-14	K – 10	71.5%	351	33.6	24.5	0.62

**Goal 1: Growth Measure<sup>4</sup>**

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

**Method**

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

Given the timing of the state’s release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.<sup>5</sup>

**Results**

The table below compares the school’s Mean Growth Percentile with the Statewide Median for the 2013-14 ELA State Test. Grades 4, 6, and 7 scored above the Statewide Median.

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

Grade	Mean Growth Percentile	
	School	Statewide Median
4	68.6	50.0
5	39.1	50.0
6	51.1	50.0
7	50.8	50.0
8	41.6	50.0
All	<u>51.4</u>	50.0

**Evaluation**

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

**Additional Evidence**

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

<sup>5</sup> Schools can acquire these data from the NYSED’s Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

This measure was met in 2012-13 and 2013-2014 when averaged across all grades within the school.

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

Grade	Mean Growth Percentile			
	2011-12 <sup>6</sup>	2012-13	2013-14	Statewide Median
4		61.8	68.6	50.0
5		42.1	39.1	50.0
6		42.0	51.1	50.0
7		55.9	50.8	50.0
8		53.0	41.6	50.0
All	48.0	52.7	51.4	50.0

**Summary of the English Language Arts Goal**

Excellence Boys achieved four of the five English Language Arts goals based on results of the 2013-14 and 2014-15 state exams. We are proud that t students continue to outperform the district in all grades in ELA and that the majority of our students are exceeding predicted performance based on free lunch status. However, we know that we still have a long way to go in terms of absolute performance and that the more rigorous common core standards will provide us with an opportunity to work harder to improve student performance in ELA.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did not achieve
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Achieved
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	Achieved

<sup>6</sup> Grade level results not available.

## Action Plan

In 2015-16, 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 2015-16 school year.
- Excellence Boys K-8 teachers will participate in two full days of training in teaching reading during August PD as well as multiple sessions of literacy PD over the course of the school year.
- Excellence Boys will again administer monthly compositions for all K-4 students to assess writing progress and provide data to drive improvements in writing instruction.
- Excellence Boys' K-8 teachers will participate in one full day of training in Writing Instruction during August PD.
- Excellence Boys' Special Education Teachers will continue to provide literacy intervention for those students in K-8 who need additional help in developing their print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. For this intervention work, Excellence Boys will continue to employ the Wilson Foundations Program Wilson. The Special Education Teachers will continue to receive on-going training and support from the Uncommon Schools Director of Special Education.
- Students in 5<sup>th</sup> through 8<sup>th</sup> grade will continue to complete rigorous quarterly written projects with an emphasis on developing ideas, drafting, and critical revision. They will also continue to read, discuss, and write about 7-8 class books annually at or slightly above grade level.
- Students in 5<sup>th</sup> through 8<sup>th</sup> grade will engage in more rigorous non-fiction reading in science and history classes to supplement the ELA curriculum.
- 5<sup>th</sup> and 6<sup>th</sup> Grade students will continue a daily 30 minute block of Guided Reading and a 30 minute block of Independent Reading. 7<sup>th</sup> and 8<sup>th</sup> Grade scholars will continue engaging in a daily 30 minute Independent Reading block and a 30 minute book club block. Scholars will log their reading growth using the Accelerated Reader program, ensuring that they are reading books in their Zone of Proximal Development and making growth throughout the year.

## MATHEMATICS

### **Goal 2: Mathematics**

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

### **Background**

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

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

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

Excellence Boys administers quarterly school-designed Interim Assessments in K-8, the results of which are used improve instruction and increase student achievement. In 2014-15, two Academy Principals and two Deans of Curriculum and Instruction helped develop and lead extensive and intensive teacher development sessions.

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

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

### **Method**

The school administered the New York State Testing Program mathematics assessment to students in 3<sup>rd</sup> through 8<sup>th</sup> grade in April 2015. 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.

**2014-15 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>7</sup>			Total Enrolled
		IEP	ELL	Absent	
3	85	0	0	0	85
4	77	0	0	0	77
5	82	0	0	0	82
6	74	0	0	0	74
7	51	0	0	0	51
8	1	0	0	39	40
All	370	0	0	39	409

**Results**

On the 2014-15 NY State Math Exam, 56% of students in at least their second year at Excellence Boys scored proficient or advanced.

**Performance on 2014-15 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	78%	85	78%	64
4	77%	77	76%	58
5	40%	82	41%	29
6	51%	74	48%	29
7	63%	51	62%	26
8	100%	1	100%	1
All	62%	370	56%	207

**Evaluation**

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

<sup>7</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## Additional Evidence

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

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

### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	54%	78	68%	75	78%	64
4	48%	67	76%	67	76%	58
5	34%	41	34%	61	41%	29
6	39%	33	55%	31	48%	29
7	45%	31	62%	29	62%	26
8	57%	23	46%	28	100%	1
All	47%	273	59%	291	56%	207

#### Goal 2: Absolute Measure

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

#### Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 mathematics AMO of 94. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>8</sup>

<sup>8</sup> In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

## Results

Excellence Boys scored a PLI of 149 in grades K through 8 for the 2014-15 school year.

### Mathematics 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	13	25	31	31

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 25 & + & 31 & + & 31 & = & 87 \\
 & & & & 31 & + & 31 & = & \underline{62} \\
 & & & & & & \text{PLI} & = & 149
 \end{array}$$

## Evaluation

This measure was met. Excellence Boys' PLI exceeded the AMO for mathematics of 94 by 55 points.

### Goal 2: Comparative Measure

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

## Method

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>9</sup>

## Results

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

### 2014-15 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency
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<sup>9</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	78%	64	23%	629
4	76%	58	22%	647
5	41%	29	16%	578
6	48%	29	12%	444
7	62%	26	11%	528
8	100%	1	11%	515
All	56%	207	16%	3,341

### Evaluation

Once again, Excellence Boys met its comparative measure with its percentage of student scoring proficient exceeding the percentage of students in CSD 16 scoring proficient or advanced proficient across grades 3-8. The percentage of students at Excellence Boys scoring proficient in each grade was at least triple the percentage in the district in all but 5th grade. In Grade 4, Excellence Boys' performance exceeded the district's performance by 54 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.

### Additional Evidence

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

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	54%	14%	68%	21%	78%	23%
4	48%	25%	76%	20%	76%	22%
5	34%	17%	34%	16%	41%	16%
6	39%	8%	55%	12%	48%	12%
7	45%	4%	62%	7%	62%	11%
8	57%	6%	46%	7%	100%	11%
All	47%	13%	59%	14%	56%	16%

### Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree)

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

**Method**

The 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 meaningful degree is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

**Results**

The chart below displays how Excellence Boys students in each grade performed compared to students in public schools in New York State with the same grade and a similar population of free-lunch-eligible students. As evidenced in the chart, Excellence Boys students performed much better than predicted in all grades, and had significant positive effect sizes overall and in each grade except 5<sup>th</sup> Grade.

**2013-14 Mathematics Comparative Performance by Grade Level**

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	80.2	81	66	32.6	33.4	1.82
4	77.0	73	75	32.8	42.2	2.12
5	68.8	75	33	33.5	-0.5	-0.03
6	70.2	46	46	30.0	16.0	0.78
7	61.9	41	56	27.9	28.1	1.67
8	58.3	35	49	19.5	29.5	1.63
All	71.5	351	55.3	30.6	24.7	1.31

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

## Evaluation

Once again, Excellence Boys met and exceeded this measure with a significant positive effect size in all grades except 5<sup>th</sup>.

## Additional Evidence

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

**Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	K – 8	46.5%	238	85.7	63.3	1.32
2012-13	K – 9	66.7%	273	46.9	26.9	1.14
2013-14	K – 10	71.5%	351	55.3	30.6	1.31

### Goal 2: Growth Measure<sup>10</sup>

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

## Method

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

Given the timing of the state’s release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.<sup>11</sup>

The table below compares the school’s Mean Growth Percentile with the Statewide Median for the 2013-14 Math State Test.

<sup>10</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>11</sup> Schools can acquire these data from the NYSED’s business portal: [portal.nysed.gov](http://portal.nysed.gov).

**2013-14 Mathematics Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Statewide Median
4	66.3	50.0
5	35.5	50.0
6	46.8	50.0
7	62.7	50.0
8	45.6	50.0
All	51.3	50.0

**Evaluation**

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

**Additional Evidence**

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

**Mathematics Mean Growth Percentile by Grade Level and School Year**

Grade	Mean Growth Percentile			Statewide Median
	2011-12 <sup>12</sup>	2012-13	2013-14	
4		53.6	66.3	50.0
5		50.0	35.5	50.0
6		60.0	46.8	50.0
7		65.0	62.7	50.0
8		57.3	45.6	50.0
All	46.4	56.4	51.3	50.0

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<sup>12</sup> Grade level results not available.

**Summary of the Mathematics Goal**

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

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did not achieve
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Achieved
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	Achieved

**Action Plan**

Based on evidence from historical New York State Math Test performance, comparative 2014-2015 Common Core Math Assessment data, TerraNova Second Edition, and the Investigations Curricula, Excellence Boys students have performed well and have validated the school’s curriculum implementation. However, the absolute performance across all grades in mathematics on the 2014-15 Common Core Mathematics Exam has demonstrated that we need to put more careful thought into increasing the rigor of the school’s math program, particularly around open-ended response questions.

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

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

- Excellence Boys will continue to offer weekly Math Data Meetings for professional development for K-4 teachers.
- Excellence Boys will improve Math implementation of the Common Core Standards by aligning assessments and scope & sequence to the Common Core.
- All K-4 teachers will receive professional development in using story problems to increase critical thinking in math.
- In K – 4, teachers will implement 20 minutes of Spiral Review based on Data Analysis from the previous day twice per week.
- In 2015-16, Excellence Boys' Middle Academy 5<sup>th</sup> and 6<sup>th</sup> grade students will have 90 minutes of daily math instruction, with an emphasis on both procedural fluency and critical thinking around math concepts. All 7<sup>th</sup> Grade students will have 2 hours of Pre-Algebra, and 8<sup>th</sup> Grade students will have 2 hours of Algebra daily in preparation for the Common Core Algebra Exam at the end of 8<sup>th</sup> grade. In addition, Middle Academy scholars in need of additional math support will receive an extra 20-30 minutes of Math Lab three or four times per week for extra practice.
- For the 2015-16 school year, Excellence Boys will continue its in-school and after school tutoring program. Students who are identified as at-risk of under-performance will be assigned to after school tutoring for up to two days a week.

## SCIENCE

### **Goal 3: Science**

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

### **Background**

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

The Excellence Boys curriculum for Core Knowledge (Science and Social Studies) is created within the Uncommon Schools Network. Lesson plans, associated multi-media resource materials and

assessments are aligned to NYS standards. The curricula is designed with minute-by-minute plans for teachers to execute in their classrooms. The plans include a variety of activities: hands-on experiments, reading and responding to complex non-fiction texts, classroom discussion and debate of key issues, vocabulary instruction, and student presentations.

**Goal 3: Absolute Measure**

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

**Method**

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> in spring 2015. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

**Results**

4<sup>th</sup> Grade: 97% of 4<sup>th</sup> grade students in at least their second year at EBCS achieved proficiency on the State Science Exam.

In 8<sup>th</sup> grade, students took the Living Environment Regents instead of the New York State Science exam and 85% scored proficient.

**Charter School Performance on 2014-15 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	97%	77	N/A	N/A
8	Students took the Living Environment Regents Exam in lieu of the 8 <sup>th</sup> Grade State Science Exam and 85% scored proficient.			

**Evaluation**

For 4<sup>th</sup> Grade, the goal was met. For 8<sup>th</sup> grade the goal was also met.

**Additional Evidence**

Since 2012, Excellence Boys has maintained a high level of performance on the 4<sup>th</sup> Grade Science State Exam with 97% or higher students scoring at Proficiency. For 8<sup>th</sup> grade, 85% of students scored

proficient on the high school level science exam, which shows that we are preparing our students for science in high school.

### Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2012-13		2013-14		2014-15	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	97%	67	100%	67	97%	77

#### Goal 3: Comparative Measure

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

#### Method

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

#### Results

The district comparative data was not available for the 2014-15 State Science Exam or Living Environment Regents Exam.

### 2014-15 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	97%	77	N/A	N/A

#### Evaluation

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

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	97%	67	100%	67	97%	77

### **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 2015-16, Excellence Boys will continue to employ our internally created science and social studies programs and extensive hands-on experiments to move students towards competency in the understanding and application of Science and Social Studies.

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

### **NCLB**

#### **Goal 4: NCLB**

The school will make Adequate Yearly Progress.

#### **Goal 4: Absolute Measure**

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

### **Method**

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states,

established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

**Results**

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

**NCLB Status by Year**

Year	Status
2010-11	Good Standing
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing
2014-15	Good Standing

**Evaluation**

Excellence Boys has maintained good standing since 2010.

## APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

**In keeping with College and Career Readiness Standards, the Institute has revised many of the high school measures.**

**These measures are in effect for any school that was renewed in 2013 or thereafter. (See the Institute’s 2013 Guidelines.) Only high schools with Accountability Plans based on the Institute’s 2013 Guidelines need report on the measures flagged below with the symbol “(§)” and reflecting college and career readiness standards. They *may* report on the other measures as optional measures.**

**The Institute encourages all high schools to report on the flagged (§) measures, as they represent the college and career readiness standards and will be the measures used in the high school’s next Accountability Period.**

*Note: Add the following section following the School Enrollment section on page 4.*

### High School Cohorts

#### **Accountability Cohort**

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9<sup>th</sup> grade. For example, the 2011 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade in the 2011-12 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2014-15 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s website for its accountability rules and cohort definitions: [www.p12.nysed.gov/accountability/](http://www.p12.nysed.gov/accountability/))

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled on BEDS Day in October and on June 30<sup>th</sup>.

**Fourth-Year High School Accountability Cohorts**

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2012-13	2009-10	2009	N/A	N/A	N/A
2013-14	2010-11	2010	N/A	N/A	N/A
2014-15	2011-12	2011	N/A	N/A	N/A

## Total Cohort for Graduation

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9<sup>th</sup> grade. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9<sup>th</sup> grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled at least one day in the school after entering the 9<sup>th</sup> grade are part of the school's Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

### Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Additional Students Still in Cohort <sup>13</sup> (b)	Graduation Cohort (a) + (b)
2012-13	2009-10	2009	N/A	N/A	N/A
2013-14	2010-11	2010	N/A	N/A	N/A
2014-15	2011-12	2011	N/A	N/A	N/A

### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Additional Students Still in Cohort <sup>14</sup> (b)	Graduation Cohort (a) + (b)
2012-13	2008-09	2008	N/A	N/A	N/A
2013-14	2009-10	2009	N/A	N/A	N/A
2014-15	2010-11	2010	N/A	N/A	N/A

## GOAL 1: 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.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

**(S)** Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR

<sup>13</sup> Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

<sup>14</sup> Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason

fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

### 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 / 75 to meet the college and career readiness standard.<sup>15</sup> This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

### Results

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

#### English Regents Passing Rate with a Score of 65 /75 by Fourth Year Accountability Cohort<sup>16</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 /75
2009	N/A	N/A
2010	N/A	N/A
2011	N/A	N/A

### Evaluation

N/A

### Additional Evidence

As this is only Excellence Boys' third year with high school grades, the ELA goals are not yet applicable. 10 out of 11 students in our Excellence Boys 10<sup>th</sup> grade cohort took the Common Core English exam this year. Of the 10 students who took the exam, 9 students (90%) received a passing score, with 8 receiving college and career ready score on their New York State Common Core Regents English exam with a 75% or higher. Our 9<sup>th</sup> grade students have not yet taken the English Regents Exam. We expect that we will continue to make progress toward our goal over the next years by continuing to refine our curriculum and offer supports throughout the school day and after school from peers and staff.

<sup>15</sup> The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

<sup>16</sup> Based on the highest score for each student on the English Regents exam

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

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011						
2012			8	100%	8	100%
2013			N/A	N/A	11	82%
2014					N/A	N/A

**Goal 1: Absolute Measure**

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

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

**(§)** Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

**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)

**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.

SAME FOR ALL SCHOOLS

**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:

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

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2014-15 English language arts AMO of **170**.

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 exam in Comprehensive English is 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. The Regents Common Core Examination in English is scored on a scale from 0 to 100; 0 to 64 is level 1, 65 to 78 is level 2; 79 to 84 is level 3, and 85 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)

#### **Goal 1: Comparative Measure**

Each year, the percent of 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.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

**(§)** 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.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

### Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.<sup>17</sup>

### Results

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

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<sup>17</sup> The New York State Report Card provides the district results for students scoring at or above 65.

**Summary of the High School English Language Arts Goal** <sup>18</sup>

This goal does not yet apply to Excellence Boys since it had its first class of 9<sup>th</sup> graders in 2013-2014. However, our 10<sup>th</sup> grade cohort had 82% of students passing the Common Core English Regents exam with a 65 or higher, and 73% passed with a 75 or higher.

Type	Measure (Accountability Plan Prior to 2012-13)	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
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
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, 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 2013-14 school district results.)	N/A

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) 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.	N/A
Absolute	(§) 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.	N/A
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 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 2013-14 school district results.)	N/A

<sup>18</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

## Action Plan

Excellence Boys is in its third year of serving high school grades and is continuing to refine its English curriculum. Through staff and content development, we continue to determine ways to offer additional supports to students who struggle to reach benchmarks.

## 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.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common Core expectations on the Regents Algebra I (Common Core) exam) by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

## Method

The school administered the New York State Regents Geometry, Integrated Algebra and Algebra 2 exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / scoring 80 to meet the college and career readiness standard.<sup>19</sup> This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

## Results

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 by Fourth Year Accountability Cohort<sup>20</sup>

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

<sup>19</sup> The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

<sup>20</sup> Based on the highest score for each student on the Mathematics Regents exam

2010	N/A	N/A
2011	N/A	N/A

**Evaluation**

N/A

**Additional Evidence**

Even though this goal does not yet apply to Excellence Boys, our students have showed strong progress towards meeting this measure’s target. Within the 2013 cohort of 10th graders, 91% of students have already scored above a 65% on a New York State Math Regents exam. In our 2014 cohort, 8 of 13 (62%) of students took the Geometry exam, with 5 students (63%) meeting the graduation requirement of scoring a 65 or higher (2 students scored between a 50 and a 65, and 1 scored below 50). 3 of 13 students took the Integrated Algebra exam, with 100% scoring above 65% (2 student scored above 75%). We hope to build upon these results as students take more Regents exams in their high school career. We also will continue to provide opportunities and the necessary academic supports for students to re-take exams that they have not succeeded on.

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

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011						
2012	14	71%	8	100%	6	100%
2013			12	67%	11	91%
2014					13	61%

**Goal 2: Absolute Measure**

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

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

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

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

**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)

### **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.

SAME FOR ALL SCHOOLS

## Method

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

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

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2014-15 mathematics AMO of **154**.

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. The Regents Common Core exams in mathematics are scored on a scale from 0 to 100; 0 to 64 is level 1; 65 to 73 is level 2, 74 to 84 is level 3, and 85 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)

### **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.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

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

**Method**

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.<sup>21</sup>

**Results**

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

**Summary of the High School Mathematics Goal**<sup>22</sup>

Although our oldest Excellence Boys cohort only entered 9<sup>th</sup> grade in 2012-13, 100% have already met the goal of passing a New York State Regents mathematics exam. Additionally, 71% of the 2013 cohort and 61% of the 2014 have already met the goal in their 10<sup>th</sup> and 9<sup>th</sup> grade years, respectively. From this, we know that our students are understanding and applying mathematical computation and problem solving to a degree that shows competency and college readiness.

Type	Measure (Accountability Plan Prior to 2012-13)	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
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 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.	N/A
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, 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 2013-14 school district results.)	N/A

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade	N/A

<sup>21</sup> The New York State Report Card provides the district results for students scoring at or above 65.

<sup>22</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

	mathematics exam 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, 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 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 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 2013-14 school district results.)	N/A

**Action Plan**

- Students will continue to receive 50-100 minutes of math instruction each day.
- The High School instructional team will continue to review teacher lesson plans, observe classroom instruction and provide feedback to teachers on instruction.
- The school's leadership team continues to identify areas for growth. From these areas, extensive professional development programs will continue to be refined and implemented to meet the needs of both the school and individual teachers.
- 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. Leaders will also continuously monitor these modifications for their effectiveness.
- Excellence Boys Charter School will continue to offer Regents/AP/SAT preparation classes on Saturdays beginning in the 9<sup>th</sup> 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, Earth Science, Chemistry and Physics. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students

may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

## Results

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

### Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort<sup>23</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	N/A	N/A
2010	N/A	N/A
2011	N/A	N/A

## Evaluation

N/A

## Additional Evidence

Although this measure does not yet apply to Excellence Boys, we have already made substantial progress towards this measure. Of our 2012 cohort, 100% of students have passed the Living Environment Regents. We also administered the Living Environment Regents to our 10<sup>th</sup> graders (2013 cohort) with 9 students (82%) scoring above 65%. We intend to continue offering this exam with additional supports and also allow students to re-take exams to improve upon their scores.

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

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011						
2012			12	83%	8	100%
2013			12	75%	11	82%
2014					N/A	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

<sup>23</sup> Based on the highest score for each student on any 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
2009	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A
2011	N/A	N/A	N/A	N/A

**Evaluation**

N/A

**Additional Evidence**

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 examinations to the 2014 cohort (9<sup>th</sup> graders) in the 2014-15 school year. The 2012 cohort (11<sup>th</sup> graders) were administered the US History exam, with 100% scoring above a 65% on the exam.

**U.S. History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>24</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	N/A	N/A
2010	N/A	N/A
2011	N/A	N/A

**Evaluation**

N/A

**Additional Evidence**

Although the measure does not yet apply, as 2012 is our oldest cohort of Excellence Boys students (they entered 9th grade in 2012-13), students have already shown extremely strong progress towards this goal. The 2012 cohort has met the goal, with 100% of students scoring above a 65% on the US History exam. We will continue to provide opportunities for students to take these exams and build content knowledge in Social Studies.

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

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011						
2012	N/A	N/A	N/A	N/A	7	100%
2013			N/A	N/A	N/A	N/A
2014					N/A	N/A

**Goal 4: Comparative Measure**

<sup>24</sup> Based on the highest score for each student on a science Regents exam

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
2009	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A
2011	N/A	N/A	N/A	N/A

**Evaluation**

N/A

**Additional Evidence**

Although this measure does not yet apply, as 2012 is our oldest cohort of Excellence Boys students (they entered 9th grade in 2012-13), 100% of the students in the 2012 cohort (11<sup>th</sup> graders) scored above a 65% on the US History exam that was administered in the 2014-15 school year.

**Goal 4: Absolute Measure**

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

**Method**

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple

times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

**Results**

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

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

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	N/A	N/A
2010	N/A	N/A
2011	N/A	N/A

**Evaluation**

N/A

**Additional Evidence**

The Global History Regents exam was not administered to Excellence Boys 9<sup>th</sup> graders this year; however it was administered to 10<sup>th</sup> graders (2013 cohort). 10 of the 11 students in 2013 cohort took the Global History exam, with 9 of those students (90%) scoring above a 65%.

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

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011						
2012			8	100%	7	100%
2013			N/A	N/A	11	82%
2014					N/A	N/A

**Goal 4: Comparative Measure**

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

**Method**

<sup>25</sup> 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).

**Global History Passing Rate  
of the High School Total Cohort by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2009	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A
2011	N/A	N/A	N/A	N/A

**Evaluation**

N/A

**Additional Evidence**

Although this measure does not yet apply, as 2012 is our oldest cohort of Excellence Boys students (they entered 9th grade in 2012-13), 100% of the students in the 2012 cohort (11<sup>th</sup> graders) scored above a 65% on the Global History exam, and 81% of the 2013 cohort (10<sup>th</sup> graders) scored above a 65% on the exam administered in the 2014-15 school year.

**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.  
REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

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

## 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

Students 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 student 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 student is failing that academic year:

1. **One class:** The student 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 student is required to repeat the grade.

In subjects that require less than four years of credits (Foreign Language, Physical Education, Health and Electives), a student 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 tiers of student support throughout the school year – Weekly Progress Reports, Office Hours, and Weekly Check-in Meetings with the Advisor – 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.

Students 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 30 Excellence Boys Scholars who completed the 2014-2015 school year at Uncommon Charter High School, 27 have been promoted, receiving the requisite amount of credits to move on to the next grade.

**Percent of Students Promoted by Cohort in 2014-15**

Cohort Designation	Number in Cohort	Percent promoted
2011	N/A	N/A
2012	7	100%
2013	11	90%
2014	13	85%

**Evaluation**

The school met this measure, promoting above 75% of students within each cohort. We promoted 100% of students within our 2012 cohort, 90% within our 2013 cohort, and 85% within our 2014 cohort.

**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 2015, the 2013 cohort will have completed its second year.

**Results**

The 2013 cohort has exceeded this benchmark with 91% of students passing three regents exam by the end of their sophomore year.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
--------------------	------------------	-------------------------------

2011	N/A	N/A
2012	7	100%
2013	11	91%

**Evaluation**

The 2012 cohort has exceeded this measure, with 100% of the cohort passing at least 3 Regents exams by their second year in the cohort. The 2013 cohort, comprised of 11 students, has 91% of students passing three Regents exams, exceeding the benchmark as well. We continue to provide students with opportunities to take more Regents exams in their high school career, and provide the necessary academic supports for students to re-take exams that they have not succeeded on.

**Additional Evidence**

At the end of their third year in high school, the Excellence Boys 2012 Accountability Cohort has already met this measure. Within the 2013 cohort, 10 of 11 students (or 91%) have passed three Regents exams by the end of their sophomore year.

**Goal 6: Absolute Measure**

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

**Method**

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2011 cohort and graduated four years later and those who entered as members of the 2010 cohort and graduated 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 at the end of their fourth year to complete graduation requirements.

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

**Results**

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).

**Goal 6: Comparative Measure**

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

**Method**

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in the local school district<sup>26</sup>. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

**Results**

N/A

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

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2009	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A
2011	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 third 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. Required for Accountability Plans developed prior to 2012-13	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)	

<sup>26</sup> Schools can retrieve district level graduation rates from the SED’s Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

	each year. Required for Accountability Plans developed in 2012-13 or later	
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Not Applicable
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	Not Applicable

### **Action Plan**

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

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

- Quarterly Exams will continue to serve as a critical driver of classroom instruction and lesson planning for grades 9-12. The results will provide teachers with ongoing feedback on students' progress in meeting state standards so they know, at any moment, which students have mastered which skills and which students have not. Armed with this information, teachers will be better prepared to target instruction and make significant content adjustments throughout the year, without waiting for an end-of-year assessment that shows a student in need.
- Excellence Boys Charter School will continue to administer Interim Assessments/Quarterly Exams on a quarterly basis in all five major subjects. Excellence Boys Charter School will continue to modify Interim Assessments/Quarterly Exams, ensuring that they measure student progress with respect to the Common Core Learning Standards.
- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom instruction and provide feedback on instruction. The school's leadership team will be responsible for identifying areas for growth and providing an extensive

professional development program that meets the needs of both the school and individual teachers.

- The school’s leadership team will continue to review the effectiveness of the school’s curriculum and making necessary revisions to increase student achievement.
- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.
- Excellence Boys will continue to offer Regents/AP/SAT preparation classes on Saturdays beginning in the 9th grade.

## COLLEGE PREPARATION

### GOAL 7: COLLEGE PREPARATION

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

### Goal 7: Comparative Measure

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

### Method

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

### Results

The 2013 cohort of Excellence Boys underperformed the NY State Critical Reading and Mathematics measures with averages of 37.8 in Critical Reading and 40.4 in Mathematics.

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

School Year	Number of Students in the 10 <sup>th</sup> Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2012-13	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	8	8	39.7	41.1	44.8	42.8
2014-15	11	11	37.8	45.0	40.4	46.9

## Evaluation

The 2013 cohort of Excellence Boys underperformed the NY State Critical Reading and Mathematics measures with averages of 37.8 in Critical Reading and 40.4 in Mathematics. We continue to provide support for students in these areas, and we are aligning curriculum to the Common Core which we anticipate with result in higher PSAT and SAT scores. We also offer opportunities for students who are not meeting the measure to re-take exams with additional supports.

## Additional Evidence

Our 2013 cohort took the PSAT exam as 10<sup>th</sup> graders and will also re-take the PSAT in 11<sup>th</sup> grade in the 2015-16 school year. Prior to re-taking, students will be provided with additional supports to assist them in improving their scores in mathematics and critical reading, as needed.

### Goal 7: Comparative Measure

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

## Method

This measure tracks student performance on one of the most commonly used high school college prep assessments. The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 2400 as the highest possible score. As students may choose to take the test multiple times during the year, the school only reports a student's highest score. The school compares its averages the New York State average for all 12<sup>th</sup> grade test takers in the given year.

## Results

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).

### Goal 7: School Created College Preparation Measure

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

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

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

will exceed the statewide average.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

### **Method**

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

### **Results**

N/A

### **Evaluation**

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

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

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

### **Method**

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

### **Results**

N/A

### **Evaluation**

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

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

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

**Results**

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).

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

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

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

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

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

**Results**

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).

**Summary of the College Preparation Goal**

Our 2013 cohort is below the state average on the PSAT in Math and Critical Reading. We continue to focus on this within our school by bolstering critical reading and math work in all content classes. Our college team is also working to ensure students are given opportunities to re-take exams with additional support in the areas they need.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Comparative	Each year, the average performance of students in the 10 <sup>th</sup> grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Did Not Achieve
Comparative	Each year, the average performance of students in the 12 <sup>th</sup> grade will exceed the state average on the SAT or ACT tests in reading	Not Applicable

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

**Action Plan**

- Excellence Boys will continue to use an academic model that is largely similar to that of grades 5-8, utilizing practices and approaches that have proven effective in producing significant academic gains at the highest-performing urban public schools in the country. Specifically, the high school will focus around:
  - A College Preparatory Mission
  - 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. School leaders will work with master teachers to incorporate more Critical Reading and Mathematics concepts into content work. Students will be provided with more opportunities to improve upon their scores through tailored support and opportunity to re-take exams.



# Appendix B: Total Expenditures and Administrative Expenditures per Child

Last updated: 07/24/2015

## Page 1

Charter School Name:

### B. Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

#### 1. Total Expenditures Per Child

To calculate **'Total Expenditures per Child'** take total expenditures (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Total Expenditures	10108818
Line 2: Year End Per Pupil Count	723
Line 3: Divide Line 1 by Line 2	13982

#### 2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

- Do not include the FTE of personnel dedicated to administration of the instructional programs.
- Do not include Employee Benefit costs or expenditures in the above calculations.
- A template for the Schedule of Functional Expenses is provided on page 20 of the 2014-15 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2014-15 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate **'Administrative Expenditures per Child'** take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Relevant Personnel Services Cost (Row)	1258363
Line 2: Management and General Cost (Column)	888262
Line 3: Sum of Line 1 and Line 2	2146625
Line 4: Year End Per Pupil Count	723
Line 5: Divide Line 3 by the Year End Per Pupil Count	2969

***Thank you.***



**Transmittal Form**  
**Annual Financial Statement Audit Report**  
*for SUNY Authorized Charter Schools*

<b>Charter School Name:</b>	Excellence Boys Charter School of Bedford Stuyvesant
<b>Audit Period:</b>	2014-15
<b>Prior Period:</b>	2013-14
<b>Report Due Date:</b>	Sunday, November 01, 2015
<b>Date Submitted:</b>	October 28, 2015
<b>School Fiscal Contact Name:</b>	Felix Li
<b>School Fiscal Contact Email:</b>	[REDACTED]
<b>School Fiscal Contact Phone:</b>	[REDACTED]
<b>School Audit Firm Name:</b>	Mengel Metzger Barr & Co. LLP
<b>School Audit Contact Name:</b>	Shelby Stenson
<b>School Audit Contact Email:</b>	<a href="mailto:ssenson@mmb-co.com">ssenson@mmb-co.com</a>
<b>School Audit Contact Phone:</b>	585-672-1810

The following items are required to be included:

- .. The independent auditor's report on financial statements and notes.
- .. Excel template file containing the Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets.
- .. Reports on internal controls over financial reporting and on compliance.

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$500,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

Item	If not included, state the reason(s) below (if not applicable fill in "NIA"):
Management Letter	[REDACTED]
Management Letter Response	
Form 990	The school's 990 will be available in January 2016.
Federal Single Audit (A-133) <sup>1</sup>	[REDACTED]
Corrective Action Plan	

Please also send an ELECTRONIC copy of: 1.) This transmittal form; 2.) Audited Financial Report; and if applicable 3.) Management Letter and Response; 4.) Federal Single Audit (A-133) ONLY to the following offices via email. A copy of the Excel file containing the four schedules Does NOT need to be included.

NYS Education Department Public School Choice Programs 89 Washington Avenue Room 462 EBA Albany, New York 12234 <a href="mailto:charterschools@mail.nysed.gov">charterschools@mail.nysed.gov</a>	NYS Education Department Office of Audit Services 89 Washington Avenue Room 524 EBA Albany, New York 12234 <a href="mailto:FSandA133@mail.nysed.gov">FSandA133@mail.nysed.gov</a>
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<sup>1</sup> A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to the current "OMB Circ

**EXCELLENCE BOYS CHARTER SCHOOL OF BEDFORD STUYVI**  
**Statement of Financial Position**  
**#NAME?**

<b>ASSETS</b>	<b>2014-15</b>
<b><u>CURRENT ASSETS</u></b>	
Cash and cash equivalents	5126509
Grants and contracts receivable	339573
Accounts receivables	0
Prepaid expenses	37865
Contributions and other receivables	202831
<b>TOTAL CURRENT ASSETS</b>	<b>5,706,778</b>
<b><u>PROPERTY, BUILDING AND EQUIPMENT, net</u></b>	<b>812576</b>
<b><u>OTHER ASSETS</u></b>	<b>0</b>
<b>TOTAL ASSETS</b>	<b>6,519,354</b>
<b><u>LIABILITIES AND NET ASSETS</u></b>	
<b><u>CURRENT LIABILITIES</u></b>	
Accounts payable and accrued expenses	652094
Accrued payroll and benefits	0
Deferred Revenue	0
Current maturities of long-term debt	0
Short Term Debt - Bonds, Notes Payable	0
Other	0
<b>TOTAL CURRENT LIABILITIES</b>	<b>652,094</b>
<b><u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u></b>	<b>0</b>
<b>TOTAL LIABILITIES</b>	<b><u>652,094</u></b>
<b><u>NET ASSETS</u></b>	
Unrestricted	5867260
Temporarily restricted	0
<b>TOTAL NET ASSETS</b>	<b><u>5,867,260</u></b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>6,519,354</b>

**EXCELLENCE BOYS CHARTER SCHOOL OESANT**  
**Statement of Financial P**  
**#NAME?**

<u>ASSETS</u>	<u>2013-14</u>	<u>IOI</u>
		nu
<b><u>CURRENT ASSETS</u></b>		
Cash and cash equivalents	1791229	
Grants and contracts receivable	106200	
Accounts receivables	0	
Prepaid expenses	16949	
Contributions and other receivables	0	
<b>TOTAL CURRENT ASSETS</b>	<b>1,914,378</b>	
 <b><u>PROPERTY, BUILDING AND EQUIPMENT, net</u></b>	 285736	
 <b><u>OTHER ASSETS</u></b>	 0	
<b>TOTAL ASSETS</b>	<b>2,200,114</b>	
 <b><u>LIABILITIES AND NET ASSETS</u></b>		
<b><u>CURRENT LIABILITIES</u></b>		
Accounts payable and accrued expenses	528207	
Accrued payroll and benefits	0	
Deferred Revenue	0	
Current maturities of long-term debt	0	
Short Term Debt - Bonds, Notes Payable	0	
Other	0	
<b>TOTAL CURRENT LIABILITIES</b>	<b>528,207</b>	
 <b><u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u></b>	 0	
<b>TOTAL LIABILITIES</b>	<b><u>528,207</u></b>	
 <b><u>NET ASSETS</u></b>		
Unrestricted	1671907	
Temporarily restricted	0	
<b>TOTAL NET ASSETS</b>	<b><u>1,671,907</u></b>	
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>2,200,114</b>	

**EXCELLENCE BOYS CHARTER SCHOOL OF BEDFORD STUYVESANT**

**Statement of Activities**

#NAME?

	2014-15		Total
	Unrestricted	Temporarily Restricted	
<b>REVENUE, GAINS AND OTHER SUPPORT</b>			
Public School District			
Resident Student Enrollment	17947216	\$-	\$17,947,216
Students with disabilities	879576	-	879,576
Grants and Contracts			
State and local	0	-	-
Federal - Title and IDEA	716277	-	716,277
Federal - Other	131142	-	131,142
Other	0	-	-
Food Service/Child Nutrition Program	0	-	-
<b>TOTAL REVENUE, GAINS AND OTHER SUPPORT</b>	19,674,211	-	19,674,211
<b>EXPENSES</b>			
Program Services			
Regular Education	16115283	\$-	\$16,115,283
Special Education	0	-	-
Other Programs	0	-	-
Total Program Services	16,115,283	-	16,115,283
Management and general	2408323	-	2,408,323
Fundraising			
<b>TOTAL OPERATING EXPENSES</b>	18,523,606	-	18,523,606
<b>SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS</b>	1,150,605	-	1,150,605
<b>SUPPORT AND OTHER REVENUE</b>			
Contributions			
Foundations	82842	\$-	\$82,842
Individuals	0	-	-
Corporations	0	-	-
Fundraising	0	-	-
Interest income	0	-	-
Miscellaneous income	124361	-	124,361
Net assets released from restriction	0	-	-
<b>TOTAL SUPPORT AND OTHER REVENUE</b>	207,203	-	207,203
<b>CHANGE IN NET ASSETS</b>	1,357,808	-	1,357,808
NET ASSETS BEGINNING OF YEAR	1671907	-	1,671,907
PRIOR YEAR/PERIOD ADJUSTMENTS	2837545	-	<u>2,837,545</u>
<b>NET ASSETS END OF YEAR</b>	\$5,867,260	\$-	\$5,867,260

2013-14	IOI
Total	nu

8668778  
427289  
0  
335472  
41675  
0  
0  
9,473,214

8169376  
0  
0  
8,169,376  
1174848  
0  
9,344,224  
128,990

71369  
0  
0  
0  
0  
38286  
0  
109,655  
238,645

1433262  
0  
\$1,671,907

**EXCELLENCE BOYS CHARTER SCHOOL OF BEDFORD STUYVESANT**  
**Statement of Cash Flows**  
**#NAME?**

	<u>2014-15</u>	<u>2013-14</u>
		*Please briefly explain any
<b>CASH FLOWS - OPERATING ACTIVITIES</b>		
Increase (decrease) in net assets	1357808	238645
Revenues from School Districts		0
Accounts Receivable		0
Due from School Districts		0
Depreciation	339250	131577
Grants Receivable	-127353	-28484
Due from NYS		0
Grant revenues		0
Prepaid Expenses	4428	-10891
Accounts Payable	-297144	218365
Accrued Expenses		0
Accrued Liabilities		0
Contributions and fund-raising activities		0
Miscellaneous sources		0
Deferred Revenue		0
Interest payments		0
Other	2581	12519
Other		0
<b>NET CASH PROVIDED FROM OPERATING ACTIVITIES</b>	<b>\$1,279,570</b>	<b>\$561,731</b>
<b>CASH FLOWS - INVESTING ACTIVITIES</b>	<b>\$</b>	<b>\$</b>
Purchase of equipment	-273457	-173019
Other	-808	0
<b>NET CASH PROVIDED FROM INVESTING ACTIVITIES</b>	<b>\$(274,265)</b>	<b>\$(173,019)</b>
<b>CASH FLOWS - FINANCING ACTIVITIES</b>	<b>\$</b>	<b>\$</b>
Principal payments on long-term debt	0	0
Other	0	0
<b>NET CASH PROVIDED FROM FINANCING ACTIVITIES</b>	<b>\$-</b>	<b>\$-</b>
<b>NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>\$1,005,305</b>	<b>\$388,712</b>
Cash at beginning of year	4121204	1402517
<b>CASH AND CASH EQUIVALENTS AT END OF YEAR</b>	<b>\$5,126,509</b>	<b>\$1,791,229</b>

101  
nu

**EXCELLENCE BOYS CHARTER SCHOOL OF BEDFORD STUYV**  
**Statement of Functional Expenses**  
**#NAME?**

2014-15						
Program Services					S	
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fund-raising
		\$	\$	\$	\$	\$
Personnel Services Costs						
Administrative Staff Personnel	37.94	1926474	150518	-	2,076,992	-
Instructional Personnel	111.48	7074855	611398	-	7,686,253	-
Non-Instructional Personnel	-	0	0	-	-	-
Total Salaries and Staff	149.42	9,001,329	761,916	-	9,763,245	-
Fringe Benefits & Payroll Taxes		1422791.0846616	120431.9153384	-	1,543,223	-
Retirement		0	0	-	-	-
Management Company Fees		1496999	0	-	1,496,999	-
Legal Service		0	0	-	-	-
Accounting / Audit Services		0	0	-	-	-
Other Purchased / Professional / Consulting Services		0	0	-	-	-
Building and Land Rent / Lease / Facility Finance Interest		22838	0	-	22,838	-
Repairs & Maintenance		141906	0	-	141,906	-
Insurance		0	0	-	-	-
Utilities		0	0	-	-	-
Supplies / Materials		481346	0	-	481,346	-
Equipment / Furnishings		0	0	-	-	-
Staff Development		806377	0	-	806,377	-
Marketing / Recruitment		0	0	-	-	-
Technology		787924	0	-	787,924	-
Food Service		0	0	-	-	-
Student Services		601268	0	-	601,268	-
Office Expense		132492	0	-	132,492	-
Depreciation		335084	0	-	335,084	-
OTHER		2581	0	-	<u>2,581</u>	-
<b>Total Expenses</b>		<b>\$15,232,935</b>	<b>\$882,348</b>	<b>\$-</b>	<b>\$16,115,283</b>	<b>\$-</b>

ESANT

			2013-14	
Supporting Services				
Management and General	Total	Total		
\$	\$	\$	\$	
932017	932,017	3,009,009	519132	
0	-	7,686,253	5036896	
0	-	-	0	
932,017	932,017	10,695,262	5,556,028	
148883	148,883	1,692,106	898346	
0	-	-	0	
273855	273,855	1,770,854	942867	
0	-	-	0	
0	-	-	0	
50344	50,344	50,344	27516	
0	-	22,838	23205	
23122	23,122	165,028	115750	
170606	170,606	170,606	89166	
0	-	-	0	
0	-	481,346	251015	
0	-	-	0	
0	-	806,377	415345	
0	-	-	0	
182427	182,427	970,351	312996	
0	-	-	0	
0	-	601,268	267985	
590381	590,381	722,873	278505	
4166	4,166	339,250	131577	
32522	<u>32,522</u>	<u>35,103</u>	33923	
<b>\$2,408,323</b>	<b>\$2,408,323</b>	<b>\$18,523,606</b>	<b>\$9,344,224</b>	



# Audited Financial Statement Checklist

Last updated: 10/28/2015

Page 1

**Charter School Name:**

**1. Please check each item that is included in the 2014-15 Audited Financial Statement submitted for your charter school.**

	Yes/No
Audited Financial Statements (including report on compliance and report on internal control over financial reporting)	Yes
Single Audit (if applicable)	Yes
CSP Agreed Upon Procedures (if applicable)	Not Applicable
Management Letter	Yes
Report on Extracurricular Student Activity Accounts (if applicable)	Not Applicable
Corrective Action Plans for any Findings	Not Applicable

**2. Please indicated if there is a finding(s) noted in any of the following sections of your charter school's 2014-15 Audited Financial Statement.**

	Yes/No
Report on Compliance	No
Report on Internal Control over Financial Reporting	No
Single Audit	No
CSP Agreed Upon Procedures Report	Not Applicable
Management Letter	No

**Thank you.**



# Appendix E: Disclosure of Financial Interest Form

Last updated: 10/28/2015

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Page 1

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All trustees who served on an education corporation governing one or more charter schools during the 2014-2015 school year must complete the form in Appendix E (Disclosure of Financial Interest Form). [The Disclosure of Financial Interest Forms are due on November 1, 2015. A link to a safe and secure form that each Trustee must complete by the November 1, 2015 deadline will be provide here by September 1, 2015 or sooner.](#)

ALL charter schools or merged education corporations must complete the Board of Trustees Membership Table within the online portal in Appendix F (Board of Trustees Membership Table). The Board of Trustees Membership Table must be submitted by August 1, 2015.

Regents-authorized charter schools must upload a complete set of board of trustee Meeting Minutes from July 2014-June 2015 into Appendix G (Board Minutes). Board of Trustee Meeting Minutes must be submitted by August 1, 2015.

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

Yes

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Thank you.



# Appendix F: BOT Membership Table

Last updated: 07/23/2015

## Page 1

### 1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Laura Blankfein	[REDACTED]	Trustee/Member	Yes	Program	Renewed for 2rd term on June 2012
2	Sabrina Dycus	[REDACTED]	Trustee/Member	Yes	Legal	Renewed for 2rd term on June 2012
3	Shakima Jones	[REDACTED]	Trustee/Member	Yes	Parent Representative	Elected 06-07; 3 terms
4	Alison Mass	[REDACTED]	Trustee/Member	Yes	Finance	Renewed for 2rd term on June 2012
5	Tony Pasquariello	[REDACTED]	Chair/Board President	Yes	Finance	Renewed for 2rd term on June 2012
6	Rosa Pizzi	[REDACTED]	Trustee/Member	Yes	Legal	Renewed for 2rd term on June 2012
7	Brett Peiser	[REDACTED]	Secretary	Yes	Program	Elected, 09-09, 2 terms
8	David Saltzman	[REDACTED]	Trustee/Member	Yes	Program	11 years (Sept 2004)
9	Joseph Wayland	[REDACTED]	Vice Chair/Vice President	Yes	Legal	11 years (Sept 2004)
10	Chrystal Stokes Williams	[REDACTED]	Trustee/Member	Yes	Finance	Renewed for 2rd term on June 2012
11	Julie Kennedy	[REDACTED]	Trustee/Member	No	Program	2 years, Elected Sept 2013
12						
13						
14						
15						
16						
17						

18						
19						
20						

**2. Total Number of Members Joining Board during the 2014-15 school year**

0

**3. Total Number of Members Departing the Board during the 2014-15 school year**

0

**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 2014-15 school year?**

5

**6. How many times will the Board meet during the 2015-16 school year?**

5

**Thank you.**

## **Plan for Meeting Enrollment and Retention Targets**

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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 follows 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 Boys 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. This has most effectively been achieved through a network-wide Community Day, in which all Uncommon Schools have come together to canvass across Brooklyn, while simultaneously partnering with community organizations to host book fairs in some of our biggest Community School Districts.

- 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 brochure and a self-addressed, stamped envelope to limit the barrier to return the completed application.
- 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.
- Uncommon Schools NYC will continue to run both English and Spanish language ads in the Brooklyn Family Magazine and El Diario – other publications with great readerships.
- Uncommon Schools NYC will continue to run advertisements for enrollment on buses with strategic routes throughout the CSDs we serve in Brooklyn.
- In order to reach a wider range of potential applicants, we have also launched turnstile advertisements at strategic subway stops like Broadway Junction and selected other highly trafficked subway stops for ads as well.

## 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 early childhood development centers in the Brownsville community, including Head Start centers.
- 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.
- Excellence Boys will continue to reach out to schools in our CSD, and talk about the supports we offer students. Excellence Boys will ask if they have any referrals for students that would benefit from our programmatic support.
- Excellence Boys will continue to build strong connections with our 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.
- Excellence Boys will reach out to related service agencies that we 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 Learner

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 Excellence Boys 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 will continue to take advantage of the DOE's Over-the-phone Interpretation Services, which allows our school staff members to communicate with a parent with the assistance of an interpreter on the phone. This service has increased our capacity to connect with families who speak a wider range of languages.

- Uncommon Schools NYC will continue to run Spanish language ads with El Diario – a Spanish publication with the largest readership increase than any other daily newspaper in New York.
- 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 neighboring NYCHA sites:

### 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 has recently restructured its External Relations team to take on two, full-time Community Engagement Coordinators. These Community Engagement Coordinators 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's 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 Directors 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 through our online enrollment database, SchoolMint. 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 is excited to continue tracking its progress and communication with families using our enrollment database system, SchoolMint.

In the fall of 2014, Uncommon NYC Regional Team launched a partnership with SchoolMint, an enrollment data base platform. This platform serves as an application management tool -- allowing parents to create an account and apply for multiple Uncommon schools at one time. It also provides various data reports, tracking systems, online enrollment, and communication platforms which allow the Excellence Boys Operations Team to identify applicants, run their lottery, register new students, and follow up as necessary. The Regional Team is also working closely with the Uncommon Schools Product Solutions Team to ensure that our IT infrastructure aligns with SchoolMint requirements and so that the network can determine the partnership's efficacy for future years.

After executing its first lottery and student recruitment and enrollment season with SchoolMint, Uncommon Schools NYC saw a 21% increase in the number of applications received.

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's 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 Directors 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.



# Appendix I: Teacher and Administrator Attrition

Created: 07/23/2015

Last updated: 07/29/2015

Report changes in teacher and administrator staffing.

Page 1

**Charter School Name:**

## **Instructions for completing the Teacher and Administrator Attrition Tables**

**ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2014, the FTE for added staff from July 1, 2014 through June 30, 2015, and the FTE for any departed staff from July 1, 2014 through June 30, 2015 using the two tables provided.**

### **2013-14 Teacher Attrition Table**

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	83	34	21

### **2013-14 Administrator Position Attrition Table**

	FTE Administrator Positions On 6/30/2014	FTE Administrator Additions 7/1/14 – 6/30/15	FTE Administrator Departures 7/1/14 – 6/30/15
	12	2	1

**Thank you**

**EXCELLENCE CHARTER SCHOOLS**

**BROOKLYN, NEW YORK**

**AUDITED FINANCIAL STATEMENTS**

**OTHER FINANCIAL INFORMATION**

**AND**

**INDEPENDENT AUDITOR'S REPORTS**

**JUNE 30, 2015**



MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

## CONTENTS

<u>AUDITED FINANCIAL STATEMENTS</u>	<u>PAGE</u>
Independent Auditor's Report	3
Statement of Financial Position	5
Statement of Activities and Changes in Net Assets	6
Statement of Functional Expenses	7
Statement of Cash Flows	8
Notes to Financial Statements	9
 <u>OTHER FINANCIAL INFORMATION</u>	
Independent Auditor's Report on Other Financial Information	16
Schedule of Excellence Boys and Excellence Girls Activities: Year Ended June 30, 2015	17
Schedule of Elementary School, Middle School and High School Activities: Year Ended June 30, 2015	18

INDEPENDENT AUDITOR'S REPORT

Board of Trustees  
Excellence Charter Schools

**Report on the Financial Statements**

We have audited the accompanying financial statements of Excellence Charter Schools, which comprise the statement of financial position as of June 30, 2015 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 audit 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 Charter Schools as of June 30, 2015, 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.

**Other Report Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated October 20, 2015 on our consideration of Excellence Charter Schools' 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 Charter Schools' internal control over other financial reporting and compliance.

*Mengel, Metzger, Barw & Co. LLP*

Rochester, New York  
October 20, 2015

EXCELLENCE CHARTER SCHOOLS  
STATEMENT OF FINANCIAL POSITION  
JUNE 30, 2015

ASSETS

CURRENT ASSETS

Cash	\$ 5,126,509
Certificates of deposit	202,831
Grants and other receivables	339,573
Prepaid expenses and other current assets	<u>37,865</u>
TOTAL CURRENT ASSETS	5,706,778

<u>PROPERTY AND EQUIPMENT, net</u>	<u>812,576</u>
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TOTAL ASSETS	<u>\$ 6,519,354</u>
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LIABILITIES AND NET ASSETS

CURRENT LIABILITIES

Accounts payable and accrued expenses	\$ 652,094
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<u>NET ASSETS, unrestricted</u>	<u>5,867,260</u>
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TOTAL LIABILITIES AND NET ASSETS	<u>\$ 6,519,354</u>
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The accompanying notes are an integral part of the financial statements.

EXCELLENCE CHARTER SCHOOLS

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

YEAR ENDED JUNE 30, 2015

Operating revenue and support:		
State and local per pupil operating revenue		\$ 18,826,792
Federal grants		847,419
Contributions		82,842
Other income		<u>124,361</u>
	TOTAL OPERATING REVENUE AND SUPPORT	19,881,414
Expenses:		
Program services - education		16,115,283
General and administrative		<u>2,408,323</u>
	TOTAL EXPENSES	<u>18,523,606</u>
	CHANGE IN NET ASSETS	1,357,808
Unrestricted net assets at beginning of year - Excellence Boys Charter School of Bedford Stuyvesant		1,671,907
Transfer of net assets from merger of Excellence Girls Charter School		<u>2,837,545</u>
	UNRESTRICTED NET ASSETS AT END OF YEAR	<u>\$ 5,867,260</u>

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

EXCELLENCE CHARTER SCHOOLS  
STATEMENT OF FUNCTIONAL EXPENSES  
YEAR ENDED JUNE 30, 2015

	Program services - education	General and administrative	Total
Salaries	\$ 9,763,245	\$ 932,017	\$ 10,695,262
Payroll taxes and employee benefits	1,543,223	148,883	1,692,106
Repairs and maintenance	141,906	23,122	165,028
Textbooks	132,324	-	132,324
Instructional supplies and assessments	349,022	-	349,022
Computer and technology supplies	787,924	-	787,924
Student enrichment and services	601,268	-	601,268
Professional development	806,377	-	806,377
Professional services	-	50,344	50,344
Telephone	-	182,427	182,427
Occupancy	22,838	-	22,838
Insurance	-	170,606	170,606
Management fees	1,496,999	273,855	1,770,854
Office expense	132,492	590,381	722,873
Depreciation and amortization	335,084	4,166	339,250
Bad debt expense	2,581	-	2,581
Other	-	32,522	32,522
	<u>\$ 16,115,283</u>	<u>\$ 2,408,323</u>	<u>\$ 18,523,606</u>

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

EXCELLENCE CHARTER SCHOOLS

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2015

CASH FLOWS - OPERATING ACTIVITIES

Change in net assets	\$ 1,357,808
Adjustments to reconcile change in net assets to net cash provided from operating activities:	
Depreciation and amortization	339,250
Bad debt expense	2,581
Changes in certain assets and liabilities affecting operations:	
Grants and other receivables	(127,353)
Prepaid expenses and other current assets	4,428
Accounts payable and accrued expenses	<u>(297,144)</u>
NET CASH PROVIDED FROM OPERATING ACTIVITIES	1,279,570

CASH FLOWS - INVESTING ACTIVITIES

Purchases of property and equipment	(273,457)
Purchases of certificates of deposit	<u>(808)</u>
NET CASH USED FOR INVESTING ACTIVITIES	<u>(274,265)</u>

NET INCREASE IN CASH 1,005,305

Cash at beginning of year	<u>4,121,204</u>
CASH AT END OF YEAR	<u>\$ 5,126,509</u>

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

EXCELLENCE CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015

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

The Charter School

Excellence Charter Schools (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. On April 17, 2014, the Charter School was granted a five year charter renewal good through July 31, 2019. Prior to the merger effective July 1, 2014, as discussed below, the Charter School was legally named Excellence Boys Charter School of Bedford Stuyvesant.

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

Excellence Girls Merger

Effective July 1, 2014, Excellence Girls Charter School merged with Excellence Boys Charter School of Bedford Stuyvesant in accordance with the approval of the Charter School’s Board of Trustees and the New York State Board of Regents, and was renamed Excellence Charter Schools. Effective July 1, 2014 the assets, liabilities, and net assets of Excellence Girls were transferred to the Charter School. Total assets, liabilities, and net assets of Excellence Girls were \$3,258,576, \$421,031, and \$2,837,545, respectively, as of July 1, 2014. On the Statement of Cash Flows, balances at the beginning of the year have been restated to include the beginning balances of Excellence Girls. In conjunction with this merger, Excellence Girls Charter School was dissolved on July 1, 2014.

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, 2015.

*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, 2015.

*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.

EXCELLENCE CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2015

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

Cont'd

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.

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.

Certificates of Deposit

Certificates of deposit represent certificates of deposit with maturities of twelve months or less. The fair market value of the certificate of deposit was determined based on the original cost basis. In the normal course of business, the interest bearing 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 significant risks in certificates of deposit.

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, 2015.

EXCELLENCE CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2015

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

Cont'd

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.

Leasehold improvements are amortized over the term of the lease or the estimated useful life of the building which is 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, 2015, 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, 2012. The tax returns for the years ended June 30, 2012 through June 30, 2015 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.

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 \$95,208 in the year ended June 30, 2015 and are included in other income in the accompanying statement of activities and changes in net assets for the year ended June 30, 2015.

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.

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 20, 2015, which is the date the financial statements are available to be issued. No subsequent events requiring disclosure were noted.

EXCELLENCE CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2015

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 was fixed at 10% for Excellence Boys and 8.5% for Excellence Girls for the 2015 year and is fixed for the fiscal year 2016 for each of the schools ranging from 8% to 10% as outlined in the agreement. The fee incurred for the year ended June 30, 2015 was approximately \$1,771,000. At June 30, 2015, approximately \$272,000, are included in accounts payable relating to USI and approximately \$3,000 is included in accounts receivable relating to USI at June 30, 2015.

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. At June 30, 2015, approximately \$2,000, are included in accounts payable relating to EAF.

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. 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, 2015 there were no amounts included in accounts payable or grants and other receivables.

EXCELLENCE CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2015

NOTE B: RELATED PARTY TRANSACTIONS, Cont'd

In November 2013, a wholly-owned subsidiary of USI was created, Uncommon Crown Heights, LLC (“Crown Heights”), to manage the high school facility shared between an unrelated charter school and Williamsburg Collegiate Charter School, Kings Collegiate Charter School, and the Charter School. All schools located in the shared high school entered into an administrative costs management agreement and advanced Crown Heights funds to operate the location. The Schools will be charged an annual service fee of 0.5% of the combined facility budget by Crown Heights. There was no fee charged for the year ended June 30, 2015. Actual expenses are tracked and allocated to each party based on metrics developed by management. Depending on the actual expenses incurred, a prepaid balance or payable could exist at any given time. At June 30, 2015 approximately \$15,000 is included in prepaid expenses due to Crown Heights.

See Note I regarding a merger with related parties and replacement of the agreement with USI for providing management and other administrative support services.

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. During the year ended June 30, 2015 the Charter School paid certain utility and maintenance services on a square footage basis amounting to approximately \$22,800.

NOTE D: PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

Furniture and fixtures	\$ 249,184
Computers and software	1,428,749
Leasehold improvements	<u>1,062,957</u>
	2,740,890
Less accumulated depreciation and amortization	<u>1,928,314</u>
	<u>\$ 812,576</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 year ended June 30, 2015 approximated \$174,500.

EXCELLENCE CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2015

NOTE F: OPERATING LEASES

The Charter School leases office equipment under non-cancelable lease agreements expiring through June 2019. Lease expense was approximately \$155,900 for the year ended June 30, 2015. The future minimum payments on these agreements are as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2016	\$ 146,366
2017	128,404
2018	89,094
2019	<u>12,132</u>
	<u>\$ 375,996</u>

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, 2015, approximately 56% of accounts receivable are due from New York State. At June 30, 2015, approximately 38%, of receivables are due from a grantor.

During the year ended June 30, 2015, 95% 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.

NOTE I: MERGER

In December 2014, the Charter School's Board of Trustees approved the merger of the Charter School and Leadership Preparatory Bedford Stuyvesant Charter School, as the successor Charter School under the name Uncommon New York City Charter Schools, in conjunction with Brooklyn East Collegiate Charter School, Bedford Stuyvesant Collegiate Charter School, Brownville Collegiate Charter School, Kings Collegiate Charter School, Leadership Preparatory Brownsville Charter School, Leadership Preparatory Canarsie Charter School, Leadership Preparatory Ocean Hill Charter School and Ocean Hill Collegiate Charter School. The merger was approved on March 6, 2015 by the SUNY Board of Trustees and on June 30, 2015 by the Board of Regents. The merger is effective July 1, 2015. In conjunction with this merger, the Charter School was dissolved and a new agreement is being negotiated with USI to provide management and other administrative support services to Uncommon New York City Charter Schools.

**EXCELLENCE CHARTER SCHOOLS**

**OTHER FINANCIAL INFORMATION**

INDEPENDENT AUDITOR'S REPORT ON OTHER FINANCIAL INFORMATION

Board of Trustees  
Excellence Charter Schools

We have audited the financial statements of Excellence Charter Schools as of and for the year ended June 30, 2015, and we have issued our report thereon dated October 20, 2015, 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 2015 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, 2015, as a whole.

*Mengel, Metzger, Barr & Co. LLP*

Rochester, New York  
October 20, 2015

EXCELLENCE CHARTER SCHOOLS

SCHEDULE OF EXCELLENCE BOYS AND EXCELLENCE GIRLS ACTIVITIES

YEAR ENDED JUNE 30, 2015

	Excellence Boys	Excellence Girls	Total
State and local per pupil operating revenue	\$ 10,497,375	\$ 8,329,417	\$ 18,826,792
Federal grants	521,225	326,194	847,419
Contributions	81,857	985	82,842
Other income	<u>79,649</u>	<u>44,712</u>	<u>124,361</u>
TOTAL OPERATING REVENUE AND SUPPORT	11,180,106	8,701,308	19,881,414
Salaries	6,093,756	4,601,506	10,695,262
Payroll taxes and employee benefits	987,081	705,025	1,692,106
Repairs and maintenance	116,539	48,489	165,028
Textbooks	98,377	33,947	132,324
Instructional supplies and assessments	158,827	190,195	349,022
Computer and technology supplies	404,965	382,959	787,924
Student enrichment and services	326,551	274,717	601,268
Professional development	482,281	324,096	806,377
Professional services	26,531	23,813	50,344
Telephone	99,835	82,592	182,427
Occupancy	22,838	-	22,838
Insurance	100,436	70,170	170,606
Management fees	1,042,083	728,771	1,770,854
Office expense	461,900	260,973	722,873
Depreciation and amortization	133,853	205,397	339,250
Bad debt expense	-	2,581	2,581
Other	<u>11,255</u>	<u>21,267</u>	<u>32,522</u>
TOTAL EXPENSES	<u>10,567,108</u>	<u>7,956,498</u>	<u>18,523,606</u>
CHANGE IN NET ASSETS	<u>\$ 612,998</u>	<u>\$ 744,810</u>	<u>\$ 1,357,808</u>

EXCELLENCE CHARTER SCHOOLS

SCHEDULE OF ELEMENTARY SCHOOL, MIDDLE SCHOOL, AND HIGH SCHOOL ACTIVITIES

YEAR ENDED JUNE 30, 2015

	Excellence Boys				Excellence Girls			
	Elementary School	Middle School	High School	Total	Elementary School	Middle School	Total	Total
State and local per pupil operating revenue	\$ 6,265,578	\$ 3,760,068	\$ 471,729	\$ 10,497,375	\$ 5,936,101	\$ 2,393,316	\$ 8,329,417	18,826,792
Federal grants	349,689	149,637	21,899	521,225	215,332	110,862	326,194	847,419
Contributions	304	32,553	49,000	81,857	846	139	985	82,842
Other income	58,696	17,961	2,992	79,649	32,314	12,398	44,712	124,361
<b>TOTAL OPERATING REVENUE AND SUPPORT</b>	<b>6,674,267</b>	<b>3,960,219</b>	<b>545,620</b>	<b>11,180,106</b>	<b>6,184,593</b>	<b>2,516,715</b>	<b>8,701,308</b>	<b>19,881,414</b>
Salaries	3,398,309	2,358,081	337,366	6,093,756	3,171,960	1,429,546	4,601,506	10,695,262
Payroll taxes and employee benefits	579,778	364,728	42,575	987,081	489,328	215,697	705,025	1,692,106
Repairs and maintenance	58,709	31,220	26,610	116,539	18,365	30,124	48,489	165,028
Textbooks	59,500	32,405	6,472	98,377	19,548	14,399	33,947	132,324
Instructional supplies and assessments	109,337	44,107	5,383	158,827	134,966	55,229	190,195	349,022
Computer and technology supplies	288,033	103,870	13,062	404,965	272,209	110,750	382,959	787,924
Student enrichment and services	158,877	156,015	11,659	326,551	183,778	90,939	274,717	601,268
Professional development	316,640	153,237	12,404	482,281	220,157	103,939	324,096	806,377
Professional services	16,016	9,005	1,510	26,531	12,745	11,068	23,813	50,344
Telephone	72,116	22,870	4,849	99,835	42,952	39,640	82,592	182,427
Occupancy	-	-	22,838	22,838	-	-	-	22,838
Insurance	62,437	31,469	6,530	100,436	51,969	18,201	70,170	170,606
Management fees	624,640	370,835	46,608	1,042,083	519,320	209,451	728,771	1,770,854
Office expense	319,171	125,388	17,341	461,900	163,770	97,203	260,973	722,873
Depreciation and amortization	100,408	28,858	4,587	133,853	112,967	92,430	205,397	339,250
Bad debt expense	-	-	-	-	1,353	1,228	2,581	2,581
Other	9,261	1,385	609	11,255	14,535	6,732	21,267	32,522
<b>TOTAL EXPENSES</b>	<b>6,173,232</b>	<b>3,833,473</b>	<b>560,403</b>	<b>10,567,108</b>	<b>5,429,922</b>	<b>2,526,576</b>	<b>7,956,498</b>	<b>18,523,606</b>
<b>CHANGE IN NET ASSETS</b>	<b>\$ 501,035</b>	<b>\$ 126,746</b>	<b>\$ (14,783)</b>	<b>\$ 612,998</b>	<b>\$ 754,671</b>	<b>\$ (9,861)</b>	<b>\$ 744,810</b>	<b>\$ 1,357,808</b>

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Saturday, October 03, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/4931da4c0e0d08a129>

## 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

	First Name	Last Name
Trustee Name	Tony	Pasquariello

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	[REDACTED]
2. *Your Home Address:   City/State	[REDACTED]
2. *Your Home Address:   Zip	[REDACTED]

### 3. \*Your Business Address

3. *Your Business Address   Street Address	[REDACTED]
3. *Your Business Address   City/State	[REDACTED]
3. *Your Business Address   Zip	[REDACTED]

### 4. \*Daytime Phone Number:

[REDACTED]

### 5. \*E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*No, I am not.*

7. Select the name of the education corporation that operates a single charter school.

*EXCELLENCE BOYS CS OF BEDFORD STUYVESANT (SUNY TRUSTEES) 331600860860*

8. Select all positions you have held on the 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

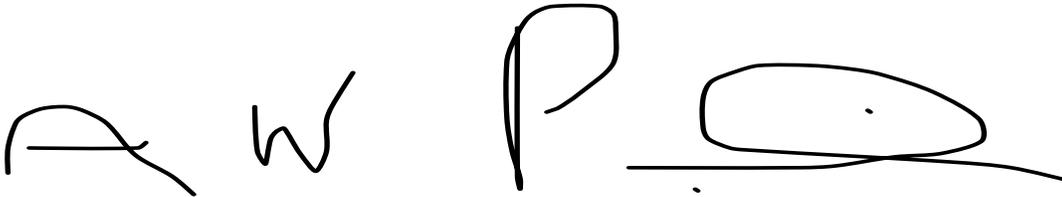
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a 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

Four handwritten signatures are shown in a row. From left to right: a stylized signature starting with a large 'A', a signature starting with a 'W', a signature starting with a large 'P', and a signature starting with a large 'D'.

**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Tuesday, October 06, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/4c42c813e8599c6d2>

## 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

	First Name	Last Name
Trustee Name	Alison	Mass

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	[REDACTED]
2. *Your Home Address:   City/State	[REDACTED]
2. *Your Home Address:   Zip	[REDACTED]

### 3. \*Your Business Address

3. *Your Business Address   Street Address	[REDACTED]
3. *Your Business Address   City/State	[REDACTED]
3. *Your Business Address   Zip	[REDACTED]

### 4. \*Daytime Phone Number:

[REDACTED]

### 5. \*E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*No, I am not.*

7. Select the name of the education corporation that operates a single charter school.

*EXCELLENCE BOYS CS OF BEDFORD STUYVESANT (SUNY TRUSTEES) 331600860860*

8. Select all positions you have held on the Board:

(check all that apply)

- 
- Other, please specify...: 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

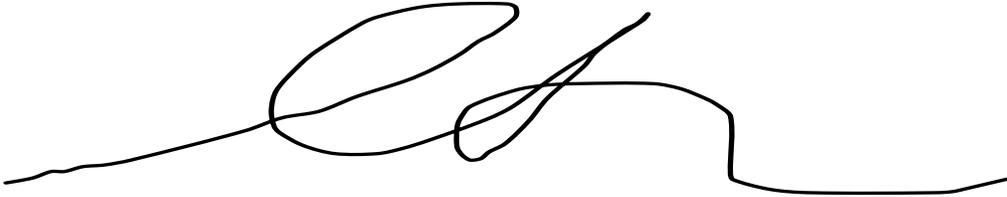
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a 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 long horizontal line on the left, a large loop, a smaller loop, and a vertical line ending in a horizontal tail on the right.

**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Thursday, October 08, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/0189108e12d62c1b9>

## 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

	First Name	Last Name
Trustee Name	laura	blankfein

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	[REDACTED]
2. *Your Home Address:   City/State	[REDACTED]
2. *Your Home Address:   Zip	[REDACTED]

### 3. \*Your Business Address

3. *Your Business Address   Street Address	[REDACTED]
3. *Your Business Address   City/State	[REDACTED]
3. *Your Business Address   Zip	[REDACTED]

### 4. \*Daytime Phone Number:

[REDACTED]

### 5. \*E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*No, I am not.*

7. Select the name of the education corporation that operates a single charter school.

*EXCELLENCE BOYS CS OF BEDFORD STUYVESANT (SUNY TRUSTEES) 331600860860*

8. Select all positions you have held on the 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

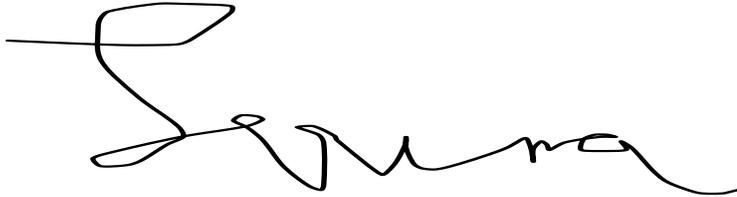
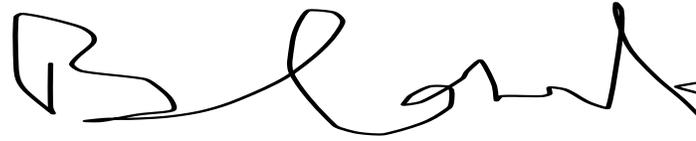
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a 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 be "S. J. ...".A handwritten signature in black ink, appearing to be "B. ...".

**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Friday, October 09, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/afb4dcff60be1f22ef6>

## 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

	First Name	Last Name
Trustee Name	David	Saltzman

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	[REDACTED]
2. *Your Home Address:   City/State	[REDACTED]
2. *Your Home Address:   Zip	[REDACTED]

### 3. \*Your Business Address

3. *Your Business Address   Street Address	[REDACTED]
3. *Your Business Address   City/State	[REDACTED]
3. *Your Business Address   Zip	[REDACTED]

### 4. \*Daytime Phone Number:

[REDACTED]

### 5. \*E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*No, I am not.*

7. Select the name of the education corporation that operates a single charter school.

*EXCELLENCE BOYS CS OF BEDFORD STUYVESANT (SUNY TRUSTEES) 331600860860*

8. Select all positions you have held on the 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

11. 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

12. Are you a member, director, officer or employee of an organization formally partnered with a 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

12a. 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	Robin Hood Foundation	Donor	Several million over many years	I am	
2					
3					
4					
5					

Signature of Trustee



Thank you.

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Thursday, October 22, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/80447075bcb97c820>

## 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

	First Name	Last Name
Trustee Name	Rosa	Pizzi

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	[REDACTED]
2. *Your Home Address:   City/State	[REDACTED]
2. *Your Home Address:   Zip	[REDACTED]

### 3. \*Your Business Address

3. *Your Business Address   Street Address	[REDACTED]
3. *Your Business Address   City/State	[REDACTED]
3. *Your Business Address   Zip	[REDACTED]

### 4. \*Daytime Phone Number:

[REDACTED]

### 5. \*E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*No, I am not.*

7. Select the name of the education corporation that operates a single charter school.

*EXCELLENCE BOYS CS OF BEDFORD STUYVESANT (SUNY TRUSTEES) 331600860860*

8. Select all positions you have held on the 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

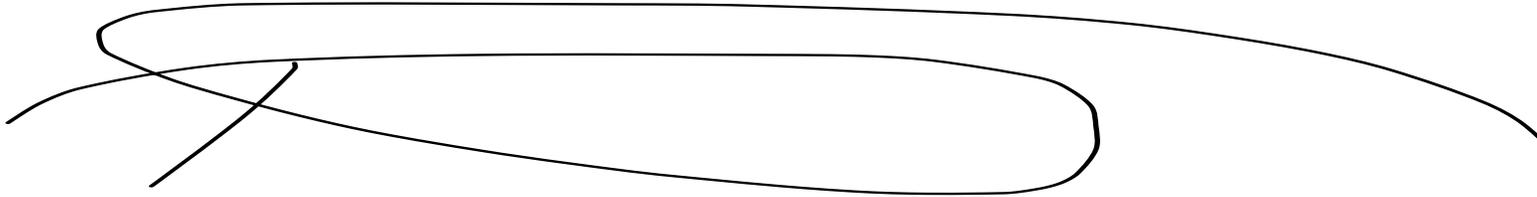
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a 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 large, stylized handwritten signature in black ink, consisting of several overlapping loops and a long horizontal stroke extending to the right.

**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Friday, October 23, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/5534e053d37dd6427>

## 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

	First Name	Last Name
Trustee Name	Chrystal	Williams

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	[REDACTED]
2. *Your Home Address:   City/State	[REDACTED]
2. *Your Home Address:   Zip	[REDACTED]

### 3. \*Your Business Address

3. *Your Business Address   Street Address	[REDACTED]
3. *Your Business Address   City/State	[REDACTED]
3. *Your Business Address   Zip	[REDACTED]

### 4. \*Daytime Phone Number:

[REDACTED]

### 5. \*E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*No, I am not.*

7. Select the name of the education corporation that operates a single charter school.

*EXCELLENCE BOYS CS OF BEDFORD STUYVESANT (SUNY TRUSTEES) 331600860860*

8. Select all positions you have held on the 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

11. 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

12. Are you a member, director, officer or employee of an organization formally partnered with a 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 loops and a long horizontal stroke extending to the right.

**Thank you.**