



**Charter Schools Institute**  
The State University of New York

## **Renewal Recommendation Report**

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### **Brooklyn Excelsior Charter School**

**Report Date: September 21, 2012**

**Visit Date: June 5-6, 2012**

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The school should broadly share the final version of the Institute renewal report with the entire school community. The Institute will post the final report on its website at:

[www.newyorkcharters.org/pubsReportsRenewals.htm](http://www.newyorkcharters.org/pubsReportsRenewals.htm).

## **REPORT INTRODUCTION**

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the Board of Trustees of the State University of New York (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Renewal, and more broadly, details the merits of a school’s case for renewal. This report has been created and issued pursuant to the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the Board of Trustees of The State University of New York* (the “SUNY Renewal Policies”).<sup>1</sup>

Information about the SUNY renewal process and an overview of the requirements for renewal under the New York State Charter Schools Act of 1998 (as amended) (the “Act”) are available on the Institute’s website at: [www.newyorkcharters.org/schoolsRenewOverview.htm](http://www.newyorkcharters.org/schoolsRenewOverview.htm).

## **RECOMMENDATION**

### **Recommendation**

### **Subsequent Full-Term Renewal**

The Institute recommends that the SUNY Trustees approve the Application for Subsequent Renewal of the Brooklyn Excelsior Charter School and renew its charter for a period of five years with authority to provide instruction to students in Kindergarten through 8<sup>th</sup> grade in such configuration as set forth in its Application for Subsequent Renewal, with a projected total enrollment of 742 students.

### **Background and Required Findings**

According to the SUNY Renewal Policies (p. 11):

*In subsequent renewal reviews, and in contrast to initial renewal reviews, the SUNY Trustees evaluate the strength and effectiveness of a school’s academic program almost exclusively by the degree to which the school has succeeded in meeting its academic Accountability Plan goals during the Accountability Period.<sup>2</sup> This approach is consistent with the greater time that a school has been in operation and a concomitant increase in the quantity and quality of student achievement data that the school has generated. It is also consistent with the Act’s purpose of moving from a rules-based to an outcome-based system of accountability in which schools are held accountable for meeting measurable student achievement results.*

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<sup>1</sup> The *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the Board of Trustees of The State University of New York* (revised June 25, 2012) are available at: <http://www.newyorkcharters.org/documents/SUNYRenewalPolicies.pdf>.

<sup>2</sup> For the purpose of reporting student achievement results, the Accountability Period is defined in the SUNY Renewal Policies as the time the Accountability Plan was in effect. In the case of a Subsequent Renewal, the Accountability Plan covers the last year of the previous charter term through the first four years of the charter term under review.

Brooklyn Excelsior Charter School (“BECS”) has applied for Subsequent Renewal. In its tenth year of operation, and in its second charter term, BECS must demonstrate that it has met the criteria for a Full-Term Renewal of five years. The SUNY Renewal Policies provide a Short-Term Renewal outcome only for schools in an initial charter term.

Given that the SUNY Trustees have previously renewed the school and based on the Institute’s review of the evidence that it gathered and that BECS has provided including, but not limited to, the school’s Application for Subsequent Renewal, evaluation visits conducted during the charter term, a renewal evaluation visit conducted in the fourth year of the current charter term, and, most importantly, the school’s record of academic performance determined by the extent to which it has met its academic Accountability Plan goals, the Institute finds that the school has met the criteria for a Full-Term Renewal.

Based on all the evidence submitted during the Accountability Period and as described in, or submitted with, the Application for Renewal, the Institute makes the following findings required by the Act: BECS as described in the Application for Renewal meets the requirements of the Act and all other applicable laws, rules and regulations; the school has demonstrated the ability to operate in an educationally and fiscally sound manner in the next charter term; and given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes set out in Education Law subdivision 2850(2).

In addition, as required by Education Law subdivision 2851(4)(e), the Institute, acting on behalf of the SUNY Trustees, considered the means by which BECS will meet or exceed SUNY’s enrollment and retention targets for students with disabilities, English language learners (“ELLs”), and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program. As SUNY and the State Education Department have not yet finalized the methodology for setting targets and set final targets for individual schools, SUNY, for this purpose, used district enrollment averages, and will set final targets when the SUNY Trustees adopt a methodology.

Therefore, in accordance with the standard for Subsequent Renewal found in the SUNY Renewal Policies, the Institute recommends that the SUNY Trustees approve BECS’s Application for Renewal and renew the school’s charter for a full term of five years.

### **Consideration of School District Comments**

In accordance with the Act, the Institute notified the school district in which the charter school is located regarding the school’s Application for Renewal. As of the date of this report, the Institute has received no district comments in response.

## SUMMARY DISCUSSION

### Academic Success

#### Academic Accountability Plan Goals

Throughout the current Accountability Period, BECS has met its key academic Accountability Plan goals in English language arts and mathematics. The school is also meeting its science and No Child Left Behind Act (“NCLB”) goals.

The Institute presents BECS’s attainment of its accountability plan goals below under Academic Attainment and Improvement. Specific results for the key academic Accountability Plan goals in English language arts and mathematics appear on pages 17 and 18.

Based on the results of the five measures in its Accountability Plan, BECS has met its English language arts goal throughout the Accountability Period. At the start of the Accountability Period, the school fell short of meeting the absolute performance target by a slight margin; in the two most recent years, BECS exceeded the absolute performance target with more than 80 percent of students achieving proficiency. The school has consistently exceeded the Annual Measurable Objective (AMO) set by the state and has also outperformed the local community school district, doing so by more than 20 percentage points in the prior two years. In comparison to demographically similar schools, BECS continued to meet its target, performing better than expected to a large degree. After showing some cohort growth at the start of the Accountability Period, BECS did not meet its cohort growth target in 2010-11.

Based on the results of the five measures in its Accountability Plan, BECS has met its mathematics goal throughout the Accountability Period. It has consistently far exceeded the target for absolute performance, with 95 percent of students achieving proficiency in 2010-11. The school has consistently exceeded the state’s AMO and outperformed the local community school district, doing so by a wide margin of over 25 percentage points in 2009-10 and 2010-11. In comparison to demographically similar schools, BECS met its target in each year of the Accountability Period, performing higher than expected to a large degree. The school’s performance on the state’s elementary/middle school mathematics exam has been consistently high. Three of five cohorts showed growth in 2007-08, and four of five cohorts demonstrated growth in 2008-09. In 2010-11, the school did not meet its cohort growth target.

#### Qualitative Educational Benchmarks

Instructional Leadership. School leaders have high expectations for student achievement, exemplified by the school’s offering a Regents math course for eighth graders and providing a preparation course for the New York City specialized-high-school exam, as well as through a general focus on test proficiency as a path toward success in high school and college. During this charter term, BECS has strengthened the structure of its instructional leadership team. Academic deans, guided by the principal, provide teachers with comprehensive instructional leadership through weekly classroom observations accompanied by individual teacher meetings. This change,

implemented early in the charter term, offers enhanced support to ineffective teachers through coaching, modeling and professional improvement plans. The academic deans, in consultation with the principal, continue to conduct formal evaluations twice per year for each teacher. BECS holds teachers accountable for quality instruction and student achievement; the school uses a bonus system to reward outstanding performance.

BECS has devoted significant resources to professional development during this charter term with a particular focus on supporting new teachers. All new professional staff members attend network-wide National Heritage Academies, Inc. (“NHA”) training during the summer before their first year at BECS. (NHA is the for-profit educational management organization with which BECS contracts for full management services.) School leaders also assign mentors to new teachers to aid their transition into the school’s culture. All teachers attend a week of professional development prior to the beginning of the school year as well as weekly professional development sessions that cover a variety of topics. Aside from these formal activities, teachers have limited professional development opportunities in planning together as grade-level or content area teams. In developing the school-wide professional development program, the school’s administration considers teachers’ needs assessments, completed at the beginning and end of the year, as well as teacher satisfaction surveys, also completed twice annually. There is limited differentiation of professional development activities insofar as they mostly target the needs of inexperienced teachers.

Use of Assessment Data. Over the course of the charter term, BECS has continued to implement a thorough system for using evaluation and assessment data to improve student learning. The school regularly administers the Northwest Evaluation Association (NWEA) computer-adaptive assessment as well as mock state tests and other assessments at teachers’ discretion. Teachers supplement these assessments using a variety of informal techniques to assess student mastery. Teachers, in consultation with the academic deans and instructional specialists, review NWEA and mock state test analyses to adjust instruction, to re-group students and to identify opportunities to apply special interventions. School leaders monitor the effectiveness of these adjustments and follow clear policies and procedures for using the student performance data.

Curriculum. BECS has a comprehensive and organized curriculum that supports teachers in their planning and delivery of instruction. With guidance from NHA, BECS instituted a new curriculum review process early in the charter term through which teachers develop and update yearly curriculum plans by grade level according to New York State standards. Using these curriculum plans and commercial programs, teachers create pacing guides that serve as the basis for daily and unit lesson plans. The academic deans review daily lesson plans and monitor teachers’ lesson pacing. At the time of renewal, observed classrooms had sufficient text, workbooks and supplementary materials for all students. Teachers report that they select curriculum materials in consultation with their respective academic deans.

Pedagogy. At the time of renewal, instruction ranged from adequate instruction to quality instruction. Teachers continue to implement purposeful lessons with clear objectives and deliver grade-appropriate content; students are generally on-task. For the most part, teachers deliver well-paced lessons and conduct efficient transitions. During the course of the charter term, teachers have increased their use of questioning strategies to promote higher-order-thinking and problem-

solving skills. In addition, teachers generally challenge students to elaborate on their responses. Some inexperienced teachers have difficulty with classroom management resulting in a loss of learning time. Most teachers have effective classroom management techniques and routines that create a consistent focus on academic achievement. The school has addressed previous behavior management challenges and improved school culture with the implementation of classroom social contracts and behavior tracking charts.

At-Risk Students. Throughout the charter term, BECS has met the educational needs of students with disabilities and students struggling academically. BECS uses clear procedures for identifying at-risk students and addressing their educational needs. BECS uses NWEA results and informal teacher assessments throughout the school year to identify students who are struggling academically. The school provides at-risk students with sufficient interventions to meet their needs, including support through tutoring and small group instruction. The school monitors the progress of at-risk students: it disaggregates NWEA results by disability, allowing intervention providers as well as classroom teachers and administrators to monitor their progress. Special education teachers are fully aware of the specific needs of students in their Special Education Teacher Support Services (SETSS) program. Despite these strong program elements, classroom teachers continue to report the need for additional professional development to enable them to meet the needs of students with disabilities in their general education classrooms; special education teachers and classroom teachers do not have scheduled times for co-planning. An instructional specialist identifies English language learners (“ELLs”), screening them with the home language survey and the Lab-R test. Nevertheless, the school has not implemented a coordinated program to provide its small ELL population with support to develop their English language acquisition skills. As a result, the Institute requested that BECS send a plan for a legally sufficient and effective ELL program for implementation beginning in the next school year to the Institute for review prior to the Institute forwarding its renewal recommendation to the SUNY Trustee’s Charter Schools Committee.

### **Organizational Effectiveness and Viability**

Mission. Throughout the charter term, BECS has worked in partnership with parents and the community toward becoming “one of the finest K-8 schools in the country,” as stated in its mission. The education corporation board and leaders have been mindful of the mission as evidenced by their unwavering focus on student achievement and regular communication with parents about student progress. In addition, BECS has effectively implemented the key design elements contained in its charter including encouragement of parental involvement and focus on core values to support students’ character development.

Parent Satisfaction. Indicators of parents’ satisfaction with the school have been sufficient. After receiving a grade of “A” on the school environment portion of the New York City Department of Education’s annual Progress Report in 2008-09 and 2009-10, BECS scored a “B” in this area for the 2010-11 school year. Despite this drop in survey performance, BECS has achieved consistently strong enrollment while maintaining a waitlist of over 1200 students for most of the charter term. According to its Application for Renewal, the school has also exceeded its target of 93 percent attendance in each year of the charter term and retained over 90 percent of eligible students each year.

Organizational Structure. BECS has maintained a well-functioning organizational structure with staff, systems and procedures that allow the charter school education corporation to carry out its academic program. School-based and network-based personnel competently manage day-to-day operations. On the school side, the principal oversees three academic deans and the support staff, while the academic deans oversee teachers and other specialists. The three-dean model allows for distinct lines of staff accountability with clearly defined roles and responsibilities. NHA provides back office support in human resources and finance. Teachers report that they receive sufficient classroom resources. The school is generally safe and orderly. BECS has a clear discipline system in place, but it is inconsistently applied. The school principal and NHA's director of school quality ("DSQ") monitor and evaluate the school's programs and make changes if necessary including modifying classroom assignments based on state assessment results.

Throughout the charter term, BECS has maintained sufficient enrollment. Rather than matriculate students at only one entry point, the school continues to backfill at every grade. BECS has set forth procedures and policies to record and monitor its enrollment and retention of ELLs, students with disabilities, and students eligible for the Federal free and/or reduced price lunch program. The school is also considering seeking a charter revision to implement at-risk design factors in its enrollment policy, if needed, suggesting that the school is likely to meet or exceed the enrollment and retention targets set by the SUNY Trustees. Early in the charter term, the school faced teacher retention challenges; however, retention has improved over the last two years.

The school's renovated, historic school facility generally meets the needs of the educational program, though the building lacks large common spaces that would enable whole-school gatherings. An NHA affiliate owns the building in which BECS operates and leases it to BECS.

Board Oversight. The BECS board of trustees has worked diligently to achieve the school's mission and provide oversight to the total educational program. The board holds a variety of skill sets, including public administration, education, finance, legal and real estate. The board has two primary committees, human resources, and student curriculum and performance. Most board members have been on the board since at least the previous charter term, giving them experience in oversight responsibilities over the school leadership and the management company. The principal and the network liaison keep the board well informed about the school's progress. Board members describe in detail their specific projects in support of the school program and are fully aware of the school's academic progress. The board focuses on bolstering parent involvement and providing improved opportunities for students to attend selective high schools.

The board communicates with the school community primarily through regular board meetings. The school also has a parent action committee that meets monthly with a group of teachers in order to bring concerns to the attention of school leadership and the board.

While the board makes final hiring decisions for the principal and academic dean positions, it generally acts on the advice and recommendation of the DSQ. The board typically defers other personnel decisions to the principal and DSQ.

The board does not have in place a formal self-assessment. Board members report that they evaluate the school's relationship with NHA annually, considering the school's academic

performance and budget. The education corporation board also does not formally evaluate the principal or academic deans, but rather relies on performance reports generated by the DSQ. Nevertheless, the board holds the principal, as well as NHA, accountable for measurable student performance results and for maintaining a fiscally strong and legally compliant organization.

**Board Governance.** As stated above, the composition of the board of BECS includes individuals with a diverse set of skills; the board does not have immediate plans to add new trustees. During the current charter term, the BECS board has generally abided by its by-laws and has held its regular meetings generally in compliance with the Open Meetings Law. Throughout the charter term, the BECS board of trustees has generally avoided creating conflicts of interest where possible, and where conflicts exist, the education corporation board has managed those conflicts in a clear and transparent manner through recusal. In material respect, the education corporation board has implemented adequate policies and procedures to ensure the effective governance and oversight of the school. The BECS board demonstrated a thorough understanding of its role in holding school leadership and the network accountable for academic results, fiscal soundness and legal compliance.

**Board Compliance.** Based on the evidence available at the time of the renewal visit and throughout the current charter term, in material respect, BECS has been in general and substantial compliance with the terms of its charter, bylaws, applicable state and federal law, rules and regulations. The BECS board has generally maintained a relationship with outside counsel for advice on legal, compliance and real estate matters including specialized counsel for an ongoing labor relations dispute at the Public Employees Relations Board, which the education corporation board is currently appealing. The school has substantially followed the terms of its monitoring plan.

### **Fiscal Soundness**

**Budgeting and Long Range Planning.** Over the course of the charter term, BECS has worked in partnership with NHA to develop budgets that are realistic, appropriately monitored and adjusted when needed. The board routinely monitors budget variances and discusses material variances with the principal and other key personnel on a regular basis. The board negotiates budgets based on the NHA contract model, in which NHA collects remuneration that is equal to the total revenue received by the school in exchange for network support services and NHA's implementation of an educational program that will meet the school's needs including general attainment of its Accountability Plan goals. As a result, annual budget negotiation is the key activity by which the education corporation's board can influence the education program in the school and drive student performance results.

**Internal Controls.** BECS has adopted and implemented NHA's established fiscal policies, procedures and controls related to internal and external compliance. The school records the per pupil revenues it receives and subsequently pays them to NHA as per the management contract. BECS documents expense appropriations in accordance with these policies. NHA's finance staff works with the principal and board of trustees to ensure that these policies and procedures are appropriately followed. The school's recent audit reports of internal controls related to financial reporting and compliance with laws, regulations and grants, disclosed no material weaknesses, or instances of

non-compliance. The lack of any other deficiencies in the reports provides some, but not absolute, assurance that BECS has maintained adequate internal controls and procedures.

Financial Reporting. The school has complied with financial reporting requirements during the charter term. NHA, on behalf of the school, filed budget, quarterly and annual financial statement audit reports in a timely, accurate and complete manner. The school's annual financial audits indicate that staff followed procedures and conducted reports in accordance with generally accepted accounting principles and received an unqualified opinion, indicating that in the auditor's opinion, BECS's financial statements and notes fairly represent, in all material respects, the school's financial position, changes in net assets, and cash flows. The education corporation board has reviewed and approved various monthly and quarterly reports along with the annual financial audit report.

Financial Condition. BECS has maintained limited cash flow over the course of the charter term, completing FY 2011 in what the Institute would normally deem less than stable financial condition. Given BECS's negligible cash reserve, and the nature of its contract with NHA, the school has very limited liquid assets.

As indicated in the SUNY Fiscal Dashboard,<sup>3</sup> which appears as an appendix to this report, the school has averaged a financial responsibility composite score described as "fiscally needs monitoring" over the current charter term, indicating that the school is fiscally weak. The composite score assists in measuring the financial health of a school using a blended score that measures the school's performances on key financial indicators. The blended score offsets the school's financial strengths against areas of financial weakness. BECS has averaged a "high risk/poor" rating in its working capital ratio, indicating that the school does not have enough short-term assets to cover immediate liabilities/short-term debt. The school has averaged a "medium risk/good" rating for its debt-to-asset ratio, a measure of the proportion of debt the school has relative to its assets. BECS has no short or long-term debt. An NHA affiliate owns the private facility in which BECS operates; the school pays an annual rental payment that is equivalent to approximately 25 percent of the school's total revenue. BECS's balance sheets show no substantial assets. Lastly, the school has averaged a "high risk/poor" rating with respect to months of cash ratio indicating that its reserves are significantly below the Institute's guideline of three months of annual expenses in reserves. The nature of the school's management agreement with NHA permits BECS to maintain only a minimum cash balance.

The Institute notes that the above fiscal ratios, risk evaluation and ratings may not completely indicate the school's fiscal soundness due to its contractual relationship with its management partner. NHA employs a model that results in the collection of all per pupil revenue the school receives and utilizes this revenue to operate the school. NHA retains the remaining revenue after rendering these services as its management fee. In the end, BECS's financial stability is highly dependent on the financial viability of its management partner and the continuance of this partnership. NHA is a private for-profit operator of charter schools with a portfolio that includes over 70 charter schools in nine states. It is a financially stable company that has access to both

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<sup>3</sup> The SUNY Fiscal Dashboard, which provides a detailed financial analysis of each school authorized by the SUNY Trustees, is available at: <http://www.newyorkcharters.org/FiscalDashboard.htm>. A memo explaining the metrics used within the dashboard is also available at that web address.

internal financial resources and external capital. NHA's financial profile contributes to the financial stability of BECS. In addition, while the NHA management contract does not explicitly state that NHA lend the school additional funds, NHA has represented to do so, if needed.

Based on all of the foregoing, BECS has demonstrated fiscal soundness over the course of its charter term.

### **Plans for the Next Charter Term**

Renewal Charter Exhibits. BECS has provided reasonable, feasible and achievable structural elements for a charter renewal. Planned changes to the school's mission and key design elements are consistent with features that have contributed to the success of the educational program in place during the current charter term.

BECS would change its mission statement to:

*The mission of the Brooklyn Excelsior Charter School is to provide students with a challenging academic program, which develops all students' ability to master fundamental academic skills and ultimately achieve at levels exceeding citywide averages, while also instilling a sense of family, community and leadership within all of our students.*

BECS key design elements would focus on the schools core values of academic excellence, student responsibility, character development and partnerships with parents.

Plans for the Educational Program and Facility. BECS would continue to provide instruction to students in Kindergarten through eighth grade. Projected enrollment would increase slightly to 742 students. BECS's current governance structure and staffing plan would remain constant. BECS also intends to continue leasing its current private facility. BECS has demonstrated its ability to operate a sound educational program in this operating environment. The school's plan for its enrollment structure and facility is likely to support BECS's continued success.

Fiscal and Facility Plans. The school has presented a reasonable fiscal plan for the next charter term including budgets that are reasonable and likely achievable. The school has taken a conservative approach to budgeting and planning for the next charter term. The school has developed a working budget that would use the current funding level as a baseline for the FY 2013 and FY 2014, and would propose a 1.5 percent increase annually thereafter, while also increasing certain expenses at reasonable rates. The Institute notes that a 1.5 percent increase each year beginning in FY 2015 is reasonable. The plan projects a break-even budget each year, i.e., revenues are equal to expenses, due to the NHA revenue sweep model. The Institute notes that the BECS board could improve the school's fiscal condition if it earmarks budget allowances to increase the school's cash reserve on hand. While BECS is far from being stable on its own, the Institute believes it would be prudent for the board to take steps toward improving the school's fiscal profile and stability.

Long-range fiscal projections are more susceptible to error than those for a single year. Such projections are subject to revision due to changes in local conditions, objectives, laws and state funding. BECS will be required to continually develop and adopt annual budgets based on known

per pupil amounts for the districts from which it draws enrollment. Based on the foregoing fiscal information and the school's practices, the Institute finds that BECS, in partnership with NHA, would be able to support its education program during the next charter term.

The school's renewal application contained all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to comply with all necessary requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals. The school has amended other key aspects of the renewal application, to include the proposed bylaws and code of ethics to comply with various provisions of the Education Law, Not-for-Profit Corporation Law, Public Officers Law and the General Municipal Law, as appropriate.

To the extent that BECS has achieved its key academic goals, the school continues to implement an educational program that supports achieving those goals, operates an effective and viable organization, and is fiscally sound, its plans to implement the educational program as summarized above during the next charter term are reasonable, feasible and achievable. Based on the foregoing fiscal information and the school's track record of fiscal soundness to date, the Institute finds that BECS has demonstrated the ability to operate in a fiscally sound manner during the next charter term.

## SCHOOL OVERVIEW

### Opening Information

Date Initial Charter Approved by SUNY Trustees	January, 2002
Date Initial Charter Approved by: Board of Regents	March, 2002
School Opening Date	September, 2003

### Location

School Year(s)	Location(s)	Grades	District
2003-04	505 Fulton St. Brooklyn NY	K-4	New York City CSD 18
2004-05 through present	856 Quincy St. Brooklyn, NY	K-8	New York City CSD 16

### Partner Organizations

	Partner Name	Partner Type	Dates of Service
Current Partner	National Heritage Academies, Inc.	Education Management Organization (For-profit)	2001-present

### Renewal

Type of Renewal	Date
Short Term Planning Year Renewal	January, 2007
Initial Full-Term Renewal	March, 2008

### Current Mission Statement

Working in partnership with parents and community, the Brooklyn Excelsior Chart School mission is to become one of the finest K-8 schools in the country. We offer a challenging, character-based education through a rigorous curriculum with high academic and social expectations. Our school prioritizes the academic program and instructional time so each student reads, computes, and writes at or above grade level. We expect our students to master basic skills and realize their full potential in preparation for higher education and adulthood.

### Current Key Design Elements

<ul style="list-style-type: none"> <li>• Provide each student with a program of study characterized by excellent instruction, and a strong, balanced core curriculum aligned with New York State’s learning standards;</li> </ul>
<ul style="list-style-type: none"> <li>• Encourage parental and staff involvement through the implementation of a School Improvement Committee;</li> </ul>
<ul style="list-style-type: none"> <li>• Implement a code of conduct designed to provide students with a safe, and orderly school environment in which learning can take place without disruption; and,</li> </ul>
<ul style="list-style-type: none"> <li>• Focus on character development of all students by emphasizing a different character quality each month.</li> </ul>

### School Characteristics

School Year	Original Chartered Enrollment	Revised Charter Enrollment	Actual Enrollment <sup>4</sup>	Original Chartered Grades	Actual Grades	Days of Instruction
2003-04	240	220	201	K-5	K-4	180
2004-05	480	-	492	K-6	K-5	182
2005-06	555	-	575	K-7	K-6	182
2006-07	630	-	648	K-8	K-7	182
2007-08	740	-	692	K-8	K-8	182
2008-09	704	-	714	K-8	K-8	182
2009-10	704	-	716	K-8	K-8	180
2010-11	704	-	722	K-8	K-8	180
2011-12	704	-	712	K-8	K-8	180

<sup>4</sup> Source: SUNY Charter Schools Institute Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

## Student Demographics

	2008-09 <sup>5</sup>		2009-10 <sup>6</sup>		2010-11 <sup>7</sup>	
	Percent of School Enrollment	Percent of NYC CSD 16 Enrollment	Percent of School Enrollment	Percent of NYC CSD 16 Enrollment	Percent of School Enrollment	Percent of NYC CSD 16 Enrollment
<b>Race/Ethnicity</b>						
American Indian or Alaska Native	0	1	1	1	1	1
Black or African American	94	84	93	84	93	82
Hispanic	5	13	5	14	5	15
Asian, Native Hawaiian, or Pacific Islander	1	1	1	1	1	1
White	0	1	1	1	1	1
Multiracial	0	0	0	0	0	0
<b>Special Populations</b>						
Students with Disabilities <sup>8</sup>	6	N/A	8	N/A	8	N/A
Limited English Proficient	0	3	0	3	0	4
<b>Free/Reduced Lunch</b>						
Eligible for Free Lunch	91	74	85	76	87	75
Eligible for Reduced-Price Lunch	4	6	8	5	7	5

<sup>5</sup> Source: 2008-09 School Report Cards, New York State Education Department.

<sup>6</sup> Source: 2009-10 School Report Cards, New York State Education Department.

<sup>7</sup> Source: 2010-11 School Report Cards, New York State Education Department.

<sup>8</sup> New York State Education Department does not report special education data.

### Current Board of Trustees<sup>9</sup>

Board Member Name	Term Expires	Position/Committees
Rudyard Ceres	June 2014	Treasurer
Stephanie Cuba	June 2013	Vice-President
Mark Mannion	June 2014	Trustee
Corey Martin	June 2013	President
Carol Schulhof	June 2013	Trustee
Omar Wasow	June 2014	Secretary

### School Leader(s)

School Year	School Leader(s) Name and Title
2003-04	Alan Handel, Principal
2004-05	Alan Handel, Principal
2005-06	Deborah Coker, Principal and Irwin Kurz, Interim Principal
2006-07	Thomas G. DeMarco, Principal
2007-08	Thomas G. DeMarco, Principal
2008-09	Thomas G. DeMarco, Principal
2009-10	Thomas G. DeMarco, Principal
2010-11	Thomas G. DeMarco, Principal
2011-12	Thomas G. DeMarco, Principal

### School Visit History

School Year	Visit Type	Evaluator (Institute/External)	Date
2003-04	First-Year Visit	Institute	May 11, 2004
2004-05	Second-Year Visit	Institute	April 21, 2005
2005-06	Third-Year Visit	External	May 9-12, 2006
2007-08	Initial Renewal Visit	Institute	October 30 - November 1, 2007
2009-10	Seventh-Year Visit	Institute	May 18-19, 2010
2011-12	Subsequent Renewal Visit	Institute	June 5-6, 2012

<sup>9</sup> Source: Institute records.

**ACADEMIC ATTAINMENT AND IMPROVEMENT**

**Background**

At the beginning of the charter term the school developed and adopted an Accountability Plan that set academic goals in the key subjects of English language arts and mathematics. The plan also includes science and NCLB goals. For each goal in the Accountability Plan specific outcome measures define the level of performance necessary to meet that goal. The required outcome measures include the following three types: 1) the absolute level of student performance on state examinations; 2) the comparative level of student performance on state examinations; and 3) the growth in student learning according to year-to-year comparisons of grade level cohorts. The following table shows the outcome measures currently required by the Institute in each subject area goal, as well as for the NCLB goal. Schools may have also elected to include additional optional goals and measures in their Accountability Plan.

<b>Summary of Required Goals and Outcome Measures in Elementary/Middle School (K-8) Accountability Plans</b>					
<b>GOAL</b>	<b>Required Outcome Measures</b>				
	<b>Absolute<sup>10</sup></b>		<b>Comparative</b>		<b>Growth<sup>11</sup></b>
	75 percent at or above Level 3 on state exam	Performance Index (PI) meets Annual Measurable Objective (AMO)	Percent proficient greater than that of local school district	School exceeds predicted level of performance compared to similar public schools by small Effect Size	Grade-level cohorts reduce by half the gap between prior year's percent at or above Level 3 and 75 percent
<b>ELA</b>	◆	◆	◆	◆	◆
<b>Math</b>	◆	◆	◆	◆	◆
<b>Science</b>	◆		◆		
<b>NCLB</b>	School is deemed in "Good Standing" under state's NCLB accountability system				

The most important criterion for renewal is academic success, which a school demonstrates in large part by meeting the goals in its Accountability Plan. The Institute determines the outcome of a goal by evaluating the multiple measures associated with that goal.

The following presentation indicates the outcome of each of the school's goals. A general analysis of the key academic goals appears above under Academic Accountability Plan Goals in the summary of the school's academic success. The following presentation divides the data into two sections: 1)

<sup>10</sup> Note: In 2009-10, the State Education Department (SED) raised its achievement standard, by increasing the scaled score cut off for proficiency or Level 3 performance on the ELA and math exams. In order to maintain a consistent standard for determining the absolute measure, the Institute has adapted SED's "time-adjusted" cut-offs. In the presentation of ELA and math results below, the Institute uses the "time-adjusted" Level 3 cut-offs for 2009-10 and 2010-11.

<sup>11</sup> To maintain a consistent standard for evaluating the growth measure, the Institute also used the "time-adjusted" cut-off for ELA and math results in 2009-10 only.

the key goals of English language arts and mathematics; and 2) the additional goals of science and NCLB. The analysis consists of the five years of the Accountability Period; however, to simplify the display of data and in recognizing that recent results are more important, the charts on key goals only display the last three years.

Aside from required Accountability Plan measures, the additional goals section following also presents the results of optional academic measures, included in the school's plan. Based on the Institute's analysis, some numbers of students differ from those the school reported; these differences do not affect the interpretation of results.

**SCHOOL PERFORMANCE SUMMARY: English Language Arts**  
**Brooklyn Excelsior Charter School**



**ABSOLUTE MEASURES**

1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above a Level 3 on the New York State exam.(§)

2. Each year the school's aggregate Performance Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.(§)

**COMPARATIVE MEASURES**

3. Each year the percent of students enrolled in at least their second year and performing at or above Level 3 will be greater than that of students in the same grades in the local district.

4. Each year the school will exceed its predicted percent of students at or above Level 3 on the state exam by at least a small Effect Size (at least 0.3) based on its Free Lunch (FL) rate.

**GROWTH MEASURE**

5. Each grade level cohort will reduce by one half the difference between the previous year's baseline and 75 percent performing at or above Level 3 on the New York State exam. An asterisk indicates cohort met target.(§)

	2008-09 Grades Served: K-8			MET	2009-10 Grades Served: K-8			MET	2010-11 Grades Served: K-8			MET					
	Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)						
	3	83.8 (99)	84.3 (83)		3	77.2 (79)	78.4 (74)		3	67.6 (78)	75.7 (74)						
	4	88.8 (107)	88.2 (85)		4	88.0 (100)	86.8 (91)		4	84.6 (78)	84.6 (78)						
	5	91.7 (96)	91.9 (86)		5	96.0 (100)	95.7 (92)		5	90.3 (93)	90.7 (86)						
	6	95.6 (69)	95.4 (65)		6	90.2 (92)	91.5 (92)		6	88.2 (93)	88.0 (88)						
	7	65.9 (44)	65.9 (44)		7	91.7 (60)	91.5 (59)		7	83.5 (85)	84.5 (84)						
	8	62.0 (50)	61.2 (49)		8	47.5 (40)	47.5 (40)		8	47.3 (55)	58.2 (55)						
	All	84.3 (465)	74.8 (412)	NO	All	85.4 (471)	85.2 (438)	YES	All	79.3 (482)	81.9 (465)	YES					
	Grades	PI	AMO		Grades	PI	AMO		Grades	PI	AMO						
	3-8	184	144	YES	3-8	185	155	YES	3-8	154	122	YES					
	Comparison: Brooklyn District 16				Comparison: Brooklyn District 16				Comparison: Brooklyn District 16								
	Grades	School	District		Grades	School	District		Grades	School	District						
	3-8	74.8	59.8	YES	3-8	60.0	30.5	YES	3-8	57.4	34.1	YES					
	% FL	Actual	Predicted	Effect Size	% FL	Actual	Predicted	Effect Size	% FL	Actual	Predicted	Effect Size					
	91.2	84.3	60.0	1.64	YES	85.3	59.7	31.1	1.93	YES	87.4	57.3	30.7	1.77	YES		
	Gr	N	Base	Target	Result	Gr	N	Base	Target	Result	Gr	N	Base	Target	Result	NO	
	4	85	77.6	77.7	88.2 *	4	90	84.4	84.5	86.7 *	4	78	65.4	70.2	55.1		
	5	85	72.9	74.0	91.8 *	5	91	87.9	88.0	95.6 *	5	86	67.4	71.2	52.3		
	6	65	92.3	92.4	95.4 *	6	82	93.9	94.0	91.5	6	87	72.4	73.7	67.8		
	7	44	43.2	59.1	65.9 *	7	59	94.9	95.0	91.5	7	84	60.7	67.9	56.0		
	8	49	77.6	77.7	61.2	8	40	65.0	70.0	47.5	8	55	50.9	63.0	41.8		
	All	328	74.7		83.5	NO	All	364	86.5		86.3	NO	All	391	64.2		55.8

(§) SED's "time adjusted cut scores" are used in the 2009-10 and 2010-11 results for #1 and in the 2009-10 results for #2 and #5. SED's publicly reported cut scores are used for the other results. Data Sources: New York State data; school-submitted workbooks; and the Institute's student performance database.

## SCHOOL PERFORMANCE SUMMARY: Mathematics

### Brooklyn Excelsior Charter School



	2008-09 Grades Served: K-8			MET	2009-10 Grades Served: K-8			MET	2010-11 Grades Served: K-8			MET					
	Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)						
		3	4			5	6			7	8		All				
<b>ABSOLUTE MEASURES</b>																	
1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above a Level 3 on the New York State exam.(§)	3	99.0 (98)	98.8 (80)		3	98.7 (79)	98.7 (74)		3	100.0 (78)	100.0 (74)						
	4	99.1 (107)	100.0 (85)		4	98.0 (100)	97.8 (91)		4	91.0 (78)	91.0 (78)						
	5	95.8 (95)	96.5 (85)		5	98.0 (100)	97.8 (92)		5	98.9 (93)	98.8 (86)						
	6	100.0 (69)	100.0 (65)		6	97.8 (92)	97.6 (82)		6	95.7 (93)	95.5 (88)						
	7	95.5 (44)	95.5 (44)		7	98.3 (60)	98.3 (59)		7	91.8 (85)	91.7 (84)						
	8	72.0 (50)	71.4 (49)		8	97.5 (40)	97.5 (40)		8	92.7 (55)	92.7 (55)						
	All	95.2 (463)	95.1 (408)	YES	All	98.1 (471)	98.0 (438)	YES	All	95.2 (482)	95.1 (465)	YES					
2. Each year the school's aggregate Performance Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.(§)	Grades	PI	AMO		Grades	PI	AMO		Grades	PI	AMO						
	3-8	195	119	YES	3-8	198	135	YES	3-8	172	137	YES					
<b>COMPARATIVE MEASURES</b>																	
3. Each year the percent of students enrolled in at least their second year and performing at or above Level 3 will be greater than that of students in the same grades in the local district.	Comparison: Brooklyn District 16				Comparison: Brooklyn District 16				Comparison: Brooklyn District 16								
	Grades	School	District		Grades	School	District		Grades	School	District						
	3-8	95.1	74.4	YES	3-8	78.5	40.6	YES	3-8	73.8	45.9	YES					
4. Each year the school will exceed its predicted level of students at or above Level 3 on the State exam by at least a small Effect Size (at least 0.3) based on its Free Lunch (FL) rate.	% FL	Actual	Predicted	Effect Size		% FL	Actual	Predicted	Effect Size		% FL	Actual	Predicted	Effect Size			
	91.2	95.2	76.0	1.34	YES	85.3	78.5	41.7	1.89	YES	87.4	74.1	43.4	1.55	YES		
<b>GROWTH MEASURE</b>																	
5. Each grade level cohort will reduce by one half the difference between the previous year's baseline and 75 percent performing at or above Level 3 on the New York State exam. An asterisk indicates cohort met target.(§)	Gr	N	Base	Target	Result		Gr	N	Base	Target	Result		Gr	N	Base	Target	Result
	3					NO	3	1	100.0		100.0		NO	3			
	4	85	97.6	97.7	100.0 *		4	88	100.0	100.0	97.7		4	78	59.0	67.0	57.7
	5	84	91.7	91.8	96.4 *		5	91	97.8	97.9	97.8		5	86	84.9	85.0	80.2
	6	65	100.0	100.0	100.0 *		6	82	97.6	97.7	97.6		6	87	80.5	80.6	80.5
	7	44	84.1	84.2	95.5 *		7	59	100.0	100.0	98.3		7	84	85.7	85.8	77.4
	8	48	75.0	75.1	72.9		8	40	95.0	95.1	97.5 *		8	55	87.3	85.8	63.6
	All	326	91.4		94.5		All	361	98.3		97.8		All	391	79.0		72.6

(§) SED's "time adjusted cut scores" are used in the 2009-10 and 2010-11 results for #1 and in the 2009-10 results for #2 and #5. SED's publicly reported cut scores are used for the other results. Data Sources: New York State data; school-submitted workbooks; and the Institute's student performance database.

**ADDITIONAL ACCOUNTABILITY PLAN GOALS**

**Science**

**Accountability Plan Goal:** *Students will be proficient in Science.*

**Outcome:** BECS has met its science goal.

<b>Absolute Measure:</b> <i>Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science examination.</i>				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Grade</b>	<b>2007-08</b> (Tested: 135)	<b>2008-09</b> (Tested: 156)	<b>2009-10</b> (Tested: 140)	<b>2010-11</b> (Tested: 133)
<b>4</b>	97	97	94	96
<b>8</b>	75	74	75	75

BECS has consistently posted strong results on the state’s 4<sup>th</sup> grade science exam and has essentially met its performance target on the state’s 8<sup>th</sup> grade science exam in each year of the Accountability Period.

<b>Comparative Measure:</b> <i>Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State science exam will be greater than that of all students in the same tested grades in the local school district.</i>				
<b>Results (in percents)</b>				
	<b>Grade 4 by School Year</b>			
<b>Comparison</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
School	97	97	94	96
District	63	75	80	83
	<b>Grade 8 by School Year</b>			
<b>Comparison</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
School	75	74	75	75
District	31	33	41	34

Throughout the Accountability Period, BECS has outperformed the local district on the state’s 4<sup>th</sup> and 8<sup>th</sup> grade science exams. The school’s performance on the 8<sup>th</sup> grade exam has doubled that of the district in every year but one.

**NCLB**

In addition to meeting its specific subject area goals, the school is expected under No Child Left Behind to made adequate yearly progress towards enabling all students to score at the proficient level on the state ELA and math exams. In holding charter schools to the same standards as other public schools, the state issues an annual school accountability report that indicates the school’s status each year.

**Accountability Plan Goal:** *Under the state’s NCLB Accountability system, the school’s Accountability Status will be “Good Standing” each year.*

**Outcome:** BECS was deemed to be in good standing in each year during the Accountability Period and has met the NCLB goal.

<b>Absolute Measure:</b> <i>Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.</i>				
<b>Results</b>				
<b>Status</b>	<b>School Year</b>			
	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<b>Good Standing</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>

**Analysis of Additional Evidence**

BECS received a letter grade of “B” on its 2010-11 New York City Department of Education (DOE) Progress Report. The DOE bases the overall Progress Report grades on three categories: School Environment, Student Performance and Student Progress, with the greatest emphasis placed on Student Progress. To raise the bar for schools and increase stability in letter grades, the DOE used this pre-determined scoring distribution for 2010-11: 25 percent A, 35 percent B, 30 percent C, seven percent D, and three percent F.

BECS received the “B” based on the composite score of the three categories. The school received a “B” in School Environment, which measures factors other than student achievement. For this grade, DOE evaluates parent and teacher satisfaction surveys to measure the conditions necessary for learning. In Student Performance, the school received an “A”, indicating that the school’s absolute performance was better on the whole than its peer schools in New York City. As a result of BECS’s decline in year-to-year growth in comparison to its peer schools, it received a “C” in Student Growth.

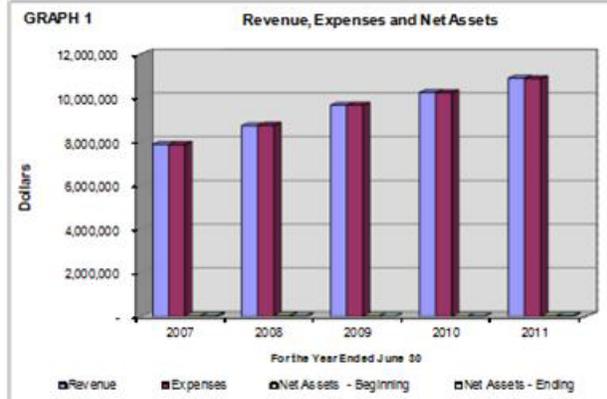
These results are consistent with the Institute’s analysis above.

# APPENDIX: FISCAL DASHBOARD

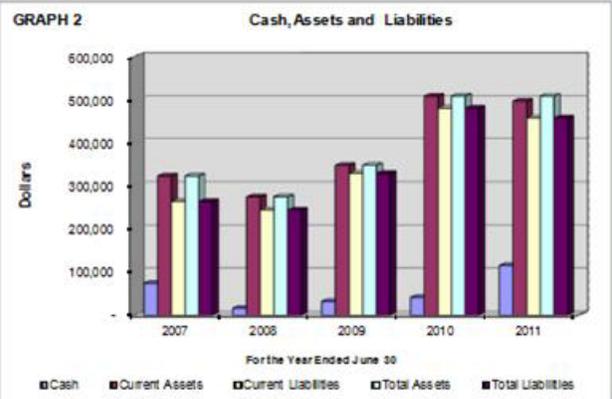
SCHOOL INFORMATION						
FINANCIAL POSITION	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
<b>Assets</b>						
<b>Current Assets</b>						
Cash and Cash Equivalents - GRAPH 2	74,501	16,684	32,145	41,503	115,580	-
Grants and Contracts Receivable	-	-	-	466,699	381,121	-
Accounts Receivable	248,599	258,039	315,668	-	-	-
Prepaid Expenses	-	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-	-
<b>Total Current Assets - GRAPH 2</b>	<b>323,100</b>	<b>274,723</b>	<b>347,813</b>	<b>508,202</b>	<b>496,701</b>	<b>-</b>
Property, Building and Equipment, net	-	-	-	-	11,429	-
Other Assets	-	-	-	-	-	-
<b>Total Assets - GRAPH 2</b>	<b>323,100</b>	<b>274,723</b>	<b>347,813</b>	<b>508,202</b>	<b>508,130</b>	<b>-</b>
<b>Liabilities and Net Assets</b>						
<b>Current Liabilities</b>						
Accounts Payable and Accrued Expenses	-	-	840	1,120	359	-
Accrued Payroll and Benefits	-	-	-	-	-	-
Deferred Revenue	-	6,693	5,474	125	7,861	-
Current Maturities of Long-Term Debt	-	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-	-
Other	264,192	237,577	323,011	479,395	449,662	-
<b>Total Current Liabilities - GRAPH 2</b>	<b>264,192</b>	<b>244,270</b>	<b>329,325</b>	<b>480,640</b>	<b>457,882</b>	<b>-</b>
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-	-
<b>Total Liabilities - GRAPH 2</b>	<b>264,192</b>	<b>244,270</b>	<b>329,325</b>	<b>480,640</b>	<b>457,882</b>	<b>-</b>
<b>Net Assets</b>						
Unrestricted	58,908	30,453	18,488	27,562	50,248	-
Temporarily restricted	-	-	-	-	-	-
<b>Total Net Assets</b>	<b>58,908</b>	<b>30,453</b>	<b>18,488</b>	<b>27,562</b>	<b>50,248</b>	<b>-</b>
<b>Total Liabilities and Net Assets</b>	<b>323,100</b>	<b>274,723</b>	<b>347,813</b>	<b>508,202</b>	<b>508,130</b>	<b>-</b>
<b>ACTIVITIES</b>						
<b>Operating Revenue</b>						
Resident Student Enrollment	6,318,578	7,438,253	8,763,467	8,988,113	9,752,302	-
Students with Disabilities	-	-	-	-	-	-
Grants and Contracts						
State and local	126,896	14,037	19,196	-	-	-
Federal - Title and IDEA	617,358	758,359	867,853	836,392	646,770	-
Federal - Other	-	-	-	-	-	-
Other	-	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	407,474	465,988	-
<b>Total Operating Revenue</b>	<b>7,062,832</b>	<b>8,210,649</b>	<b>9,650,516</b>	<b>10,231,979</b>	<b>10,865,060</b>	<b>-</b>
<b>Expenses</b>						
Regular Education	7,053,387	7,824,525	7,632,965	8,229,254	7,946,294	-
SPED	199,909	269,670	255,658	385,312	337,607	-
Regular Education & SPED (combined)	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Program Services	7,253,296	8,094,195	7,888,623	8,614,566	8,283,901	-
Management and General	612,134	655,471	1,782,587	1,618,290	2,590,573	-
Fundraising	-	-	-	-	-	-
<b>Total Expenses - GRAPH 1 / GRAPH 4</b>	<b>7,865,430</b>	<b>8,749,666</b>	<b>9,671,210</b>	<b>10,232,856</b>	<b>10,874,474</b>	<b>-</b>
<b>Surplus / (Deficit) From School Operations</b>	<b>(802,598)</b>	<b>(539,017)</b>	<b>(20,694)</b>	<b>(877)</b>	<b>(9,414)</b>	<b>-</b>
<b>Support and Other Revenue</b>						
Contributions	809,841	510,562	8,729	-	-	-
Fundraising	-	-	-	-	-	-
Miscellaneous Income	-	-	-	9,951	32,100	-
Net assets released from restriction	-	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>809,841</b>	<b>510,562</b>	<b>8,729</b>	<b>9,951</b>	<b>32,100</b>	<b>-</b>
Total Unrestricted Revenue	7,872,673	8,721,211	9,659,245	10,241,930	10,897,160	-
Total Temporarily Restricted Revenue	-	-	-	-	-	-
<b>Total Revenue - GRAPH 1</b>	<b>7,872,673</b>	<b>8,721,211</b>	<b>9,659,245</b>	<b>10,241,930</b>	<b>10,897,160</b>	<b>-</b>
<b>Change in Net Assets</b>	<b>7,243</b>	<b>(28,455)</b>	<b>(11,965)</b>	<b>9,074</b>	<b>22,686</b>	<b>-</b>
<b>Net Assets - Beginning of Year - GRAPH 1</b>	<b>51,665</b>	<b>58,908</b>	<b>30,453</b>	<b>18,488</b>	<b>27,562</b>	<b>50,248</b>
Prior Year Adjustment(s)	-	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 1</b>	<b>58,908</b>	<b>30,453</b>	<b>18,488</b>	<b>27,562</b>	<b>50,248</b>	<b>50,248</b>
<b>Functional Expense Breakdown</b>						
Personnel Service						
Administrative Staff Personnel	-	-	-	599,045	603,517	-
Instructional Personnel	-	-	-	2,476,536	2,528,700	-
Non-Instructional Personnel	-	-	-	122,075	75,761	-
Personnel Services (Combined)	2,696,188	2,905,433	2,923,830	-	-	-
Total Salaries and Staff	2,696,188	2,905,433	2,923,830	3,197,656	3,207,978	-
Fringe Benefits & Payroll Taxes	561,345	621,842	655,545	699,495	748,240	-
Retirement	7,335	30,455	44,757	48,101	61,288	-
Management Company Fees	450,890	504,631	1,345,529	608,261	738,103	-
Building and Land Rent / Lease	3,058,243	3,267,832	3,184,370	3,228,758	2,571,684	-
Staff Development	-	-	-	245,756	250,176	-
Professional Fees, Consultant & Purchased Services	331,770	304,835	338,409	503,887	997,550	-
Marketing / Recruitment	10,483	10,871	12,440	39,181	105,460	-
Student Supplies, Materials & Services	301,825	423,982	275,372	714,252	466,514	-
Depreciation	-	-	-	-	2,693	-
Other	447,351	679,785	890,958	947,509	1,724,788	-
<b>Total Expenses</b>	<b>7,865,430</b>	<b>8,749,666</b>	<b>9,671,210</b>	<b>10,232,856</b>	<b>10,874,474</b>	<b>-</b>
<b>ENROLLMENT</b>						
Chartered Enroll	630	740	704	704	704	704
Revised Enroll	-	-	-	-	-	-
Actual Enroll - GRAPH 4	648	692	714	716	722	712
Chartered Grades	K-8	K-8	K-8	K-8	K-8	K-8
Revised Grades	K-7	-	-	-	-	-
Actual Grades	K-7	-	-	K-8	-	-

SCHOOL ANALYSIS						
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
<b>Primary School District</b>	NYC					
Per Pupil Funding	10,196	11,023	12,443	12,443	13,527	-
Increase over prior year	12.2%	8.1%	12.9%	0.0%	8.7%	0.0%
<b>PER STUDENT BREAKDOWN</b>						
<b>Revenue</b>						
Operating	10,899	11,865	13,516	14,290	15,049	-
Other Revenue and Support	1,250	738	12	14	44	-
<b>TOTAL - GRAPH 3</b>	<b>12,149</b>	<b>12,603</b>	<b>13,528</b>	<b>14,304</b>	<b>15,093</b>	<b>-</b>
<b>Expenses</b>						
Program Services	11,193	11,697	11,048	12,032	11,474	-
Management and General, Fundraising	945	917	2,497	2,260	3,588	-
<b>TOTAL - GRAPH 3</b>	<b>12,138</b>	<b>12,614</b>	<b>13,545</b>	<b>14,292</b>	<b>15,062</b>	<b>-</b>
% of Program Services	92.2%	92.5%	81.6%	84.2%	76.2%	0.0%
% of Management and Other	7.8%	7.5%	18.4%	15.8%	23.8%	0.0%
% of Revenue Exceeding Expenses - GRAPH 5	0.1%	-0.3%	-0.1%	0.1%	0.2%	0.0%
<b>Student to Faculty Ratio</b>						-
<b>Faculty to Admin Ratio</b>						-
<b>Financial Responsibility Composite Scores - GRAPH 6</b>						
Score	0.7	0.5	0.3	0.4	0.5	-
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring 1.0 - 0.9	Fiscally Needs Monitoring					
	NA					0.2
<b>Working Capital - GRAPH 7</b>						
Net Working Capital	58,908	30,453	18,488	27,562	38,819	-
As % of Unrestricted Revenue	0.7%	0.3%	0.2%	0.3%	0.4%	0.0%
Working Capital (Current) Ratio Score	1.2	1.1	1.1	1.1	1.1	-
Risk (Low > 3.0 / Medium 1.4 - 2.9 / High < 1.4)	HIGH	HIGH	HIGH	HIGH	HIGH	N/A
Rating (Excellent > 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Poor	Poor	Poor	Poor	Poor	N/A
<b>Quick (Acid Test) Ratio</b>						
Score	1.2	1.1	1.1	1.1	1.1	-
Risk (Low > 2.5 / Medium 1.0 - 2.4 / High < 1.0)	MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM	N/A
Rating (Excellent > 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Good	Good	Good	Good	Good	N/A
<b>Debt to Asset Ratio - GRAPH 7</b>						
Score	0.8	0.9	0.9	0.9	0.9	-
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Good	Good	Good	Good	Good	N/A
<b>Months of Cash - GRAPH 8</b>						
Score	0.1	0.0	0.0	0.0	0.1	-
Risk (Low > 6 mo. / Medium 3 - 6 mo. / High < 3 mo.)	HIGH	HIGH	HIGH	HIGH	HIGH	N/A
Rating (Excellent > 6 mo. / Good 3 - 6 mo. / Poor < 3 mo.)	Poor	Poor	Poor	Poor	Poor	N/A

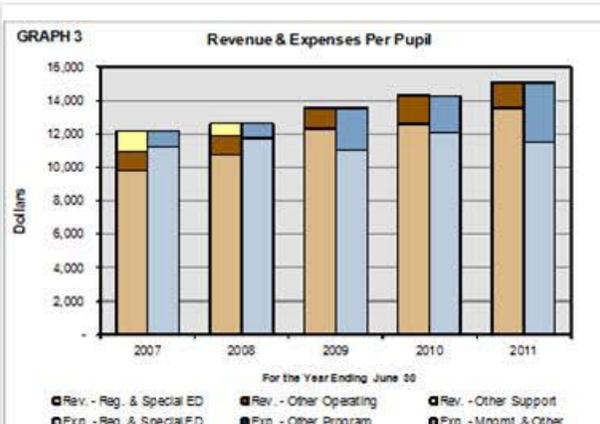
Average - 5 Yrs. OR Charter Term  
13,124  
41.2  
13,536



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

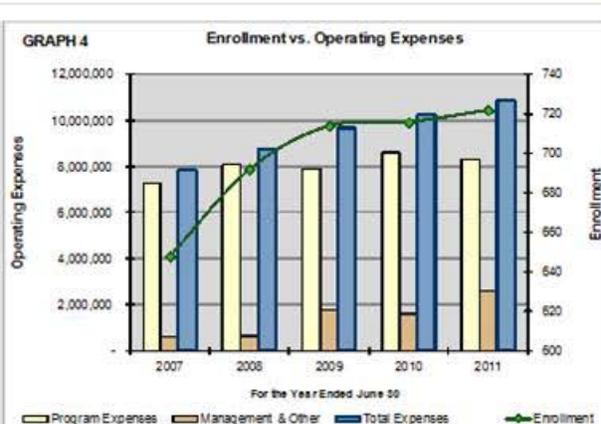


This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right and, generally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



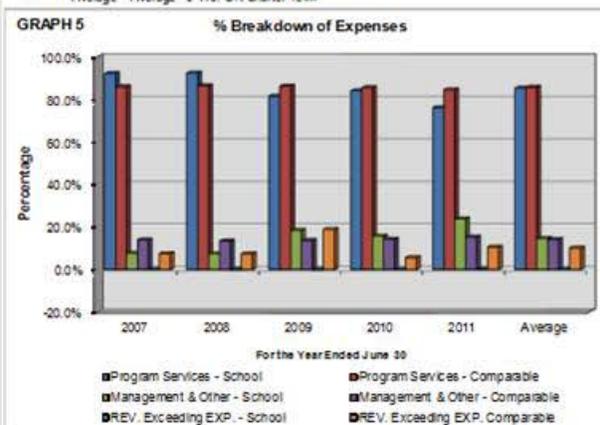
This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar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

**Comparable School, Region or Network**  
 \* Average = Average - 5 Yrs. OR Charter Term

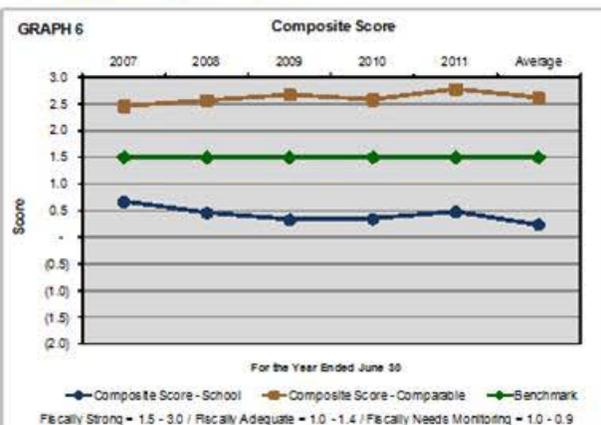


This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving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

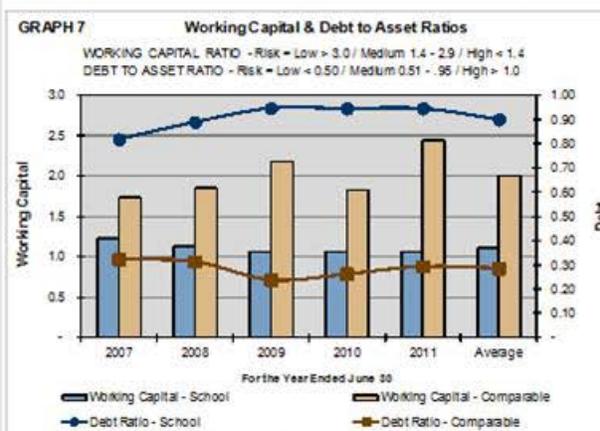
**New York City & Long Island Schools**



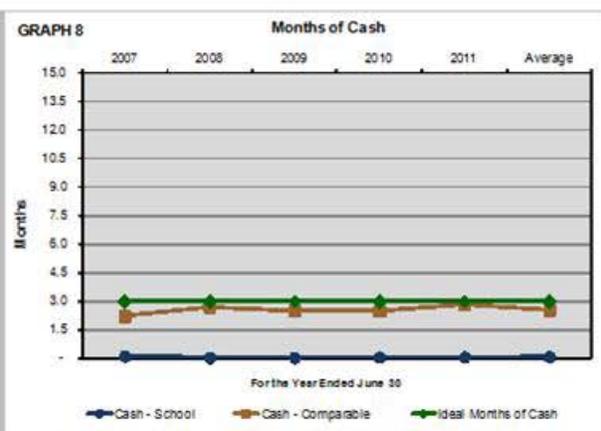
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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



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



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



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