

The State Education Department

The University of the State of New York

Office of School Improvement (Regional)

Public School Choice Programs

462 EBA

Albany, New York 12234

518-474-1762

Charter School Annual Report

2008 - 2009

Charter School Information and Cover Page

Name of Charter School Brooklyn Excelsior Charter School

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District/CSD of Location New York City, Region 8

Charter Entity Charter Schools Institute, The State University of New York

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**Student Assessment Data
New York State Assessment Results
Grades 3 – 8 ELA and Math
2008-09 Annual Report**

Name of Charter School: Brooklyn Excelsior Charter School

Grades 3 – 8 State ELA Assessments Results

Year of Test	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2008-09	3.0	13.1	69.7	14.1	0.0	11.2	83.2	5.6	0.0	8.3	75.0	16.7	0.0	4.3	91.3	4.3	0.0	34.1	61.4	4.5	0.0	38.0	62.0	0.0
2007-08	1.0	22.7	69.1	7.2	7.8	21.6	65.7	4.9	0.0	8.3	81.9	9.7	0.0	50.0	50.0	0.0	0.0	25.4	74.6	0.0	0.0	52.6	47.4	0.0
2006-07	4.2	38.5	56.3	1.0	3.1	23.1	66.2	7.7	0.0	53.7	43.3	3.0	0.0	42.2	54.7	3.1	0.0	60.5	39.5	0.0	N/A			
2005-06	6.8	35.1	56.8	1.4	9.1	25.8	60.6	4.5	5.9	32.4	55.9	5.9	2.1	47.9	45.8	4.2	N/A							

Grades 3 – 8 State Math Assessments Results

Year of Test	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2008-09	0.0	1.0	66.3	32.7	0.0	0.9	37.4	61.7	0.0	4.2	50.5	45.3	0.0	0.0	47.8	52.2	0.0	4.5	61.4	34.1	2.0	26.0	34.0	38.0
2007-08	0.0	2.1	72.3	25.5	0.0	9.9	47.5	42.6	0.0	0.0	69.0	31.0	0.0	13.0	74.1	13.0	3.5	21.1	57.9	17.5	2.7	24.3	67.6	5.4
2006-07	0.0	4.3	55.3	40.4	0.0	16.9	52.3	30.8	0.0	19.4	70.1	10.4	4.8	14.3	61.9	19.0	2.7	48.6	45.9	2.7	N/A			
2005-06	2.7	14.9	71.6	10.8	4.3	17.1	62.9	15.7	13.2	35.3	44.1	7.4	8.0	28.0	60.0	4.0	N/A							

**Other Student Assessment Data
2008-09**

Name of Charter School: Brooklyn Excelsior Charter School

Name of Test: Northwest Evaluation Association Measures of Academic Progress **Subject:** Reading

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent in Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Mean RiT)	Percent Attaining Above Grade Level	Score (Mean NCE)
2	Testing Window: April 27 - May 19	79	0	0	0	79	191.22	57.0%	52.62
3		97	1	0	0	96	196.77	45.8%	46.49
4		106	0	0	0	106	210.59	68.9%	57.45
5		95	0	0	0	95	212.93	56.8%	52.83
6		69	1	0	0	68	217.24	58.8%	53.65
7		43	1	0	0	42	215.43	35.7%	46.38
8		50	0	0	0	50	223.54	48.0%	53.45

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

Name of Test: Northwest Evaluation Association Measures of Academic Progress Subtest: Language Usage

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent in Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score (Mean RiT)	Percent Attaining Above Grade Level	Score (Mean NCE)
2	Testing Window: April 27 - May 19	79	0	0	0	79	196.46	72.2%	58.42
3		97	2	0	0	95	201.03	53.7%	50.90
4		106	0	0	0	106	211.26	67.0%	57.17
5		95	0	0	0	95	216.03	65.3%	57.26
6		69	1	0	0	68	218.46	63.2%	55.64
7		43	1	0	0	42	215.26	45.2%	45.94
8		50	0	0	0	50	219.96	46.0%	49.27

Name of Test: Northwest Evaluation Association Measures of Academic Progress Subtest: Math

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent in Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score (Mean RiT)	Percent Attaining Above Grade Level	Score (Mean NCE)
2	Testing Window: April 27 - May 19	79	0	0	0	79	189.76	48.1%	48.09
3		97	1	0	0	96	202.19	52.1%	49.64
4		106	0	0	0	106	214.31	61.3%	54.42
5		95	0	0	0	95	219.73	47.4%	50.73
6		69	1	0	0	68	227.94	57.4%	55.50
7		43	1	0	0	42	226.12	31.0%	47.29
8		50	0	0	0	50	231.28	50.0%	48.29

Brooklyn Excelsior Charter School

Working in partnership with parents and community, Brooklyn Excelsior Charter School will offer a challenging character-based education by providing a strong curriculum and an atmosphere of high expectations.

Accountability Plan 2008-2013

**Brooklyn Excelsior Charter School
856 Quincy Street
Brooklyn, NY 11221**

ACADEMIC GOALS

English Language Arts

GOAL: Students will be proficient in Language Arts.

- I. Absolute Measure: Each year, seventy-five percent (75%) of third through eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Testing Program (NYSTP) ELA assessment.
- II. Absolute Measure: Each year, the school's aggregate Performance Index on the NYSTP ELA assessment will meet the Annual Measurable Objective set forth in the state's NCLB accountability system.
- III. Comparative Measure: 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 Exam will be greater than that of all students in the same tested grades in the local school district.
- IV. Comparative Measure: Each year, the school will exceed its predicted level of performance on the State Exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.
- V. Value-Added Measure: Each year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and seventy-five percent (75%) at or above Level 3 on the current year's State ELA exam. If a grade-level cohort exceeds seventy-five percent (75%) at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

Mathematics

GOAL: Students will be proficient in Mathematics.

- I. Absolute Measure: Each year, seventy-five percent (75%) of third through eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Testing Program (NYSTP) Mathematics assessment.
- II. Absolute Measure: Each year, the school's aggregate Performance Index on the NYSTP Mathematics assessment will meet the Annual Measurable Objective set forth in the state's NCLB accountability system.
- III. Comparative Measure: 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 Exam

will be greater than that of all students in the same tested grades in the local school district.

- IV. Comparative Measure: Each year, the school will exceed its predicted level of performance on the State Exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.
- V. Value-Added Measure: Each year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Mathematics exam and seventy-five percent (75%) at or above Level 3 on the current year's State Mathematics exam. If a grade-level cohort exceeds seventy-five percent (75%) at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

Science

GOAL: Students will be proficient in Science.

- I. Absolute Measure: Each year, seventy-five percent (75%) of students in each grade tested, who are enrolled in at least their second year, will perform at or above Level 3 on the New York State Testing Program (NYSTP) Science assessment.
- II. Comparative Measure: Each year in each grade tested, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Exam will be greater than that of students in the respective grade in the local school district.

Social Studies

GOAL: Students will be proficient in Social Studies.

- I. Absolute Measure: Each year, seventy-five percent (75%) of students in each grade tested, who are enrolled in at least their second year, will perform at or above Level 3 on the New York State Testing Program (NYSTP) Social Studies assessment.
- II. Comparative Measure: Each year in each grade tested, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Exam will be greater than that of students in the respective grade in the local school district.

Additional Required Academic Measure

NCLB Measure: Under the state's NCLB Accountability system, the school's Accountability Status will be "Good Standing" each year.

Brooklyn Excelsior Charter School

2008-09 Accountability Plan Progress Report

08/03/2009

Mr. Kay Madati - Board President

856 Quincy Street

Brooklyn, New York 11221

(p) [REDACTED]

(f) [REDACTED]

Dr. Thomas DeMarco prepared this 2008-09 Accountability Plan Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Mr. Kay Madati	President
James Bernard	Vice President
Corey Martin	Treasurer
Erika Humphrey	Secretary
Stephanie Cuba	Trustee
Carol Schulhof	Trustee
Omar Wasow	Trustee

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Introduction

The State University of New York’s Board of Trustees (“SUNY”) authorized Brooklyn Excelsior Charter School (“Brooklyn Excelsior”) in March 2002. After taking a planning year, the school opened its doors to 206 K-4 students in the fall of 2003. Brooklyn Excelsior was located in a temporary facility during its first year of operation. The following year the school moved into its permanent facility located at 856 Quincy Street in Brooklyn, New York. In the fall of 2007, Brooklyn Excelsior added the 8th grade. During the 2008-09 school year, Brooklyn Excelsior served 720 students in grades K-8.

Brooklyn Excelsior has improved its performance since it opened in 2003. Following are some highlights in regards to the school’s performance:

- Brooklyn Excelsior received a five-year renewal without conditions from the Charter Schools Institute (CSI).
- The school was recognized by CSI for being one of six schools (out of 15 that applied) to receive a full-term renewal in 2008-09.
- Brooklyn Excelsior was named a “rapidly improving” school for the 2006-07 school year by the New York State Education Department.

We are pleased with Brooklyn Excelsior’s progress and will work to ensure all students continue to grow and learn.

Brooklyn Excelsior’s student body is comprised of 94% Black, 5% Hispanic, and 1% American Indian/Alaskan or Asian/Pacific Islander. Just over ninety-five percent of the students qualified for the National School Lunch Program.

The mission of Brooklyn Excelsior is:

“Working in partnership with parents and community, Brooklyn Excelsior Charter School will offer a challenging character-based education by providing a strong curriculum and an atmosphere of high expectations.”

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2003-04	38	40	47	44	43					212
2004-05	113	98	75	76	74	50				486
2005-06	98	97	98	74	67	67	49			550
2006-07	77	97	98	97	70	69	70	41		619
2007-08	78	74	94	94	100	71	53	54	38	656
2008-09	88	80	80	103	109	97	68	45	50	720

Note: Enrollment for years 2003-04 through 2007-08 is based on enrollment at the end of the school year. Enrollment for 2008-09 is based on the school’s enrollment on October 1, 2008.

English Language Arts

GOAL: Students will be proficient in Language Arts.

Background

The English Language Arts (“ELA”) curriculum provides students with the skills, strategies, and knowledge necessary for success in reading, writing, speaking, listening, and viewing. Indeed, a student’s mastery in all areas of ELA is a key component for learning in every content area. By interacting with a wide variety of texts, students develop their ability to think critically, communicate effectively, and make connections to the world around them.

Early reading instruction focuses on the building blocks of reading – phonemic awareness, phonics, vocabulary, comprehension, and fluency. These building blocks lay the foundation for the intellectual processes necessary for students to remember, understand, analyze, evaluate, and apply the ideas they encounter while reading.

In all grade levels, students read and view a variety of high-quality classic and contemporary texts, informational texts, and media (print and non-print). Students engage in the writing process to demonstrate their thinking and individual voice, producing works that include narrative, persuasive, expository, and expressive texts. Through writing and explicit instruction, students learn proper English language conventions and usage, including spelling, vocabulary, punctuation, capitalization, grammar, and penmanship.

The ELA curriculum also provides students with speaking, listening, and viewing instruction and practice to help foster the critical communication skills necessary in today’s world.

- I. **Absolute Measure:** Each year, seventy-five percent (75%) of third through eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Testing Program (NYSTP) ELA assessment.

Method

The school administered the New York State Testing Program English language arts assessment to students in third through eighth grade in January 2009. Each student’s raw score has been converted to a grade-specific scaled score and a performance level. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

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 breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

**2008-09 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested			Total Enrolled*
		IEP	ELL	Absent	
3	99	0	0	0	99
4	107	0	0	0	107
5	96	0	0	0	96
6	69	0	0	0	69
7	44	0	0	0	44
8	50	0	0	0	50
All	465	0	0	0	465

*Total Enrolled based on the total number of students enrolled on the date of the ELA exam.

Results

Overall, Brooklyn Excelsior had 84% of students in at least their second year perform at or above Level 3 on the 2008-09 administration of the ELA exam. Over 80% of students (all and second year students) in grades three through six were identified as proficient on the exam. Notably, over 90% of students in fifth and sixth grade performed at or above Level 3.

**Charter School Performance on 2008-09 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students	3%	13%	70%	14%	84%	99
	Students in At Least 2 nd Year	2%	13%	70%	14%	84%	83
4	All Students		11%	83%	6%	89%	107
	Students in At Least 2 nd Year		12%	82%	6%	88%	85
5	All Students		8%	75%	17%	92%	96
	Students in At Least 2 nd Year		8%	74%	17%	92%	86
6	All Students		4%	91%	4%	96%	69
	Students in At Least 2 nd Year		5%	91%	5%	95%	65
7	All Students		34%	61%	5%	66%	44
	Students in At Least 2 nd Year		34%	61%	5%	66%	44
8	All Students		38%	62%		62%	50
	Students in At Least 2 nd Year		39%	61%		61%	49
All	All Students	1%	15%	75%	9%	84%	465
	Students in At Least 2 nd Year	0%	16%	75%	9%	84%	412

Evaluation

The absolute measure was met. Of the students tested who were enrolled in at least their second year, 84% performed at or above Level 3 on the New York State ELA exam.

Additional Evidence

The percentage of students enrolled in at least their second year performing at or above Level 3 has increased by over 300% since 2004-05. The school increased the percentage of students performing at or above Level 3 by 14 percentage points from 2006-07 to 2007-08 and by 13 percentage points from 2007-08 to 2008-09.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	%	# Tested	%	# Tested	%	# Tested	%	# Tested	%	# Tested
3			63%	51	59%	80	77%	83	84%	83
4	23%	35	60%	55	69%	52	71%	90	88%	85
5			65%	46	48%	44	92%	59	92%	86
6			50%	40	60%	50	51%	53	95%	65
7					41%	32	75%	59	66%	44
8							49%	37	61%	49
All	23%	35	60%	192	57%	258	71%	381	84%	412

- II. **Absolute Measure:** Each year, the school’s aggregate Performance Index on the NYSTP ELA assessment will meet the Annual Measurable Objective 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 all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2008-09 is 133. The PI 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 PI is 200.

Results

During the 2008-09 school year, only 1% of students in grades three through eight performed at Level 1 on the ELA exam. A majority of the students (84%) performed at Level 3 and Level 4, with 15% of students performing at Level 2. The school had a PI of 183 for the 2008-09 school year.

Calculation of 2008-09 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-8	1%	15%	75%	9%	465

Evaluation

Brooklyn Excelsior met this measure. The school’s PI was 183; therefore, the school exceeded the state’s AMO by 50 points.

Additional Evidence

Brooklyn Excelsior exceeded the state’s AMO in 2005-06, 2006-07, 2007-08, and 2008-09. The school’s PI remained stable during the 2005-06 and 2006-07 school years, but it increased during the 2007-08 and 2008-09 school year. Further, the school has seen the following decreases/increases since 2005-06: the percentage of students performing at Level 1 has decreased from 6% to 1%; the percentage of students performing at Level 2 has

decreased from 34% to 15%; the percentage of students performing at Level 3 has increased from 56% to 75%; and the percentage of students performing at Level 4 has increased from 4% to 9%. This indicates that more students are performing at Levels 3 and 4 with less students performing at Levels 1 and 2.

English Language Arts Performance Index (PI) and Annual Measureable Objective (AMO) by School Year

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	3-6	256	6%	34%	56%	4%	153	122
2006-07	3-7	354	3%	43%	51%	3%	151	122
2007-08	3-8	421	2%	26%	67%	5%	170	133
2008-09	3-8	465	1%	15%	75%	9%	183	133

III. Comparative Measure: 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 English language arts Exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district, as well as between the total result of 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.

Results

The percentage of students enrolled in at least their second year performing at or above Level 3 was 84% for Brooklyn Excelsior; the percentage of students in District 16 performing at or above Level 3 was 60%. Brooklyn Excelsior outperformed the local District at each grade level and as an aggregate.

2008-09 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	84%	83	64%	865
4	88%	85	63%	909
5	92%	86	71%	856
6	95%	65	57%	694
7	66%	44	59%	810
8	61%	49	43%	821
All	84%	412	60%	4955

Evaluation

Brooklyn Excelsior met this comparative measure. The school exceeded the District’s aggregate performance by 24 percentage points. Most notably, the sixth grade class of students enrolled in at least their second year at Brooklyn Excelsior outperformed the District by 38 percentage points.

Additional Evidence

Brooklyn Excelsior has met this measure for the last four school years.

**English Language Arts Performance of charter School and Local District
By Grade Level and School Year**

Grade	Percent of Charter School Students Enrolled in At Least 2 nd Year and All District Students at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3			63%	44%	59%	48%	77%	52%	84%	64%
4	23%	46%	60%	44%	69%	50%	71%	56%	88%	63%
5			65%	43%	48%	43%	92%	63%	92%	71%
6			50%	30%	60%	29%	51%	33%	95%	57%
7					41%	28%	75%	45%	66%	59%
8							49%	29%	61%	43%
All	23%	46%	60%	40%	57%	40%	71%	46%	84%	60%

- IV. **Comparative Measure:** Each year, the school will exceed its predicted level of performance on the State Exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch 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. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state’s release of poverty data, the 2008-09 analysis is not yet available. This report contains 2007-08 results; the most recent ones available.

Results

Brooklyn Excelsior’s Effect Size was higher than expected to a large degree for 2007-08. The predicted percentage of students performing at Levels 3 and 4 was 49.62. The actual percentage of students at Levels 3 and 4 was 71.33. The school exceeded the predicted percentage by 21.70 percentage points. The school’s Effect Size was 1.47, thus performing higher than expected.

2007-08 English Language Arts Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3 & 4		Difference Between Actual and Predicted	Effect Size	
			Actual	Predicted			
3	86.96	97	76.30	51.08	25.22	1.85	
4		102	70.60	52.17	18.43	1.23	
5		72	91.60	61.58	30.02	2.06	
6		54	50.00	42.17	7.83	0.47	
7		59	74.60	48.01	26.59	1.64	
8		38	47.40	29.52	17.88	1.22	
All			422	71.33	49.62	21.70	1.47

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

Evaluation

Brooklyn Excelsior met this measure. The Effect Size was 1.47, which is higher than expected to a large degree. Notably, all grades but the sixth grade had an Effect Size higher than expected to a large degree. Grade six had an Effect Size that was higher than expected to a small degree. Thus, all grades, and the school as a whole, performed better than predicted.

Additional Evidence

Brooklyn Excelsior has performed better than predicted each year. In 2005-06, the school's Effect Size was 0.57, in 2006-07 the school's Effect Size was 0.44, and in 2007-08 the school's Effect Size was 1.47. Each year the Effect Size was higher than expected.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06	3-6	73%	255	59.6	48.9	0.57
2006-07	3-7	78%	354	54.2	47.4	0.44
2007-08	3-8	87%	422	71.3	49.6	1.47
2008-09	3-8				n/a	n/a

- V. **Value-Added Measure:** Each year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and seventy-five percent (75%) at or above Level 3 on the current year's State ELA exam. If a grade-level cohort exceeds seventy-five percent (75%) at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

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 towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It also includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. In addition,

the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

Brooklyn Excelsior had six cohorts; of the six cohorts tested, five cohorts achieved their target. The aggregate of all cohorts also achieved its target.

Cohort Growth on State English Language Arts Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
4	85	78%	Positive growth	88%	Yes
5	84	71%	2%	92%	Yes
6	65	92%	Positive Growth	95%	Yes
7	44	43%	16%	66%	Yes
8	49	78%	Positive Growth	61%	No
All	327	74%	1%	83%	Yes

Evaluation

Brooklyn Excelsior did not meet this measure. Five out of the six cohorts tested achieved their target; and the aggregate of the cohorts achieved their target. As mentioned, the criterion for achieving this measure is for each grade-level cohort to halve the difference. While only one cohort did not meet its target, the cohort group as a whole increased the percentage of students performing at Levels 3 and 4 by nine percentage points.

Additional Evidence

Brooklyn Excelsior's cohort of students performing at or above Level 3 on the ELA exam have improved since 2006-07. In 2006-07, five cohorts were tested and one cohort met its target. During the 2007-08 school year, four of six cohorts met their target. In 2008-09, five out of the six cohorts met their target. This demonstrated growth over the previous year's results.

Cohort Performance on State English Language Arts Exam Since the Advent of the Grades 3-8 Testing Program by School Year

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	4-7	1	5
2007-08	4-8	4	6
2008-09	4-8	5	6

Summary of the English Language Arts Goal

Brooklyn Excelsior's student performance has increased since the 2006-07 administration of the ELA exam. The improvements made over the 2008-09 school year demonstrate that students are learning and achieving more.

Brooklyn Excelsior met its first absolute measure: 84% of students enrolled in at least their second year performed at or above Level 3. The school also met its second absolute measure and its first comparative measure. The results for the 2008-09 regression analysis are not yet available, so the data reported is for the 2007-08 school year. Brooklyn Excelsior met the measure during the 2007-

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08 school year. The Value-Added Measure was not met, but the school came very close to meeting the measure: five out of the six cohorts tested met their targets.

We recognize that the school needs to continue improving and increasing student performance. Since four of the five measures were met, we know that the accountability plan goal of having all students proficient in ELA has not been met. We will continue working actively to this end. See below for the initiatives we will put in place during the 2008-09 school year to increase student proficiency.

Type	Measure	Outcome
Absolute	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 examination	Achieved
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measureable 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 or above Level 3 on the State exam will be greater than that of all 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 exam by at least a small Effect Size.	Achieved
Value-Added	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State exam and 75 percent at or above Level 3 on the current year's State exam.	Did not achieve

Action Plan

Brooklyn Excelsior recognizes that the goal of having all students proficient in ELA has not been met. As a means to continue increasing student learning, the school identified specific areas of focus for each grade and created grade-level action plans to specifically address the areas in need of improvement.

Grade Level	Area of Focus	Action Plan
Kindergarten	Fluency and Vocabulary	<ol style="list-style-type: none"> 1. Meet once a week with grade level team to examine student work and formative assessments in order to pull out areas of need. These areas of need will be the driving force for choosing the learning objectives and lesson planning with attention to fluency and vocabulary development. 2. Model instructional strategies of fluency, vocabulary and word structure, and concepts of print; as well as phonics and comprehension. 3. Utilize formative assessments on a regular basis in order to monitor students' progress and effectiveness of lessons. 4. Use PGA reports to identify students with common needs. This will facilitate more small group and center time with focused, differentiated instruction. 5. Utilize paraprofessionals to work with small groups based on common needs from PGA reports and formative assessment. 6. More focus on higher order thinking questions and wait time during read alouds and discussions. Writing will be incorporated into this by allowing for written responses as well as verbal responses.
1 st Grade	Comprehension	<ol style="list-style-type: none"> 1. Meet once a week with grade level team to examine student work and formative assessments in order to pull out areas of need. These areas of need will be the driving force for choosing the learning objectives and lesson planning with attention to comprehension and vocabulary and word structure. 2. Model instructional strategies of comprehension and vocabulary and word structure through the use of graphic organizers and use of context clues. 3. Utilize formative assessments on a regular basis in order to monitor students' progress and effectiveness of lessons.

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		<ol style="list-style-type: none"> 4. Use PGA reports to identify students with common needs. This will facilitate more small group and center time with focused, differentiated instruction. 5. Utilize paraprofessionals to work with small groups based on common needs from PGA reports and formative assessment. 6. More focus on higher order thinking questions and wait time during read alouds and discussions. Writing will be incorporated into this by allowing for written responses as well as verbal responses.
2 nd Grade	Competencies	<ol style="list-style-type: none"> 1. Meet once a week with grade level team to examine student work and formative assessments in order to pull out areas of need. These areas of need will be the driving force for choosing the learning objectives and lesson planning with attention to comprehension. 2. Model instructional strategies of comprehension with a focus on sequencing, identifying themes, and differentiating between fact and opinion. 3. Utilize formative assessments on a regular basis in order to monitor students' progress and effectiveness of lessons. 4. Use NWEA reports to identify students with common needs. This will facilitate more small group and center time with focused, differentiated instruction. 5. Utilize paraprofessionals to work with small groups based on common needs from NWEA reports and formative assessment. 6. More focus on higher order thinking questions and wait time during read alouds and discussions. Writing will be incorporated into this by allowing for written responses as well as verbal responses.
3 rd Grade	Competencies	<ol style="list-style-type: none"> 1. Plan weekly grade level team meetings to discuss objectives, formative assessment strategies and instruction with attention to diagramming sentences and daily editing. 2. Identify and provide targeted instruction for those students who fell below New York State ELA proficiency levels and below 50% tile levels on MAP assessments. 3. Incorporate state writing and editing rubrics into the teaching and assessment of Language Arts. 4. Pre/Post test students in grades 2-8 on writing, editing, and listening assessments. 5. Professional development in teaching reading skills and teacher training on state extended writing response and editing rubrics using anchor papers 6. Use former New York State ELA assessment and complete item analyses to identify Title I students and differentiate instruction in areas of weakness.
4 th Grade	Competencies	<ol style="list-style-type: none"> 1. Weekly grade level team meetings to discuss objectives, formative assessment strategies and instruction with attention to comprehension and cause and effect. 2. Use of paraprofessionals to Identify and provide targeted instruction for those students who fell below New York State ELA proficiency levels and below 50% tile levels on MAP assessments. 3. Apply state writing and editing rubrics to the teaching and assessment of Language Arts program, grades K-8. 4. Use formative as well as summative assessments to evaluate student skills in writing, editing, and listening. 5. Use instructional coach to provide professional development in teaching reading skills and teacher training on state extended writing response and editing rubrics using anchor papers 6. Use former New York State ELA assessment and complete item analyses to identify Title I students and differentiate instruction in comprehension skills.
5 th Grade	Competencies	<ol style="list-style-type: none"> 1. Weekly grade level team meetings to discuss objectives, formative assessment strategies and instruction with attention to comprehension, diagramming sentences and text resources. 2. Identify and provide targeted instruction for those students who fell below New York State ELA proficiency levels and below 50% tile levels on MAP assessments. 3. Instructional specialist will conduct training to incorporate state writing and editing rubrics into the teaching and assessment of Language Arts program. 4. Pre/Post test students in grades 2-8 on writing, editing, and listening assessments. 5. Professional development in teaching reading skills and teacher training on state extended writing response and editing rubrics using anchor papers 6. Use former New York State ELA assessment and complete item analyses to identify Title I students and differentiate instruction in areas of weakness.

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<p>6th Grade</p>	<p>Analysis and Evaluation</p>	<ol style="list-style-type: none"> 1. Meet once a week with grade level team to discuss objectives, formative assessment strategies and instruction with attention to diagramming sentences and text resources. 2. Identify and provide targeted instruction for those students who fell below New York State ELA proficiency levels and below 50% tile levels on MAP assessments. 3. Incorporate state writing and editing rubrics into the teaching and assessment of Language Arts program, grades K-8. 4. Pre/Post test students in grades 2-8 on writing, editing, and listening assessments. 5. Professional development in teaching reading skills and teacher training on state extended writing response and editing rubrics using anchor papers 6. Use former New York State ELA assessment and complete item analyses to identify Title I students and differentiate instruction in areas of weakness.
<p>7th Grade</p>	<p>Analysis and Evaluation</p>	<ol style="list-style-type: none"> 1. Meet once a week with grade level team to discuss objectives, formative assessment strategies and instruction with attention to daily editing, response journals, and other passages to promote writing and grammar. 2. Identify and provide targeted instruction for those students who fell below New York State ELA proficiency levels and below 50% tile levels on MAP assessments. 3. Incorporate state writing and editing rubrics into the teaching and assessment of Language Arts program, grades K-8. 4. Pre/Post test students in grades 2-8 on writing, editing, and listening assessments. 5. Professional development in teaching reading skills and teacher training on state extended writing response and editing rubrics using anchor papers 6. Use former New York State ELA assessment and complete item analyses to identify Title I students and differentiate instruction in areas of weakness.
<p>8th Grade</p>	<p>Information and Understanding</p>	<ol style="list-style-type: none"> 1. Meet once a week with grade level team to discuss objectives, formative assessment strategies and instruction with attention to diagramming sentences and text resources. 2. Identify and provide targeted instruction for those students who fell below New York State ELA proficiency levels and below 50% tile levels on MAP assessments. 3. Incorporate state writing and editing rubrics into the teaching and assessment of Language Arts program, grades K-8. 4. Pre/Post test students in grades 2-8 on writing, editing, and listening assessments. 5. Professional development in teaching reading skills and teacher training on state extended writing response and editing rubrics using anchor papers 6. Use former New York State ELA assessment and complete item analyses to identify Title I students and differentiate instruction in areas of weakness.

Mathematics

GOAL: Students will be proficient in Mathematics.

Background

To prepare students for mathematical skills they will need in everyday life, as well as for the rigors of high school and post-high school mathematics, a strong mathematics curriculum that emphasizes computational and procedural skills, problem solving, communicating, reasoning and proof, making connections, and using representations is implemented.

As students gain fluency in computational and procedural skills, they develop a deeper understanding of the mathematical concepts and reasoning required for problem solving. Students learn to represent and communicate ideas through the use of signs, symbols, models, graphs, mathematical terms, and through writing. Students investigate and analyze problems and possibilities using logical thinking, reasoning, and proofs. Connections among mathematical ideas, as well as connections to other subject areas are explored. Mathematical thinking, problem solving, and reasoning skills and strategies are refined in topic areas.

- I. **Absolute Measure:** Each year, seventy-five percent (75%) of third through eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Testing Program (NYSTP) Mathematics assessment.

Method

The school administered the New York State Testing Program mathematics assessment to students in third through eighth grade in March 2009. Each student's raw score has been converted to a grade-specific scaled score and a performance level. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

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 breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

**2008-09 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested			Total Enrolled
		IEP	ELL	Absent	
3	98	0	0	0	98
4	107	0	0	0	107
5	95	0	0	0	95
6	69	0	0	0	69
7	44	0	0	0	44
8	50	0	0	0	50
All	463	0	0	0	463

*Total Enrolled based on the total number of students enrolled on the date of the math exam.

Results

More than 75% of all students and students enrolled in at least their second year at

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Brooklyn Excelsior performed at or above Level 3 on the New York state math exam, thus meeting the measure. The composite score for all grades was 95% of students performing at Level 3 or 4.

**Charter School Performance on 2008-09 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students	0%	1%	66%	33%	99%	98
	Students in At Least 2 nd Year	0%	1%	66%	33%	99%	83
4	All Students	0%	1%	37%	62%	99%	107
	Students in At Least 2 nd Year	0%	0%	36%	64%	100%	85
5	All Students	0%	4%	51%	45%	96%	95
	Students in At Least 2 nd Year	0%	4%	49%	47%	96%	85
6	All Students	0%	0%	48%	52%	100%	69
	Students in At Least 2 nd Year	0%	0%	49%	51%	100%	65
7	All Students	0%	5%	61%	34%	95%	44
	Students in At Least 2 nd Year	0%	5%	61%	34%	95%	44
8	All Students	2%	26%	34%	38%	72%	50
	Students in At Least 2 nd Year	2%	27%	35%	37%	71%	49
All	All Students	0%	5%	50%	46%	95%	463
	Students in At Least 2 nd Year	0%	5%	50%	45%	95%	411

Evaluation

Brooklyn Excelsior met the absolute measure of having 75% of students enrolled in at least their second year perform at or above Level 3 on the math exam. Brooklyn Excelsior not only met the goal, but the students exceeded the goal by 20 percentage points. Nearly 100% of students performed at or above Level 3 on the math assessment. In grades four and six, 100% of students performed at Level 3 or 4. In grade three, 99% of second year students performed at Level 3 or 4.

Additional Evidence

Brooklyn Excelsior has seen improvements each year. In 2004-05, 66% of students enrolled in at least their second year performed at or above Level 3 on the math exam. The school improved its performance each year, ultimately having 95% of second year students perform at or above Level 3 on the 2008-09 math exam.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	%	# Tested	%	# Tested	%	# Tested	%	# Tested	%	# Tested
3			86%	49	95%	78	99%	81	99%	83
4	66%	32	76%	54	88%	52	90%	89	100%	85
5			54%	46	81%	43	100%	58	96%	85
6			68%	40	80%	49	87%	53	100%	65
7					48%	31	75%	57	95%	44
8							73%	37	71%	49
All	66%	32	71%	189	83%	253	89%	375	95%	411

- II. Absolute Measure:** Each year, the school’s aggregate Performance Index on the NYSTP Mathematics assessment will meet the Annual Measurable Objective 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 all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s mathematics AMO, which for 2008-09 is 102. The PI 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 PI is 200.

Results

Brooklyn Excelsior had all but 5% of its students perform at Level 3 or 4. Only 5% of the student body performed at Level 2 and no students performed at Level 1.

Calculation of 2008-09 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-8	0%	5%	50%	46%	463

Evaluation

Brooklyn Excelsior met this measure. The school’s PI for the 2008-09 school year was 197, exceeding the AMO by 95 points.

Additional Evidence

Brooklyn Excelsior has exceeded the state’s AMO each year since 2005-06. Most notably, in 2008-09, almost 50% of students performed at Level 4, a nearly 100% increase over the prior year’s performance. As seen by the table below, the percentage of students scoring at Levels 1, 2, and 3 is decreasing. No students scored at Level 1, only 5% of students scored at Level 2, and 50% of students scored at Level 3. More students are moving from the Levels 1, 2, and 3 to Level 4.

Mathematics Performance Index (PI) and Annual Measurable Objective (AMO) by School Year

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	3-6	262	7%	23%	60%	10%	163	86
2006-07	3-7	349	1%	17%	59%	23%	181	86
2007-08	3-8	414	1%	10%	63%	26%	189	102
2008-09	3-8	463	0%	5%	50%	46%	197	102

- III. Comparative Measure:** 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 Exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district, as well as between the total result of 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.

Results

The percentage of Brooklyn Excelsior students enrolled in at least their second year performing at or above Level 3 was greater than the local district in every grade tested and as an aggregate.

**2008-09 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	99%	83	90%	866
4	100%	85	81%	922
5	96%	85	79%	856
6	100%	65	64%	692
7	95%	44	69%	812
8	71%	49	61%	823
All	95%	411	74%	4971

Evaluation

Brooklyn Excelsior met this measure. In every grade tested, the percentage of second year students performing at or above Level 3 was higher than that of the local district. Notably, grade six outperformed District 16's grade six by 36 percentage points, and grade four outperformed District 16's grade four by 19 percentage points.

Additional Evidence

Students enrolled in at least their second year at Brooklyn Excelsior have outperformed the local district every year. Brooklyn Excelsior continues to increase the percentage of students enrolled in at least their second year identified as proficient.

**Mathematics Performance of charter School and Local District
By Grade Level and School Year**

Grade	Percent of Charter School Students Enrolled in At Least 2 nd Year and All District Students at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3			86%	59%	95%	72%	99%	83%	99%	90%
4	66%	65%	76%	54%	88%	59%	90%	75%	100%	81%
5			54%	46%	81%	58%	100%	68%	96%	79%
6			68%	34%	80%	42%	87%	52%	100%	64%
7					48%	35%	75%	56%	95%	69%
8							73%	41%	71%	61%
All	66%	65%	71%	48%	83%	54%	89%	63%	95%	74%

IV. Comparative Measure: Each year, the school will exceed its predicted level of performance on the State Exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch 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. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state’s release of poverty data, the 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

Results

Brooklyn Excelsior’s students performed better than predicted in every grade and as a composite on the math assessment. The school’s predicted performance level was 68.45; their actual performance level was 89.60, thus performing better than predicted to a large degree.

2008-09 Mathematics Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3 & 4		Difference Between Actual and Predicted	Effect Size
			Actual	Predicted		
3	86.96	94	97.80	81.93	15.87	1.36
4		101	90.10	72.22	17.88	1.23
5		71	100.00	70.60	29.40	1.79
6		54	87.10	61.46	25.64	1.36
7		57	75.40	58.14	17.26	0.89
8		37	73.00	45.88	27.12	1.29
All			414	89.60	68.45	21.15

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

Evaluation

Brooklyn Excelsior met this measure. The predicted performance level was 68.45, with the school achieving a performance level of 89.60. The difference between the actual and predicted was 21.15, thereby producing a large Effect Size of 1.33. The school, therefore, performed higher than expected to a large degree.

Additional Evidence

Brooklyn Excelsior has performed better than predicted on the state math assessment each year that the comparative performance analysis has been completed. Notably, the school increased the Effect Size by over 100% from 2005-06 to 2007-08.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06	3-6	73.3%	262	69.8	57.3	0.63
2006-07	3-7	77.8%	349	81.9	64.1	1.02
2007-08	3-8	87.0%	414	89.6	68.5	1.33
2008-09	n/a	n/a	n/a	n/a	n/a	n/a

- V. **Value-Added Measure:** Each year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s State Mathematics exam and seventy-five percent (75%) at or above Level 3 on the current year’s State Mathematics exam. If a grade-level cohort exceeds seventy-five percent (75%) at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

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 towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It also includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

Five of the six cohorts achieved their target scores. While one did not achieve the target score, grade four and six had 100% of its cohort students perform at or above Level 3, and grade five and seven had 95% or more of its cohorts students identified as proficient. The aggregate of all cohorts met their target—94% of students in the cohort performed at Level 3 or above.

Cohort Growth on State Mathematics Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
4	85	98%	Positive growth	100%	Yes
5	83	92%	Positive growth	96%	Yes
6	65	100%	Maintain	100%	Yes
7	44	84%	Positive growth	95%	Yes
8	48	75%	Positive growth	73%	No
All	325	91%	Positive growth	94%	Yes

Evaluation

Brooklyn Excelsior did not meet the measure. Five of the six cohorts achieved their target score. Grade eight, while not showing growth, still had 73% of cohort students perform at Levels 3 and 4. Grade four and six, notably, had 100% of its students perform at Levels 3

and 4.

Additional Evidence

Brooklyn Excelsior’s math scores have increased substantially in the past years. Due to this, many students were already performing at Level 3 or above on the state math assessment. In 2006-07 all cohorts met their targets; in 2007-08, four of the six cohorts met their targets; and in 2008-09 five of the six cohorts met their targets.

**Cohort Performance on State Mathematics Exam
Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	3-7	5	5
2007-08	3-8	4	6
2008-09	3-8	5	6

Summary of the Mathematics Goal

Brooklyn Excelsior met four of the five measures. The school met both of its absolute measures and both of its comparative measures. While the school did not meet the value-added measure, five of the six cohorts did meet the measure, with two of the cohorts having 100% of students performing at Levels 3 or 4.

Type	Measure	Outcome
Absolute	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 examination	Achieved
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measureable 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 or above Level 3 on the State exam will be greater than that of all 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 exam by at least a small Effect Size.	Achieved
Value-Added	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s State exam and 75 percent at or above Level 3 on the current year’s State exam.	Did not achieve

Action Plan

Brooklyn Excelsior recognizes that the goal of having all students proficient in mathematics has not been met. As a means to continue increasing student learning, the school identified specific areas of focus for each grade and created grade-level action plans to specifically address the areas in need of improvement.

Grade Level	Area of Focus	Action Plan
Kindergarten	Number Sense and Number Systems	<ol style="list-style-type: none"> 1. Meet once a week with grade level team to examine student work and formative assessments in order to pull out areas of need. These areas of need will be the driving force for choosing the learning objectives and lesson planning with attention to number sense and number systems. 2. Model instructional strategies on number sense and number systems daily through

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		<p>the use of morning meeting calendar studies. (Focus on numbers 1-31)</p> <ol style="list-style-type: none"> Utilize formative assessments on a regular basis in order to monitor students' progress and effectiveness of lessons. Use PGA reports to identify students with common needs. This will facilitate more small group and center time with focused differentiated instruction. Utilize paraprofessionals to work with small groups based on common needs from PGA reports and formative assessment. Build a math word wall to incorporate math vocabulary by measurement topics.
1st Grade	Addition and Subtraction	<ol style="list-style-type: none"> Meet once a week with grade level team to examine student work and formative assessments in order to pull out areas of need. These areas of need will be the driving force for choosing the learning objectives and lesson planning with attention to addition and subtraction. Model instructional strategies on addition and subtraction with a focus on strategies to solve word problems. Utilize formative assessments on a regular basis in order to monitor students' progress and effectiveness of lessons. Use PGA reports to identify students with common needs. This will facilitate more small group and center time with focused differentiated instruction. Utilize paraprofessionals to work with small groups based on common needs from PGA reports and formative assessment. Build a math word wall to incorporate math vocabulary by measurement topics.
2nd Grade	Measurement Systems	<ol style="list-style-type: none"> Meet once a week with grade level team to examine student work and formative assessments in order to pull out areas of need. These areas of need will be the driving force for choosing the learning objectives and lesson planning with attention to measurement systems. Model instructional strategies on measurement focusing on defining various units of measurement, converting units, and estimating units. Utilize formative assessments on a regular basis in order to monitor students' progress and effectiveness of lessons. Use NWEA reports to identify students with common needs. This will facilitate more small group and center time with focused differentiated instruction. Utilize paraprofessionals to work with small groups based on common needs from NWEA reports and formative assessment. Build a math word wall to incorporate math vocabulary by measurement topics.
3rd Grade	Measurement	<ol style="list-style-type: none"> Weekly meetings with grade level teams to discuss lesson objectives, formative assessment strategies, and instruction with attention to using standard and metric manipulatives and using geometry and measurement in problem solving. Meet with paraprofessionals and Title I coordinator to develop strategies to support classroom teachers weekly.. Enhance classroom instruction by incorporating higher level thinking questions (analysis, synthesis, and evaluation) into all math lesson plans. Build a math word wall to incorporate math vocabulary, by content strands, that students will encounter on the state test. Mentor teachers in math skills as part of on-going training in the five New York state standards of numbers and operations, measurement, geometry, algebra, and data analysis provided by the Principal , instructional team and paid consultants.
4th Grade	Measurement	<ol style="list-style-type: none"> Identify students who fell below proficiency levels on New York State Math assessment and on the NWEA-MAP and analyze data on skill weaknesses Grade teacher meetings with paraprofessionals and Title I coordinator to develop strategies to support classroom teachers. Enhance classroom instruction by incorporating higher level thinking questions (analysis, synthesis, and evaluation) into all math lesson plans. Build a math word wall to incorporate math vocabulary, by content strands, that students will encounter on the state test. Each grade level (K-8) will receive on-going training in the five New York state standards of numbers and operations, measurement, geometry, algebra, and data analysis provided by the Principal , instructional team and paid consultants. Meet once a week with grade level team to discuss objectives, formative assessment strategies and instruction with attention to using standard and metric manipulatives and other objects to increase capacity and familiarity with

Brooklyn Excelsior Charter School 2008-09 Accountability Plan Progress Report

		measurement tools and integrate daily two step word problems
5 th Grade	Measurement	<ol style="list-style-type: none"> 1. Grade level team meetings to discuss lesson objectives, formative assessment strategies and instruction with attention to using standard and metric manipulatives and other objects to increase capacity and familiarity with measurement tools and using geometry in problem solving 2. Identify students who fell below proficiency levels on New York State Math assessment and on the NWEA-MAP in measurement and geometry. 3. Weekly meetings with paraprofessionals and Title I coordinator to develop strategies to support classroom teachers. 4. Enhance classroom instruction by incorporating higher level thinking questions (analysis, synthesis, and evaluation) into all math lesson plans. 5. Build a math word wall to incorporate math vocabulary, by content strands, that students will encounter on the state test. 6. Each grade level (K-8) will receive on-going training in the five New York state standards of numbers and operations, measurement, geometry, algebra, and data analysis provided by the Principal , instructional team and paid consultants
6 th Grade	Measurement	<ol style="list-style-type: none"> 1. Meet once a week with grade level team to discuss lesson objectives, formative assessment strategies and instruction with attention to using standard and metric manipulatives and other objects to increase capacity and familiarity with measurement tools. 2. Identify students who fell below proficiency levels on New York State Math assessment and on the NWEA-MAP and analyze data on skill weaknesses 3. Weekly meetings with paraprofessionals and Title I coordinator to develop strategies to support classroom teachers. 4. Enhance classroom instruction by incorporating higher level thinking questions (analysis, synthesis, and evaluation) into all math lesson plans. 5. Build a math word wall to incorporate math vocabulary, by content strands, that students will encounter on the state test. 6. Each grade level (K-8) will receive on-going training in the five New York state standards of numbers and operations, measurement, geometry, algebra, and data analysis provided by the Principal , instructional team and paid consultants.
7 th Grade	Measurement	<ol style="list-style-type: none"> 1. Meet once a week with grade level team to discuss objectives, formative assessment strategies and instruction with attention to integrating appropriate process and vocabulary to solve word problems. 2. Identify students who fell below proficiency levels on New York State Math assessment and on the NWEA-MAP and analyze data on skill weaknesses 3. Weekly meetings with paraprofessionals and Title I coordinator to develop strategies to support classroom teachers. 4. Enhance classroom instruction by incorporating higher level thinking questions (analysis, synthesis, and evaluation) into all math lesson plans. 5. Build a math word wall to incorporate math vocabulary, by content strands, that students will encounter on the state test. 6. Each grade level (K-8) will receive on-going training in the five New York state standards of numbers and operations, measurement, geometry, algebra, and data analysis provided by the Principal , instructional team and paid consultants.
8 th Grade	Measurement	<ol style="list-style-type: none"> 1. Meet once a week with grade level team to discuss lesson objectives, formative assessment strategies and instruction with attention to using standard and metric manipulatives and other objects to increase capacity and familiarity with measurement tools. 2. Identify students who fell below proficiency levels on New York State Math assessment and on the NWEA-MAP and analyze data on skill weaknesses 3. Weekly meetings with paraprofessionals and Title I coordinator to develop strategies to support classroom teachers. 4. Enhance classroom instruction by incorporating higher level thinking questions (analysis, synthesis, and evaluation) into all math lesson plans. 5. Build a math word wall to incorporate math vocabulary, by content strands, that students will encounter on the state test. 6. Each grade level (K-8) will receive on-going training in the five New York state standards of numbers and operations, measurement, geometry, algebra, and data analysis provided by the Principal , instructional team and paid consultants.

Science

GOAL: Students will be proficient in Science.

Background

An engaging science curriculum that encourages students to actively participate in scientific inquiry while developing scientific literacy is implemented at Brooklyn Excelsior. When participating in inquiry, students describe objects and events, ask questions, construct explanations, test those explanations against current scientific knowledge and communicate their ideas to others. This includes engaging all students with relevant, real-world activities that develop students' knowledge, communication skills and scientific process skills.

Through a wide range of content, students are given the opportunity to work extensively in a variety of inquiry-based settings, including investigative, collaborative and technological, with appropriate materials, measuring devices, and scientific instruments in order to develop the scientific thinking skills, behaviors, and science content knowledge needed for future success in any endeavor. Across all grade levels, students' scientific knowledge is developed in the areas of The Nature of Science, The Living Environment, Physical Science, and Earth and Space Science.

I. Absolute Measure: Each year, seventy-five percent (75%) of students in each grade tested, who are enrolled in at least their second year, will perform at or above Level 3 on the New York State Testing Program (NYSTP) Science assessment.

Method

The school administered the New York State Testing Program science assessment to students in fourth and eighth grade in spring 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

More than 75% of fourth grade and eighth grade students enrolled in at least their second year at Brooklyn Excelsior performed at or above Level 3 on the science exam. The composite score for grades four and eight was 88% of second year students performing at Level 3 or 4.

**Charter School Performance on 2008-09 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
4	All Students	1%	2%	19%	78%	97%	106
	Students in At Least 2 nd Year	1%	2%	21%	75%	96%	84
8	All Students	2%	24%	50%	24%	74%	50
	Students in At Least 2 nd Year	2%	24%	51%	22%	73%	49
All	All Students	1%	9%	29%	61%	90%	156
	Students in At Least 2 nd Year	2%	11%	32%	56%	88%	133

Evaluation

Brooklyn Excelsior met this absolute measure. Brooklyn Excelsior not only met this measure, but the students exceeded the measure by 13 percentage points with 88% of second year students performing at Level 3 or 4.

Additional Evidence

Brooklyn Excelsior has seen improvements year over year. In 2004-05, 48% of fourth grade students enrolled in at least their second year performed at or above Level 3 on the science exam. The school improved its performance each year, ultimately having over 95% of fourth grade students enrolled in at least their second year perform at or above Level 3 for three consecutive years. The 2007-08 school year was the first year Brooklyn Excelsior served eighth grade students. In 2007-08, 76% of eighth grade students enrolled in at least their second year performed at or above Level 3 on the exam. In 2008-09, 73% of eighth grade students enrolled in at least their second year performed at or above Level 3 on the exam. As a composite, 88% of students enrolled in at least their second year performed at or above Level 3.

**Science Performance
by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	%	# Tested	%	# Tested	%	# Tested	%	# Tested	%	# Tested
4	48%	23	80%	50	98%	54	97%	86	96%	84
8	n/a	n/a	n/a	n/a	n/a	n/a	76%	37	73%	49
All	48%	23	80%	50	98%	54	90%	123	88%	133

- II. **Comparative Measure:** Each year in each grade tested, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Exam will be greater than that of students in the respective grade in the local school district.

Method

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district.

Results

The state science assessment was administered between April and the first week of May of 2009; however, assessment results are not yet available for the comparison district.

**2008-09 State Science Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	96%	84	n/a	n/a
8	73%	49	n/a	n/a
All	88%	133	n/a	n/a

Evaluation

The state science assessment was administered between April and the first week of May of 2009; however, assessment results are not yet available for the comparison district.

Additional Evidence

The state science assessment was administered between April and the first week of May of 2009; however, assessment results are not yet available for the comparison district.

**Science Performance of Charter School and Local District
By Grade Level and School Year**

Grade	Percent of Charter School Students Enrolled in At Least 2 nd Year and All District Students at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	48%	51%	80%	60%	98%	57%	97%	63%	96%	n/a
8	n/a	n/a	n/a	n/a	n/a	22%	76%	31%	73%	n/a
All	48%	51%	80%	60%	98%	47%	90%	53%	88%	n/a

Summary of the Science Goal

The state science assessment was administered between April and the first week of May of 2009; however, assessment results are not yet available for the comparison district.

Type	Measure	Outcome
Absolute	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 examination	Achieved
Comparative	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 exam will be greater than that of all students in the same tested grades in the local school district.	Data not yet available

Action Plan

Brooklyn Excelsior met its absolute measure in science. Results for the comparison district are not yet available; therefore, we are unable to determine whether this goal was met.

Social Studies

GOAL: Students will be proficient in Social Studies.

Background

The Social Studies curriculum was designed with the goal of providing all students with a common and core Social Studies curriculum that gives them the building blocks of knowledge and skills. The curriculum is robust in the study of United States history from the earliest grades. It includes the examination of historical documents so students can demonstrate their understanding of the major themes, developments, and turning points in our nation. The curriculum emphasizes the study of United States and World Geography, developing geographic principles that allow students to comprehend and reason through current events on a national and international level. Students learn World History, including eras, themes, and significant events that are central to understanding the experiences of other times and other nations.

The curriculum builds a strong knowledge of economic principals so students understand the impact of economic forces both internationally and personally in their daily lives. Additionally, the curriculum is comparative in examination of world cultures. This creates a point of reference by which students compare the freedoms of American life with non-democratic societies both historically and today. Our students will be reminded of the rights and liberties they enjoy with due reason to participate in and protect those liberties.

- I. **Absolute Measure:** Each year, seventy-five percent (75%) of students in each grade tested, who are enrolled in at least their second year, will perform at or above Level 3 on the New York State Testing Program (NYSTP) Social Studies assessment.

Method

The school administered the New York State Testing Program social studies assessment to students in fifth grade in November 2008 and eighth grade in June 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

Brooklyn Excelsior's grade five students had 96% of students enrolled in at least their second year perform at or above Level 3 on the state social studies exam. In addition, Brooklyn Excelsior's grade eight students had 67% of students enrolled in at least their second year perform at or above Level 3. As an aggregate, 86% of Brooklyn Excelsior's second year students performed at or above Level 3.

**Charter School Performance on 2008-09 State Social Studies Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
5	All Students	2%	2%	34%	62%	96%	95
	Students in At Least 2 nd Year	1%	2%	32%	65%	96%	85
8	All Students	2%	30%	58%	10%	68%	50
	Students in At Least 2 nd Year	2%	31%	57%	10%	67%	49
All	All Students	2%	12%	42%	45%	86%	145
	Students in At Least 2 nd Year	1%	13%	41%	45%	86%	134

Evaluation

Goal met. Brooklyn Excelsior had 86% of its second year students perform at Level 3 or 4 on the state social studies assessment.

Additional Evidence

The percentage of second year students performing at or above Level 3 on the social studies has increased 37.7 percentage points since 2004-05. Nearly all fifth grade students enrolled in at least their second year performed at Level 3 or 4 on the state assessment. Sixty-seven percent of second year eighth grade students performed at Level 3 or 4. Results for students in grade eight are only available for the 2007-08 school year as the school did not serve eighth grade students prior to 2007-08.

**Social Studies Performance
by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	%	# Tested	%	# Tested	%	# Tested	%	# Tested	%	# Tested
5	48%	29	89%	45	87%	45	95%	60	96%	85
8	n/a						68%	37	67%	49
All	48%	29	89%	45	87%	45	85%	97	86%	134

- II. **Comparative Measure:** Each year in each grade tested, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Exam will be greater than that of students in the respective grade in the local school district.

Method

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district.

Results

The state grade five social studies assessment was administered in November 2008 and the grade eight assessment was administered in June 2009. Data for the local district has not yet been published. Therefore, Brooklyn Excelsior is unable to determine whether this measure was met.

**2008-09 State Social Studies Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	96%	85	n/a	n/a
8	67%	49	n/a	n/a
All	86%	134	n/a	n/a

Evaluation

The state grade five social studies assessment was administered in November 2008 and the grade eight assessment was administered in June 2009. Data for the local district has not yet been published. Grade eight assessment results for Brooklyn Excelsior are also unavailable. Once the data is published, we will update this report.

Additional Evidence

The state grade five social studies assessment was administered in November 2008 and the grade eight assessment was administered in June 2009. Data for the local district has not yet been published for the 2008-09 school year. Grade eight assessment results for Brooklyn Excelsior are also unavailable. Therefore, Brooklyn Excelsior is unable to determine whether this measure was met. Once the data is published, we will update this report.

**Social Studies Performance of charter School and Local District
By Grade Level and School Year**

Grade	Percent of Charter School Students Enrolled in At Least 2 nd Year and All District Students at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	48%	44%	89%	53%	87%	52%	95%	68%	96%	n/a
8	n/a	n/a	n/a	n/a	n/a	14%	68%	16%	67%	n/a
All	48%	44%	89%	53%	87%	7%	85%	8%	86%	n/a

Summary of the Social Studies Goal

The state social studies assessment was administered in November 2008 and June 2009; however, assessment results for grade eight and the local district are not yet available. At this time, Brooklyn Excelsior is unable to report on the absolute and comparative measure for Social Studies.

Type	Measure	Outcome
Absolute	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 examination	Achieved
Comparative	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 exam will be greater than that of all students in the same tested grades in the local school district.	Data not yet available

Action Plan

Brooklyn Excelsior’s students performed favorably on the state social studies assessment. The school will continue working until all students perform at or above Level 3 on the exam. Due to the positive results, the school will continue implementing the social studies program as done in past years.

Additional Required Academic Measure

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

Method

Since *all* students are expected to meet the state’s learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school’s status under the state’s NCLB accountability system. For a school’s status to be “Good Standing” it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

Results

Brooklyn Excelsior’s accountability status for the 2008-09 school year is in “good standing.”

Evaluation

Brooklyn Excelsior met this measure. The school was deemed in “good standing” for the 2008-09 school year.

Additional Evidence

Brooklyn Excelsior has been deemed a school in “good standing” each year of its charter.

NCLB Status by Year

Year	Status
2004-05	Good Standing
2005-06	Good Standing
2006-07	Good Standing
2007-08	Good Standing
2008-09	Good Standing

**Student and Teacher Attrition Rates
2008-2009**

Student Attrition Rates

	2008-2009*	2007-2008	2006-2007	2005-2006
Number of students leaving for lack of transportation	2	8	2	4
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	12	27	28	11
Number of students leaving for more restrictive special education setting	1	0	2	3
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	1	5	5	1
Number leaving for other reasons (undetermined)	29	54	65	134
Total number of students leaving.	45	94	102	153
Highest Number Enrolled (<i>July 1 - June 30</i>)	718	698	676	565
Total Percent Attrition	6.27%	13.47%	15.1%	27.1%

*Student attrition percentages are based on data as of July 20, 2009.

Teacher Attrition Rates

	2008-2009**	2007-2008	2006-2007	2005-2006
Number of Classroom Teachers	34	28	26	29
Number of Special Area Teachers*	4	3	3	3
Total Number of Teachers	38	31	29	32
Total Number of Teachers Leaving	4	5	10	22
Total Percent Attrition	10.5%	48.57%	34.4%	68.8%


*Special Area Teachers include Gym, Art, and Music.

**Total number of teachers leaving is based off of data as of July 15, 2009.

Brooklyn Excelsior Charter School
National Heritage Academies, Inc.
For the Period Ended
June 30, 2009

School BEDS Code- 33160080847
Contact Person- Jeff Ratuszny
Phone Number- 616-954-3528

	YEAR - TO - DATE			
	REVENUES	Salaries	Other	Total
I. REVENUES				
A. State Sources	19,196			19,196
B. Federal Sources	821,387			821,387
C. Public School District				
1. Basic Operating Revenues	8,763,467			8,763,467
2. State Aid - Pupils with Disabilities				0
3. Federal Aid - Pupils with Disabilities	47,614			47,614
4. Other Revenue from Public School Districts				
D. All Other Revenues	7,572			7,572
E. TOTAL REVENUES	\$9,659,235			\$9,659,235
=====				
II. EXPENDITURES - Detail of Contracted Service Fee				
F. General Administration			1,121,917	1,121,917
G. Instructional Supervision	442,476	463,963		906,439
H. All Other instruction	2,177,001	603,000		2,780,001
I. Pupil Services	167,742			167,742
J. Pupils with Disabilities	147,597	73,566		221,163
K. Transportation				0
L. Community Services				0
M. Operations & Maintenance			3,373,299	3,373,299
N. Employee Benefits		700,301		700,301
O. Debt Services				0
P. School Lunch			400,338	400,338
Q. Capital Expense				
R. Total Expenditures		\$2,934,816	\$6,736,383	\$9,671,200
=====				
CHANGE IN FUND BALANCE				(11,965)
=====				
S. Enrollment	701			
=====				
T. Expenditures per pupil	13,796			

Signature of Chief School Officer 
Date July 23, 2009

National Heritage Academies, Inc.
Statement of Financial Position
Brooklyn Excelsior Charter School
For the Twelve Months Ending June 30, 2009

	Governmental Fund Types:	
	General Fund	Total (Memorandum Only)
ASSETS		
Current Assets		
Cash	32,145	32,145
Accounts Receivable	315,668	315,668
TOTAL ASSETS	347,813	347,813
 LIABILITIES & FUND BALANCE		
LIABILITIES		
Deferred Revenue	6,456	6,456
Due To NHA - Contracted Services	322,034	322,034
Accounts Payable	840	840
TOTAL LIABILITIES	329,330	329,330
 FUND BALANCE		
Beginning Fund Balance(7/1)	30,448	30,448
Current Year Activity	(11,965)	(11,965)
Ending Fund Balance	18,483	18,483
TOTAL LIABILITIES & FUND BALANCE	347,813	347,813

Brooklyn Excelsior Charter School
National Heritage Academies
Statement of Activities
For the Period Ended June 30, 2009

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Revenues, gains, and other support:				
Public School District				
Revenue-Resident Student Enrollment	8,763,467			
Revenue-Students with disabilities	0			
Other Revenue from Public Schools Districts				
State Grants	19,196			
Federal Grants	869,001			
Private Grants				
Contributions				
Investment Income				
Other Income	7,572			
<u>Net Assets Released from Restrictions</u>				
Total Revenue, Gains, and Other Support	\$9,659,235			\$9,659,235
Expenses:				
<u>Program Expenses</u>				
Regular Education	7,632,965			
Special Education	255,658			
Other Program				
<u>Supporting Services</u>				
Management and General	1,782,577			
Fundraising				
Total Expenses	\$9,671,200			\$9,671,200
Change in Net Assets				-\$11,965
<u>Net Assets Beginning of Year</u>				30,448
Net Assets End Of Year				\$18,483

Brooklyn Excelsior Charter School
Statement of Cash Flows
June 30, 2009

Cash flows from operating activities:	
Revenues from school districts:	\$8,763,467
Grant Revenues (and child nutrition):	\$888,197
Contributions and fund raising:	\$0
Miscellaneous Sources	\$7,572
Payments to Vendors for goods and services rendered:	-\$9,643,780
Payments to Charter school personnel:	\$0
Interest Payments	\$0
Net Cash provided by operating activities	\$15,455
Cash flows from investing activities:	\$0
Cash flows from financing activities:	\$0
Net increase in cash	
Cash at beginning of year	\$16,690
Cash at end of year	\$32,145

Brooklyn Excelsior Charter School
National Heritage Academies
Schedule of Functional Expenses
For the Period Ended June 30, 2009

	Program Services			Supporting Services		
	Regular Education	Special Education	Other Programs	Fundraising & Special Events	Management and General	Total
Contracted Service Fee:						
Salaries & wages	\$2,787,219	\$147,597				\$2,934,816
Retirement contributions	43,256	1,501				\$44,757
Other employee benefits	376,368	18,532				\$394,900
Payroll taxes	246,184	14,461				\$260,645
Accounting fees	11,280				134,177	\$145,457
Supplies	270,254	5,118				\$275,372
Postage and shipping	2,848					\$2,848
Occupancy	3,172,989				13,438	\$3,186,427
Food service	400,338					\$400,338
Equipment and maintenance	28,824					\$28,824
Printing and publications	25,553	100				\$25,653
Travel	12,978	114				\$13,092
Conferences and meetings	79,034	567				\$79,601
Professional fees	127,996	67,515				\$195,511
Instructional Support					153,071	\$153,071
Executive administration					774,733	\$774,733
Office of the Principal					60,779	\$60,779
Board oversight					129,118	\$129,118
Human resources					229,427	\$229,427
Technology	4,125				234,065	\$238,190
Marketing and business development	2,254				10,263	\$12,517
Insurance	23,095					\$23,095
Miscellaneous	18,370	153			43,506	\$62,029
Total Contracted Service Fee	\$7,632,965	\$255,658	\$0	\$0	\$1,782,577	\$9,671,200

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) Kay M. Madati
Name of Charter School Brooklyn Excelsior Charter School
Charter Entity S. U. N. Y
Home Address _____
Business Address _____
Daytime Phone _____
E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative):
Chairman

2. Is the trustee an employee of the School? ___ Yes No

3. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.


4. Is the trustee an employee or agent of the management company? ___ Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
NONE			

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, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, 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/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
	none	none	


Signature

6/9/09
Date

Subscribed and sworn to before me this 9th day of June, 2009.


 Notary Public

ANGELA LAMORTE
 NOTARY PUBLIC, State of New York
 No. 01LA6188471
 Qualified in Richmond County
 Commission Expires June 9, 2012

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) Harold James Bernard

Name of Charter School Brooklyn Excelsior

Charter Entity _____

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____



1. List all positions held on board (e.g., chair, treasurer, parent representative): Vice - Chair

2. Is the trustee an employee of the School? ___ Yes No

3. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? Yes ___ No

5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes No

→ I recruit and train new boards in NYC, Wisconsin, Detroit, DC, Indiana

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	None		

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, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, 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/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
<p>NONE</p>			

[Handwritten Signature]

[Handwritten Date: 06/09/09]

Subscribed and sworn to before me this 09 day of June, 2009

[Handwritten Signature: Angela Lamorte]
 Notary Public

ANGELA LAMORTE
 NOTARY PUBLIC, State of New York
 No. 01LA6188471
 Qualified in Richmond County
 Commission Expires June 9, 2012

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) Carol E. Schulhof

Name of Charter School Brooklyn Excelsior C.S.

Charter Entity _____
Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): board member, head of curriculum + student assessment committee.

2. Is the trustee an employee of the School? ___ Yes No

3. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ___ Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) STEPHANIE COBA

Name of Charter School BROOKLYN EXCELLENCE

Charter Entity _____

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): TRUSTEE

2. Is the trustee an employee of the School? ___ Yes No

3. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ___ Yes No

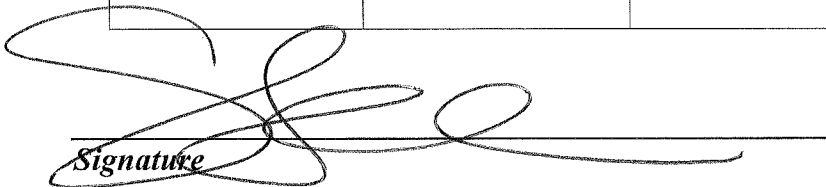
5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
NONE			

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, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, 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/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
NONE			



Signature

6/8/09

Date

Subscribed and sworn to before me this 8th day of June, 2009.



 Notary Public

KATHERYN J. RUIZ
 Notary Public, State of New York
 No. 01RU6136205
 Qualified in Westchester County
 Commission Expires October 31, 2009

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) Corey N. Martin

Name of Charter School ~~Brooklyn~~ Brooklyn Excelsior Charter School

Charter Entity _____

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): Treasurer

2. Is the trustee an employee of the School? ___ Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ___ Yes No


5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
N/A			

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, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, 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/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
	NONE		



Signature

9 June 2009

Date

Subscribed and sworn to before me this 09 day of June, 2009



 Notary Public

ANGELA LAMORTE
 NOTARY PUBLIC, State of New York
 No. 01LA6188471
 Qualified in Richmond County
 Commission Expires June 9, 2012

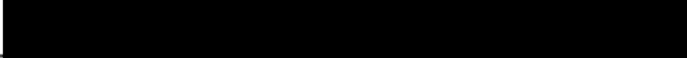
NEW YORK STATE EDUCATION DEPARTMENT

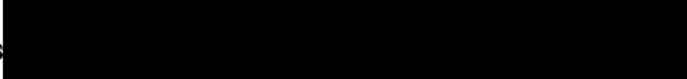
Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) Omar Wasow

Name of Charter School Brooklyn Excelsior Charter School

Charter Entity SUNY

Home Address 

Business Address 

Daytime Phone 

E-Mail Address 

1. List all positions held on board (e.g., chair, treasurer, parent representative): Chair, Trustee

2. Is the trustee an employee of the School? ___ Yes X No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ___ Yes X No

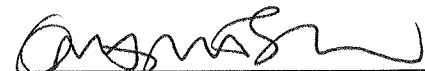
5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes X No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
N/A	N/A	N/A	N/A

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, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, 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/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
N/A	N/A	N/A	N/A

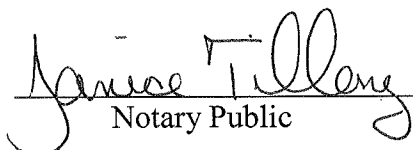


Signature

6/30/09

Date

Subscribed and sworn to before me this 30th day of June, 2009



 Notary Public

Janice B. Tillery
 Notary Public, District of Columbia
 My Commission Expires 5/14/2013

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) ERIKA Humphrey

Name of Charter School Brooklyn Excelsior

Charter Entity _____

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____



1. List all positions held on board (e.g., chair, treasurer, parent representative): Secretary

2. Is the trustee an employee of the School? ___ Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ___ Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
NONE	—	—	—

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, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, 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/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
NONE	—	—	—

Erin A. Murphy
Signature

7/3/09
Date

Subscribed and sworn to before me this 3rd day of July, 2009.

[Signature]
Notary Public



Statement of Assurances

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.

Thomas DeMarco

Print Name, Head of Charter School

Thomas DeMarco 6/9/09

Signature and Date

Subscribed and sworn to before me this 9th day of June, 2009

Angela Lamorte

Notary Public

ANGELA LAMORTE
NOTARY PUBLIC, State of New York
No. 01LA6188471
Qualified in Richmond County
Commission Expires June 9, 2012

K. Madati

Print Name, President, Board of Trustees

[Signature] 6/9/09

Signature and Date

Subscribed and sworn to before me this 9th day of June, 2009

Angela Lamorte

Notary Public

ANGELA LAMORTE
NOTARY PUBLIC, State of New York
No. 01LA6188471
Qualified in Richmond County
Commission Expires June 9, 2012

Brooklyn Excelsior Charter School 2008-09 School Year

August						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

4th-7th Professional Development NHA-U
11th-15th Professional Development NTO
25th First Day for Teachers to Report
25th-29th Professional Development

September						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1st Labor Day
2nd First Day of School
30th Rosh Hashanah

October						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1st Rosh Hashanah
9th Yom Kippur
13th Columbus Day

November						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

4th Election Day/Professional Development
11th Veteran's Day
14th End of 1st Marking Period
24th Report Card Distribution
25th Evening Parent Teacher Conferences
26th Afternoon Parent Teacher Conferences
27th-28th Thanksgiving Break

December						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

24th-31st Holiday Break

January						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1st 2nd Holiday Break
5th School Resumes
19th Martin Luther King, Jr. Day
23rd End of 2nd Marking Period
30th Report Card Distribution

February						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

16th-20th Mid-Winter Break

March						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1st End of 3rd Marking Period
7th Report Card Distribution
7th Evening Parent Teacher Conferences
8th Afternoon Parent Teacher Conferences
9th-17th Spring Break

May						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

25th Memorial Day

June						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

4th Professional Development
25th Last Day of School
25th Report Card Distribution

July						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

3rd In Observance of Independence Day

Students Do Not Report/ Staff Report All Day
 Students Report Half Day/ Staff Report All Day
 Students/ Staff Do Not Report

Last Update: 4/18/2008
 182 School Days
 7:30-3:00 School Hours
 7:30-11:30 (half)

Brooklyn Excelsior Charter School 2009-10 School Year

August						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3rd - 6th NHA-U
10th - 14th NTO-II
31st Staff Professional Development

September						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

1st - 3rd Professional Development
7th Labor Day; 8th First Day of School
28th Yom Kippur

October						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

12th Columbus Day
19th Staff Professional Development 11:30-6pm

November						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

3rd Staff Professional Development
11th Veteran's Day; 13th End of 1st Marking Period
23rd Afternoon/Evening P/T Conferences
26th-27th Thanksgiving Break

December						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

24th - 31st Holiday Break

January						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1st Holiday Break
18th MLK, Jr Day; 22nd End of 2nd Marking Period

February						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

1st Report Card Distribution
1st Afternoon/Evening P/T Conferences
15th - 19th Mid Winter Break

March						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

22nd Staff Professional Development 11:30-6pm
29th - 31st Spring Break

April						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1st Spring Break; 2nd Good Friday
5th -6th Spring Break; 7th School Resumes
8th End of 3rd Marking Period
13th Report Card Distribution

May						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

31st Memorial Day

June						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

10th Staff Professional Development
11th End of 4th Marking Period
25th Last Day of School

July						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

2nd In Observance of Independence Day

Students Do Not Report/ Staff Report All Day
 Students Report Half Day/ Staff Report All Day
 Students/ Staff Do Not Report

Last Update: 6/17/09
 181 School Days
 7:30 - 3:00 School Hours
 7:30 - 11:30 (half)

Statement of Changes to School's Educational Program and Organizational Structure

Brooklyn Excelsior Charter School has not made any significant changes to its educational program or organizational structure.

Teacher Certification and Experience

Teacher's Name	Room #	Teaching Assignment (Grades/Subjects)	Type of Certification	Certification Issue Date	Certification Expiration Date	Years Teaching Experience Prior to This Year	Years Teaching Experience at This School Prior to This Year	Highly Qualified (Yes or N/A)
Berlin, Natalie		2nd Grade	Childhood Education 1-6	9/1/2008	8/31/2013	0	0	Yes
Bernard, Sharon		Kindergarten	PreK-6	2/1/2009	Permanent	4	4	Yes
Betancourt, Jillian		4th Grade	Childhood Education 1-6	9/1/2006	8/31/2011	2	2	Yes
Brayuha, Tara		4th Grade	Childhood Education 1-6	9/1/2006	8/31/2011	2	2	Yes
Connelly, Agnes		7th Grade Language Arts	Unlicensed			28	4	No
DeSano, Nicole		4th Grade	Childhood Education 1-6	9/1/2006	8/31/2011	2	2	Yes
Dumas, Joyce		Special Education	Childhood Education 1-6	9/1/2006	8/31/2011	2	2	N/A
Eberle, Tara		K-8 Electives	Childhood Education 1-6	9/1/2008	8/31/2013	0	0	N/A
Franco, Dawn		Kindergarten	Childhood Education 1-6	9/1/2007	8/31/2012	0	0	Yes
Girouard, Sally		5th Grade	Childhood Education 1-6	9/1/2008	8/31/2013	2	2	Yes
Goldfinger, Carly		8th Grade Math	Math 7-12	9/1/2007	8/31/2012	1	1	Yes
Goldfinger, Carly		8th Grade Science	Math 7-12	9/1/2007	8/31/2012	1	1	No
Gregory, Latoya		3rd Grade	Childhood Education 1-6	9/1/2007	8/31/2012	1	1	Yes
Hayden, Hollis		K-8 Physical Education	Unlicensed			5	0	N/A
Haynes, Christina		4th Grade	Childhood Education 1-6	9/1/2008	8/31/2013	0	0	Yes
Johnson, Lakeisha		5th Grade	Childhood Education 1-6	9/1/2008	8/31/2013	5	5	Yes
Lander, Cecilla		5th Grade	Childhood Education 1-6	9/1/2008	8/31/2011	1	1	Yes
Lewis-Knight, Nadine		Library Tech Specialist	Childhood Education 1-6	2/1/2007	1/31/2012	2	2	N/A
Malcolm, Timeka		3rd Grade	Childhood Education 1-6	9/1/2006	8/31/2011	1	1	Yes
McDonald, Lori		6th Grade	PreK-6	9/1/2005	Permanent	1	1	Yes
McGhee, Jonathan		8th Grade Language Arts	English 7-9	9/1/2008	8/31/2013	1	0	Yes
McHugh, Shvonne		Kindergarten	Birth-Grade 2	2/1/2007	1/31/2012	1	1	Yes
Modeste, Dylcia		1st Grade	Birth-Grade 2	9/1/2008	8/31/2013	0	0	Yes
Moncrieffe, Georgia		2nd Grade	Childhood Education 1-6	9/1/2006	8/31/2011	2	2	Yes
Pasternak, Elizabeth		7th Grade Math	Childhood Education 1-6	9/1/2008	8/31/2013	0	0	Yes
Pasternak, Elizabeth		7th Grade Science	Childhood Education 1-6	9/1/2008	8/31/2013	0	0	No
Reece Chisolm, Stephanie		K-8 Music	Music K-12	9/1/2007	8/31/2009	10	1	Yes
Ritz, Melissa		3rd Grade	Childhood Education 1-6	9/1/2008	8/31/2013	0	0	Yes
Scott-Clarke, Shadena		1st Grade	Childhood Education 1-6	2/1/2007	1/31/2012	0	0	Yes
Shapiro, Rachel		6th Grade	Childhood Education 1-6	9/1/2008	8/31/2013	0	0	Yes
Stombaugh, Nancy		Kindergarten	PreK-6	9/1/1995	Permanent	6	5	Yes
Thomas, Roxanne		5th Grade	Childhood Education 1-6	9/1/2007	8/31/2012	1	1	Yes
Thomas, Marsha		K-8 Spanish	Spanish 7-12	2/1/2007	1/31/2012	2	0	Yes
Thompson, Deborah		1st Grade	Unlicensed			3	3	Yes
Tucker, Ava		6th Grade	Childhood Education 1-6	9/1/2006	8/31/2011	5	0	Yes
Twomley, Elizabeth		2nd Grade	Childhood Education 1-6	2/1/2007	1/31/2012	1	1	Yes
Vanden Heuvel, Robert		7/8 Social Studies	Social Studies 7-12	9/1/2008	8/31/2013	0	0	Yes
Vasquez, Karla		3rd Grade	Unlicensed			8	4	Yes
Wilber, Nicole		Special Education	Students with Disabilities 1-6	9/1/2007	8/31/2012	2	2	N/A