



Charter Schools Institute
The State University of New York

Initial Renewal Recommendation Report

Excellence Charter School of Bedford Stuyvesant

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The final version of Institute renewal reports should be broadly shared by the school with the entire school community. The reports will be posted on the Institute’s website at: www.newyorkcharters.org/pubsReportsRenewals.htm.

REPORT INTRODUCTION

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

Information about the State University’s renewal process, including the Institute’s comprehensive Charter Renewal Handbook and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (the “Act”), are available on the Institute’s website at: www.newyorkcharters.org/schoolsRenewOverview.htm.

RECOMMENDATION AND SUMMARY DISCUSSION

Recommendation

Full-Term Renewal

The Charter Schools Institute recommends that the State University Trustees approve the application for renewal of the Excellence Charter School of Bedford Stuyvesant and renew its charter for a period of five years with authority to provide instruction to students in Kindergarten through 10th grade with a maximum enrollment of 604 students, and consistent with the other terms set forth in its application for renewal.

Background and Required Findings

In initial renewal reviews, the State University Trustees evaluate the strength and effectiveness of a school’s academic program by the degree to which the school has succeeded in meeting its academic Accountability Plan goals during the Accountability Period² and by the quality of the instructional program in place at the school during the charter period, as assessed using the Qualitative Education Benchmarks (a subset of the Renewal Benchmarks). In giving weight to both student achievement and the emergent program, this approach provides a balance between an outcome-based system of accountability in which a school is held accountable for meeting measurable student achievement results and a determination of the likelihood that the educational program will improve student learning and achievement going forward.

Excellence Charter School applied for an initial, full-term renewal of five years. The State University Renewal Practices provide three possible renewal outcomes for a school completing its initial charter period: Full-Term Renewal, Short-Term Renewal or Non-Renewal. Specifically, the school must either: (a) have compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, *and* have in place at the time of the renewal review

¹ The *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees* (revised June 9, 2008) are available at www.newyorkcharters.org.

² For the purpose of reporting student achievement results, the Accountability Period is defined in the State University Renewal Practices as the time the Accountability Plan was in effect. In the case of an initial renewal, the plan covers the first four years that the school was in operation during the charter period.

an educational program that, as assessed using the Qualitative Education Benchmarks, is generally effective; or (b) have made progress towards meeting its academic Accountability Plan goals *and* have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective.

Based on the Institute's review of the evidence that it gathered and Excellence Charter School provided, including, but not limited to, the school's application for renewal, evaluation visits conducted during the charter period, a renewal evaluation visit completed by the Institute in the last year of the charter period, and the school's record of academic performance as determined by the extent to which it has met the academic goals in its Accountability Plan, the Institute finds that the school has both met its goals and has in place an educational program that is strong and effective.

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

Therefore, in accordance with the standard for initial renewal found in the State University Renewal Practices, the Institute recommends that the State University Trustees approve the present application for a charter renewal submitted by the school, and renew the Excellence Charter School charter for a full-term of five years.

Consideration of School District Comments

In accordance with the Act, the Institute notified the school district in which the charter school is located regarding the school's application for renewal. As of the date of this report, no comments were received in response.

Summary Discussion

Academic Success

Excellence Charter School has met the academic goals in its Accountability Plan. Since the school began administering the state's English language arts and mathematics exams in the third year of its charter, the school has consistently met both goals by meeting each of the specific measures that constitute the two goals. Based on limited data, the school has also met its science goal during the Accountability Period. As the school did not enroll 5th grade students during its Accountability Period, the social studies goal is not applicable. According to the state's No Child Left Behind (NCLB) accountability system, the school is deemed to be in good standing.

Over the last two years of its Accountability Period, Excellence Charter School has demonstrated consistently strong achievement on the state's English language arts exam. The school has exceeded its targets for absolute proficiency and year-to-year growth, as well as the target set by the state for all public schools under its NCLB accountability system in each year. Excellence Charter School has far-outperformed its local community school district and demographically similar schools state-wide.

Additionally, as measured by the nationally norm-referenced TerraNova assessment, the school's first and second grade students have consistently performed above the national norm in reading.

During the last two years, from the time Excellence Charter School first began administering the state's mathematics exam, it has posted extraordinary results. With 100 percent of students scoring at-or-above the proficient level in both years, the school surpassed its absolute targets and exceeded the performance target set by the state for all public schools under its NCLB accountability system. Each year, Excellence Charter School has far-outperformed its local community school district and demographically similar schools state-wide. Moreover, on the nationally norm-referenced TerraNova assessment, the school's 1st and 2nd grade students have consistently performed well above the national norm and demonstrated considerable year-to-year progress.

During regular evaluation visits during the charter period, Excellence Charter School has demonstrated the use of well-defined curriculum, making regular adjustments to meet the needs of its students. The school has developed comprehensive curriculum frameworks. Specifically, the school has developed its own set of standards based on New York State standards that inform its curriculum alignment templates (CATs); documents establishing expectations for core subjects at each grade level. Teachers use the school's curriculum resources to create and implement weekly syllabi to effectively guide their instruction. Over the charter period, the school has thoughtfully collected and developed a variety of materials to meet identified gaps in the curriculum. Moreover, staff, including teachers, review and revise the curriculum annually, and continue to create new curriculum frameworks as grades are added. As would be expected, curriculum in the earlier grades is more established than that of the newer grades, but the school devotes adequate resources to refining curriculum as it grows.

Based on concerns about student progress, the school made a significant change to its literacy curriculum in its second year of operation and then effectively implemented those changes. While the Institute noted weaknesses in the school's writing program at the beginning of the charter period, evaluations in the third year and at the time of the renewal inspection indicated progress in that area.

Over the charter period evaluators consistently found instruction to be focused on clear learning objectives and students generally to be engaged in purposeful learning activities. Lessons have been structured and quickly paced, providing instructional continuity. Teachers have used a variety of techniques drawn from their management organization's *Taxonomy of Effective Teaching Practices*, which addresses foundational skills appropriate for the school's large number of novice teachers. In addition, the use of consistent procedures and common language across classrooms has contributed to clear expectations and the maximization of the productive use of instructional time.

The school's leadership team has focused on balancing structure, rigor and joy in instructional delivery. At the time of the renewal visit, evaluators found considerable emphasis placed on classroom procedures and student compliance, which sometimes limited the rigor of instruction and capacity for joy in the classrooms. Finally, recognizing the different developmental needs of middle school students, the school has made deliberate adjustments to pedagogy as it continues to add higher grades.

Throughout the charter period Excellence Charter School regularly administered and used diagnostic, formative and summative assessments aligned to the school's and state's standards. In addition to using a variety of standardized and norm-referenced tests, the school developed its own interim assessments that were aligned to the school's curriculum and administered three times per year. A

writing composition assessment had been developed and, at the time of the renewal visit, was being administered bimonthly. The school continued to develop and refine these assessments as it added grades. It had effective procedures in place for the analysis of assessment data and teachers consistently used the results to identify students for intervention and to adjust instruction. School leaders also used the results for ongoing monitoring and improvement of the academic program. The school's board of trustees received regular and detailed reports of student results; moreover, the school regularly shared each student's progress with his family, and communicated overall school performance to the community.

The school has a consistently effective and stable leadership team, including a principal who has been with the school since its inception, a co-director for operations who joined the school in June 2006, and a managing director from Uncommon Schools, Inc. who joined the school in October 2005. The school's instructional leaders have established an environment of high expectations for student performance; they have provided regular oversight of the academic program, made changes as necessary, and have ensured the needs of at-risk students are being met. Given a relatively high teacher turnover rate, school leaders have chosen to hire many teachers with two or fewer years of teaching experience, and have notably devoted substantial resources to creating instructional leadership positions to support them. For example, a director of staff development focuses her attention exclusively on new teachers, and content specialists provide support with curriculum and instruction.

Over the course of the charter period, evaluators found that teachers were provided with regular and extensive observation, informal feedback and coaching, as well as formal evaluations. Teachers were generally positive about the level of support and direction provided to them. Critical feedback to teachers generally focused on student behavior management and instructional procedures, with less attention devoted to content-specific pedagogy.

The school provides considerable resources to support a sustained professional development program, particularly for novice teachers. The Institute's second-year evaluation report noted concerns about the school's success in meeting the needs of an inexperienced teaching staff, but subsequent evaluations have found increasing resources devoted to professional development, effectively guided by data-driven needs assessment and long-term planning. The school has consistently provided summer training to teachers, as well as ongoing professional development opportunities during the school year. Teachers regularly meet in collaborative grade-level teams to address the needs of their students with guidance from instructional leaders. In addition, instructional leaders provide teachers with regular observation and feedback, as well as some coaching and modeling. As noted above, professional development is primarily grounded in the school's *Taxonomy of Effective Teaching Practices*, which emphasizes foundational teaching skills. In addition, school leaders continue to focus on "balancing rigor and joy" in classroom instruction. Given the ongoing challenge of creating and implementing curriculum for new grades, evidence collected during the renewal visit indicated the ongoing need for support and training in the area of curriculum development.

The school has deployed sufficient resources to create comprehensive and integrated systems to meet the range of individual student's needs. The school has had specific support staff in place to address both academic and behavioral issues, and established teams that include teachers who meet regularly to confer about, and develop, action plans for students at-risk of academic failure. Interventions include targeted instruction by academic specialists, after-school tutoring, and Saturday Academy. Moreover, the school has a clearly defined process for identifying and evaluating students with

special needs, and provided them with effective interventions. The Institute's second year evaluation report cited the need for staff certified in special education and clearer procedures for identifying and serving students with disabilities. Subsequent evaluations have shown that the school has adequately addressed these concerns.

Throughout the charter period, a safe and orderly environment has been evidenced throughout the school. The school has established school-wide expectations for behavior and devotes considerable resources to creating and maintaining a learning environment appropriate for boys of different ages. Classroom management clearly focuses on fostering a culture in which learning is valued. In the lower grades, the school has had a documented code of conduct that has been consistently and effectively applied.

Organizational Effectiveness and Viability

Excellence Charter School has remained faithful to its mission throughout the charter period, and has implemented the key design elements in its charter. Stakeholders have been consistently aware of, and able to, articulate the mission and vision of the school, particularly the school's goal of preparing students for college. Parent focus groups conducted during the school's third and fifth years of operation indicated that families had bought into the school's high expectations for behavior and academic performance. Finally, the school has met the non-academic goals contained in its Accountability Plan.

The school has demonstrated high levels of student and parent satisfaction, as evidenced by student retention, parent focus group, and survey data. At the time of the renewal visit, parents enthusiastically endorsed the school's program, citing the strong sense of community, role models for boys, comprehensive curriculum, and extracurricular activities. The school has retained at least 96 percent of its boys each year, with a larger proportion returning each year. Moreover, the school achieved at least a 96 percent average daily attendance rate each year in the charter period, considerably higher than the local school district.

Excellence Charter School has demonstrated effective management, and allocated sufficient resources in support of achieving its goals. The school has revitalized an abandoned community school building, and provided its students and staff with an exceptional facility, including a library, athletic field innovatively located on the roof, and well-equipped science classrooms. The school employed an effective co-director model with clearly defined roles and responsibilities and with clear lines of accountability. In addition, the school has benefited from its partnership with Uncommon Schools, Inc., which provides, among other things, consistent support from a managing director, back office and technology assistance, and leadership training and guidance. Excellence Charter School has also benefited from its collaboration with other schools in the Uncommon Schools network, particularly in the areas of curriculum and staff development. School leaders have adopted a model of hiring predominantly novice teachers and created systems to support them and develop their professional competence. The school has maintained a waiting list for student enrollment, and operated at capacity throughout the charter period.

Throughout the charter term, the school's board of trustees has demonstrated the skills and expertise to provide rigorous oversight of the school. The board has maintained the skill sets necessary to monitor and guide a complex public organization. It has clearly focused on student performance, and received regular reports from school leaders addressing academic performance, as well as financial stability and organizational capacity. The school board has conducted regular and thorough

evaluations of its management organization and of the school's co-leaders. In addition, the school board has appropriately focused on long-term priorities. During the renewal visit, for example, members of the board identified the ongoing implementation of the middle school as an area of specific concern and oversight.

The school board was aware of, and sensitive to, potential conflicts of interest stemming from two trustees' affiliation with Uncommon Schools, Inc. and followed the provisions of its charter related thereto. The school board adhered to the provisions of its by-laws and code of ethics throughout the charter term. The school has had comprehensive policies and procedures in place, including strong fiscal policies, and appeared to have generally abided by them over the term of its charter. Many policies were reviewed and updated by the school board. The lack of an updated complaint policy was one exception to the foregoing. In addition, minor, technical revisions to the school's by-laws, code of ethics and discipline policies are appropriate at this time.

With certain, minor exceptions, the school appears to be in general and substantial compliance with the Charter Schools Act, applicable state and federal law, rules and regulations, the terms of its charter and its by-laws. A few, minor exceptions to conformity with the Open Meetings Law, Freedom of Information Law, Family Educational Rights and Privacy Act were noted. A few discipline complaints in the early years of operation were received by the Institute but none resulted in formal action by the Institute.

The school utilizes Uncommon Schools' general counsel as a legal resource understanding the limitations and conflicts inherent in such a relationship. The school has the ability to make use of outside counsel as needed.

Fiscal Soundness

The school is in good financial condition and has been stable throughout its existence. The school operates pursuant to a long-range fiscal plan and has produced realistic budgets over the term of the charter. The school's record of financial reporting has been good. Each required report has been generally submitted on-time and has been complete and accurate. The school has not been cited for any material financial or internal control weaknesses as part of its annual audits; however, the school has had management letters issued for the past two fiscal years which outline some area of fiscal concern. Two out of the three items from the 2007 fiscal year were resolved in the 2008 fiscal year.

The school has successfully operated in a fiscally sound manner with Uncommon Schools, Inc. providing back office, recruitment, human resources and limited legal services. The services include preparing a projected annual budget, preparing monthly financial statements, recording and tracking income and expenses related to all grants and contracts, recording all accounts payable invoices and cash receipts, preparing all vendor checks, reconciling checking accounts each month, providing and maintaining payroll services, processing all school (403b) filings, and interfacing with an outside accounting firm regarding year-end audit work.

Plans for the Next Charter Period

The school has provided all of the key structural elements for a new school charter and they are deemed to be reasonable, feasible and achievable. The school would maintain its current mission statement: *The mission of Excellence Charter School is to prepare its students to enter, succeed in, and graduate from outstanding college preparatory high schools and colleges.* The school would

add one grade in each year of the renewal charter period, growing to serve students in Kindergarten through 10th grades at the end of the charter term. The school plans to apply to serve 11th and 12th grade in a subsequent charter term. Projected enrollment in 2013-14 at the end of a new charter period would be 604 students, including approximately 550 in the elementary/middle school and 55 in the first two years of high school. The school year would include 185 days of instruction. Excellence Charter School would be organized into three distinct programs: elementary (Kindergarten through 4th grade), middle (5th through 8th grade), and high school. While each program would have some distinct leaders, staff and traditions, many common practices would remain throughout. Uncommon Schools, Inc. envisions an Excellence High School, where students from Excellence Charter School of Bedford-Stuyvesant would be co-located and taught with students from other schools in the Uncommon network.

Excellence Charter School has made some modifications to the education program originally described in its charter application. Notably, it has revised its literacy program based on analyses of student performance data, and plans to continue with its current elementary program during the next charter period. In its Elementary Academy this would include a focus on read aloud, decoding, comprehension, and writer's workshop. The school would also continue to use a modified Saxon program for mathematics. Having originally intended to develop science and social lessons based on Core Knowledge, the school selected the Scott Foresman Science and Social Studies series to provide concrete curriculum for teachers, and intends to continue to use both in the coming charter period. Excellence Charter School plans to adopt the middle school approach utilized by other successful middle schools in the Uncommon network, namely developing their own English language arts and mathematics curriculum based on New York State standards. The middle school program would also use Scott Foresman's science and social studies curriculum. The high school program would also use curriculum developed by the school to prepare students for Regents exams. They would be expected to take four courses in each of the four core subject areas. Excellence Charter School has presented a plan for implementing an educational program that would likely allow it to meet its Accountability Plan goals.

Members of the current board of trustees expressed their intent to continue their service to the school. This board has also taken on the responsibility of governance of Excellence Charter School for Girls, which has been approved by the State University Trustees to open in the 2009-10 school year. As a result, the board has adopted a committee structure in order to more effectively oversee multiple schools. Program committees for each school with dedicated board members on each will provide regular updates to the board as a whole on their respective schools. A high school committee will form during the 2011-12 school year. The board has the requisite skills sets and understanding of its roles and responsibilities in order to adequately govern Excellence Charter School for the term of the next charter.

The proposed revenues and expenses related to the school's planned growth are well documented in the five-year budget for the term of the next charter. The school has presented a reasonable and appropriate fiscal plan that is likely achievable. The fiscal plan projects operating surpluses and cash flow surpluses in each year. The school plans to continue its relationship with Uncommon Schools.

SCHOOL DESCRIPTION

The Board of Trustees of the State University of New York originally approved the application to establish the Excellence Charter School of Bedford Stuyvesant (“Excellence Charter School”), formerly named Bedford Stuyvesant Preparatory Charter School for Excellence, on February 25, 2003. The charter was approved by operation of law on June 20, 2003 with an effective date of March 15, 2004. The school used the 2003-04 school year as a planning year, opening in August of 2004 at 600 Lafayette Avenue, Brooklyn, New York serving 90 male students in Kindergarten through first grade.

The school added one grade per year thereafter, and currently serves 286 students in Kindergarten through fifth grade. Ultimately, the school would like to serve students through the twelfth grade. In June 2006, Excellence Charter School moved to a new facility located at 225 Patchen Avenue in Brooklyn. The mission statement for Excellence Charter School is as follows:

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

According to the Executive Summary in its initial application, the school’s founders were inspired by an after-school program called “Bedford Stuyvesant I Have a Dream.” This program challenges students to dream about college and to live that dream. Noting that an after-school program can only minimally address the challenges students face, the founders decided to plan a charter school. The educational program is based on the belief that providing a rigorous academic program (adapted from the programs of successful urban charter schools in New York City and around the country) to children from the earliest elementary grades forward is the best way to ensure high academic achievement.

The founders chose to begin an all-boys school because they believed that this would have the unique and important effect of focusing all of the school’s attention on what it deems to be the most at-risk population in Bedford Stuyvesant: low-income African-American and Latino boys. The application pointed out that there is strong evidence suggesting that a single-sex environment may have a very positive effect on the teaching of boys, especially boys that fit this demographic profile, and that a single-sex environment promises academic benefits not possible in a co-educational setting. The application also noted that while there was an all-girls school located in Harlem, there were no other all-boys public schools in New York City.

The school’s initial charter states that Excellence Charter School will achieve its mission through the following key design elements:

- a culture that expects excellence;
- small class sizes;
- a focus on literacy;
- assigned homework beginning in Kindergarten;
- the involvement of parents;
- extended day and year;
- sharing “Core Knowledge”;

- recruitment of top teachers;
- assessment early and often to drive instruction;
- school uniforms; and
- character development and a community of learners.

On September 26, 2006, the State University Trustees approved the school's request to add Uncommon Schools, Inc. ("USI") as its not-for-profit management partner, a request subsequently approved by the Board of Regents on December 5, 2006. Specifically, the Business Services Agreement between the school and USI states that USI will provide the following services to the school:

- Comprehensive program design, including curriculum development and implementation, and instructional oversight;
- The development, administration, and analysis of diagnostic assessments, and the oversight, measurement, and management of school quality;
- Coordination of facility financing and repair;
- Fundraising;
- Staff recruitment;
- Principal training and evaluation;
- Professional development;
- Budget services and monthly financial statements;
- Payroll and bookkeeping services, including serving as the liaison with general auditors;
- Human resources services;
- Facilitating the school's purchase and procurement of information technology equipment and services, and providing certain computer and information technology support to the school, including troubleshooting, website and network design, and completion of the E-Rate application;
- Completing required foundation and government reports, including, but not limited to, the school's annual report;
- Facilitating student recruitment;
- Providing marketing and advocacy services; and
- Conducting a school accountability inspection annually.

Should the school's Application for Renewal be approved, Excellence Charter School will add one grade in each year of the renewal charter period, growing to serve students in Kindergarten through 10th grades at the end of the charter term. The school will apply to serve 11th and 12th grade in a subsequent charter term. Excellence Charter School will be organized into three distinct programs: elementary (Kindergarten through 4th grade), middle (5th through 8th grade), and high school.

School Year (2006-07)

189 instructional days

School Day (2006-07)

7:30 a.m. to 4:00 p.m.³ (Monday - Thursday)

7:30 a.m. to 1:30 p.m. (Friday)

Enrollment

	Original Chartered Enrollment	Revised Chartered Enrollment	Actual Enrollment⁴	Original Chartered Grades	Revised Grades Served	Actual Grades Served	Complying
2003-04	Planning Year	Planning Year	Planning Year	Planning Year	Planning Year	Planning Year	Planning Year
2004-05	88		90	K-1		K-1	YES
2005-06	152		135	K-2		K-2	YES
2006-07	214		177	K-3		K-3	YES
2007-08	273		220	K-4		K-4	YES
2008-09	329		286	K-5		K-5	YES

Race/Ethnicity	2005-06		2006-07	
	% of Enrollment Excellence Bed-Stuy	% of Enrollment CSD 16	% of Enrollment Excellence Bed-Stuy	% of Enrollment CSD 16
American Indian, Alaskan, Asian, or Pacific Islander	0%	1%	0%	1%
Black (Not Hispanic)	100%	86%	97%	86%
Hispanic	0%	11%	2%	11%
White	0%	1%	1%	1%

Source: NYSED Report Card

³ Reflects a reduction in the length of the school day from what was outlined in the original charter (7:30 a.m. to 5 p.m.). The school's previously mandatory after-school program was made optional.

⁴ Actual enrollment from the Institute's Official Enrollment Table. Note that the NYSED 2004-05 School Report Card, upon which the Free and Reduced lunch figures are calculated, cited the same enrollment of 90 students for 2004-05. The NYSED 2005-06 database similarly cited an enrollment of 135 students.

Free/Reduced Lunch	2004-2005		2005-2006		2006-2007	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Eligible for Free Lunch	36	40.00%	55	40.70%	59	34.00%
Eligible for Reduced Lunch	20	22.20%	21	15.60%	43	25.00%

Source: NYSED Report Card

School Charter History

Charter Year	School Year	Year of Operation	Evaluation Visit	Feedback to School	Other Actions Taken
Planning Year	Planning Year	Planning Year	Planning Year	Planning Year	Name Change Approved
Original Charter – 1 st Year	2004-05	1 st	YES	Prior Action Letter, End-of-Year Evaluation Letter	
Original Charter – 2 nd Year	2005-06	2 nd	YES	End-of-Year Evaluation Report	School Moved to New Facility
Original Charter – 3 rd Year	2006-07	3 rd	YES	End-of-Year Evaluation Report	Management Partner Request Approved; Enrollment Reduction Approved
Original Charter – 4 th Year	2007-08	4 th	NO		
Original Charter – 5 th Year	2008-09	5 th	YES	Renewal Report	

ACADEMIC ATTAINMENT AND IMPROVEMENT

Background

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

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

The most important criterion for renewal is academic success, which is demonstrated in large part by meeting or coming close to meeting the goals in a school's Accountability Plan. The Institute determines the outcome of a goal by evaluating the multiple measures associated with that goal.

The following presentation indicates the outcome of each of the school’s goals, as well as an analysis of the respective measures for each goal during the Accountability Period.⁵ Italicized text indicates goals or measures as written in the school’s Accountability Plan; bold numbers appearing in the tables are the critical values for determining if a measure was achieved in a given year. Aside from required Accountability Plan measures, the following also presents the results of optional measures that the school may have included in its plan.

English Language Arts

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

Outcome: Excellence Charter School of Bedford Stuyvesant met its English language arts goal.

Analysis of Accountability Plan Measures:

Absolute Measure: <i>For the 2006-07 through the 2008-09 school years, 75 percent of third through fifth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State ELA examination.</i>				
Results (in percents)				
	School Year			
Grade	2004-05	2005-06	2006-07 (Tested: 36)	2007-08 (Tested: 76)
3	-	-	91.7	90.0
4	-	-	-	97.2
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	-	-	91.7	93.4

Excellence Charter School of Bedford Stuyvesant did not have state testing grades until the 2006-07 school year. In 2006-07, with only one grade tested, the school achieved a proficiency rate of 92 percent on the English language arts exam, surpassing the 75 percent target. In the 2007-08 school year, 93 percent of students scored proficient or better on the state test.

Absolute Measure: <i>Excellence Charter School’s aggregate Performance Index on the State ELA exam will meet its Annual Measurable Objective set forth in the State’s No Child Left Behind (NCLB) accountability system.</i>				
Results (in percents)				
	School Year			
Index	2004-05	2005-06	2006-07 (Tested: 36)	2007-08 (Tested: 76)
PI	-	-	189	193
AMO	-	-	122	133

During each year of its Accountability Period in which the school had state testing Excellence Charter School of Bedford Stuyvesant has far exceeded the English language arts Annual

⁵ Because the renewal decision is made in the last year of a Charter Period, the Accountability Period ends in the next to last year of the Charter Period. For initial renewals, the Accountability Period is the first four years of the Charter Period.

Measureable Objective (AMO) set by the state as part of its NCLB accountability system, posting near perfect scores in each of the past two years.

Comparative Measure: <i>Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of New York City Community School District 13.</i>				
Results (in percents)				
	School Year			
Comparison	2004-05	2005-06	2006-07 (Grade 3)	2007-08 (Grades 3-4)
School	-	-	91.7	93.4
District	-	-	47.9	53.9

In each of the last two years the school has outperformed its local school district by at least 40 percentage points on the state English language arts exam.

Comparative Measure: <i>Each year, the school will exceed to a specified degree (as set by CSI) its expected level of performance on the State ELA exam, as determined by the performance of other schools that have a similar proportion of students eligible for free lunch among all charter and public schools in districts with charter schools.</i>				
Results (in percents)				
	School Year			
Index	2004-05	2005-06	2006-07 (Grade 3) (Tested: 36)	2007-08 (Grades 3-4) (Tested: 76)
Predicted	-	-	70.0	73.9
Actual	-	-	94.3	93.4
Effect Size	-	-	2.07	1.81

In comparison to demographically similar schools state-wide, Excellence Charter School of Bedford Stuyvesant has performed better than predicted on the state English language arts examination. In 2006-07 and 2007-08 the school outperformed demographically similar schools by a large degree and exceeded its 0.3 Effect Size target.

Growth Measure: <i>For the 2007-08 through 2008-09 school years, grade-level cohorts 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 75 percent at or above Level 3 on the current year's State ELA exam.</i>				
Results (in percents)				
	School Year			
Percent Level 3 & 4	2004-05	2005-06	2006-07	2007-08 (Grade 4) (N= 36)
Baseline	-	-	-	91.7
Target	-	-	-	91.8
Actual	-	-	-	97.2
Cohorts Made Target	-	-	-	(1 of 1)

In 2007-2008, the school had only one grade level cohort with two years of English language arts test results, and its proficiency rate increased from 92 to 97 percent of students scoring at or above proficient, eclipsing its target.

Analysis of Optional Measure

Growth Measure: <i>For the 2005-06 through 2008-09 school years, grade-level cohorts of students in grades 1-2 will reduce by one-half the gap between their average NCE in the previous spring on the CTB/McGraw-Hill TerraNova Assessment, a nationally-normed reading test, and an NCE of 50 (i.e., grade-level) in the current spring.</i>				
Results (in percents)				
	School Year			
Mean NCE	2004-05	2005-06 (Grades 1-2) (N=77)	2006-07 (Grades 1-2) (N=80)	2007-08 (Grades 1-2) (N=88)
Baseline	-	59.3	59.5	69.9
Target	-	59.4	59.6	70.0
Actual	-	57.5	59.0	60.3
Cohorts Made Target	-	(0 of 2)	(0 of 2)	(0 of 2)

Though the school has not achieved its TerraNova reading assessment cohort growth targets during the Accountability Period, its overall performance was consistently above the national norm.

Mathematics

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

Outcome: Excellence Charter School of Bedford Stuyvesant met its mathematics goal.

Analysis of Accountability Plan Measures:

Absolute Measure: <i>For the 2006-07 through 2008-09 school years, 75 percent of third through fifth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Mathematics examination.</i>				
Results (in percents)				
	School Year			
Grade	2004-05	2005-06	2006-07 (Tested: 36)	2007-08 (Tested: 76)
3	-	-	100.0	100.0
4	-	-	-	100.0
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	-	-	100.0	100.0

Excellence Charter School of Bedford Stuyvesant did not have state testing grades in 2004-05 or 2005-06. In 2006-07 when the school had only one testing grade, the school achieved 100 percent

proficiency on the state's 3rd grade mathematics exam, well above the target of 75 percent. In 2007-08, the school maintained its perfect proficiency rate on both the 3rd and 4th grade state tests.

Absolute Measure: <i>Excellence Charter School's aggregate Performance Index on the State mathematics exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.</i>				
Results (in percents)				
Index	School Year			
	2004-05	2005-06	2006-07 (Tested: 36)	2007-08 (Tested: 76)
PI	-	-	200	200
AMO	-	-	122	133

Excellence Charter School of Bedford Stuyvesant has surpassed the mathematics Annual Measurable Objective (AMO) set by the state as part of its NCLB accountability system with a perfect score of 200 during each of the last two years.

Comparative Measure: <i>Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Math exam in each tested grade will be greater than that of New York City Community School District 13.</i>				
Results (in percents)				
Comparison	School Year			
	2004-05	2005-06	2006-07 (Grade 3)	2007-08 (Grades 3-4)
School	-	-	100.0	100.0
District	-	-	72.1	78.7

Excellence Charter School of Bedford Stuyvesant has consistently outperformed its local school district by over 20 percentage points on the state mathematics exam during each year of its accountability period in which the state test was administered to its students.

Comparative Measure: <i>Each year, the school will exceed to a specified degree (as set by CSI) its expected level of performance on the State Math exam, as determined by the performance of other schools that have a similar proportion of students eligible for free lunch among all charter and public schools in districts with charter schools.</i>				
Results (in percents)				
Index	School Year			
	2004-05	2005-06	2006-07 (Grade 3) (Tested: 36)	2007-08 (Grades 3-4) (Tested: 76)
Predicted	-	-	86.5	88.7
Actual	-	-	100.0	100.0
Effect Size	-	-	1.37	1.35

In comparison to demographically similar schools state-wide, Excellence Charter School of Bedford Stuyvesant has performed better than predicted to a large degree on the state mathematics exam. In both the 2006-07 and 2007-08 school year, the school far exceeded its 0.3 Effect Size targets.

Growth Measure: For the 2007-08 through 2008-09 school years, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Math exam and 75 percent at or above Level 3 on the current year's State Math exam.				
Results (in percents)				
	School Year			
Percent Level 3 & 4	2004-05	2005-06	2006-07	2007-08 (Grade 4) (N=36)
Baseline	-	-	-	100.0
Target	-	-	-	100.0
Actual	-	-	-	100.0
Cohorts Made	-	-	-	(1 of 1)
Target				

Mathematics growth data first became available in the 2007-2008 school year when the previous year's 3rd graders took the state mathematics exam in 4th grade. In the 2007-08 school year, the school's 4th grade cohort maintained its 100 percent proficiency rate on the state's mathematics exam.

Analysis of Optional Measure:

Growth Measure: For the 2006-07 through 2008-09 school years, grade-level cohorts of students in grades 1-2 will reduce by one-half the gap between their average NCE in the previous spring on the CTB/McGraw-Hill TerraNova Assessment, a nationally-normed math test, and an NCE of 50 (i.e., grade-level) in the current spring.				
Results (in percents)				
	School Year			
Mean NCE	2004-05	2005-06 (Grades 1-2) (N=77)	2006-07 (Grades 1-2) (N= 80)	2007-08 (Grades 1-2) (N=88)
Baseline	-	63.0	56.7	74.8
Target	-	63.1	56.8	74.9
Actual	-	66.8	71.2	77.8
Cohorts Made	-	(2 of 2)	(2 of 2)	(2 of 2)
Target				

Excellence Charter School of Bedford Stuyvesant has consistently met its 1st and 2nd grade growth targets on the TerraNova mathematics assessment. In the 2005-06, 2006-07 and 2007-08, both the 1st and 2nd grade cohorts achieved their growth targets, and overall, students performed well above the national norm.

Science

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

Outcome: Based on the limited data available, Excellence Charter School of Bedford Stuyvesant met its science goal.

Analysis of Accountability Plan Measures:

Absolute Measure: <i>In each year, 75 percent of fourth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science examination.</i>				
Results (in percents)				
	School Year			
Grade	2004-05	2005-06	2006-07	2007-08 (Tested: 36)
4	-	-	-	100.0
8	-	-	-	-

In 2007-08, when Excellence Charter School of Bedford Stuyvesant students first took the state’s 4th grade science exam, the school reported that 100 percent of students scored at or above the proficient level.

Comparative Measure: <i>Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Science exam will be greater than that of New York City Community School District 13.</i>				
Results (in percents)				
	School Year			
Comparison	2004-05	2005-06	2006-07	2007-08 (Grade 4)
School	-	-	-	100.0
District	-	-	-	-

Comparison data for the science exam are unavailable.

NCLB

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

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

Outcome: Excellence Charter School of Bedford Stuyvesant met the goal. The school was deemed to be in good standing in each of the four years of the Accountability Period.

Absolute Measure: <i>Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.</i>				
Results				
	School Year			
Status	2004-05	2005-06	2006-07	2007-08
Good Standing	Yes	Yes	Yes	Yes

Analysis of Additional Evidence:

Excellence Charter School of Bedford Stuyvesant received a letter grade of "A" on its 2007-08 New York City Department of Education (DOE) Progress Report. According to the DOE, overall scores are based on school performance in three categories: School Environment, Student Performance and Student Progress, with the greatest emphasis placed on Student Progress. To provide a context for interpreting the DOE's evaluation of school performance, it considers schools that receive As and Bs to be eligible for rewards, while schools that get Ds and Fs, or Cs over three years in a row face possible consequences. As a SUNY-authorized charter school, these criteria do not apply to Excellence Charter School.

Consistent with the data presented for the Accountability Plan measures listed above, Excellence Charter School received the highest possible score in both Student Performance and Student Growth on their Progress Report. These high marks reflect the school's perfect proficiency rate on the state mathematics exam and near perfect rate on the English language arts exam. Notably, the school was ranked above all other New York City elementary schools receiving Progress Reports from the city.