



Charter Schools Institute
The State University of New York

Renewal Recommendation Report

Excellence Boys Charter School of Bedford Stuyvesant

REPORT DATE: JANUARY 16, 2014

VISIT DATE: MAY 27-29, 2013

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This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the Board of Trustees of the State University of New York (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. The Institute has created and issued this report pursuant to the *Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York* (the “SUNY Renewal Policies”).¹

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

SCHOOL BACKGROUND INFORMATION

Opening Information

Date Initial Charter Approved by SUNY Trustees	February, 2003
School Opening Date	August, 2004

Current Locations

School Year(s)	Address	District	Facility	Enrollment	Grades
2006-07 to present	225 Patchen Ave., Brooklyn, NY 11233	NYC CSD 16	Private	620	K-8
2012-13 to present	1485 Pacific St. Brooklyn, NY 11216	NYC CSD 16	Private	21	9-10

Partner Organization

School Year(s)	Partner Name	Partner Type
2004 - present	Uncommon Schools, Inc.	Charter Management Organization

Renewal History

Type of Renewal	Date Approved by SUNY Trustees
Initial Full-Term Renewal	March 30, 2009

¹ Revised September 4, 2013, and available at: <http://newyorkcharters.org/documents/SUNYRenewalPolicies.pdf>.

RENEWAL RECOMMENDATION

Recommendation

Subsequent Full-Term Renewal

The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of the Excellence Boys 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 12th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 849 students.

To earn a Subsequent Full-Term Renewal of five years, a school must have met or come close to meeting its academic Accountability Plan goals during the Accountability Period.²

During the Accountability Period,³ the school has met or come close to meeting its academic Accountability Plan Goals. The school has continually met key measures in English language arts (“ELA”) and mathematics and has consistently come close to meeting its Accountability Plan goals throughout the charter term.

Required Findings

In addition to making a recommendation based on a determination of whether the school has met the SUNY Trustees’ specific renewal criteria, the Institute must make the following findings required by the Act:

- the school, as described in the Application for Charter Renewal meets the requirements of the Act and all other applicable laws, rules and regulations;
- the school can demonstrate the ability to operate in an educationally and fiscally sound manner in the next charter term; and
- given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.⁴

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the means by which it will meet or exceed SUNY’s enrollment and retention targets for students with disabilities, English language learners (“ELLs”), and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program. SUNY⁵ and the Board of Regents finalized the methodology for setting targets in October 2012, and the Institute communicated specific targets for each school in July 2013. In accordance with the statute, the

² SUNY Renewal Policies, page 12.

³ For the purpose of reporting student achievement results, the SUNY Renewal Policies define the Accountability Period as the time the Accountability Plan was in effect. In the case of Subsequent Renewal, the Accountability Plan covers the last year of the previous charter term through the second to last year of the charter term under review.

⁴ See New York Education Law § 2852(2).

⁵ SUNY Trustees’ Charter Schools Committee resolution dated October 2, 2012.

Institute, acting on behalf of the SUNY Trustees, considered the school’s plans for meeting its enrollment and retention targets prior to recommending the renewal application for approval.

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 Charter Renewal. As of the date of this report, the Institute has received no district comments in response.

Report Format

The Institute makes the foregoing renewal recommendation based on the school’s Application for Charter Renewal, evaluation visits conducted and information gathered during the charter term and a renewal evaluation visit conducted near the end of the current charter term. Most importantly, the Institute analyzes the school’s record of academic performance and the extent to which it has met its academic Accountability Plan goals. This renewal recommendation report compiles the evidence below using the State University of New York Charter Renewal Benchmarks (Version 5.0, the “SUNY Renewal Benchmarks”), which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the following four interconnected renewal questions for framing benchmark statements to determine if a school has made an adequate case for renewal:

1. Is the school an academic success?
2. Is the school an effective, viable organization?
3. Is the education corporation fiscally sound?
4. If the school’s charter is renewed, what are its plans for the next charter term and are they reasonable, feasible and achievable?

The report’s Appendix provides a School Overview, copies of any school district comments on the Application for Charter Renewal, the SUNY Fiscal Dashboard information for the school, additional evidence on student achievement contained in the School Performance Summaries and the New York City Department of Education (“NYCDOE”) Progress Report Results.

IS THE SCHOOL AN ACADEMIC SUCCESS?

Excellence Boys Charter School of Bedford Stuyvesant (“Excellence Boys”) is an academic success based on its consistency in meeting most measures of its key Accountability Plan goals and evidence on its educational program compiled at the time of renewal.

Academic Attainment. At the beginning of the charter term, the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and math. The Accountability Plan also includes science and No Child Left Behind Act (“NCLB”) goals. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal.

Note: This year the Institute is not reporting results for the two absolute ELA and math measures. Because of the high standards in the new state testing program only a handful of schools statewide met the absolute proficiency target and the state has not yet recalibrated the absolute Annual Measurable Objective.

Throughout Excellence Boys’ five-year Accountability Period, the school met or came close to meeting both its ELA and math goals. During the period, Excellence Boys met its targets in the two comparative measures and the growth measure in both key goals. Specifically, the school far outperformed its local school district each year by more than 20 percentage points in ELA and 30 percentage points in math. It performed much better than predicted in both ELA and math compared to similar schools statewide based on economically disadvantaged students, far surpassing its targets each year in both subjects. With respect to comparative growth, students showed greater year-to-year growth in 2012-13 compared to statewide results in both ELA and math than students with the same scores in the previous year. During the Accountability Period, the school has also met its science goal and is in good standing under the state’s NCLB accountability system.

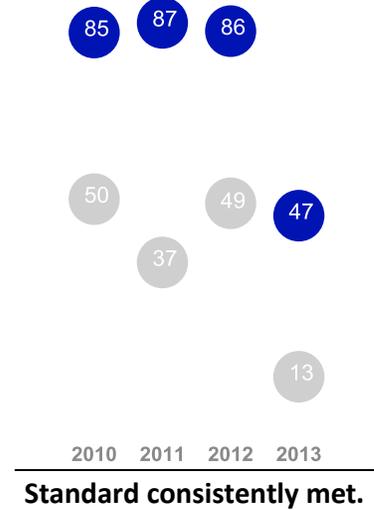
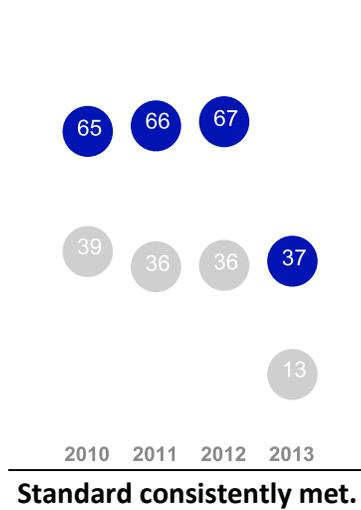
These results appear on the following page and in School Performance Summaries in the Appendix.

**Excellence Boys of
Bed Stuy Charter
School**

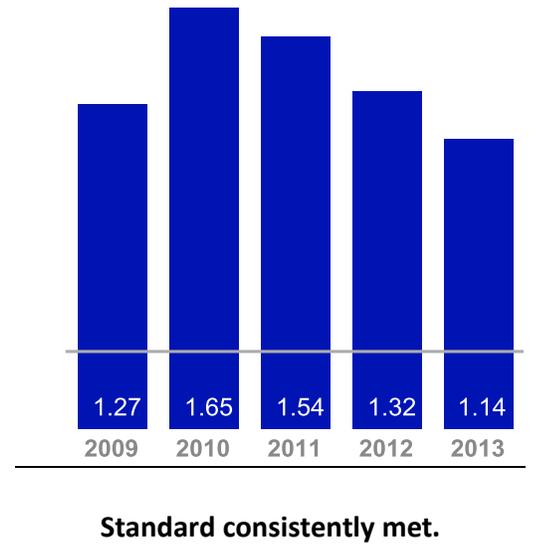
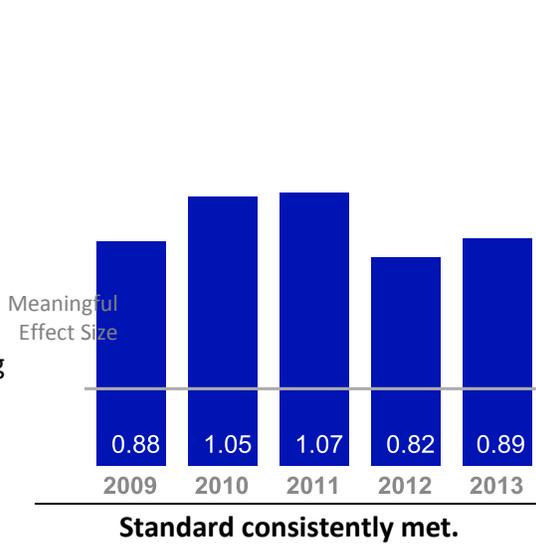
**ENGLISH LANGUAGE ARTS
ACCOUNTABILITY PLAN GOAL**

**MATHEMATICS
ACCOUNTABILITY PLAN GOAL**

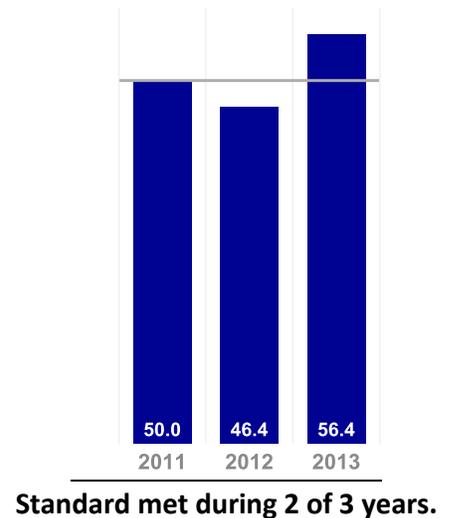
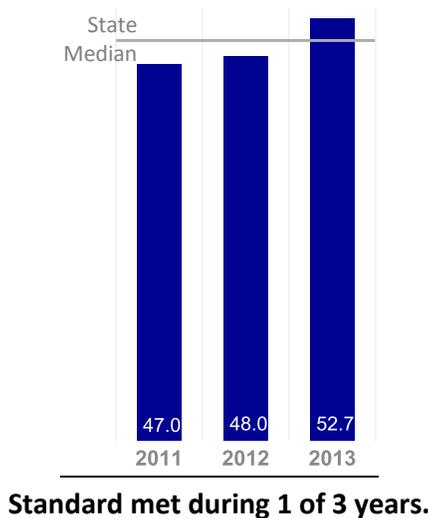
**Comparative Measure:
District Comparison.**
Each year, the percent of students enrolled at EBBSCS in at least their second year performing at or above proficiency will be greater than that of students in the same tested grades in the local school district.



**Comparative Measure:
Effect Size.**
Each year, EBBSCS will exceed its predicted level of performance by an Effect Size of 0.3 or above according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



**Comparative Growth Measure:
Mean Growth Percentile.**
Each year, EBBSCS's unadjusted mean growth percentile for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.



Instructional Leadership. With the active support of regional network managing directors of Uncommon Schools, Inc. (“Uncommon”), the school’s charter management organization and the oversight of a head of school, Excellence Boys has a strong leadership structure. The school provides systematic teacher coaching to develop teachers’ individual pedagogical proficiency.

- The school maintains high behavioral expectations with the norm that every student will attend college. The school’s emphasis on college is clear in the physical environment of the school and in the daily routines of students – college banners hang everywhere and students discuss reasons for a college choice during oral drills.
- The school leadership also has high expectations for teachers including: able enforcement of classroom behavior; sound analysis of, and appropriate response to, assessment data; active participation in professional development meetings; and ongoing parent contact.
- The instructional leadership consists of head of school and elementary and middle academy principals, as well as a high school principal. Under the supervision of the principals, designated instructional leaders (i.e., grade team leaders, department chairs and master teachers) act as teacher coaches in support of developing their colleagues’ instructional skills.
- The principal or instructional leaders observe classroom instruction and provide feedback to each teacher at frequent one-to-one meetings. The leaders coach teachers and model appropriate instruction. They set specific instructional goals in short cycles of several weeks, which align with broader yearly goals set during teachers’ annual evaluations.
- The regional network managing directors observe instructional leaders coaching teachers and provide feedback to the leaders on improving their coaching. This practice creates a robust system of instructional leadership where personnel at all levels come to expect and value highly specific feedback on their work.
- Teachers have planning opportunities during weekly grade-level meetings and common preparation periods, when they prepare lessons and analyze assessment data.
- The school in conjunction with the regional network offers three weeks of August training including subject area content and lesson-delivery practice through role-playing activities.
- In addition to the coaching, the school offers weekly professional development activities on instructional planning and topics intended to reinforce leaders’ coaching activity. In addition, professional development also includes brainstorming sessions in which the leadership team and teachers address school-wide academic achievement and student culture issues.
- The school has a well-defined teacher evaluation system based on a comprehensive rubric developed by Uncommon, which addresses a range of pedagogical competencies.

Curriculum & Assessment. Excellence Boys continues to have an assessment system that improves instructional effectiveness and student learning, as well as a curriculum framework that supports teachers in their instructional planning.

- Excellence Boys has a curriculum framework with a defined scope and sequence for all grades. The curriculum aligns to state standards and guides teachers in creating lesson plans.
- For grades K-4, the school has adopted lesson plans from Uncommon’s North Star network. Teachers use the lesson plans and materials in all subjects.

- For grades 5-8, designated subject area planners from Uncommon take the lead in developing and refining grade-specific curriculum plans.
- The school has compiled a variety of resources to fill identified gaps in the curriculum; some supplementary materials come from Uncommon, some from commercial sources, and some from the staff's own contributions.
- Teachers report that curricular documents are readily available and that they know what to teach and when to teach it.
- Teachers and school leaders review and revise curriculum throughout the year based on assessment data. Additionally, the regional network conducts its own revision of the curriculum annually in the summer.
- Excellence Boys regularly administers valid and reliable standardized and other assessments that align to the school's curriculum. At the elementary academy, the school administers the TerraNova at the end of each year in all grades; additionally, Excellence Boys uses the TerraNova administered at the start of the year as a diagnostic assessment for Kindergarten students. At the middle academy, the school administers Accelerated Reader assessments to track students' reading growth. Across both academies, the school administers periodic Interim Assessments ("IAs").
- With assistance from data staff at the Uncommon network, teachers and school leaders analyze and share data using school-wide templates. Teachers understand their students' performance in relation to grade level, school and network-wide performance. Education corporation board members receive detailed reports about student achievement at regular board meetings.
- Teachers and instructional leaders at the school analyze the STEP data to group students by ability and to identify students who are struggling; following each assessment cycle, the school has a *data day* during which teachers complete an analysis template which serves as the basis for adjusting their instruction for the upcoming period.
- The network aggregates the assessment data in order to analyze the performance of the school relative to others in the region
- The school notifies parents about student progress through report cards and teacher-parent conferences. The school keeps its board of trustees well-informed about overall student performance through regular and detailed reports.

Pedagogy.⁶ At Excellence Boys, teachers provide fast-paced, rigorous instruction, focused on clear learning objectives.

- As a result of Uncommon's novice teacher program for developing foundational skills, the *Taxonomy of Effective Teaching Practices*, all teachers use consistent procedures and common language across the school.
- With probing, high-order thinking questions as well as "strict-warm" behavioral expectations, teachers are generally able to maximize learning time and to create an environment of structure and rigor in the classrooms.

⁶ The Institute revised several of its renewal review tools in September 2013; therefore, renewal reports for visits conducted in spring 2013 may present benchmark conclusions in a different format than those for visits conducted in the fall.

- In response to more limited student engagement at the middle school academy, the school has identified improving student culture as one of its primary academic goals.
- The school adjusts its individual instruction based on assessment results in the elementary school academy, including scripting which students teachers are going to call on with what questions in their lesson plans. In the middle school academy, which tends to utilize whole group instruction, the school offers a variety of structures for teachers to provide individual or small group instruction, including tutoring sessions, Saturday school, homework help sessions, and special individual interventions. The school reports that direct instruction, coupled with small group intervention, is the best way to meet the needs of all students.
- Teachers establish and maintain a classroom environment with a consistent focus on academic achievement. They communicate a sense of urgency for learning and provide clear directions to students. Teachers are prepared; materials are readily available and they minimize transition time

At-Risk Students. Excellence Boys has ample resources to address the needs of students with disabilities and students at-risk of academic failure but does not have in place a program to serve ELLs.

- In addition to specific support staff responsible for addressing academic and behavioral issues, the school has student support teams to monitor students at risk of academic failure and develop individual intervention. The teams -- composed of academy principals, dean of students, special education coordinator, special education teacher, reading specialist and social worker -- meet once a week to develop a plan of action for at-risk students.
- There is strong communication and collaboration between classroom teachers and the intervention specialists with regard to serving students with Individualized Education Programs (“IEPs”). Teachers are well aware of how to request additional evaluation and support services for students who need them
- Classroom teachers and a special education team monitor and analyze assessment data throughout the year. If a student is not making adequate growth on interim or reading assessments, or on in-class assignments, a student support team considers providing additional interventions.
- The school reports that, by using a structured immersion program, it enables ELLs to achieve proficiency in English as quickly as possible and to meet the school’s academic standards.

Students with Disabilities

		2011-12	2012-13	2013-14
Enrollment (N)		(56)	(59)	(74)
Results	Tested on State Exams (N)	(27)	(30)	(N/A)
	Percent Proficient on ELA Exam	37	3	N/A
	Percent Proficient Statewide	15.5	5	N/A

English Language Learners⁷

		2011-12	2012-13	2013-14
Enrollment (N)		(3)	(5)	(3)
Results	Tested on NYSESLAT ⁸ Exam (N)	(S)	(S)	(N/A)
	Percent Proficient or Making Progress on NYSESLAT	S	S	N/A

At the time of the renewal visit, the school had not established a coordinated program to support identified ELLs in developing their English language acquisition skills. As a result, the Institute required the school to submit an educationally sound, legally compliant plan for serving ELL students. The school has submitted such a plan and the Institute finds it to be an acceptable design for serving ELL students in the next charter term.

⁷ Data suppressed due to small size of subgroup.

⁸ New York State English as a Second Language Achievement Test, a standardized state exam.

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

Excellence Boys is an effective and viable organization. The education corporation board (the “board”) carries out its oversight responsibilities with an unrelenting focus on student achievement and the network support structure. The school organization effectively supports the delivery of the educational program. The board monitors regional network plans to support the school in the delivery of the educational program. During the current charter term, the board with certain minor exceptions has been in general and substantial compliance with the terms of its charter, by-laws, applicable state and federal law, rules and regulations.

ORGANIZATIONAL STRUCTURE

Board Oversight. Excellence Boys’ education corporation board works effectively to achieve the school’s Accountability Plan goals.

- Board members possess adequate skills, to include legal, education, philanthropy, and finance, and have put in place effective structures and procedures to govern the school and to oversee management of day-to-day operations. While the board has no immediate plans to add members, and no self-identified gaps in expertise to address, they are confident that they can fill any potential board openings from within their professional circles. The board has a parent representative, with full-voting responsibilities, to communicate parental concerns to the board.
- Through regular reports from school leaders and an Uncommon representative (two of whom are on the board), the board competently oversees the school’s future as an academically successful, financially viable, and legally compliant organization.
- The board provides rigorous oversight of the school’s program and finances by receiving regular reports from both school leaders and Uncommon representatives. It establishes clear priorities and long-range goals and deliberately tracks progress toward meeting the goals.
- The board, which also governs another school in the Excellence network, continues to hold Uncommon and school leaders accountable for the school’s replication of the successful Uncommon model. The board has in place a comprehensive, formal, annual self-evaluation.
- The board communicates with the school community primarily through regular board meetings. However, as the community and parents generally see the school as successful, few attend the meetings. As such, the school has systems in place to ensure that parents remain knowledgeable about student progress, parent workshops, and other events maintained by the school.
- In December 2011, Excellence Boys submitted a charter revision to co-locate the school’s high school grades with students from Williamsburg Collegiate Charter School (authorized by the NYCDOE) and Kings Collegiate Charter School (authorized by SUNY) in what is known as the Uncommon Charter High School. The SUNY Trustees approved the revision in spring 2012. The Joint High School Committee, comprised of trustees from each of the participating charter schools, hires, evaluates, manages, and, if necessary, fires the Uncommon Charter High School principal.

Organizational Capacity. Excellence Boys' organization effectively supports the delivery of the educational program. With the ongoing support of the regional network's operations systems, Excellence Boys has established an administrative structure with staff, policies and procedures that allow the school to pursue its academic focus.

- The elementary and middle school operations, under the leadership of separate directors of operations, are efficient, deliberate and comprehensive, enabling the two academy principals to concentrate on the delivery of instruction.
- Through a leadership career ladder, a fellows training program, and ongoing supervisory coaching, the school increases its leadership capacity.
- The regional network's managing director meets frequently with the school's leaders to set priorities, develop their ability to analyze data, and effectively improve teacher performance. Leaders have regular meetings with their peers across the region to evaluate data and share best practices.
- Excellence Boys has implemented a clear discipline policy that is consistently applied. Uncommon provides ample professional development on effective classroom management, and teachers receive both adequate support and significant autonomy in establishing school culture. While out-of-school suspension is used as a disciplinary tool, such use has not adversely affected student retention.
- Through formal and informal collaboration, school leaders across the region have built a strong team that can address emerging instructional needs. Under Uncommon's school inspection process, teams of leaders visit one another's schools and regions to provide guidance and feedback on critical issues and an opportunity for mutual leadership development through this school improvement process.
- Uncommon provides comprehensive staff recruitment services to Excellence Boys. During the 2012-2013 school year, Uncommon received approximately 5,000 applications for positions within the network for teaching positions. The school reports that these applicants undergo a rigorous screening and interview process to ensure commitment to the school's mission and an ability to execute the curriculum effectively. Excellence Boys has experienced a relatively high teacher turnover rate; therefore, the instructional leaders have devoted substantial resources to support new teachers.
- Throughout the charter period, Excellence Boys has generally maintained full enrollment and reports a sizable waitlist of 4,427 students seeking entry each year. Due to the more transient nature of the population served by the school, it has recently implemented a 5th grade lottery to address attrition issues.
- Due to the location of the school, its targeted outreach and monitoring efforts, and its focus on providing a strong system of supports for at-risk students, the school is likely to meet or exceed the enrollment and retention targets set by the SUNY Trustees for ELLs, students with disabilities and students eligible for the FRPL program. Uncommon has developed an exemplary approach to meeting the enrollment and retention targets, utilizing mapping software to highlight specific areas with non-English speaking families, and then targeting such areas with mailings and staff/parent neighborhood canvassing. The school has also implemented an annual review process to analyze the outcomes of its enrollment and retention efforts, meant to adjust its outreach efforts accordingly each year.
- Excellence Boys utilizes Uncommon's assessments, data collection procedures and reporting

techniques to monitor the school’s performance in relation to other network schools. The regional network has robust systems and structures to support the continual improvement of school staff, in addition to structures that promote sharing effective practices, collaboration, and communication among the network’s school leaders and teachers.

FAITHFULNESS TO CHARTER & PARENT SATISFACTION

Current Key Design Elements ⁹	Evident?
A culture that expects excellence.	✓
Small class sizes.	✓
A focus on literacy.	✓
Assigned homework beginning in kindergarten.	✓
The involvement of parents.	✓
An extended day and year.	✓
Sharing “Core Knowledge.”	✓
Assessment early and often to drive instruction.	✓
School uniforms.	✓
Character development and community of learners.	✓

Parent Satisfaction. Parents/guardians and students are satisfied with the school.¹⁰

2010-2011	2011-2012	2012-2013
Response Rate: 51%	Response Rate: 46%	Response Rate: 68%
Academic Expectations: 9.0 Communication: 8.7 Engagement: 8.4 Safety and Respect: 9.0	Academic Expectations: 8.6 Communication: 8.6 Engagement: 8.3 Safety and Respect: 9.0	Academic Expectations: 8.6 Communication: 8.7 Engagement: 8.4 Safety & Respect: 8.8

⁹ As part of their initial application and their Application for Charter Renewal, schools identify the Key Design Elements that reflect their mission and distinguish the school.

¹⁰ Source: Application for Charter Renewal.

Persistence in Enrollment. The school provided the following statistical information in their renewal application materials.

	2010-11	2011-12	2012-13
Percent of Eligible Students Returning From Previous Year ¹¹	Elementary: 94 Middle: 90.1	Elementary: 95.3 Middle: 89.1	Elementary: 93.8 Middle: 91.3

COMPLIANCE

Governance. In material respects, the Excellence Boys board of trustees implements, maintains and abides by appropriate policies, systems and processes. The board ensures the effective governance and oversight of the school. The board demonstrates a thorough understanding of its role in holding both Uncommon and school leadership accountable for academic results and fiscal soundness.

- The board has generally avoided creating conflicts of interest where possible, and where conflicts exist, such as when dealing with issues related specifically to Uncommon, the board has managed those conflicts in a clear and transparent manner through recusal.
- Due to the board members’ common oversight of multiple charter schools as individual trustees, school and Uncommon staff meet regularly to share best practices and to collectively modify school policies and procedures.
- The board has implemented a clear and transparent complaint resolution process, which is readily available to parents and students. During the previous charter term, school leaders reported that they received four formal complaints, all of which were resolved in favor of the school.
- The board has materially complied with the terms of its by-laws.

Legal Requirements. The education corporation generally and substantially complies with applicable federal and state laws, rules and regulations and the provisions of its charter. The Institute noted exceptions in the following areas.

Open Meetings Law. Records indicate that board committees had met without determining that a quorum was present. Otherwise, the full school board has conducted regular meetings in accordance with the Open Meetings Law including the use of videoconferencing when appropriate.

Serving ELLs. Failing to have in place a functioning and effective ELL program constitutes a violation of federal law and regulations with respect to ELLs enrolled in the school. By amendment to the Application for Charter Renewal the education corporation has or will present a compliant plan to remedy this deficiency and annually review the effectiveness of the program and make changes accordingly.

¹¹ Source: Application for Charter Renewal.

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on evidence collected through the renewal review, Excellence Boys Charter School is fiscally sound. The education corporation has successfully managed cash flow and has adequate financial resources to ensure stable operations. The SUNY Fiscal Dashboard, a multi-year financial data and analysis for SUNY authorized charter schools appears below in the Appendix. The education corporation engages in effective budgeting practices and routinely conducts monitoring of revenues and expenses, making appropriate adjustments when necessary.

Budgeting and Long-Range Planning. Throughout the charter term, Excellence Boys Charter helped maintain fiscal soundness by implementing effective budgeting practices and routine monitoring of revenues and expenses.

- The education corporation develops annual budgets includes input and analysis from the school leaders, the managing director, the associate chief operating officer/chief operating officer, the Uncommon's director of finance, and the board's finance committee.
- The education corporation also develops and maintains a 10-year projected budget that it updates every year based on actual and forecasted enrollment, staffing, income and expenditures.
- The director of operations prepares monthly financial reports that include a current balance sheet, a profit and loss statement, a budget-versus-actual expenditure report and personnel expenditure projections. The director of operations reviews these reports with the Uncommon Schools' director of finance on a bi-monthly basis to ensure fiscal compliance and responsibility. The finance committee and school leaders review and analyze these reports prior to each board meeting. Finally, the full board considers the financial reports at each meeting.

Internal Controls. The education corporation has established and maintained appropriate fiscal policies, procedures and controls. Written policies address key issues including financial reporting, revenues, procurement, expenditures, payroll, banking, capital assets, and record retention. Uncommon Schools has contractual responsibility for the following fiscal operations: assisting with budget development, 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 403(b) filings, and interfacing with the independent external auditor.

- The education corporation has accurately recorded and appropriately documented transactions in accordance with established policies. These policies are comprehensive and updated as needed on an annual basis.
- The education corporation ensures that key staff members receive appropriate professional development in operations and financial management.
- The education corporation's most recent audit reports of internal controls related to financial reporting and compliance with laws, regulations and grants, disclosed no material weaknesses, or instances of non-compliance.

Financial Reporting. The education corporation has complied with financial reporting requirements by providing the SUNY Trustees and SED with required financial reports that are on time, complete and follow generally accepted accounting principles.

- The education corporation’s annual financial statements are presented in accordance with generally accepted accounting principles and the independent audits of those statements have received unqualified opinions.
- Key reports have been generally filed timely and accurately including: audit reports, budgets, cash flow statements, un-audited reports of income, expenses, and enrollment, and grant expenditure reports.

Financial Condition. The education corporation maintains adequate financial resources to ensure stable operations.

- The education corporation has posted fiscally strong composite score ratings on the Institute’s financial dashboard indicating a consistent level of fiscal stability over the charter contract term.¹²
- The education corporation maintains healthy cash flows and reserves to cover current bills and those coming due shortly.
- Contributions and fundraising activities have played an important, although declining role in financial health of the school. Contributions for the year ended June 30, 2013, were less than four percent of total revenues.

The Fiscal Dashboard, provided in the Appendix, presents color coded tables and charts indicating that Excellence Boys Charter School has demonstrated fiscal soundness over the course of its charter term.¹³

¹² The composite score assists in measuring the financial health of an education corporation using a blended score that measures the school’s performances on key financial indicators. The blended score offsets financial strengths against areas where there may be financial weaknesses.

¹³ The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

ARE THE SCHOOL'S PLANS FOR THE NEXT CHARTER TERM REASONABLE, FEASIBLE AND ACHIEVABLE?

To the extent that Excellence Boys has achieved its key academic goals, continues to implement an educational program that supports achieving those goals, operates an effective and viable organization, and is fiscally sound, its plans to continue to implement the educational program as proposed during the next charter period are reasonable, feasible and achievable.

Plans for the School's Structure. The school has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible and achievable.

MISSION FOR THE NEXT CHARTER TERM

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

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

Plans for the Educational Program.

	Current Charter Term	End of Next Charter Term
Enrollment	641	849
Grade Span	K-10	K-12
Teaching Staff	58	61
Days of Instruction	185	185

Excellence Boys' elementary and middle school academies would maintain their current grade spans; its co-located high school would grow from its current 9th grade to a full 9-12 high school by the second year of a new charter term. The same core elements of the instructional program that have enabled Excellence Boys to meet its Accountability Plan goals during the current charter term would be likely to allow the school to meet its goals in the future.

Plans for Board Oversight and Governance. Board members express an interest in continuing to serve Excellence Boys in the next charter term and may add additional members in the future.

Fiscal & Facility Plans. The education corporation has presented a reasonable and appropriate fiscal plan for the term of the next charter including budgets that are feasible and achievable. The education corporation has taken a conservative approach to budgeting and planning for the next charter term. The plan projects annual budget surpluses and assumes limited and realistic philanthropic support. Ultimately, the school aims to operate without philanthropic support once it reaches full enrollment. A large waitlist provides strong support for the enrollment assumptions in the plan. Excellence Boys has reliable and adequate facilities for the term of a new charter. For its elementary and middle school programs, the school has an operating lease for office and instructional space with a related party that requires an annual rental payment of \$1 per year. The high school occupies space with related charter schools per a verbal agreement with a third party at no charge. Based on the foregoing fiscal information and the education corporation's track record of fiscal soundness, the Institute finds that the education corporation has demonstrated the ability to operate in a fiscally sound manner during the next charter term.

The elementary and middle academies each occupy two separate floors of a renovated community building in Brooklyn Community School District 16. Both academies will continue to utilize shared space, including an auditorium and music rooms, a cafeteria and a gymnasium as well as art rooms, a science lab and an enclosed athletic field on the upper floors. The classrooms within the building allow sufficient space to execute the academic program. Students will continue to attend Uncommon Charter High School which has 29 full size classrooms, three science labs and a gymnasium. Uncommon Charter High School also utilizes shared spaces throughout the facility, including a cafeteria/auditorium, library, athletic field, science laboratories, and music, dance and art rooms.

APPENDIX

SCHOOL OVERVIEW

Current Mission Statement

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

School Characteristics

School Year	Proposed Enrollment	Actual Enrollment¹⁴	Proposed Grades	Actual Grades
2004-05	88	87	K-1	K-1
2005-06	152	135	K-2	K-2
2006-07	214	177	K-3	K-3
2007-08	273	220	K-4	K-4
2008-09	329	286	K-5	K-5
2009-10	356	363	K-6	K-6
2010-11	421	430	K-7	K-7
2011-12	485	497	K-8	K-8
2012-13	574	546	K-9	K-9
2013-14	673	641	K-10	K-10

Current Board of Trustees¹⁵

Board Member Name	Position
Tony Pasquariello	Chair
Joseph Wayland	Vice Chair
Laura Blankfein	Trustee
Cecily Carson	Trustee
Loren Compton-Williams	Trustee
Sabrina Dycus	Trustee
Shakima Jones	Trustee
Alison Mass	Trustee
Brett Peiser	Trustee
Rosa Pizzi	Trustee
David Saltzman	Trustee
Tokumbo Shobowale	Trustee
Chrystal Stokes Williams	Trustee

¹⁴ Source: SUNY Charter Schools Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

¹⁵ Source: Institute Board Records.

Student Demographics¹⁶

	2010-11		2011-12		2012-13 ¹⁷
	Percent of School Enrollment	Percent of NYC CSD 16 Enrollment	Percent of School Enrollment	Percent of NYC CSD 16 Enrollment	Percent of School Enrollment
Race/Ethnicity					
American Indian or Alaska Native	0	1	0	1	0
Black or African American	94	82	95	85	95
Hispanic or Latino	5	15	3	16	3
Asian, Native Hawaiian, or Pacific Islander	2	1	1	1	2
White	0	1	0	1	0
Multiracial	0	0	0	0	0
Special Populations					
Students with Disabilities ¹⁸	14	NA	12	20	13
English Language Learners	1	4	1	4	1
Free/Reduced Lunch					
Eligible for Free Lunch	54	75	55	78	--
Eligible for Reduced – Price Lunch	16	5	17	5	--
Economically Disadvantaged	70	-	72	-	70

School Leader(s)

School Year(s)	School Leader(s) Name and Title(s)
2004-05 to 2008-09	Jabali Sawicki, Principal
2009-10	Jabali Sawicki, Principal Elizabeth Bliss, Elementary Academy Director Shradha Patel, Middle Academy Director
2010-11 to 2011-12	Jabali Sawicki, Principal Annie Ferrell, Elementary Academy Director Shradha Patel, Middle Academy Director
2012-13 to Present	Samantha Tweedy, Head of School Kevin Hall, Elementary Academy Principal David Berlin, Middle Academy Principal

¹⁶ Source: 2010-11 and 2011-12 School Report Cards, SED.

¹⁷ The Institute derived the 2012-13 Students with Disabilities, ELL and Economically Disadvantaged statistics from the school's October 2012 student enrollment report to SED (2012-13 BEDS Report). District data are not yet available.

¹⁸ Students with Disabilities enrollment data are not available for 2010-11. SED released these district data for the first time in spring 2012 as the state's Empirical Analysis of Enrollment Targets.

School Visit History

School Year	Visit Type	Evaluator (Institute/External)	Date
2004-05	First Year Visit	Institute	April 5, 2005
2005-06	Evaluation Visit	Institute	April 25-26, 2006
2006-07	Evaluation Visit	External	March 27-28, 2007
2008-09	Initial Renewal Visit	Institute	December 16-18, 2008
2010-11	Evaluation Visit	External	November 16-17, 2010
2012-13	Subsequent Renewal Visit	Institute	May 27-29, 2013

Conduct of the School Renewal Visit

Date(s) of Visit	Evaluation Team Members	Title
May 27-29, 2013	Ron Miller, PhD	Executive Deputy Director for Accountability
	Danielle Keen	Senior Analyst
	Eileen Coppola	Consultant

FISCAL DASHBOARD



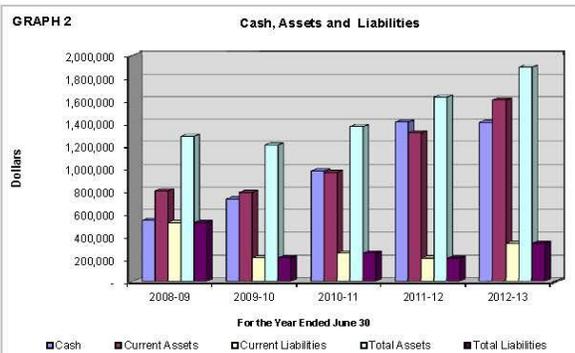
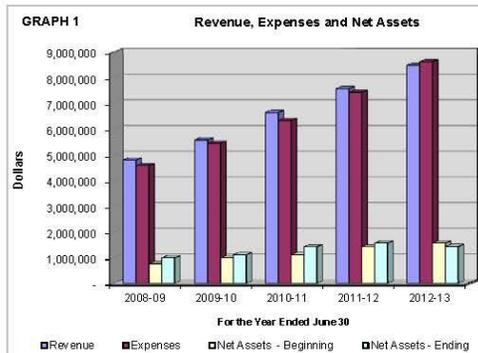
Excellence Boys of Bedford Stuyvesant

SCHOOL INFORMATION	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
FINANCIAL POSITION						
Assets						
Current Assets						
Cash and Cash Equivalents - GRAPH 2	279,451	534,712	726,864	977,547	1,404,988	1,402,517
Grants and Contracts Receivable	321,820	239,694	230,898	272,220	190,436	90,235
Accounts Receivable	-	-	-	-	-	-
Prepaid Expenses	197,724	9,993	6,395	58,768	5,047	6,058
Contributions and Other Receivables	-	-	-	-	-	-
Total Current Assets - GRAPH 2	798,995	784,399	964,157	1,308,535	1,600,471	1,498,810
Property, Building and Equipment, net	479,174	416,544	401,301	320,983	295,040	244,294
Other Assets	-	-	-	-	-	-
Total Assets - GRAPH 2	1,278,169	1,200,943	1,365,458	1,629,518	1,895,511	1,743,104
Liabilities and Net Assets						
Current Liabilities						
Accounts Payable and Accrued Expenses	515,661	210,259	250,736	206,552	330,633	285,758
Accrued Payroll and Benefits	-	-	-	-	-	24,084
Deferred Revenue	-	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-	-
Short-Term Debt - Bonds, Notes Payable	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Current Liabilities - GRAPH 2	515,661	210,259	250,736	206,552	330,633	309,842
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-	-
Total Liabilities - GRAPH 2	515,661	210,259	250,736	206,552	330,633	309,842
Net Assets						
Unrestricted	762,508	990,684	1,114,723	1,422,976	1,564,878	1,433,262
Temporarily restricted	-	-	-	-	-	-
Total Net Assets	762,508	990,684	1,114,723	1,422,976	1,564,878	1,433,262
Total Liabilities and Net Assets	1,278,169	1,200,943	1,365,458	1,629,527	1,895,511	1,743,104
ACTIVITIES						
Operating Revenue						
Resident Student Enrollment	2,473,793	3,607,534	4,557,747	6,024,794	6,753,693	7,411,484
Students with Disabilities	-	-	-	-	232,736	295,668
Grants and Contracts						
State and Local	237,630	51,678	-	-	-	-
Federal - Title and IDEA	108,151	394,956	314,791	396,712	395,385	378,121
Federal - Other	-	-	-	-	-	39,889
Other	-	-	-	20,524	5,834	-
Food Service/Child Nutrition Program	-	-	-	-	-	-
Total Operating Revenue	2,819,574	4,064,168	4,872,538	6,442,030	7,387,648	8,125,162
Expenses						
Regular Education	-	-	4,699,995	5,607,122	6,577,539	7,514,572
SPED	-	-	181,899	-	-	-
Regular Education & SPED (combined)	3,103,360	4,094,614	-	-	-	-
Other	-	-	-	-	-	-
Total Program Services	3,103,360	4,094,614	4,881,894	5,607,122	6,577,539	7,514,572
Management and General	410,111	482,234	577,944	733,943	861,369	1,111,202
Fundraising	-	-	-	-	-	-
Total Expenses - GRAPH 1 / GRAPH 4	3,513,471	4,576,848	5,459,838	6,341,065	7,438,908	8,625,774
Surplus / (Deficit) From School Operations	(693,897)	(522,680)	(587,300)	100,965	(51,260)	(500,612)
Support and Other Revenue						
Contributions	832,588	740,383	686,384	-	-	334,862
Fundraising	-	-	-	207,288	193,133	(4,227)
Miscellaneous Income	13,721	10,473	24,955	-	-	38,362
Net assets released from restriction	-	-	-	-	-	-
Total Support and Other Revenue	846,309	750,856	711,339	207,288	193,133	368,997
Total Unrestricted Revenue	3,665,883	4,805,024	5,583,877	6,649,318	7,580,781	8,494,159
Total Temporarily Restricted Revenue	-	-	-	-	-	-
Total Revenue - GRAPH 1	3,665,883	4,805,024	5,583,877	6,649,318	7,580,781	8,494,159
Change in Net Assets	152,412	228,176	124,039	308,263	141,873	(131,615)
Net Assets - Beginning of Year - GRAPH 1	610,096	762,508	990,884	1,114,723	1,422,976	1,564,878
Prior Year Adjustment(s)	-	-	-	-	29	29
Net Assets - End of Year - GRAPH 1	762,508	990,684	1,114,723	1,422,976	1,564,878	1,433,292
Functional Expense Breakdown						
Personnel Service						
Administrative Staff Personnel	-	-	918,846	4,044,904	387,825	541,367
Instructional Personnel	-	-	2,610,061	-	4,264,068	4,735,561
Non-Instructional Personnel	-	-	-	-	-	-
Personnel Services (Combined)	2,110,091	2,797,639	-	-	-	-
Total Salaries and Staff	2,110,091	2,797,639	3,528,907	4,044,904	4,651,893	5,276,928
Fringe Benefits & Payroll Taxes	402,572	563,223	568,603	737,758	761,113	873,982
Retirement	-	-	34,662	-	-	-
Management Company Fees	260,617	379,721	482,245	635,217	728,799	808,527
Building and Land Rent / Lease	-	-	-	-	-	18,181
Staff Development	87,379	293,793	185,525	165,192	223,257	268,031
Professional Fees, Consultant & Purchased Services	12,185	9,270	13,307	15,948	20,948	28,930
Marketing / Recruitment	-	-	-	-	-	-
Student Supplies, Materials & Services	176,541	246,118	259,536	321,095	393,925	579,362
Depreciation	93,138	88,705	106,146	107,929	113,848	117,282
Other	370,948	198,379	280,907	313,022	545,125	654,551
Total Expenses	3,513,471	4,576,848	5,459,838	6,341,065	7,438,908	8,625,774
ENROLLMENT						
Chartered Enroll	273	329	357	421	484	545
Revised Enroll	-	-	-	-	-	-
Actual Enroll - GRAPH 4	273	329	357	421	497	549
Chartered Grades	K-4	K-5	K-6	K-7	K-8	K-9
Revised Grades	K-4	K-5	-	-	-	-

Excellence Boys of Bedford Stuyvesant

SCHOOL ANALYSIS		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Primary School District		NYC					
Per Pupil Funding		11,023	12,443	12,443	13,527	13,527	13,527
Increase over prior year		8.1%	12.9%	0.0%	8.7%	0.0%	0.0%
PER STUDENT BREAKDOWN							
Revenue							
Operating		10,328	12,323	13,649	15,302	14,864	14,800
Other Revenue and Support		3,100	2,282	1,993	493	389	672
TOTAL - GRAPH 3		13,428	14,605	15,641	15,794	15,253	15,472
Expenses							
Program Services		11,368	12,446	13,675	13,319	13,234	13,688
Management and General, Fundraising		1,502	1,466	1,619	1,743	1,733	2,024
TOTAL - GRAPH 3		12,870	13,911	15,294	15,062	14,968	15,712
% of Program Services		88.3%	89.5%	89.4%	88.4%	88.4%	87.1%
% of Management and Other		11.7%	10.5%	10.6%	11.6%	11.6%	12.9%
% of Revenue Exceeding Expenses - GRAPH 5		4.3%	5.0%	2.3%	4.9%	1.9%	-1.5%
Student to Faculty Ratio					11.4	11.6	12.8
Faculty to Admin Ratio					2.8	3.1	3.1
Financial Responsibility Composite Scores - GRAPH 6							
Score		2.0	2.1	2.3	2.2	2.5	2.5
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring -1.0 - 0.9		Fiscally Strong					
Working Capital - GRAPH 7							
Net Working Capital		283,334	574,140	713,421	1,101,983	1,268,838	1,188,968
As % of Unrestricted Revenue		7.7%	11.9%	12.8%	18.6%	16.8%	14.0%
Working Capital (Current) Ratio Score		1.5	3.7	3.8	6.3	4.8	4.8
Risk (Low > 3.0 / Medium 1.4 - 2.9 / High < 1.4)		MEDIUM	LOW	LOW	LOW	LOW	LOW
Rating (Excellent > 3.0 / Good 1.4 - 2.9 / Poor < 1.4)		Good	Excellent	Excellent	Excellent	Excellent	Excellent
Quick (Acid Test) Ratio							
Score		1.2	3.7	3.8	6.1	4.8	4.8
Risk (Low > 2.5 / Medium 1.0 - 2.4 / High < 1.0)		MEDIUM	LOW	LOW	LOW	LOW	LOW
Rating (Excellent > 2.5 / Good 1.0 - 2.4 / Poor < 1.0)		Good	Excellent	Excellent	Excellent	Excellent	Excellent
Debt to Asset Ratio - GRAPH 7							
Score		0.4	0.2	0.2	0.1	0.2	0.2
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)		LOW	LOW	LOW	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)		Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Months of Cash - GRAPH 8							
Score		1.0	1.4	1.6	1.8	2.3	2.0
Risk (Low > 6 mo. / Medium 3 - 6 mo. / High < 3 mo.)		HIGH	HIGH	HIGH	HIGH	HIGH	HIGH
Rating (Excellent > 6 mo. / Good 3 - 6 mo. / Poor < 3)		Poor	Poor	Poor	Poor	Poor	Poor

Average - Yrs. OR Charter Term	5
	13,293
	1,651
	14,844
	12,808
	1,613
	14,421
	88.8%
	11.2%
	3.6%



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

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

SCHOOL PERFORMANCE SUMMARY: English Language Arts
Excellence Boys Charter School - Bed Stuy



	2010-11 Grades Served: K-7			MET	2011-12 Grades Served: K-8			MET	2012-13 Grades Served: K-9			MET			
	Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)				
ABSOLUTE MEASURES															
1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	64.6 (48)	64.6 (48)		3	73.2 (71)	74.3 (70)		3	44.9 (78)	43.4 (76)				
	4	84.8 (46)	84.8 (46)		4	66.7 (42)	66.7 (42)		4	40.3 (67)	40.9 (66)				
	5	40.5 (42)	40.5 (42)		5	64.4 (45)	64.4 (45)		5	22.0 (41)	22.0 (41)				
	6	69.2 (26)	69.2 (26)		6	57.1 (35)	57.1 (35)		6	30.3 (33)	30.3 (33)				
	7	70.0 (20)	70.0 (20)		7	60.0 (25)	60.0 (25)		7	38.7 (31)	38.7 (31)				
	8	(0)	(0)		8	65.0 (20)	65.0 (20)		8	39.1 (23)	39.1 (23)				
	All	65.4 (182)	65.4 (182)	NO	All	66.0 (238)	66.2 (237)	NO	All	37.4 (273)	37.0 (270)	NO			
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades	PI	AMO		Grades	PI	AMO		Grades	PLI	AMO				
	3-7	163	122	YES	3-8	164	135	YES	3-8	117					
COMPARATIVE MEASURES	Comparison: Brooklyn District 16				Comparison: Brooklyn District 16				Comparison: Brooklyn District 16						
3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Grades	School	District		Grades	School	District		Grades	School	District				
	3-7	65.4	35.9	YES	3-8	66.2	36.3	YES	3-8	37.0	13.3	YES			
4. Each year the school will exceed its predicted percent of students at proficiency on the state exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% FL	Actual	Predicted	Effect Size	% FL	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size			
	53.8	65.4	49.3	1.07	YES	46.5	66.0	54.4	0.81	YES	66.7	37.4	25.5	0.89	YES
GROWTH MEASURE	Grades	School	State		Grades	School	State		Grades	School	State				
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	4				4				4	61.8					
	5				5				5	42.1					
	6				6				6	42.0					
	7				7				7	55.9					
	8				8				8	53.0					
	All	47.0	50.0	NO	All	48.0	50.0	NO	All	52.7	50.0	YES			

SCHOOL PERFORMANCE SUMMARY: Mathematics

Excellence Boys Charter School - Bed Stuy



	2010-11			MET	2011-12			MET	2012-13			MET			
	Grades Served: K-7				Grades Served: K-8				Grades Served: K-9						
	Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)				
ABSOLUTE MEASURES															
1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	83.3 (48)	83.3 (48)		3	80.3 (71)	80.0 (70)		3	53.8 (78)	52.6 (78)				
	4	95.7 (46)	95.7 (46)		4	85.7 (42)	85.7 (42)		4	47.8 (67)	48.5 (66)				
	5	69.0 (42)	69.0 (42)		5	75.6 (45)	75.6 (45)		5	34.1 (41)	34.1 (41)				
	6	96.2 (28)	96.2 (28)		6	97.1 (35)	97.1 (35)		6	39.4 (33)	39.4 (33)				
	7	100.0 (20)	100.0 (20)		7	92.0 (25)	92.0 (25)		7	45.2 (31)	45.2 (31)				
	8	(0)	(0)		8	100.0 (20)	100.0 (20)		8	56.5 (23)	56.5 (23)				
	All	86.8 (182)	86.8 (182)	YES	All	85.7 (238)	85.7 (237)	YES	All	46.9 (273)	46.7 (270)	NO			
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades	PI	AMO		Grades	PI	AMO		Grades	PLI	AMO				
	3-7	186	137	YES	3-8	186	148	YES	3-8	136					
COMPARATIVE MEASURES															
3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison: Brooklyn District 16				Comparison: Brooklyn District 16				Comparison: Brooklyn District 16						
	Grades	School	District		Grades	School	District		Grades	School	District				
	3-7	86.8	47.3	YES	3-8	85.7	48.3	YES	3-8	46.7	12.6	YES			
4. Each year the school will exceed its predicted percent of students at proficiency on the State exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% FL	Actual	Predicted	Effect Size	% FL	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size			
	53.8	86.8	59.1	1.54	YES	46.5	85.7	63.3	1.32	YES	66.7	46.9	26.8	1.14	YES
GROWTH MEASURE															
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	Grades	School	State		Grades	School	State		Grades	School	State				
	4				4				4	53.6					
	5				5				5	50.0					
	6				6				6	60.0					
	7				7				7	65.0					
	8				8				8	57.3					
	All	50.0	50.0	YES	All	46.4	50.0	NO	All	56.4	50.0	YES			

NYCDOE PROGRESS REPORT RESULTS

Excellence Boys received a letter grade of “B” on its 2012-13 NYCDOE Progress Report. The NYCDOE bases the overall grade on school performance in three categories: School Environment, Student Performance and Student Progress, with the greatest emphasis placed on Student Progress. To raise the bar for schools and increase stability in the letter grades, the city reports that it set overall cut scores for 2012-13 based on a pre-determined scoring distribution. For elementary and middle schools, the distribution is: 26 percent A; 35 percent B; 31 percent C; six percent D; and two percent F.

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

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