

**The State Education Department**

The University of the State of New York

**Office of School Improvement (Regional)**

Public School Choice Programs

462 EBA

Albany, New York 12234

518-474-1762

***Charter School Annual Report  
2007 - 2008***

**Charter School Information and Cover Page**

Name of Charter School Brooklyn Excelsior Charter School

Address 856 Quincy Street

Brooklyn, New York 14214

Telephone [REDACTED] Fax [REDACTED]

BEDS # 331600860847

District/CSD of Location New York City, Region 8

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

Head of School (Contact Person) Thomas DeMarco

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President, Board of Trustees Kay Madati

E-mail address of Board President [REDACTED]

Phone number of Board President [REDACTED]

**Student Assessment Data**  
**New York State Assessment Results**  
**Grades 3 – 8 ELA and Math**  
**2007-08 Annual Report**

**Name of Charter School:** Brooklyn Excelsior Charter School

**Grades 3 – 8 State ELA Assessments Results**

Year of Test	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2007-08	1	22.7	69.1	7.2	7.8	21.6	65.7	4.9	0	8.3	81.9	9.7	0	50	50	0	0	25.4	74.6	0	0	52.6	47.4	0
2006-07	4.2	38.5	56.3	1.0	3.1	23.1	66.2	7.7	0	53.7	43.3	3.0	0	42.2	54.7	3.1	0	60.5	39.5	0		N/A		
2005-06	6.8	35.1	56.8	1.4	9.1	25.8	60.6	4.5	5.9	32.4	55.9	5.9	2.1	47.9	45.8	4.2								

**Grades 3 – 8 State Math Assessments Results**

Year of Test	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2007-08	0	2.1	72.3	25.5	0	9.9	47.5	42.6	0	0	69	31	0	13	74.1	13	3.5	21.1	57.9	17.5	2.7	24.3	67.6	5.4
2006-07	0	4.3	55.3	40.4	0	16.9	52.3	30.8	0	19.4	70.1	10.4	4.8	14.3	61.9	19.0	2.7	48.6	45.9	2.7		N/A		
2005-06	2.7	14.9	71.6	10.8	4.3	17.1	62.9	15.7	13.2	35.3	44.1	7.4	8.0	28.0	60.0	4.0								

**Other Student Assessment Data**  
**2007-08**

Name of Charter School: Brooklyn Excelsior Charter School

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

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Mean RiT)	Percent Attaining Above Grade Level	Score (Mean NCE)
2	Testing Window: April 29 - May 22	94	1	0	0	93	188.82	55.9%	50.66
3		94	0	0	0	94	199.04	56.4%	51.30
4		100	0	0	0	100	204.38	46.0%	48.64
5		71	0	0	0	71	213.11	53.5%	53.40
6		51	0	0	0	51	213.00	41.2%	46.08
7		53	1	0	0	52	217.56	42.3%	48.33
8		35	0	0	0	35	225.48	66.7%	55.43

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

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

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score (Mean RiT)	Percent Attaining Above Grade Level	Score (Mean NCE)
2	Testing Window: April 29 - May 22	94	3	0	0	91	193.09	56.0%	52.47
3		94	2	0	0	92	203.51	64.1%	53.79
4		100	2	0	0	98	207.45	50.0%	50.14
5		71	1	0	0	70	214.30	51.4%	52.42
6		51	3	0	0	48	215.38	43.8%	48.16
7		53	0	0	0	53	218.28	45.3%	49.47
8		35	0	0	0	35	223.23	62.9%	53.47



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

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score (Mean Rit)	Percent Attaining Above Grade Level	Score (Mean NCE)
2	Testing Window: April 29 - May 22	94	0	0	0	94	189.79	43.6%	48.85
3		94	1	0	0	93	202.95	60.2%	52.19
4		100	0	0	0	100	211.30	49.0%	51.47
5		71	1	0	0	70	220.63	60.0%	53.32
6		51	2	0	0	49	221.31	46.9%	46.86
7		53	1	0	0	52	224.79	40.4%	45.74
8		35	1	0	0	34	231.41	47.1%	47.06

# **Brooklyn Excelsior Charter School**

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

## **Accountability Plan 2006-2008**

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

## **ACADEMIC GOALS**

### **English Language Arts**

#### **GOAL: Students will be proficient in Language Arts.**

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

### **Mathematics**

#### **GOAL: Students will be proficient in Mathematics.**

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

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

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

### **Science**

**GOAL: Students will be proficient in Science.**

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

### **Social Studies**

**GOAL: Students will be proficient in Social Studies.**

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

### **Additional Required Academic Measure**

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

# Brooklyn Excelsior Charter School

## 2007-08 Accountability Plan Progress Report

8/1/2008  
Mr. Kay Madati – Board President  
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Dr. Thomas DeMarco prepared this 2007-08 Accountability Plan Progress Report on behalf of the school's board of trustees:

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

## Introduction

The State University of New York's Board of Trustees ("SUNY") authorized Brooklyn Excelsior Charter School ("Brooklyn Excelsior") in March 2002. After taking a planning year, the school opened its doors to 206 K-4 students in the fall of 2003. Brooklyn Excelsior was located in a temporary facility during its first year of operation. The following year the school moved into its permanent facility located at 856 Quincy Street in Brooklyn, New York. In the fall of 2007, Brooklyn Excelsior added the 8<sup>th</sup> grade and served 698 students during the 2007-08 school year in grades K-8.

Brooklyn Excelsior has improved its performance over the course of its initial charter. Following are some highlights in regards to the school's performance:

- Brooklyn Excelsior recently received a five-year renewal without conditions from the Charter Schools Institute (CSI).
- The school was recognized by CSI for being 1 of 6 schools (out of 15 that applied) to receive a full-term renewal in 2007-08.
- Brooklyn Excelsior was named a "rapidly improving" school for the 2006-07 school year by the New York State Education Department.

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

Brooklyn Excelsior's student body is comprised of 96% black and 4% Hispanic. Ninety-three percent of the students qualified for the National School Lunch Program.

The mission of Brooklyn Excelsior is:

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

**School Enrollment by Grade Level and School Year**

School Year	K	1	2	3	4	5	6	7	8	Total
2003-04	38	40	47	44	43					212
2004-05	113	98	75	76	74	50				486
2005-06	98	97	98	74	67	67	49			550
2006-07	77	97	98	97	70	69	70	41		619
2007-08	81	75	101	102	102	74	61	63	39	698

Note: Enrollment for years 2003-04 through 2006-07 is based on enrollment at the end of the school year. Enrollment for 2007-08 is based on the enrollment submitted on the BEDS report on October 1, 2007.

## **English Language Arts**

**GOAL:** Students will be proficient in Language Arts.

### **Background**

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

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

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

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

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

### **Method**

The school administered the New York State Testing Program English language arts assessment to students in 3<sup>rd</sup> through 8<sup>th</sup> grade in January 2008. Each student's raw score has been converted to a grade-specific scaled score and a performance level. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.



**2007-08 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested			Total Enrolled*
		IEP	ELL	Absent	
3	97	0	0	0	97
4	102	0	0	0	102
5	72	0	0	0	72
6	54	0	0	0	54
7	59	0	0	0	59
8	37	0	0	0	37
<b>All</b>	<b>421</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>421</b>

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

**Results**

Overall, Brooklyn Excelsior had 71% of students in at least their second year perform at or above Level 3 on the 2007-08 administration of the ELA exam. Notably, in grades 3, 5, and 7, more than 75% of students were identified as proficient.

**Charter School Performance on 2007-08 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students	1%	23%	69%	7%	76%	97
	Students in At Least 2 <sup>nd</sup> Year	1%	22%	70%	7%	77%	83
4	All Students	8%	21%	66%	5%	71%	102
	Students in At Least 2 <sup>nd</sup> Year	9%	20%	66%	5%	71%	90
5	All Students	0%	8%	82%	10%	92%	72
	Students in At Least 2 <sup>nd</sup> Year	0%	8%	82%	10%	92%	59
6	All Students	0%	50%	50%	0%	50%	54
	Students in At Least 2 <sup>nd</sup> Year	0%	49%	51%	0%	51%	53
7	All Students	0%	25%	75%	0%	75%	59
	Students in At Least 2 <sup>nd</sup> Year	0%	25%	75%	0%	75%	59
8	All Students	0%	51%	49%	0%	49%	37
	Students in At Least 2 <sup>nd</sup> Year	0%	51%	49%	0%	49%	37
All	All Students	2%	26%	67%	5%	72%	421
	Students in At Least 2 <sup>nd</sup> Year	2%	27%	67%	4%	71%	381

**Evaluation**

The absolute measure was not met. Of the students tested who were enrolled in at least their second year, 71% of students performed at or above Level 3 on the New York State ELA exam.

**Additional Evidence**

The percentage of students enrolled in at least their second year performing at or above Level 3 has increased by over 200% since 2004-05. While the absolute measure was not met, the school came very close to meeting the goal. We believe that the year-to-year trends show positive growth in ELA. Further, we intend to continue improving so that we can ultimately meet the measure of having 75% of students enrolled in at least their second year perform at or above Level 3 on the ELA exam.

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

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

- II. **Absolute Measure:** Each year, the school's aggregate Performance Index on the NYSTP ELA assessment will meet the Annual Measurable Objective set forth in the state's NCLB accountability system.

**Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's English language arts AMO, which for 2007-08 is 133. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

**Results**

During the 2007-08 school year, only 2% of students in grades 3-8 performed at level 1 on the ELA exam. A majority of the students (67%) performed at Level 3, with 26% of students performing at Level 2. The school had a PI of 170 for the 2007-08 school year.

**Calculation of 2007-08 English Language Arts Performance Index (PI)**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-8	2%	26%	67%	5%	421

**Evaluation**

Brooklyn Excelsior met the measure of exceeding the state's AMO of 133. The school's PI was 170; therefore, the school exceeded the goal by 37 points.

**Additional Evidence**

Brooklyn Excelsior exceeded the state's AMO in 2005-06, 2006-07, and 2007-08. The school's PI remained stable during the 2005-06 and 2006-07 school years, but it increased during the 2007-08 school year. Further, the percentage of students performing at Level 1 has decreased from 6% to 2%; the percentage of students performing at Level 2 has decreased from 34% to 26%; and the percentage of students performing at Level 3 has

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increased from 55% to 67% since 2005-06. This indicates that more students are performing at Level 3 with less students performing at Levels 1 and 2.

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

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

- III. Comparative Measure:** Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State English language arts Exam will be greater than that of all students in the same tested grades in the local school district.

### Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

### Results

The percentage of students enrolled in at least their second year performing at or above Level 3 was 71% for Brooklyn Excelsior; the percentage of students in District 16 performing at or above Level 3 was 46%. Brooklyn Excelsior outperformed the local District as an aggregate as well as at each grade level.

## 2007-08 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	77%	83	52%	919
4	71%	90	56%	920
5	92%	59	63%	828
6	51%	53	33%	828
7	75%	59	45%	854
8	49%	37	29%	874
All	71%	381	46%	5223

### Evaluation

Brooklyn Excelsior met the comparative measure. The school exceeded the District's aggregate performance by 25 percentage points. Most notably, the 7<sup>th</sup> grade class of

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students in at least their second year outperformed the district by 30 percentage points.

## Additional Evidence

Brooklyn Excelsior did not meet this measure during the 2004-05 school year; however, the following three years Brooklyn Excelsior's second year students outperformed the local district.

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

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

- IV. **Comparative Measure:** Each year, the school will exceed its predicted level of performance on the State Exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

## Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state's release of poverty data, the 2007-08 analysis is not yet available. This report contains 2006-07 results, the most recent ones available.

## Results

Brooklyn Excelsior's Effect Size was higher than expected to a small degree for 2006-07. The school's predicted Effect Size was 47.4. The school's actual Effect Size was 54.2, thus performing higher than expected.

**2006-07 English Language Arts Comparative Performance by Grade Level**

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3 & 4		Difference Between Actual and Predicted	Effect Size
			Actual	Predicted		
3		100	56.0	50.4	5.6	0.38
4		73	67.1	50.8	16.3	1.09
5		70	45.7	50.7	-4.9	-0.34
6		70	54.3	42.5	11.8	0.70
7		41	41.5	36.5	5.0	0.31
All	77.8%	354	54.2	47.4	6.9	0.44

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

**Evaluation**

Brooklyn Excelsior met this measure. The Effect Size was 0.44, which is higher than expected to a small degree. Notably, grade 4's Effect Size was 1.09, which is higher than expected to a large degree; and grade 6's Effect Size was 0.70 which is higher than expected to a medium degree.

**Additional Evidence**

Brooklyn Excelsior has performed better than predicted each year. In 2005-06, the school's Effect Size was 0.57, and in 2006-07 the school's Effect Size was 0.44 – both of which are higher than expected.

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

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

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

**Method**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2007-08. If a cohort had already achieved 75 percent proficient in 2006-07, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in

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both years.

### Results

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

### Cohort Growth on State English Language Arts Exam from 2006-07 to 2007-08

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2006-07	Target	2007-08	
4	90	54%	65%	72%	Yes
5	58	71%	73%	91%	Yes
6	52	46%	61%	50%	No
7	59	53%	64%	75%	Yes
8	37	43%	59%	49%	No
All	296	54%	65%	70%	Yes

### Evaluation

Brooklyn Excelsior did not meet this measure. Four out of the six cohorts tested achieved their target; and the aggregate of the cohorts achieved their target. In order to meet the measure, all cohorts needed to meet their target. While two cohorts did not meet their target, there was still an increase (4% grade 6, 6% grade 8) in the percentage of students performing at or above Level 3.

### Additional Evidence

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

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

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

### Summary of the English Language Arts Goal

Brooklyn Excelsior's student performance has increased since the 2006-07 administration of the ELA exam. The improvements made over the 2007-08 school year demonstrate that students are learning and achieving more.

Brooklyn Excelsior nearly met its first absolute measure: 71% of students enrolled in at least their second year performed at or above Level 3. The school did meet its second absolute measure and its first comparative measure. The results for the 2007-08 regression analysis are not yet available, so the data reported is for the 2006-07 school. Brooklyn Excelsior met the measure during the 2006-07 school year. The Value-Added Measure was not met, but the school came very close to meeting the measure: four out of the six cohorts tested met their targets.

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

Type	Measure	Outcome
<b>Absolute</b>	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination	Did Not Achieve
<b>Absolute</b>	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measureable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
<b>Comparative</b>	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
<b>Comparative</b>	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
<b>Value-Added</b>	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State exam and 75 percent at or above Level 3 on the current year's State exam.	Did Not Achieve

### Action Plan

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

Grade Level	Area of Focus	Action Plan
<b>Kindergarten</b>	Phonics	<ol style="list-style-type: none"> <li>1: Meet once a week with grade level team to discuss objectives, formative assessment strategies and instruction with attention to instructional strategies of phonemic awareness, phonics and fluency</li> <li>2: Model instructional strategies of phonics, fluency, vocabulary and comprehension.</li> <li>3: Incorporate state writing and editing rubrics into the teaching and assessment of Language Arts program, grades K-8.</li> <li>4: Pre/Post test students on writing, editing, and listening assessments.</li> <li>5: Professional development in teaching reading skills and teacher training on state extended writing response and editing rubrics using anchor papers</li> <li>6: Use PGA skill areas to identify Title I students and differentiate instruction in areas of weakness.</li> </ol>
<b>1st Grade</b>	Vocabulary and Word Structure	<ol style="list-style-type: none"> <li>1: Meet once a week with grade level team to discuss objectives, formative assessment strategies and instruction with attention to vocabulary and word structure.</li> <li>2: Model instructional strategies of phonics, fluency, vocabulary and comprehension.</li> <li>3: Incorporate state writing and editing rubrics into the teaching and assessment of Language Arts program, grades K-8.</li> <li>4: Pre/Post test students on writing, editing, and listening assessments.</li> <li>5: Professional development in teaching reading skills and teacher training on state extended writing response and editing rubrics using anchor papers</li> <li>6: Use PGA skill areas to identify Title I students and differentiate instruction in areas of weakness.</li> </ol>
<b>2nd Grade</b>	Information and Understanding	<ol style="list-style-type: none"> <li>1: Meet once a week with grade level team to discuss objectives, formative assessment strategies and instruction with attention to diagramming sentences and text resources.</li> </ol>

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		<p>2: Identify and provide targeted instruction for those students who fell below New York State ELA proficiency levels and below 50% tile levels on MAP assessments.</p> <p>3: Incorporate state writing and editing rubrics into the teaching and assessment of Language Arts program, grades K-8.</p> <p>4: Pre/Post test students in grades 2-8 on writing, editing, and listening assessments.</p> <p>5: Professional development in teaching reading skills and teacher training on state extended writing response and editing rubrics using anchor papers</p> <p>6: Use former New York State ELA assessment and complete item analyses to identify Title I students and differentiate instruction in areas of weakness.</p>
3 <sup>rd</sup> Grade	Information and Understanding	<p>1: Meet once a week with grade level team to discuss objectives, formative assessment strategies and instruction with attention to diagramming sentences and text resources.</p> <p>2: Identify and provide targeted instruction for those students who fell below New York State ELA proficiency levels and below 50% tile levels on MAP assessments.</p> <p>3: Incorporate state writing and editing rubrics into the teaching and assessment of Language Arts program, grades K-8.</p> <p>4: Pre/Post test students in grades 2-8 on writing, editing, and listening assessments.</p> <p>5: Professional development in teaching reading skills and teacher training on state extended writing response and editing rubrics using anchor papers</p> <p>6: Use former New York State ELA assessment and complete item analyses to identify Title I students and differentiate instruction in areas of weakness.</p>
4 <sup>th</sup> Grade	Information and Understanding	<p>1: Meet once a week with grade level team to discuss objectives, formative assessment strategies and instruction with attention to diagramming sentences and text resources.</p> <p>2: Identify and provide targeted instruction for those students who fell below New York State ELA proficiency levels and below 50% tile levels on MAP assessments.</p> <p>3: Incorporate state writing and editing rubrics into the teaching and assessment of Language Arts program, grades K-8.</p> <p>4: Pre/Post test students in grades 2-8 on writing, editing, and listening assessments.</p> <p>5: Professional development in teaching reading skills and teacher training on state extended writing response and editing rubrics using anchor papers</p> <p>6: Use former New York State ELA assessment and complete item analyses to identify Title I students and differentiate instruction in areas of weakness.</p>
5 <sup>th</sup> Grade	Analysis and Evaluation	<p>1: Meet once a week with grade level team to discuss objectives, formative assessment strategies and instruction with attention to comprehension, diagramming sentences and text resources.</p> <p>2: Identify and provide targeted instruction for those students who fell below New York State ELA proficiency levels and below 50% tile levels on MAP assessments.</p> <p>3: Incorporate state writing and editing rubrics into the teaching and assessment of Language Arts program, grades K-8.</p> <p>4: Pre/Post test students in grades 2-8 on writing, editing, and listening assessments.</p> <p>5: Professional development in teaching reading skills and teacher training on state extended writing response and editing rubrics using anchor papers</p> <p>6: Use former New York State ELA assessment and complete item analyses to identify Title I students and differentiate instruction in areas of weakness.</p>
6 <sup>th</sup> Grade	Language Usage /Grammar	<p>1: Meet once a week with grade level team to discuss objectives, formative assessment strategies and instruction with attention to diagramming sentences and text resources.</p> <p>2: Identify and provide targeted instruction for those students who fell below New York State ELA proficiency levels and below 50% tile levels on MAP assessments.</p> <p>3: Incorporate state writing and editing rubrics into the teaching and assessment of Language Arts program, grades K-8.</p> <p>4: Pre/Post test students in grades 2-8 on writing, editing, and listening assessments.</p> <p>5: Professional development in teaching reading skills and teacher training on state extended writing response and editing rubrics using anchor papers.</p> <p>6: Use former New York State ELA assessment and complete item analyses to identify Title I students and differentiate instruction in areas of weakness.</p>
7 <sup>th</sup> Grade	Writing /Grammar	<p>1: Meet once a week with grade level team to discuss objectives, formative assessment strategies and instruction with attention to daily editing, response journals, and other passages to promote writing and grammar.</p>



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		<p>2: Identify and provide targeted instruction for those students who fell below New York State ELA proficiency levels and below 50% tile levels on MAP assessments.</p> <p>3: Incorporate state writing and editing rubrics into the teaching and assessment of Language Arts program, grades K-8.</p> <p>4: Pre/Post test students in grades 2-8 on writing, editing, and listening assessments.</p> <p>5: Professional development in teaching reading skills and teacher training on state extended writing response and editing rubrics using anchor papers.</p> <p>6: Use former New York State ELA assessment and complete item analyses to identify Title I students and differentiate instruction in areas of weakness.</p>
8 <sup>th</sup> Grade	Language Usage /Grammar	<p>1: Meet once a week with grade level team to discuss objectives, formative assessment strategies and instruction with attention to diagramming sentences and text resources.</p> <p>2: Identify and provide targeted instruction for those students who fell below New York State ELA proficiency levels and below 50% tile levels on MAP assessments.</p> <p>3: Incorporate state writing and editing rubrics into the teaching and assessment of Language Arts program, grades K-8.</p> <p>4: Pre/Post test students in grades 2-8 on writing, editing, and listening assessments.</p> <p>5: Professional development in teaching reading skills and teacher training on state extended writing response and editing rubrics using anchor papers.</p> <p>6: Use former New York State ELA assessment and complete item analyses to identify Title I students and differentiate instruction in areas of weakness.</p>

## Mathematics

**GOAL:** Students will be proficient in Mathematics.

### **Background**

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

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

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

### **Method**

The school administered the New York State Testing Program mathematics assessment to students in 3<sup>rd</sup> through 8<sup>th</sup> grade in January 2008. Each student's raw score has been converted to a grade-specific scaled score and a performance level. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

**2007-08 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested			Total Enrolled
		IEP	ELL	Absent	
3	94	0	0	0	94
4	101	0	0	0	101
5	71	0	0	0	71
6	54	0	0	0	54
7	57	0	0	0	57
8	37	0	0	0	37
<b>All</b>	<b>414</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>414</b>

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

### **Results**

All students and students enrolled in at least their second at Brooklyn Excelsior performed above 75%, thus meeting the measure. The composite score for all grades was 89% of

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students performing at Level 3 or 4.

## Charter School Performance on 2007-08 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students	0%	2%	72%	26%	98%	94
	Students in At Least 2 <sup>nd</sup> Year	0%	1%	75%	24%	99%	81
4	All Students	0%	10%	47%	43%	90%	101
	Students in At Least 2 <sup>nd</sup> Year	0%	10%	50%	40%	90%	89
5	All Students	0%	0%	69%	31%	100%	71
	Students in At Least 2 <sup>nd</sup> Year	0%	0%	69%	31%	100%	58
6	All Students	0%	13%	74%	13%	87%	54
	Students in At Least 2 <sup>nd</sup> Year	0%	13%	74%	13%	87%	53
7	All Students	4%	21%	57%	18%	75%	57
	Students in At Least 2 <sup>nd</sup> Year	4%	21%	57%	18%	75%	57
8	All Students	3%	24%	68%	5%	73%	37
	Students in At Least 2 <sup>nd</sup> Year	3%	24%	68%	5%	73%	37
All	All Students	1%	10%	63%	26%	89%	414
	Students in At Least 2 <sup>nd</sup> Year	1%	10%	64%	25%	89%	375

### Evaluation

Brooklyn Excelsior met the absolute measure of having 75% of students enrolled in at least their second year perform at or above Level 3 on the math exam. Brooklyn Excelsior not only met the goal, but the students exceeded the goal by 14 percentage points. In grade 5, 100% of students performed at Level 3 or 4; in grade 3, 99% of second year students performed at Level 3 or 4.

### Additional Evidence

Brooklyn Excelsior has seen improvements year over year. In 2004-05, 66% of students enrolled in at least their second year performed at or above Level 3 on the math exam. The school improved its performance each year, ultimately having 89% of second year students perform at or above Level 3 on the 2007-08 math exam.

### Mathematics Performance by Grade Level and School Year

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

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- II. Absolute Measure:** Each year, the school's aggregate Performance Index on the NYSTP Mathematics assessment will meet the Annual Measurable Objective set forth in the state's NCLB accountability system.

### Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's mathematics AMO, which for 2007-08 is 102. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

### Results

Brooklyn Excelsior had all but 11% of its students perform at Level 3 or 4. Only 1% of the student body performed at Level 1 and 10% performed at Level 2.

### Calculation of 2007-08 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-8	1%	10%	63%	26%	414

### Evaluation

Brooklyn Excelsior met this measure. The school's PI for the 2007-08 school year was 189, exceeding the AMO by 87 points.

### Additional Evidence

Brooklyn Excelsior has exceeded the State's AMO each year since 2005-06. Most notably, in 2006-07 and 2007-08 the percentage of students performing at Level 4 has increased by over 100%. The percentage of students performing at Level 3 improved from the 2006-07 to 2007-08 school year; and the percentage of students performing at Level 2 decreased 7 percentage points from 2006-07 to 2007-08.

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

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

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

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### Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

### Results

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

#### 2007-08 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	99%	81	83%	913
4	90%	89	75%	911
5	100%	58	68%	836
6	87%	53	52%	830
7	75%	57	56%	848
8	73%	37	41%	871
All	89%	375	63%	5209

### Evaluation

Brooklyn Excelsior met this measure. In every grade, the percentage of second year students performing at or above Level 3 was higher than that of the local district. Notably, grade 5 outperformed District 16's grade 5 by 32 percentage points.

### Additional Evidence

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

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

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

- IV. Comparative Measure:** Each year, the school will exceed its predicted level of performance on the State Exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

#### Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state's release of poverty data, the 2007-08 analysis is not yet available. This report contains 2006-07 results, the most recent ones available.

#### Results

Brooklyn Excelsior's students performed better than predicted in every grade and as a composite on the math assessment. The school's predicted performance level was 64.1; their actual performance level was 81.9, thus performing better than expected to a large degree.

#### 2007-08 Mathematics Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3 & 4		Difference Between Actual and Predicted	Effect Size
			Actual	Predicted		
3		98	94.9	76.0	18.9	1.26
4		73	83.6	67.8	15.8	0.99
5		69	81.2	62.9	18.3	0.95
6		69	81.2	55.3	25.9	1.23
7		40	50.0	45.7	4.3	0.20
All	77.8	349	81.9	64.1	17.8	1.02

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

#### Evaluation

Brooklyn Excelsior met this measure. The predicted performance level was 64.1, with the school achieving a performance level of 81.9. The difference between the actual and predicted was 17.8, thereby producing a large Effect Size of 1.02. The school, therefore, performed higher than expected to a large degree.

#### Additional Evidence

Brooklyn Excelsior has performed better than predicted on the State math assessment each year that the comparative performance analysis has been completed. Notably, the school increased the Effect Size from 2005-06 to 2006-07.

### Mathematics Comparative Performance by School Year

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

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

#### Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2007-08. If a cohort had already achieved 75 percent proficient in 2006-07, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

#### Results

Four of the six cohorts achieved their target scores. While two did not achieve their target scores, grade 4 had 92% of its students perform at or above Level 3, and grade 7 had 75% of its students identified as proficient. The aggregate of all cohorts met their target—87% of students in the cohort performed at Level 3 or above.

#### Cohort Growth on State Mathematics Exam from 2006-07 to 2007-08

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2006-07	Target	2007-08	
4	89	94%	95%	92%	No
5	57	86%	87%	100%	Yes
6	52	85%	86%	87%	Yes
7	57	77%	78%	75%	No
8	37	51%	63%	73%	Yes
All	292	82%	3%	87%	Yes

#### Evaluation

Brooklyn Excelsior did not meet the measure. Four of the six cohorts achieved their target score, with five of the six cohorts performing above 75%. Grade 4, while not meeting its target score, still had a large percentage of students perform at Levels 3 and 4 – 92%. While the grade did not increase to 95%, the results remain positive. Grade 7 did not meet its target scores of 78%, but the grade still had 75% of students perform at or above Level 3. Grade five, notably, had 100% of its students perform at Levels 3 and 4.

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### Additional Evidence

Brooklyn Excelsior's math scores have increased substantially in the past years. Due to this, many students were already performing at Level 3 or above on the State math assessment. In 2006-07 all cohorts met their targets; in 2007-08, 4 of the six cohorts met their targets with five of the cohorts performing above 75%.

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

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

### Summary of the Mathematics Goal

Brooklyn Excelsior met four of the five measures. The school met both of its absolute measures and both of its comparative measures. While the school did not meet the value-added measure, five of the six cohorts had 75% or more of its students performing at Level 3 or above.

Type	Measure	Outcome
<b>Absolute</b>	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
<b>Absolute</b>	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measureable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
<b>Comparative</b>	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
<b>Comparative</b>	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
<b>Value-Added</b>	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State exam and 75 percent at or above Level 3 on the current year's State exam.	Did Not Achieve

### Action Plan

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

Grade Level	Area of Focus	Action Plan
Kindergarten	Computation	<p>1: Meet once a week with grade level team to discuss lesson objectives, formative assessment strategies and instruction with attention to computation number sense and operations and the use of math manipulatives to increase concrete understanding</p> <p>2: Identify students who fell below proficiency levels on the PGA in computation and analyze data on skill weaknesses</p> <p>3: Weekly meetings with paraprofessionals and Title I coordinator to develop strategies to support classroom teachers and differentiate instruction based on PGA</p>



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		<p>skill areas</p> <p><b>4:</b> Enhance classroom instruction by incorporating higher level thinking questions (analysis, synthesis, and evaluation) into all math lesson plans</p> <p><b>5:</b> Build a math word wall to incorporate math vocabulary, by content strands, that students will encounter on the state test.</p> <p><b>6:</b> Each grade level (K-8) will receive on-going training in the five New York state standards of numbers and operations, measurement, geometry, algebra, and data analysis provided by the Principal, instructional team and paid consultants.</p>
<b>1<sup>st</sup> Grade</b>	Computation	<p><b>1:</b> Meet once a week with grade level team to discuss lesson objectives, formative assessment strategies and instruction with attention to computation number sense and operations and the use of math manipulatives to increase concrete understanding</p> <p><b>2:</b> Identify students who fell below proficiency levels on the PGA in computation and analyze data on skill weaknesses.</p> <p><b>3:</b> Weekly meetings with paraprofessionals and Title I coordinator to develop strategies to support classroom teachers and differentiate instruction based on PGA skill areas</p> <p><b>4:</b> Enhance classroom instruction by incorporating higher level thinking questions (analysis, synthesis, and evaluation) into all math lesson plans.</p> <p><b>5:</b> Build a math word wall to incorporate math vocabulary, by content strands, that students will encounter on the state test.</p> <p><b>6:</b> Each grade level (K-8) will receive on-going training in the five New York state standards of numbers and operations, measurement, geometry, algebra, and data analysis provided by the Principal, instructional team and paid consultants.</p>
<b>2<sup>nd</sup> Grade</b>	Number Sense and Operations	<p><b>1:</b> Meet once a week with grade level team to discuss lesson objectives, formative assessment strategies and instruction with attention to number sense and operations.</p> <p><b>2:</b> Identify students who fell below proficiency levels on New York State math assessment and on the NWEA-MAP and analyze data on skill weaknesses</p> <p><b>3:</b> Weekly meetings with paraprofessionals and Title I coordinator to develop strategies to support classroom teachers.</p> <p><b>4:</b> Enhance classroom instruction by incorporating higher level thinking questions (analysis, synthesis, and evaluation) into all math lesson plans.</p> <p><b>5:</b> Build a math word wall to incorporate math vocabulary, by content strands, that students will encounter on the state test.</p> <p><b>6:</b> Each grade level (K-8) will receive on-going training in the five New York state standards of numbers and operations, measurement, geometry, algebra, and data analysis provided by the Principal, instructional team and paid consultants.</p>
<b>3<sup>rd</sup> Grade</b>	Measurement and Geometry	<p><b>1:</b> Meet once a week with grade level team to discuss lesson objectives, formative assessment strategies and instruction with attention to using standard and metric manipulatives and using geometry and measurement in problem solving</p> <p><b>2:</b> Identify students who fell below proficiency levels on New York State math assessment and on the NWEA-MAP and analyze data on skill weaknesses</p> <p><b>3:</b> Weekly meetings with paraprofessionals and Title I coordinator to develop strategies to support classroom teachers.</p> <p><b>4:</b> Enhance classroom instruction by incorporating higher level thinking questions (analysis, synthesis, and evaluation) into all math lesson plans.</p> <p><b>5:</b> Build a math word wall to incorporate math vocabulary, by content strands, that students will encounter on the state test.</p> <p><b>6:</b> Each grade level (K-8) will receive on-going training in the five New York state standards of numbers and operations, measurement, geometry, algebra, and data analysis provided by the Principal, instructional team and paid consultants.</p>
<b>4<sup>th</sup> Grade</b>	Measurement, Number Sense, and Operations	<p><b>1:</b> Meet once a week with grade level team to discuss lesson objectives, formative assessment strategies and instruction with attention to using standard and metric manipulatives and other objects to increase capacity and familiarity with measurement tools and integrate daily two step word problems</p> <p><b>2:</b> Identify students who fell below proficiency levels on New York State math assessment and on the NWEA-MAP and analyze data on skill weaknesses</p> <p><b>3:</b> Weekly meetings with paraprofessionals and Title I coordinator to develop strategies to support classroom teachers.</p>

# Brooklyn Excelsior Charter School 2007-08 Accountability Plan Progress Report

		<p>4: Enhance classroom instruction by incorporating higher level thinking questions (analysis, synthesis, and evaluation) into all math lesson plans.</p> <p>5: Build a math word wall to incorporate math vocabulary, by content strands, that students will encounter on the state test.</p> <p>6: Each grade level (K-8) will receive on-going training in the five New York state standards of numbers and operations, measurement, geometry, algebra, and data analysis provided by the Principal , instructional team and paid consultants.</p>
5 <sup>th</sup> Grade	Measurement and Geometry	<p>1: Meet once a week with grade level team to discuss lesson objectives, formative assessment strategies and instruction with attention to using standard and metric manipulatives and other objects to increase capacity and familiarity with measurement tools and using geometry in problem solving</p> <p>2: Identify students who fell below proficiency levels on New York State math assessment and on the NWEA-MAP and analyze data on skill weaknesses</p> <p>3: Weekly meetings with paraprofessionals and Title I coordinator to develop strategies to support classroom teachers.</p> <p>4: Enhance classroom instruction by incorporating higher level thinking questions (analysis, synthesis, and evaluation) into all math lesson plans.</p> <p>5: Build a math word wall to incorporate math vocabulary, by content strands, that students will encounter on the state test.</p> <p>6: Each grade level (K-8) will receive on-going training in the five New York state standards of numbers and operations, measurement, geometry, algebra, and data analysis provided by the Principal , instructional team and paid consultants.</p>
6 <sup>th</sup> Grade	Measurement	<p>1: Meet once a week with grade level team to discuss lesson objectives, formative assessment strategies and instruction with attention to using standard and metric manipulatives and other objects to increase capacity and familiarity with measurement tools.</p> <p>2: Identify students who fell below proficiency levels on New York State math assessment and on the NWEA-MAP and analyze data on skill weaknesses</p> <p>3: Weekly meetings with paraprofessionals and Title I coordinator to develop strategies to support classroom teachers.</p> <p>4: Enhance classroom instruction by incorporating higher level thinking questions (analysis, synthesis, and evaluation) into all math lesson plans.</p> <p>5: Build a math word wall to incorporate math vocabulary, by content strands, that students will encounter on the state test.</p> <p>6: Each grade level (K-8) will receive on-going training in the five New York state standards of numbers and operations, measurement, geometry, algebra, and data analysis provided by the Principal , instructional team and paid consultants.</p>
7 <sup>th</sup> Grade	Word Problems/ Comprehension	<p>1: Meet once a week with grade level team to discuss objectives, formative assessment strategies and instruction with attention to integrating appropriate process and vocabulary to solve word problems.</p> <p>2: Identify students who fell below proficiency levels on New York State math assessment and on the NWEA-MAP and analyze data on skill weaknesses</p> <p>3: Weekly meetings with paraprofessionals and Title I coordinator to develop strategies to support classroom teachers.</p> <p>4: Enhance classroom instruction by incorporating higher level thinking questions (analysis, synthesis, and evaluation) into all math lesson plans.</p> <p>5: Build a math word wall to incorporate math vocabulary, by content strands, that students will encounter on the state test.</p> <p>6: Each grade level (K-8) will receive on-going training in the five New York state standards of numbers and operations, measurement, geometry, algebra, and data analysis provided by the Principal , instructional team and paid consultants.</p>
8 <sup>th</sup> Grade	Word Problems/ Comprehension	<p>1: Meet once a week with grade level team to discuss objectives, formative assessment strategies and instruction with attention to integrating appropriate vocabulary to solve word problems. .</p> <p>2: Identify students who fell below proficiency levels on New York State math assessment and on the NWEA-MAP and analyze data on skill weaknesses</p> <p>3: Weekly meetings with paraprofessionals and Title I coordinator to develop strategies to support classroom teachers.</p> <p>4: Enhance classroom instruction by incorporating higher level thinking questions (analysis, synthesis, and evaluation) into all math lesson plans.</p>

## Brooklyn Excelsior Charter School 2007-08 Accountability Plan Progress Report

		<p>5: Build a math word wall to incorporate math vocabulary, by content strands, that students will encounter on the state test.</p> <p>6: Each grade level (K-8) will receive on-going training and professional development in the five New York state standards of numbers and operations, measurement, geometry, algebra, and data analysis provided by the Principal, instructional team and paid consultants.</p>
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## Science

**GOAL:** Students will be proficient in Science.

### **Background**

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

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

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

### **Method**

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2008. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

### **Results**

The State science assessment was administered between April and the first week of May of 2008; however, assessment results are not yet available. Brooklyn Excelsior will update the annual report when the data becomes available.

#### **Charter School Performance on 2007-08 State Science Exam By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
4	All Students						
	Students in At Least 2 <sup>nd</sup> Year						
8	All Students						
	Students in At Least 2 <sup>nd</sup> Year						

### **Evaluation**

The State science assessment was administered between April and the first week of May of 2008; however, assessment results are not yet available. Brooklyn Excelsior will update the

## Brooklyn Excelsior Charter School 2007-08 Accountability Plan Progress Report

annual report when the data becomes available.

### Additional Evidence

The State science assessment was administered between April and the first week of May of 2008; however, assessment results are not yet available. Additionally, the 2007-08 school year was the first year Brooklyn Excelsior served students in the 8<sup>th</sup> grade. As such, data is not available for prior years. Brooklyn Excelsior will update the annual report when the data becomes available. Brooklyn Excelsior has shown year over year improvements since 2004-05. Nearly all students were identified as proficient in 2006-07.

### Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2004-05		2005-06		2006-07		2007-08	
	%	# Tested	%	# Tested	%	# Tested	%	# Tested
4	48%	23	80%	50	98%	54	n/a	n/a
8	n/a						n/a	n/a

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

### Method

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

### Results

The State science assessment was administered between April and the first week of May of 2008; however, assessment results are not yet available. Brooklyn Excelsior will update the annual report when the data becomes available.

### 2007-08 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	n/a	n/a	n/a	n/a
8	n/a	n/a	n/a	n/a

### Evaluation

The State science assessment was administered between April and the first week of May of 2008; however, assessment results are not yet available. Brooklyn Excelsior will update the annual report when the data becomes available.

## Brooklyn Excelsior Charter School 2007-08 Accountability Plan Progress Report

### Additional Evidence

The State science assessment was administered between April and the first week of May of 2008; however, assessment results are not yet available. Brooklyn Excelsior will update the annual report when the data becomes available.

### Science Performance of charter School and Local District By Grade Level and School Year

Grade	Percent of Charter School Students Enrolled in At Least 2 <sup>nd</sup> Year and All District Students at Levels 3 and 4							
	2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	48%	51%	80%	60%	98%	n/a	n/a	n/a
8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

### Summary of the Science Goal

The State science assessment was administered between April and the first week of May of 2008; however, assessment results are not yet available. Brooklyn Excelsior will update the annual report when the data becomes available.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination	Achieved/ Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved/ Did Not Achieve

### Action Plan

Due to the State science assessment results not being available, Brooklyn Excelsior is unable to determine an appropriate action plan for the school. Once the results are available, Brooklyn Excelsior will update the annual report.

## Social Studies

**GOAL:** Students will be proficient in Social Studies.

### **Background**

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

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

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

### **Method**

The school administered the New York State Testing Program science assessment to students in 5<sup>th</sup> grade in November 2007 and 8<sup>th</sup> grade in June 2008. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

### **Results**

Brooklyn Excelsior's grade 5 students had 95% of students enrolled in at least their second year perform at or above Level 3 on the State social studies exam. The 8<sup>th</sup> grade assessment, however, was not administered until June of 2008; therefore, results are not yet available.

### **Charter School Performance on 2007-08 State Social Studies Exam By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
5	All Students	1%	3%	82%	14%	96%	73
	Students in At Least 2 <sup>nd</sup> Year	2%	3%	85%	10%	95%	60
8	All Students						
	Students in At Least 2 <sup>nd</sup> Year						

## Brooklyn Excelsior Charter School 2007-08 Accountability Plan Progress Report

### Evaluation

Brooklyn Excelsior met this measure for grade 5. Students enrolled in at least their second year performed favorably on the State social studies assessment. In grade 5, 95% of second year students performed at Level 3 or above. Only 5% of all students performed at Level 1 or 2. Results for students in grade 8 are not yet available. The report will be updated once the data becomes available.

### Additional Evidence

The percentage of students performing at or above Level 3 on the grade 5 social studies has increased 46.7 percentage points since 2004-05. Nearly all students enrolled in at least their second year performed at Level 3 or 4 on the State assessment. Results for students in grade 8 are not yet available. The report will be updated once the data becomes available. Further, Brooklyn Excelsior did not serve grade 8 students until the 2007-08 school year. Therefore, year over year data is not available for grade 8.

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

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2004-05		2005-06		2006-07		2007-08	
	%	# Tested	%	# Tested	%	# Tested	%	# Tested
5	48.3%	29	88.9%	45	86.7%	45	95.0%	60
8	n/a							

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

### Method

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

### Results

The State grade 5 social studies assessment was administered in November 2007 and the grade 8 assessment was administered in June 2008. Data for the local district has not yet been published. Therefore, Brooklyn Excelsior is unable to determine whether this measure was met. Brooklyn Excelsior will update the annual report when the data is released.

### 2007-08 State Social Studies Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	95%	60	n/a	n/a
8			n/a	n/a



## Brooklyn Excelsior Charter School 2007-08 Accountability Plan Progress Report

### Evaluation

The State social studies assessment for grade 5 was administered in November 2007. Data for the local district has not yet been published. Therefore, Brooklyn Excelsior is unable to determine whether this measure was met. Brooklyn Excelsior will update the annual report when the data is released.

### Additional Evidence

The State social studies assessment was administered in November 2007. Data for the local district has not yet been published for the 2006-07 or the 2007-08 school year. Therefore, Brooklyn Excelsior is unable to determine whether this measure was met. Brooklyn Excelsior will update the annual report when the data is released.

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

Grade	Percent of Charter School Students Enrolled in At Least 2 <sup>nd</sup> Year and All District Students at Levels 3 and 4							
	2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	48%	44%	89%	53%	87%	n/a	95%	n/a
8	n/a	n/a	n/a	n/a	n/a	n/a		n/a

### Summary of the Social Studies Goal

The State social studies assessment was administered in November 2007 and June 2008; however, assessment results for the local district are not yet available. Brooklyn Excelsior met the absolute measure, but the school is unable to report on the comparative measure. Brooklyn Excelsior will update the annual report when the data becomes available.

Type	Measure	Outcome
<b>Absolute</b>	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination	Achieved
<b>Comparative</b>	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved/ Did Not Achieve

### Action Plan

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

**Additional Required Academic Measure**

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

**Method**

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

**Results**

Brooklyn Excelsior's accountability status for the 2007-08 school year is in "good standing."

**Evaluation**

Brooklyn Excelsior met this measure. The school was deemed in "good standing" for the 2007-08 school year.

**Additional Evidence**

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

**NCLB Status by Year**

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

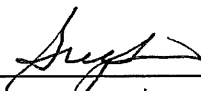
Brooklyn Excelsior Charter School  
National Heritage Academies, Inc.  
For the Period Ended  
June 30, 2008

School BEDS Code- 3316000860847  
Contact Person- Jeff Ratuszny  
Phone Number- 616-954-3528

	YEAR - TO - DATE		
	REVENUES	Salaries	Other Total
I. REVENUES			
A. State Sources			
B. Federal Sources	763,657		763,657
C. Public School District			
1. Basic Operating Revenues	7,438,253		7,438,253
2. State Aid - Pupils with Disabilities	(2,772)		(2,772)
3. Federal Aid - Pupils with Disabilities			
4. Other Revenue from Public School Districts			
D. All Other Revenues	522,073		522,073
E. TOTAL REVENUES	\$8,721,211		\$8,721,211
II. EXPENDITURES - Detail of Contracted Service Fee			
F. General Administration	581,441	833,039	1,414,480
G. Instructional Supervision	1,798,250	615,940	2,414,190
H. All Other instruction	357,487	214,101	571,588
I. Pupil Services			
J. Pupils with Disabilities	168,449	65,193	233,642
K. Transportation			
L. Community Services			
M. Operations & Maintenance		3,168,391	3,168,391
N. Employee Benefits		585,642	585,642
O. Debt Services			
P. School Lunch		361,733	361,733
Q. Capital Expense			
R. Total Expenditures	\$2,905,627	\$5,844,039	\$8,749,666
CHANGE IN FUND BALANCE			(28,455)
S. Enrollment	657		
T. Expenditures per pupil	13,318		

Signature of Chief School Officer

Date

  
7/28/08

National Heritage Academies, Inc.  
Statement of Financial Position  
Brooklyn Excelsior Charter School  
For the Twelve Months Ending June 30, 2008

Governmental Fund Types:		
General	General Fixed	Total
Fund	Assets Acct Group	(Memorandum Only)

**ASSETS**

Current Assets		
Cash	\$16,690	\$16,690
Accounts Receivable	\$258,888	\$258,888
	-----	-----
<b>TOTAL ASSETS</b>	<b>\$275,578</b>	<b>\$275,578</b>
	=====	=====

**LIABILITIES AND FUND BALANCE**

LIABILITIES		
Deferred Revenue	6,693	6,693
Due to NHA - Contracted Services	238,432	238,432
	-----	-----
<b>TOTAL LIABILITIES</b>	<b>\$245,125</b>	<b>\$245,125</b>
 FUND BALANCE		
Beginning Fund Balance (7/1)	\$58,908	\$58,908
Current Board Fund Activity	(\$28,455)	(\$28,455)
	-----	-----
Ending Fund Balance	\$30,453	\$30,453
	-----	-----
<b>TOTAL LIABILITIES AND FUND BALANCE</b>	<b>\$275,578</b>	<b>\$275,578</b>
	=====	=====

Brooklyn Excelsior Charter School  
National Heritage Academies  
Statement of Activities  
For the Period Ended June 30, 2008

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
<b>Revenues, gains, and other support:</b>				
Public School District				
Revenue-Resident Student Enrollment	7,438,253			
Revenue-Students with disabilities	-2,772			
Other Revenue from Public Schools Districts				
State Grants				
Federal Grants	763,657			
Private Grants				
Contributions				
Investment Income				
Other Income	522,073			
<u>Net Assets Released from Restrictions</u>				
<b>Total Revenue, Gains, and Other Support</b>	<b>\$8,721,211</b>			<b>\$8,721,211</b>
<b>Expenses:</b>				
<u>Program Expenses</u>				
Regular Education	7,824,525			
Special Education	269,670			
Other Program				
<u>Supporting Services</u>				
Management and General	655,471			
<u>Fundraising</u>				
<b>Total Expenses</b>	<b>\$8,749,666</b>			<b>\$8,749,666</b>
Change in Net Assets				-\$28,455
<u>Net Assets Beginning of Year</u>				58,908
<b>Net Assets End Of Year</b>				<b>\$30,453</b>

Brooklyn Excelsior Charter School  
Statement of Cash Flows  
June 30, 2008

Cash flows from operating activities:	
Revenues from school districts:	\$7,438,253
Grant Revenues (and child nutrition):	\$760,885
Contributions and fund raising:	\$0
Miscellaneous Sources	\$522,073
 Payments to Vendors for goods and services rendered:	 -\$8,779,022
Payments to Charter school personnel:	\$0
Interest Payments	\$0
 Net Cash provided by operating activities	 -\$57,811
 Cash flows from investing activities:	 \$0
Cash flows from financing activities:	\$0
 Net increase in cash	
Cash at beginning of year	\$74,501
Cash at end of year	\$16,690

Brooklyn Excelsior Charter School  
National Heritage Academies  
Schedule of Functional Expenses  
For the Period Ended June 30, 2008

	Program Services			Supporting Services		
	Regular Education	Special Education	Other Programs	Fundraising & Special Events	Management and General	Total
Contracted Service Fee:						
Salaries & wages	\$2,737,178	\$168,255				\$2,905,433
Retirement contributions	29,911	544				\$30,455
Other employee benefits	325,377	31,093				\$356,470
Payroll taxes	248,630	16,742				\$265,372
Accounting fees	10,630					\$61,040
Supplies	422,879	1,103				\$423,982
Postage and shipping	5,279					\$5,279
Occupancy	3,263,590					\$3,267,832
Food service	361,733					\$361,733
Equipment and maintenance	13,255					\$13,255
Printing and publications	42,154	45				\$42,199
Travel	9,520	646				\$10,166
Conferences and meetings	89,760	1,036				\$90,796
Professional fees	193,896	49,899				\$243,795
Instructional Support					59,443	\$59,443
Executive administration					286,877	\$286,877
Office of the Principal					41,695	\$41,695
Board oversight					42,068	\$42,068
Human resources					74,548	\$74,548
Technology	71				72,686	\$72,757
Marketing and business development	1,842				9,029	\$10,871
Insurance	22,881					\$22,881
Miscellaneous	45,939	307			14,473	\$60,719
<b>Total Contracted Service Fee</b>	<b>\$7,824,525</b>	<b>\$269,670</b>	<b>\$0</b>	<b>\$0</b>	<b>\$655,471</b>	<b>\$8,749,666</b>

**DISCLOSURE OF FINANCIAL INTEREST  
BY A CHARTER SCHOOL TRUSTEE<sup>1</sup>**

1. Name of charter school: Brooklyn Excelsior Charter School
2. Trustee's name (print): James Bernard
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): Vice President
4. Home address: [REDACTED]
5. Business Address: NA
6. Daytime phone: [REDACTED]
7. E-mail: [REDACTED]
8. Is Trustee an employee of the school? ☐ Yes. ☐ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>Please write "None" if applicable. Do not leave this space blank.</i> <i>None</i>	<i>None</i>	<i>None</i>	<i>None</i>

<sup>1</sup> Form Revised May 24, 2006



10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please write "None."

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
consultant to National Heritage Academics	training Boards	100 K/year	None	I reuse myself from all votes relating to NHA

Signature

Date

06/27/08

**DISCLOSURE OF FINANCIAL INTEREST  
BY A CHARTER SCHOOL TRUSTEE<sup>1</sup>**

FOR INSTITUTE USE ONLY  
FILING FOR SCHOOL YEAR: \_\_\_\_\_  
DATE RECEIVED: \_\_\_\_\_

1. Name of charter school: BROOKLYN EXCELSIOR CHARTER SCHOOL
2. Trustee's name (print): STEPHANIE CUBA
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): BOARD MEMBER
4. Home address: \_\_\_\_\_
5. Business Address: \_\_\_\_\_
6. Daytime phone: \_\_\_\_\_
7. E-mail: \_\_\_\_\_
8. Is Trustee an employee of the school? ☐ Yes. ☒ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.  
\_\_\_\_\_
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
Please write "None" if applicable. Do not leave this space blank.			
	NONE		

<sup>1</sup> Form Revised May 24, 2006

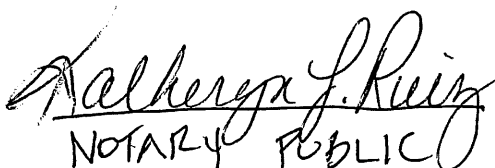
10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please write "None."

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p>NONE</p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				

  
 Signature

6/26/08  
 Date

STEPHANIE CUBA  
 Print Name

  
 NOTARY PUBLIC

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

BROOKLYN EXCELSIOR CHARTER SCHOOL  
 856 QUINCY STREET  
 BROOKLYN, NY, 11221-3612  
 (718) 246-5681

**DISCLOSURE OF FINANCIAL INTEREST  
BY A CHARTER SCHOOL TRUSTEE<sup>1</sup>**

1. Name of charter school: Brooklyn Excelsior Charter School
2. Trustee's name (print): Erika Humphrey
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): Secretary
4. Home address: [REDACTED]
5. Business Address: [REDACTED]
6. Daytime phone: [REDACTED]
7. E-mail: [REDACTED]
8. Is Trustee an employee of the school? \_\_\_\_ Yes. ☒ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.  
\_\_\_\_\_
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>Please write "None" if applicable. Do not leave this space blank.</i>			
	<i>"None"</i>		

<sup>1</sup> Form Revised May 24, 2006

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write "None."*

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p><i>None</i></p>				

*Enke Humphy*  
 Signature

*6/27/08*  
 Date

**DISCLOSURE OF FINANCIAL INTEREST  
BY A CHARTER SCHOOL TRUSTEE<sup>1</sup>**

**FOR INSTITUTE USE ONLY**

**FILING FOR SCHOOL YEAR:** \_\_\_\_\_

**DATE RECEIVED:** \_\_\_\_\_


1. Name of charter school: BROOKLYN EXCELSIOR CHARTER SCHOOL
2. Trustee's name (print): KAY M. MADATI
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): CHAIRMAN/PRESIDENT
4. Home address: [REDACTED]
5. Business Address: [REDACTED]
6. Daytime phone: [REDACTED]
7. E-mail: [REDACTED]
8. Is Trustee an employee of the school? \_\_\_\_ Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.  
\_\_\_\_\_
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p><b>NONE</b></p>			

<sup>1</sup> Form Revised May 24, 2006

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write "None."*

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank.				
<b>NONE</b>				

*Signature* 

FRIDAY, JUNE 27<sup>TH</sup>, 2008  
*Date*

KAY M. MADATI  
*Print Name*

**DISCLOSURE OF FINANCIAL INTEREST  
BY A CHARTER SCHOOL TRUSTEE<sup>1</sup>**

**FOR INSTITUTE USE ONLY**

**FILING FOR SCHOOL YEAR:** \_\_\_\_\_

**DATE RECEIVED:** \_\_\_\_\_

1. Name of charter school: BROOKLYN EXCELSIOR CHARTER SCHOOL
2. Trustee's name (print): Corey N. Martin
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): Treasurer
4. Home address: \_\_\_\_\_
5. Business Address: \_\_\_\_\_
6. Daytime phone: \_\_\_\_\_
7. E-mail: \_\_\_\_\_
8. Is Trustee an employee of the school? ☐ Yes. ☒ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.  
\_\_\_\_\_
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

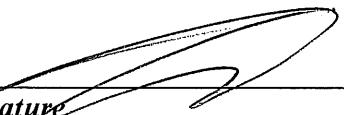
Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
Please write "None" if applicable. Do not leave this space blank.			
	NONE		

<sup>1</sup> Form Revised May 24, 2006



10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please write "None."

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank.				
		None		

  
Signature

June 27, 2008  
Date

Corey Martin  
Print Name

**DISCLOSURE OF FINANCIAL INTEREST  
BY A CHARTER SCHOOL TRUSTEE<sup>1</sup>**

**FOR INSTITUTE USE ONLY**

**FILING FOR SCHOOL YEAR:** \_\_\_\_\_

**DATE RECEIVED:** \_\_\_\_\_

1. Name of charter school: BROOKLYN EXCELSIOR CHARTER SCHOOL
2. Trustee's name (print): Carol Schulhof
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): Committee chair
4. Home address: \_\_\_\_\_
5. Business Address: \_\_\_\_\_
6. Daytime phone: \_\_\_\_\_
7. E-mail: \_\_\_\_\_
8. Is Trustee an employee of the school? Yes ☒ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.  
\_\_\_\_\_
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

<sup>1</sup> Form Revised May 24, 2006

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please write "None."

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p>← Please write "None" if applicable. → Do not leave this space blank.</p>				

Carol E. Schulhof  
Signature

6/27/08  
Date

Carol E. Schulhof  
Print Name

**DISCLOSURE OF FINANCIAL INTEREST  
BY A CHARTER SCHOOL TRUSTEE<sup>1</sup>**

**FOR INSTITUTE USE ONLY**

**FILING FOR SCHOOL YEAR:** \_\_\_\_\_

**DATE RECEIVED:** \_\_\_\_\_

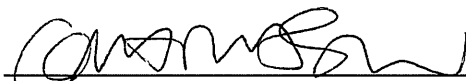
1. Name of charter school: BROOKLYN EXCELSIOR CHARTER SCHOOL
2. Trustee's name (print): Omar Wasow
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): Committee Chair
4. Home address: [REDACTED]
5. Business Address: [REDACTED]
6. Daytime phone: [REDACTED]
7. E-mail: [REDACTED]
8. Is Trustee an employee of the school? \_\_\_\_ Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.  
\_\_\_\_\_
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
None			

<sup>1</sup> Form Revised May 24, 2006


10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write "None."*

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
Deloitte	Provides accounting services to school.		Only myself.	Recuse myself from any decision regarding accounting firm.

  
 Signature

7-21-2008  
 Date

Omar Wasow  
 Print Name

  
**ROCHELLE BASS**  
 Notary Public, State of New York  
 No. 01BA4896350  
 Qualified in New York County  
 Commission Expires May 26, 2009

**BROOKLYN EXCELSIOR CHARTER SCHOOL**  
**856 QUINCY STREET**  
**BROOKLYN, NY, 11221-3612**  
**(718) 246-5681**

# Brooklyn Excelsior 2007-08 School Year

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

July 30th-August 2nd NHA University

13th-17th NewTeacher Orientation

All Teachers report Mon. Aug. 27

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

3rd labor Day; 4th first day of school

13th,14th Rosh Hashanah

17 days

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

8th Columbus Day

22days

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

6th election day staff dev. No students

9th - End of 1st Marking Period

12th - Veterans Day

21st 1/2 day P/T Conf; 22-23-Thnksyvng

18 days

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

Winter Break Dec. 24-Jan. 1

15 Days

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

Jan. 1st New Years Day

School Resumes Jan. 2nd

21st Dr. Martin Luther King Day

25th - End of Second Marking Period

21 days

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

Feb. 18-22 Mid Winter Break

16 days

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

March 21st Good Friday

20 Days

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

April 9th - End of Third Marking Period

April 16th Half Day P/T conf. 1-3 PM

April 21-25 Spring Recess

17days

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

Memorial Day - 26th 21 Days

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

April 9th - End of 4th Marking Period

June 20th last day of school-1/2 day

15 days

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

## Optional Holidays (observed)

Columbus Day – October 8th  
Veteran's Day – November 12th  
Martin Luther King – January 21st  
President's Day – February 18th  
Good Friday – March 21st

Students Do Not Report/ Staff Report All Day

Students Report Half Day/ Staff Report All Day

Students/ Staff Do Not Report

Total days = 182

Board Approved 6/18/2007

# Brooklyn Excelsior Charter School

## 2008-09 School Year

### August

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

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

### September

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

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

### October

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

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

### November

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

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

### December

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

24th-31st Holiday Break

### January

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

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

### February

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

16th-20th Mid-Winter Break

### March

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

### April

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

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

### May

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

25th Memorial Day

### June

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

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

### July

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

3rd In Observance of Independence Day

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

Last Update: 4/18/2008

182 School Days

7:30-3:00 School Hours

**Student and Teacher Attrition Rates  
2007-08**

**Student Attrition Rates**

	2007-2008	2006-2007	2005-2006
Number of students leaving for lack of transportation	4	2	4
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	7	28	11
Number of students leaving for more restrictive special education setting	0	2	3
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	1	5	1
Number leaving for other reasons (undetermined)	49	65	134
Total number of students leaving.	61	102	153
Highest Number Enrolled (July 1 - June 30)	702	676	565
<b>Total Percent Attrition</b>	<b>8.7%*</b>	<b>15.1%</b>	<b>27.1%</b>

\*Student attrition percentages are based off of data as of July 15, 2008.

**Teacher Attrition Rates**

	2007-2008	2006-2007	2005-2006
Number of Classroom Teachers	28	26	29
Number of Special Area Teachers*	3	3	3
Total Number of Teachers	31	29	32
Total Number of Teachers Leaving**	5	10	22
<b>Total Percent Attrition</b>	<b>16.1%</b>	<b>34.4%</b>	<b>68.8%</b>

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

\*\*Total number of teachers leaving is based off of data as of July 22, 2008.



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

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

### Statement of Assurances

Our signatures below attest that all of the information contained herein is truthful and accurate, and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter.

Thomas DeMarco  
Print Name, Head of Charter School

Thomas DeMarco 6/27/08  
Signature and Date

Billie L. Simpson  
Notary Public Signature and Seal

**BILLIE L. SIMPSON**  
**NOTARY PUBLIC STATE OF NEW YORK**  
**REG. NO. 01SI6114450**  
**COMMISSION EXPIRES 03/16/08**

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IK. MADATI  
Print Name, President, Board of Trustees

IK. 6/27/08  
Signature and Date

Billie L. Simpson  
Notary Public, Signature and Seal

**BILLIE L. SIMPSON**  
**NOTARY PUBLIC STATE OF NEW YORK**  
**REG. NO. 01SI6114450**  
**COMMISSION EXPIRES 03/16/2008**