

## Accountability Plan Progress Reports for the 2005-06 School Year

### Reader's Guide

#### *SUNY Authorized Charter Schools and Accountability*

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the State University Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. In order to determine whether a school has met that high standard, **each charter school that the State University Board of Trustees authorizes is required to enter into an accountability agreement, known as the Accountability Plan**, which ultimately becomes part of its charter.

**The Charter Schools Institute closely monitors each school's progress toward achieving the goals outlined in its Accountability Plan.**

In addition, as part of their annual reporting requirements **all SUNY authorized charter schools must submit an Accountability Plan Progress Report which, from their vantage point, addresses each of the goals and outcome measures contained in their Accountability Plans**. The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular exam. Each year the state administers ELA and math tests to grades 3-8, science tests to grades 4 and 8, and social studies tests to grades 5 and 8.

**Important Note:** **The Accountability Plan Progress Report is authored by the charter school.** In reporting school progress toward meeting the outcome measures set forth in the Accountability Plan, schools are encouraged to build a case for the effectiveness of their program and to lay the groundwork for writing a Renewal Application and ultimately for charter renewal. **The school's evaluation of its own progress does not necessarily reflect the conclusions of the Institute.** Further, the Institute does not affirm the completeness or accuracy of the report's data and may not endorse the school's characterization of the progress it has made toward achieving its Accountability Plan goals. Throughout the life of the school's charter, the Institute will visit each school, generating Institute School Visit Reports, and at the end of each charter period, a Renewal Report (select the <back> button in your browser to return to the school profile to see any/all available reports). These reports include detailed summaries of the Institute's observations of the school, as well as its evaluation of student performance and progress toward meeting the academic subject goals in its Accountability Plan.

# **BROOKLYN EXCELSIOR CHARTER SCHOOL**

## **2005-06 Accountability Plan Progress Report**

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Brooklyn Excelsior Charter School (“Brooklyn Excelsior” or “BECS”) began its first year of operation in the fall of 2003 with 206 students in grades K-4. Following a move to a new facility in 2004, the school’s enrollment increased to 485 students in grades K-5 during school year 2004-05 and 550 students in grades K-6 during school year 2005-06. Outlined below is a detailed look at BECS’s progress toward the goals during the most recent 2005-06 school year.

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### **I. ACADEMIC ACCOUNTABILITY PLAN OUTCOMES<sup>1</sup>**

#### **Goal One: Students will be proficient in Language Arts.**

##### **A. Findings**

##### **1. Absolute Measure**

For the 2003-04 and 2004-05 school years, 75% of fourth graders who have been enrolled at Brooklyn Excelsior for two or more years will perform at or above a Level 3 on the New York State English language arts (ELA) assessment.

For the 2005-06 and 2006-07 school years, 60% of second-year students, 70% of third-year students, and 75% of fourth-year students enrolled at Brooklyn Excelsior will perform at or above a Level 3 on the New York State English Language Arts (ELA) assessment.

##### **a. Method**

Baseline data were established during the 2003-04 school year and serves as the basis for measuring progress toward the absolute measure. Students complete the ELA exam on an annual basis in the winter. During the 2005-06 school year the State ELA exam expanded to grades 3-8 although, in the past, this exam was limited to grades 4 and 8.

Progress toward this goal is measured specifically by assessing students who have been continuously enrolled for at least two full academic years. Since BECS opened in the fall of 2003, no student cohort data is available for the 2003-04 analysis. For the 2004-05 school year,

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<sup>1</sup> Student performance data within this 2005-06 Accountability Plan Progress Report is derived from three sources. These sources are detailed as follows: 1) All 2003-04 and 2004-05 data can be found at the University of the State of New York State Education Department Report Card website (<http://www.emsc.nysed.gov/irts/reportcard/>); 2) 2005-06 data for English Language Arts and mathematics can be found at <http://www.emsc.nysed.gov/irts/ela-math/ela-06/districts/> and <http://www.emsc.nysed.gov/irts/ela-math/math-06/districts/> respectively, with the exception of 2005-06 data for Region 8; 3) 2005-06 data for Region 8 English Language Arts and mathematics can be found at <http://schools.nyc.gov/daa/2006ela38/default.asp> and <http://schools.nyc.gov/daa/2006math38/default.asp>, respectively.

students continually enrolled on or before September 30, 2003 are included in the two or more year (2 yr +) cohort. To analyze the 2005-06 school year, cohorts are defined as continuously enrolled students with the following enrollment dates:

- Second Year Students = October 1, 2003 – September 30, 2004
- Third Year Students = On or before September 30, 2003
- Fourth Year Students = Not applicable

b. Results

**4<sup>th</sup> Grade ELA Results**

School Year	Student Cohort	Total Enrolled	Total Tested	Level 1		Level 2		Level 3		Level 4		Level 3 & 4	
				#	%	#	%	#	%	#	%	#	%
2003-04*	2+ yr. Cohort	43	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2004-05	2+ yr. Cohort**	36	35	4	11%	23	66%	7	20%	1	3%	8	23%

\*No cohort data available in the 2003-04 school year because this was BECS's first year of operation.

\*\*A 2+ year cohort is not available. BECS opened in Fall 2003; therefore the data contained in this table represents students continuously enrolled for 1.5 years at the time of the exam in January 2005.

**2<sup>nd</sup>-, 3<sup>rd</sup>-, and 4<sup>th</sup>- Year Student ELA Results**

Percent of Cohort Students at each Performance Level 2005-06 State Assessments Results: Grades 3-6 Combined					
2005-06 Assessment	Students Enrolled	Students Tested	Level 3 & 4	Target Percentage Proficient	Goal Met
ELA Assessments: 2 <sup>nd</sup> Year Students	77	77	57.1% (n = 44)	60%	No
ELA Assessments: 3 <sup>rd</sup> Year Students *	77	77	62.3% (n = 48)	70%	No
ELA Assessments: 4 <sup>th</sup> Year Students	n/a	n/a	n/a	n/a	n/a
Total: 2 <sup>nd</sup> and 3 <sup>rd</sup> Year Students	154	154	59.7% (n = 92)	-	-

c. Evaluation

Goal not met.

d. Further Evidence

BECS has seen improvement in ELA as evidenced by the grade four state assessment results. In 2003-04, 28.2% of the school's fourth grade population was identified as proficient in ELA. For 2004-05, 30.8% of fourth grade students were proficient.

While the 2005-06 assessment results are not directly comparable to earlier results, 65.1% of fourth grade students demonstrated proficiency on this most recent administration of the Grade 4 ELA state assessment.

Further, 59.6% of students in grades 3-6 performed at or above a level 3 on the 2005-06 assessment. Consider the following:

Percent of All BECS Students Performing At or Above Level 3 on the New York State ELA Assessment				
	2003-04	2004-05	Introduction of New State Testing System	2005-06
Grade 3	n/a	n/a		58.9% (n = 43)
Grade 4	28.2% (n = 11)	30.8% (n = 20)		65.1% (n = 43)
Grade 5	n/a	n/a		61.8% (n = 42)
Grade 6	n/a	n/a		50.0% (n = 24)
Total	28.2% (n = 11)	30.8% (n = 20)		59.6% (n = 152)

Additional evidence regarding student performance is evident through an analysis of approximate cohort groups. Notably, 28.2% of 4<sup>th</sup> graders who took the Grade 4 ELA Assessment in 2003-04 were identified as proficient, whereas 50.0% of that group's approximate cohort was identified as proficient on the Grade 6 ELA Assessment in 2005-06. Consider the following:

New York State Assessment Results English Language Arts Approximate Cohort Analysis				
	% Proficient (Level 3 and Above)			
	Grade 3	Grade 4	Grade 5	Grade 6
6th grade class of 2005-06	-	28.2% (n=39, 03-04)	-	50.0% (n=48, 05-06)
5th grade class of 2005-06	-	30.8% (n=65, 04-05)	61.8% (n=68, 05-06)	
4th grade class of 2005-06	-	65.1% (n=66, 05-06)		
3rd grade class of 2005-06	58.9% (n=73, 05-06)			

## 2. Comparative Measure

Each year, the percentage of all Brooklyn Excelsior students at Levels 3 and 4 on the New York State ELA assessment will exceed the following public schools (all identified as in the same similar school comparison group):

- PS #114
- PS #115
- PS #279

- PS #189
- PS #308

The percentage of all Brooklyn Excelsior students at Levels 3 and 4 will also exceed that of Region 8 of the New York City School District.

For the 2003-04 and 2004-05 school years, the results will be based on fourth grade students. For the 2005-06 and 2006-07 school years, results will be based on students in grades 3-7 combined.

a. Method

The purpose of the comparative measure is to illustrate that Brooklyn Excelsior ELA instruction enables its students to achieve at a level equal to or greater than similar schools. Five Brooklyn public schools and Region 8 of the New York City School District are used for comparison. The selection of the comparison schools was made in conjunction with the State University of New York Charter Schools Institute (CSI), the school's authorizer.

Baseline data were established during the 2003-04 school year and serves as the basis for measuring progress toward the measure. Students complete the ELA exam on an annual basis in the winter. During the 2005-06 school year the State ELA exam expanded to grades 3-8 although, in the past, this exam was limited to grades 4 and 8. However, the State ELA assessment was administered only in grades 3-6 as BECS does not yet serve grades 7 or 8.

b. Results

**State ELA Results - Percentage of Students at Levels 3 and 4**

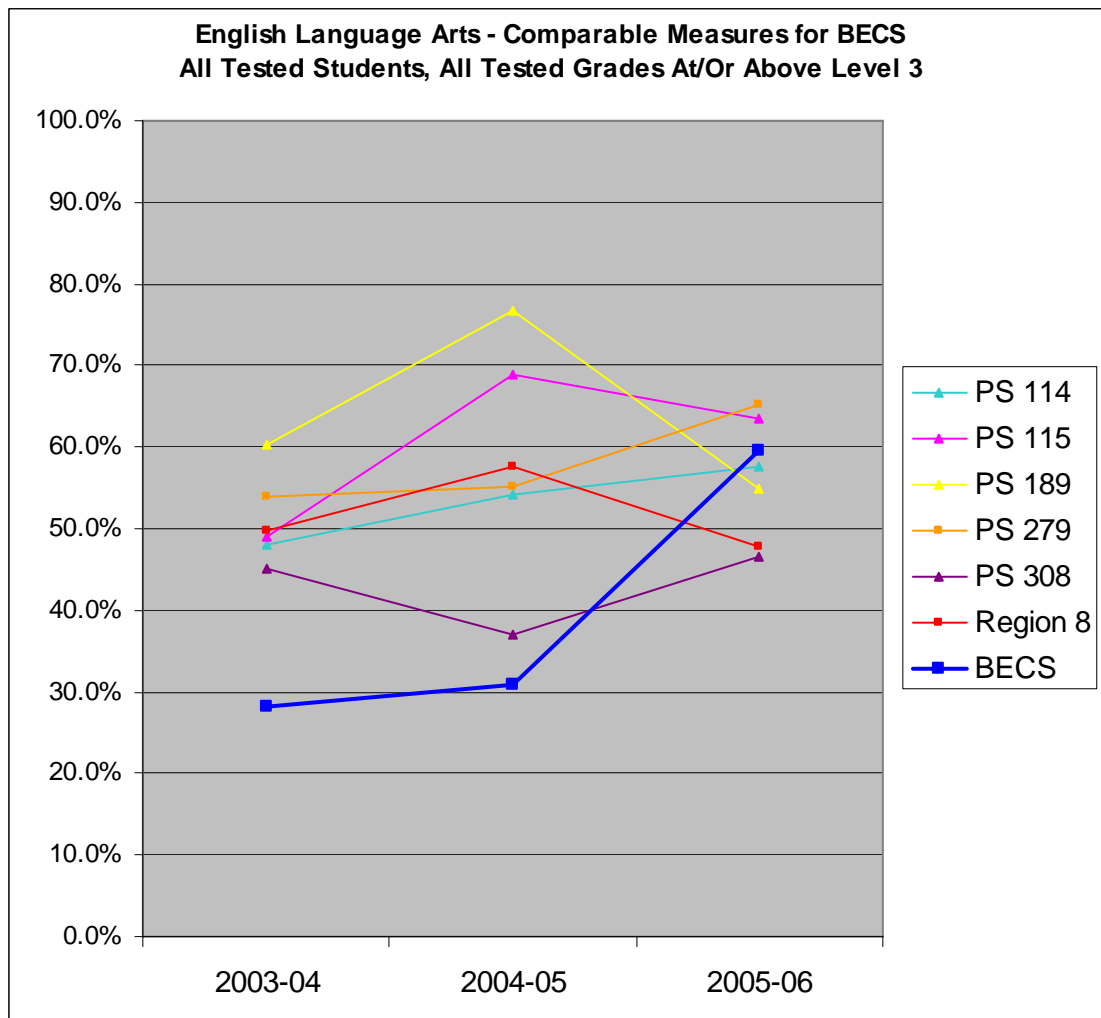
School	2003-04 Grade 4	2004-05 Grade 4	2005-06 Grades 3-6
PS#114	48.1%	54.1%	57.6%
PS#115	49.1%	68.8%	63.4%
PS#279	53.8%	55.1%	65.1%
PS#189	60.3%	76.6%	54.8%
PS#308	45.1%	37.0%	46.5%
Region 8	49.7%	57.6%	47.9%
BECS	28.2%	30.8%	59.6%

c. Evaluation

Goal partially met. The percentage of all Brooklyn Excelsior students at Levels 3 and 4 on the New York State ELA assessment exceeded 3 comparison schools, as well as Region 8.

d. Further Evidence

The percentage of BECS students performing at or above Level 3 on the fourth grade New York State English Language Arts Assessment increased from 28.2% in 2003-04 to 59.6% in 2005-06. Although the test scores may not be comparable because of the implementation of the new state testing system in 2005-06, the increase is still noteworthy. Importantly, while BECS began with the lowest baseline in ELA proficiency percentages, when making comparisons among the identified comparison group its results are now in the top half.



	2003-04			2004-05			2005-06		
	% Proficient	Students Tested	Grades Tested	% Proficient	Students Tested	Grades Tested	% Proficient	Students Tested	Grades Tested
PS 114	48.1%	160	4	54.1%	172	4	57.6%	453	3-5
PS 115	49.1%	218	4	68.8%	202	4	63.4%	582	3-5
PS 189	60.3%	121	4	76.6%	107	4	54.8%	660	3-8
PS 279	53.8%	210	4	55.1%	196	4	65.1%	542	3-5
PS 308	45.1%	102	4	37.0%	119	4	46.5%	636	3-8
Region 8	49.7%	6,223	4	57.6%	5,665	4	47.9%	32,330	3-8
<b>BECS</b>	28.2%	39	4	30.8%	65	4	59.6%	255	3-6

### 3. Value-Added Measure

For the 2004-05 and 2005-06 school years, cohorts of students at Brooklyn Excelsior will reduce by one-half the gap between the baseline performance and grade level on the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) total reading battery.

- Third Grade: The third grade cohort will reduce by one-half the gap between its average Normal Curve Equivalent (NCE) score on the second grade test and an NCE of 50. If a cohort's average baseline NCE score exceeds 50, it will be expected to show an increase in its NCE score.
- Fourth Grade: The fourth grade cohort will reduce by one-half the gap between its average NCE score on the third grade test and an NCE of 50. If a cohort's average baseline NCE score exceeds 50, it will be expected to show an increase in its NCE score.
- Fifth Grade: The fifth grade cohort will reduce by one-half the gap between its average NCE score on the fourth grade test and an NCE of 50. If a cohort's average baseline NCE score exceeds 50, it will be expected to show an increase in its NCE score.
- Sixth Grade: The sixth grade cohort will reduce by one-half the gap between its average NCE score on the fifth grade test and an NCE of 50. If a cohort's average baseline NCE score exceeds 50, it will be expected to show an increase in its NCE score.

For the 2006-07 school year, cohorts of students at Brooklyn Excelsior will reduce the gap between the baseline performance and proficiency on the New York State ELA assessment.

- Fourth Grade: The fourth grade cohort will reduce by one-fifth the gap between the average scaled score on the third grade ELA assessment and the scaled score equivalent of scoring at the proficient performance level on the eighth grade ELA assessment.
- Fifth Grade: The fifth grade cohort will reduce by one-fourth the gap between the average scaled score on the fourth grade ELA assessment and the scaled score equivalent of scoring at the proficient performance level on the eighth grade ELA assessment.
- Sixth Grade: The sixth grade cohort will reduce by one-third the gap between the average scaled score on the fifth grade ELA assessment and the scaled

score equivalent of scoring at the proficient performance level on the eighth grade ELA assessment.

- Seventh Grade: The seventh grade cohort will reduce by one-half the gap between the average scaled score on the sixth grade ELA assessment and the scaled score equivalent of scoring at the proficient performance level on the eighth grade ELA.

a. Method

Brooklyn Excelsior students take the NWEA MAP test three times during the school year to measure student academic progress. From the nationally-developed Percentage Rank norms, we derived a NCE that is calculated for relative position on the normal curve. The formula for the derivation of the NCE in the *CSI Accountability Workbook* is:

$$= \text{NORMSINV}(\text{Excel Cell Value}/100)*21.06+50.$$

The NWEA MAP assessment is a computer-based test that is scored electronically. The formula provided from CSI is:

$$\text{Previous Year NCE} + [(50-\text{Previous Year NCE})/2] = \text{Goal NCE}.$$

Cohorts are measured by the enrollment date on entry within BECS. A typical matched cohort would be categorized as continuous enrollment for a period of at least two complete school years. A complete school year is defined as continuous enrollment for the entire preceding school year at the time of the test. For example, a fourth grade student who did not enroll at BECS in the beginning of third grade will not be counted as part of the fourth grade cohort.

b. Results

**Third Grade NWEA Reading:** In the spring of 2005, the third grade matched cohort had already achieved a mean NCE greater than 50 in the reading test. Therefore the 2006 goal was to further increase this score. This goal was not met. The test results show that there was a decrease of 7.2 points in the mean NCE score for reading.

Grade 3								
Matched Cohort (Three Year)			Reading					
Year	Test Date	Grade	Students Enrolled	Students Tested	Mean NCE	Accountability Plan Goal NCE	Goal Met	Median NCE
2003-04	Spring	1	26	n/a	n/a	-	-	n/a
2004-05	Spring	2	26	24	54.9	n/a	-	53.7
2005-06	Spring	3	26	23	47.7	55.0	NO	49.5

**Fourth Grade NWEA Reading:** The fourth grade matched cohort in 2005-06 did reduce by more than one-half the gap between its average



NCE score on the third grade reading test and an NCE of 50. In the spring of 2006 the mean NCE score increased by 11.9 points from 2004-05 and exceeded the goal of 48.8 by 10.7 points. This rate of growth more than exceeds the original 2004-2005 target and places this cohort back on track with original expectations for improvement.

Grade 4								
Matched Cohort (Three Year)			Reading					
Year	Test Date	Grade	Students Enrolled	Students Tested	Mean NCE	Accountability Plan Goal NCE	Goal Met	Median NCE
2003-04	Spring	2	25	22	52.9	-	-	48.7
2004-05	Spring	3	25	22	47.6	53.0	NO	44.4
2005-06	Spring	4	25	20	59.5	48.8	YES	58.1

**Fifth Grade NWEA Reading:** The fifth grade matched cohort in 2005-06 did reduce by more than one-half the gap between its average NCE score on the fourth grade reading test and an NCE of 50. The grade 5 reading mean NCE score increased by 12.3 points exceeded the stated goal by 8.1 points. This rate of growth more than exceeds the original 2004-2005 target and places this cohort back on track with original expectations for improvement.

Grade 5								
Matched Cohort (Three Year)			Reading					
Year	Test Date	Grade	Students Enrolled	Students Tested	Mean NCE	Accountability Plan Goal NCE	Goal Met	Median NCE
2003-04	Spring	3	25	23	50.1	-	-	47.4
2004-05	Spring	4	25	9	41.6	50.2	NO	41.3
2005-06	Spring	5	25	22	53.9	45.8	YES	51.6

**Sixth Grade NWEA Reading:** In 2005-06, the sixth grade matched cohort reduced by one-half the gap between its average NCE score on the fifth grade reading test and an NCE of 50. In the 2005-06 reading test, the increase was 6.9 points and was 4.8 points above the goal.

Grade 6								
Matched Cohort (Three Year)			Reading					
Year	Test Date	Grade	Students Enrolled	Students Tested	Mean NCE	Accountability Plan Goal NCE	Goal Met	Median NCE
2003-04	Spring	4	27	26	39.7	-	-	35.8
2004-05	Spring	5	27	25	45.9	44.8	YES	45.7
2005-06	Spring	6	27	25	52.8	48.0	YES	53.2

c. Evaluation

Goal partially met. In 2005-06, all goals were met in three out of four grades.

**2005-06 Goal Attainment Summary**

Matched Cohort	Reading Goal Met?
3 <sup>rd</sup> Grade Cohort	No
4 <sup>th</sup> Grade Cohort	Yes
5 <sup>th</sup> Grade Cohort	Yes
6 <sup>th</sup> Grade Cohort	Yes

d. Further Evidence

The NWEA language usage assessment provides additional information of progress in the goal area of English language arts. Using the same methodology as outlined above for reading, the language usage results are provided below:

Grade 3								
Matched Cohort (Three Year)			Language Usage					
Year	Test Date	Grade	Students Enrolled	Students Tested	Mean NCE	Accountability Plan Goal NCE	Goal Met	Median NCE
2003-04	Spring	1	26	n/a	n/a	-	-	n/a
2004-05	Spring	2	26	24	54.3	n/a	-	51.3
2005-06	Spring	3	26	23	55.1	54.4	YES	50.0

Grade 4								
Matched Cohort (Three Year)			Language Usage					
Year	Test Date	Grade	Students Enrolled	Students Tested	Mean NCE	Accountability Plan Goal NCE	Goal Met	Median NCE
2003-04	Spring	2	25	22	56.1	-	-	51.6
2004-05	Spring	3	25	22	54.6	56.2	NO	54.5
2005-06	Spring	4	25	20	58.3	54.7	YES	58.7

Grade 5								
Matched Cohort (Three Year)			Language Usage					
Year	Test Date	Grade	Students Enrolled	Students Tested	Mean NCE	Accountability Plan Goal NCE	Goal Met	Median NCE
2003-04	Spring	3	25	23	48.1	-	-	46.3
2004-05	Spring	4	25	23	48.1	49.0	NO	41.9
2005-06	Spring	5	25	22	55.4	49.0	YES	55.4

Grade 6								
Matched Cohort (Three Year)			Language Usage					
Year	Test Date	Grade	Students Enrolled	Students Tested	Mean NCE	Accountability Plan Goal NCE	Goal Met	Median NCE
2003-04	Spring	4	27	26	41.2	-	-	40.2
2004-05	Spring	5	27	26	46.3	45.6	YES	46.8
2005-06	Spring	6	27	24	55.8	48.1	YES	54.3

### 2005-06 Goal Attainment Summary

Matched Cohort	Language Usage Goal Met?
3 <sup>rd</sup> Grade Cohort	Yes
4 <sup>th</sup> Grade Cohort	Yes
5 <sup>th</sup> Grade Cohort	Yes
6 <sup>th</sup> Grade Cohort	Yes

When comparing the Accountability Plan Goals for reading and language usage for the year 2004-05 with that of the 2005-06 school year, there is significant improvement in reaching the stated goals. In the year 2004-05 the school did not meet the subject matter goals in four out of six areas tested on reading and language usage. In 2005-06, the goal was met in all grades for the language usage test. In the area of reading, all goals were met in grades 4, 5 and 6.

### Comparison of Reading and Language Usage Goals Met in 2005-06 with Goals Met in 2004-05

Matched Cohort	Assessment	2004-05		Assessment	2005-06	
		Reading Goal Met?	Language Goal Met?		Reading Goal Met?	Language Goal Met?
3 <sup>rd</sup> Grade Cohort	2 <sup>nd</sup> Grade Assessment	No	No	3 <sup>rd</sup> Grade Assessment	No	Yes
4 <sup>th</sup> Grade Cohort	3 <sup>rd</sup> Grade Assessment	No	No	4 <sup>th</sup> Grade Assessment	Yes	Yes
5 <sup>th</sup> Grade Cohort	4 <sup>th</sup> Grade Assessment	No	No	5 <sup>th</sup> Grade Assessment	Yes	Yes
6 <sup>th</sup> Grade Cohort	5 <sup>th</sup> Grade Assessment	Yes	Yes	6 <sup>th</sup> Grade Assessment	Yes	Yes

### Goal Two: Students will be proficient in mathematics.

#### A. Findings

##### 1. Absolute Measure

For the 2003-04 and 2004-05 school years, 75% of fourth graders who have been enrolled at Brooklyn Excelsior for two or more years will perform at or above a Level 3 on the New York State mathematics assessment.

For the 2005-06 and 2006-07 school years, 60% of second-year students, 70% of third-year students, and 75% of fourth-year students enrolled at Brooklyn Excelsior will perform at or above a Level 3 on the New York State mathematics assessment.

a. Method

Baseline data were established during the 2003-04 school year and serves as the basis for measuring progress toward the absolute measure. Students complete the mathematics exam on an annual basis in the spring. During the 2005-06 school year the State mathematics exam expanded to grades 3-8 although, in the past, this exam was limited to grades 4 and 8. Progress toward this goal is measured specifically by assessing students who have been continuously enrolled for at least two full academic years.

Progress toward this goal is measured specifically by assessing students who have been continuously enrolled for at least two full academic years. Since BECS opened in the fall of 2003, no student cohort data is available for the 2003-04 analysis. For the 2004-05 school year, students continually enrolled on or before September 30, 2003 are included in the two or more year (2 yr +) cohort. To analyze the 2005-06 school year, cohorts are defined as continuously enrolled students with the following enrollment dates:

- Second Year Students = October 1, 2003 – September 30, 2004
- Third Year Students = On or before September 30, 2003
- Fourth Year Students = Not applicable

b. Results

**4<sup>th</sup> Grade Mathematics Results**

School Year	Student Cohort	Total Enrolled	Total Tested	Level 1		Level 2		Level 3		Level 4		Level 3 and 4	
				#	%	#	%	#	%	#	%	#	%
2003-04*	2+ yr. Cohort	-	-	-	-	-	-	-	-	-	-	-	-
2004-05	2+ yr. Cohort**	35	32	1	3%	10	31%	19	59%	2	6%	21	65%

\*No cohort data available in the 2003-04 school year because this was BECS's first year of operation.

\*\*A 2+ year cohort is not available. BECS opened in Fall 2003; therefore the data contained in this table represents students continuously enrolled for 1.8 years at the time of the exam in March 2005.

### 2<sup>nd</sup>-, 3<sup>rd</sup>-, and 4<sup>th</sup> - Year Student Mathematics Results

Percent of Cohort Students at each Performance Level 2005-06 State Assessments Results: Grades 3-6 Combined					
2005-06 Assessment	Students Enrolled	Students Tested	Level 3 & 4	Target Percentage Proficient	Goal Met
Mathematics Assessments: 2 <sup>nd</sup> Year Students	91	91	65.9% (n = 60)	60%	Yes
Mathematics Assessments: 3 <sup>rd</sup> Year Students	97	97	76.3% (n = 74)	70%	Yes
Mathematics Assessments: 4 <sup>th</sup> Year Students	n/a	n/a	n/a	n/a	n/a
Total: 2 <sup>nd</sup> and 3 <sup>rd</sup> Year Students	188	188	71.3% (n = 134)	-	-

c. Evaluation

Goal met. BECS exceeded its goal.

d. Further Evidence

BECS has seen improvement in mathematics as evidenced by the grade four state assessment results. In 2003-04, 23.7% of the school's fourth grade population was identified as proficient in mathematics. For 2004-05, 55.4% of fourth grade students were proficient.

While the 2005-06 assessment results are not directly comparable to earlier results, 78.6% of fourth grade students demonstrated proficiency on this most recent administration of the Grade 4 mathematics state assessment.

Further, 69.8% of students in grades 3-6 performed at or above a level 3 on the 2005-06 assessment. Consider the following:

Percent of All BECS Students Performing At or Above Level 3 on the Grade 4 New York State Mathematics Assessment				
	2003-04	2004-05	Introduction of New State Testing System	2005-06
Grade 3	n/a	n/a		82.4% (n = 61)
Grade 4	23.7% (n = 9)	55.4% (n = 36)		78.6% (n = 55)
Grade 5	n/a	n/a		51.5% (n = 35)
Grade 6	n/a	n/a		64.0% (n = 32)
Total	23.7% (n = 9)	55.4% (n = 36)		69.8% (n = 183)

Additional evidence regarding student performance is evident through an analysis of approximate cohort groups. Notably, 23.7% of 4<sup>th</sup> graders who took the Grade 4 Mathematics Assessment in 2003-04 were identified as proficient, whereas 64.0% of that group's approximate cohort was identified as proficient on the Grade 6 Mathematics Assessment in 2005-06. Consider the following:

New York State Assessment Results				
Mathematics				
Approximate Cohort Analysis				
	% Proficient (Level 3 and Above)			
	Grade 3	Grade 4	Grade 5	Grade 6
6th grade class of 2005-06	-	23.7%	-	64.0%
		(n=9, 03-04)		(n=50, 05-06)
5th grade class of 2005-06	-	55.4%	51.5%	
		(n=36, 04-05)	(n=68, 05-06)	
4th grade class of 2005-06	-	78.6%		
		(n=70, 05-06)		
3rd grade class of 2005-06	82.4%			
	(n=74, 05-06)			

## 2. Comparative Measure

The purpose of the comparative measure is to illustrate that Brooklyn Excelsior mathematics instruction enables its students to achieve at a level equal to or greater than similar schools. Five Brooklyn public schools and Region 8 of the New York City School District are used for comparison. The selection of the comparison schools was made in conjunction with CSI.

- PS #114
- PS #115
- PS #279
- PS #189
- PS #308

The percentage of all Brooklyn Excelsior students at Levels 3 and 4 will also exceed that of Region 8 of the New York City School District.

For the 2003-04 and 2004-05 school years, the results were based on fourth grade students. For the 2005-06 and 2006-07 school years, results will be based on students in grades 3-7 combined.

### a. Method

The purpose of the comparative measure is to illustrate that Brooklyn Excelsior math instruction enables its students to achieve at a level equal to or greater than similar schools. Five Brooklyn public schools and

Region 8 of the New York City School District are used for comparison. The selection of the comparison schools was made in conjunction with CSI.

Baseline data were established during the 2003-04 school year and serves as the basis for measuring progress toward the measure. Students complete the mathematics exam on an annual basis in the spring. During the 2005-06 school year the State mathematics exam expanded to grades 3-8 although, in the past, this exam was limited to grades 4 and 8. However, the State mathematics assessment was administered only in grades 3-6 as BECS does not yet serve grades 7 or 8.

b. Results

**State Mathematics Results  
Percentage of Students at Levels 3 and 4**

<b>School</b>	<b>2003-04 Grade 4</b>	<b>2004-05 Grade 4</b>	<b>2005-06 Grades 3-6</b>
PS#114	74.7%	69.8%	60.7%
PS#115	69.4%	85.1%	71.3%
PS#279	63.8%	68.5%	71.7%
PS#189	77.9%	87.3%	64.4%
PS#308	55.6%	44.5%	47.9%
Region 8	66.4%	74.5%	68.4%
BECS	23.7%	55.4%	69.8%

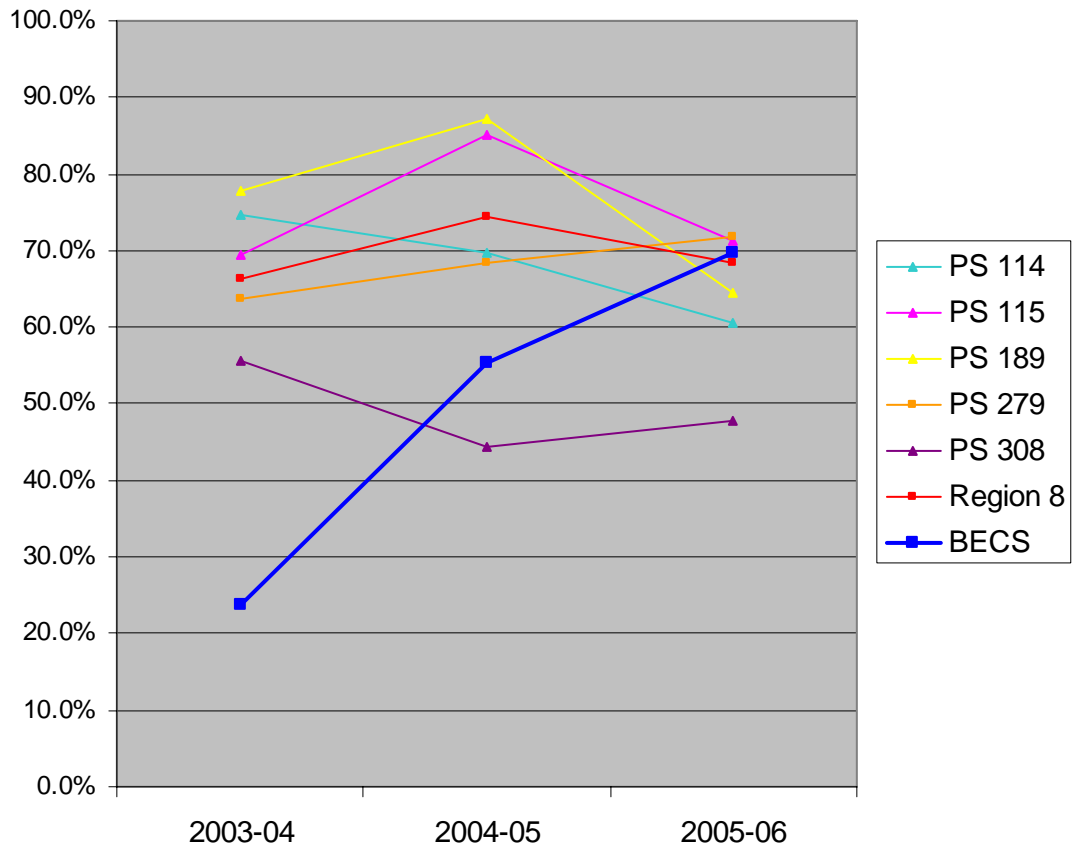
c. Evaluation

Goal partially met. The percentage of all Brooklyn Excelsior students at Levels 3 and 4 on the New York State Mathematics assessment exceeded 3 comparison schools, as well as Region 8.

d. Further Evidence

The percentage of BECS students performing at or above Level 3 on the fourth grade New York State Mathematics Assessment increased significantly. The school's percentage of students proficient moved from 23.7% in 2003-04 to 55.4% in 2004-05. By 2005-06, the mathematics proficiency percentage of BECS students improved significantly with 69.8% of students identified as proficient that year. Although the test scores may not be comparable because of the implementation of the new state testing system, the relative gain is noteworthy.

**Mathematics - Comparable Measures for BECS**  
**All Tested Students, All Tested Grades At/Or Above Level 3**



	2003-04			2004-05			2005-06		
	% Proficient	Students Tested	Grades Tested	% Proficient	Students Tested	Grades Tested	% Proficient	Students Tested	Grades Tested
PS 114	74.7%	170	4	69.8%	179	4	60.7%	491	3-5
PS 115	69.4%	219	4	85.1%	201	4	71.3%	603	3-5
PS 189	77.9%	136	4	87.3%	118	4	64.4%	843	3-8
PS 279	63.8%	210	4	68.5%	200	4	71.7%	552	3-5
PS 308	55.6%	99	4	44.5%	119	4	47.9%	632	3-8
Region 8	66.4%	6,597	4	74.5%	6,173	4	68.4%	5,757	3-8
<b>BECS</b>	23.7%	38	4	55.4%	65	4	69.8%	262	3-6

- Value Added Measure: For the 2004-05 and 2005-06 school years, cohorts of students at Brooklyn Excelsior will reduce by one-half the gap between the baseline performance and grade level on the NWEA MAP total mathematics battery.



- Third Grade: The third grade cohort will reduce by one-half the gap between its average NCE score on the second grade test and an NCE of 50. If a cohort's average baseline NCE score exceeds 50, it will be expected to show an increase in its NCE score.
- Fourth Grade: The fourth grade cohort will reduce by one-half the gap between its average NCE score on the third grade test and an NCE of 50. If a cohort's average baseline NCE score exceeds 50, it will be expected to show an increase in its NCE score.
- Fifth Grade: The fifth grade cohort will reduce by one-half the gap between its average NCE score on the fourth grade test and an NCE of 50. If a cohort's average baseline NCE score exceeds 50, it will be expected to show an increase in its NCE score.
- Sixth Grade: The sixth grade cohort will reduce by one-half the gap between its average NCE score on the fifth grade test and an NCE of 50. If a cohort's average baseline NCE score exceeds 50, it will be expected to show an increase in its NCE score.

For the 2006-07 and 2007-08 school years, cohorts of students at Brooklyn Excelsior will reduce the gap between the baseline performance and proficiency on the New York State mathematics assessment.

- Fourth Grade: The fourth grade cohort will reduce by one-fifth the gap between the average scaled score on the third grade math assessment and the scaled score equivalent of scoring at the proficient performance level on the eighth grade mathematics assessment.
- Fifth Grade: The fifth grade cohort will reduce by one-fourth the gap between the average scaled score on the fourth grade math assessment and the scaled score equivalent of scoring at the proficient performance level on the eighth grade mathematics assessment.
- Sixth Grade: The sixth grade cohort will reduce by one-third the gap between the average scaled score on the fifth grade math assessment and the scaled score equivalent of scoring at the proficient performance level on the eighth grade mathematics assessment.
- Seventh Grade: The seventh grade cohort will reduce by one-half the gap between the average scaled score on the sixth grade math assessment and the scaled score equivalent of scoring at the proficient performance level on the eighth grade mathematics assessment.

#### a. Method

Brooklyn Excelsior students take the NWEA MAP test three times during the school year to measure student academic progress. From the nationally-developed Percentage Rank norms, we derived an NCE that is calculated for relative position on the normal curve. The formula for the derivation of the NCE in the *CSI Accountability Workbook* guidance is:

$$= \text{NORMSINV}(\text{Excel Cell Value}/100)*21.06+50.$$

The NWEA MAP assessment is a computer-based test that is scored electronically. The formula provided from CSI is:

$$\text{Previous Year NCE} + [(50 - \text{Previous Year NCE})/2] = \text{Goal NCE}.$$

Cohorts are measured by the enrollment date on entry within BECS. A typical matched cohort would be categorized as continuous enrollment for a period of two complete school years. A complete school year is defined as continuous enrollment for the entire preceding school year at the time of the test. For example, a fourth grade student who did not enroll within BECS in the beginning of third grade will not be counted as part of the fourth grade cohort.

b. Results

**Third Grade NWEA Mathematics:** In the spring of 2005, the third grade cohort had already achieved a mean NCE greater than 50. Therefore the 2006 goal was to further increase that score. This goal was not met. The mean NCE score decreased 2.0 points. However, attaining approximately the same NCE score in both years indicates that students are making expected growth and keeping pace with the norm group.

Grade 3								
Matched Cohort (Three Year)			Mathematics					
Year	Test Date	Grade	Students Enrolled	Students Tested	Mean NCE	Accountability Plan Goal NCE	Goal Met	Median NCE
2003-04	Spring	1	26	n/a	n/a	-	-	n/a
2004-05	Spring	2	26	23	53.8	n/a	-	56.4
2005-06	Spring	3	26	23	51.8	53.9	NO	50.0

**Fourth Grade NWEA Mathematics:** In contrast to last year, the fourth grade matched cohort did reduce by one-half the gap between its average NCE score on the third grade test and an NCE of 50. With an increase of 4.1 points in the mean NCE in the 2005-6 school year, the school's goal was met and surpassed by 4.0 points. This rate of growth more than exceeds the original 2004-2005 target and places this cohort back on track with original expectations for improvement.

Grade 4								
Matched Cohort (Three Year)			Mathematics					
Year	Test Date	Grade	Students Enrolled	Students Tested	Mean NCE	Accountability Plan Goal NCE	Goal Met	Median NCE
2003-04	Spring	2	25	22	51.3	-	-	50.5
2004-05	Spring	3	25	19	49.7	51.4	NO	47.9
2005-06	Spring	4	25	20	53.8	49.8	YES	51.1

**Fifth Grade NWEA Mathematics:** The growth during this year allowed the fifth grade cohort to achieve their goal. The fifth grade matched cohort did reduce by one-half the gap between its average NCE score on the fourth grade test and an NCE of 50. There was a 14.6 gain in the NCE mean score, and the goal was exceeded by 9.7. This rate of growth more than exceeds the original 2004-2005 target and places this cohort back on track with original expectations for improvement.

Grade 5								
Matched Cohort (Three Year)			Mathematics					
Year	Test Date	Grade	Students Enrolled	Students Tested	Mean NCE	Accountability Plan Goal NCE	Goal Met	Median NCE
2003-04	Spring	3	25	23	46.8	-	-	49.5
2004-05	Spring	4	25	19	40.1	48.4	NO	42.5
2005-06	Spring	5	25	22	54.7	45.0	YES	54.5

**Sixth Grade NWEA Mathematics:** Similar to the fifth grade, there were noticeable increases in the mean NCE for the sixth grade matched cohort. The gap between its average NCE score on the fifth grade test and 50 NCE was reduced by more than one-half. The mean NCE score increased in 2005-6 by 7.0 points. The goal was exceeded by 2.9 points. This rate of growth more than exceeds the original 2004-2005 target and places this cohort back on track with original expectations for improvement.

Grade 6								
Matched Cohort (Three Year)			Mathematics					
Year	Test Date	Grade	Students Enrolled	Students Tested	Mean NCE	Accountability Plan Goal NCE	Goal Met	Median NCE
2003-04	Spring	4	27	26	39.8	-	-	42.5
2004-05	Spring	5	27	22	41.9	44.9	NO	44.4
2005-06	Spring	6	27	25	48.9	46.0	YES	51.1

c. Evaluation

Goal partially met. In 2005-06, the school met its goal for math in three out of the four tested grades.

**2005-06 Goal Attainment Summary**

Matched Cohort	Mathematics Goal Met?
3 <sup>rd</sup> Grade Cohort	NO
4 <sup>th</sup> Grade Cohort	YES
5 <sup>th</sup> Grade Cohort	YES
6 <sup>th</sup> Grade Cohort	YES

d. Further Evidence

When comparing the mathematics Accountability Plan goals for the year

2004-05 with that of the 2005-06 school year, there is significant improvement in reaching growth targets. In the year 2004-05 the school did not meet the goals in any grade for mathematics. In 2005-06, the goal was met in three out of four grades. The most significant gains in students' performance were in the fifth grade cohort, where the increase in the mathematics scores from 2004-05 was 14.6 points and 9.7 points above the goal. . The only cohort that did not reach its goal for 2005-06 still made expected growth and kept pace with the norm group.

**Comparison of Mathematics Goals Met in 2005-06  
with Goals Met in 2004-05**

Matched Cohort	Assessment	2004-05	Assessment	2005-06
		Mathematics Goal Met?		Mathematics Goal Met?
3 <sup>rd</sup> Grade Cohort	2 <sup>nd</sup> Grade Assessment	No	3 <sup>rd</sup> Grade Assessment	No
4 <sup>th</sup> Grade Cohort	3 <sup>rd</sup> Grade Assessment	No	4 <sup>th</sup> Grade Assessment	Yes
5 <sup>th</sup> Grade Cohort	4 <sup>th</sup> Grade Assessment	No	5 <sup>th</sup> Grade Assessment	Yes
6 <sup>th</sup> Grade Cohort	5 <sup>th</sup> Grade Assessment	No	6 <sup>th</sup> Grade Assessment	Yes

**Goal Three: Students will be proficient in science.**

A. Findings

1. Absolute Measure

For the 2003-04 and 2004-05 school years, 75% of fourth graders who have been enrolled at Brooklyn Excelsior for two or more years will perform at or above a Level 3 on the New York State science assessment.

For the 2005-06 and 2006-07 school years, 60% of second-year students, 70% of third-year students, and 75% of fourth-year students enrolled at Brooklyn Excelsior will perform at or above a Level 3 on the New York State science assessment.

a. Method

Baseline data were established during the 2003-04 school year and serves as the basis for measuring progress toward the absolute measure. Students complete the science exam on an annual basis in the spring. Progress toward this goal is measured specifically by assessing students who have been continuously enrolled for at least two full academic years.

b. Results

The State science assessment was administered in April 2006; however, assessment results are not yet available. BECS will update the annual report when the data become available.

**4<sup>th</sup> Grade Science Results**

School Year	Student Cohort	Total Enrolled	Total Tested	Level 1		Level 2		Level 3		Level 4		Level 3 and 4	
				#	%	#	%	#	%	#	%	#	%
2003-04*	2+ yr. Cohort	-	-	-	-	-	-	-	-	-	-	-	-
2004-05	2+ yr. Cohort**	35	22	1	4.54%	10	45.45%	10	45.45%	1	4.54%	21	50.0%

\*No cohort data available in the 2003-04 school year because this was BECS's first year of operation.

\*\*A 2+ year cohort is not available. BECS opened in Fall 2003; therefore the data contained in this table represents students continuously enrolled for 1.9 years at the time of the exam in May 2005.

**2<sup>nd</sup>-, 3<sup>rd</sup>-, and 4<sup>th</sup>- Year Student Science Results**

Percent of Cohort Students at each Performance Level 2005-06 State Assessments Results: Grades 3-6 Combined			
2005-06 Assessment	Level 3 & 4	Target Percentage Proficient	Goal Met
Science Assessments: 2 <sup>nd</sup> /3 <sup>rd</sup> Year Students	Data embargoed	Data embargoed	Data embargoed

\*Students in their third year ("3<sup>rd</sup> Year Students" in this table) are also defined as being second year matched cohort (students who complete two school years prior to testing).

c. Evaluation

The State science assessment was administered in April 2006; however, assessment results are not yet available. BECS will update the annual report when the data become available.

d. Further Evidence

The State science assessment was administered in April 2006; however, assessment results are not yet available. BECS will update the annual report when the data become available.

2. Comparative Measure

Each year, the percentage of all Brooklyn Excelsior students at Levels 3 and 4 on the New York State science assessment will exceed the following public schools (all identified as in the same similar school comparison group):

- PS #114
- PS #115
- PS #279
- PS #189
- PS #308

The percentage of all Brooklyn Excelsior students at Levels 3 and 4 will also exceed that of Region 8 of the New York City School District. The results were based on fourth grade students.

a. Method

The purpose of the comparative measure is to illustrate that Brooklyn Excelsior science instruction enables its students to achieve at a level equal to or greater than similar schools. Five Brooklyn public schools and Region 8 of the New York City School District are used for comparison. The selection of the comparison schools was made in conjunction with CSI.

Baseline data were established during the 2003-04 school year and serves as the basis for measuring progress toward the measure. Fourth grade students complete the science exam on an annual basis in the spring.

b. Results

The State science assessment was administered in April 2006; however, assessment results are not yet available. BECS will update the annual report when the data become available.

**State Science Results**  
**Percentage of Students at Levels 3 and 4**

School	2003-04 Grade 4	2004-05 Grade 4	2005-06 Grade 4
PS#114	56.4%	62.0%	n/a
PS#115	65.3%	70.5%	n/a
PS#279	81.2%	74.9%	n/a
PS#189	75.2%	89.0%	n/a
PS#308	41.2%	38.2%	n/a
Region 8	58.0%	61.5%	n/a
BECS	35.1%	43.1%	n/a

Note: 2005-06 comparison data are not yet available.

c. Evaluation

The State science assessment was administered in April 2006; however, assessment results are not yet available. BECS will update the annual report when the data become available.

d. Further Evidence

The State science assessment was administered in April 2006; however, assessment results are not yet available. BECS will update the annual report when the data become available.

## Goal Four: Students will be proficient in social studies.

### A. Findings

#### 1. Absolute Measure

For the 2003-04 and 2004-05 school years, 75% of fourth graders who have been enrolled at Brooklyn Excelsior for two or more years will perform at or above a Level 3 on the New York State social studies assessment.

For the 2005-06 and 2006-07 school years, 60% of second-year students, 70% of third-year students, and 75% of fourth-year students enrolled at Brooklyn Excelsior will perform at or above a Level 3 on the New York State social studies assessment.

##### a. Method

Baseline data were established during the 2003-04 school year and serves as the basis for measuring progress toward the absolute measure. Fifth grade students complete the social studies exam on an annual basis in the fall.

##### b. Results

The State social studies assessment was administered in November 2005; however, assessment results have not yet been publicly released. BECS will update the annual report when the data is released.

### 5<sup>th</sup> Grade State Social Studies Results

School Year	Student Cohort	Total Enrolled	Total Tested	Level 1		Level 2		Level 3		Level 4		Level 3 and 4	
				#	%	#	%	#	%	#	%	#	%
2003-04*	2+ Year Cohort	-	-	-	-	-	-	-	-	-	-	-	-
2004-05	2+ Year Cohort**	29	29	8	28%	7	24%	13	45%	1	3%	14	48%

\*No cohort data available in the 2003-04 school year because this was BECS's first year of operation.

\*\*A 2+ year cohort is not available. BECS opened in Fall 2003; therefore the data contained in this table represents students continuously enrolled for 1.3 years at the time of the exam in November 2004.

### 2<sup>nd</sup>-, 3<sup>rd</sup>-, and 4<sup>th</sup>- Year Student Social Studies Results

Percent of Cohort Students at each Performance Level 2005-06 State Assessments Results: Grades 3-6 Combined			
2005-06 Assessment	Level 3 & 4	Target Percentage Proficient	Goal Met
Social Studies Assessments: 2 <sup>nd</sup> /3 <sup>rd</sup> Year Students	Data embargoed	Data embargoed	Data embargoed

\*Students in their third year ("3<sup>rd</sup> Year Students" in this table) are also defined as being second year matched cohort (students who complete two school years prior to testing).

c. Evaluation

The State social studies assessment was administered in November 2005; however, assessment results have not yet been publicly released. BECS will update the annual report when the data is released.

d. Further Evidence

The State social studies assessment was administered in November 2005; however, assessment results have not yet been publicly released. BECS will update the annual report when the data is released.

2. Comparative Measure

Each year, the percentage of all Brooklyn Excelsior students at Levels 3 and 4 on the New York State social studies assessment will exceed the following public schools (all identified as in the same similar school comparison group):

- PS #114
- PS #115
- PS #279
- PS #189
- PS #308

The percentage of all Brooklyn Excelsior students at Levels 3 and 4 will also exceed that of New York City School District. The results will be based on fifth grade students.

a. Method

The purpose of the comparative measure is to illustrate that Brooklyn Excelsior social studies instruction enables its students to achieve at a level equal to or greater than similar schools. Five Brooklyn public schools and Region 8 of the New York City School District are used for comparison. The selection of the comparison schools was made in conjunction with CSI.

Baseline data were established during the 2004-05 school year and serves as the basis for measuring progress toward the measure. Fifth grade students complete the social studies exam on an annual basis in the fall.

b. Results

The State social studies assessment was administered in November 2005; however, assessment results have not yet been publicly released. BECS will update the annual report when the data is released.



**State Social Studies Results  
Percentage of Students at Levels 3 and 4**

School	2003-04 Grade 5	2004-05 Grade 5	2005-06 Grade 5
PS#114	55.1%	65.3%	n/a
PS#115	60.6%	76.2%	n/a
PS#279	70.9%	77.5%	n/a
PS#189	61.4%	52.6%	n/a
PS#308	44.6%	42.4%	n/a
Region 8	55.6%	57.4%	n/a
BECS	n/a	52.0%	n/a

Note: 2005-06 comparison data are not yet available.  
Additionally, BECS was a K-4 school in the 2003-04 school year and, therefore, did not administer the grade 5 social studies exam.

c. Evaluation

The State social studies assessment was administered in November 2005; however, assessment results have not yet been publicly released. BECS will update the annual report when the data is released.

d. Further Evidence

The State social studies assessment was administered in November 2005; however, assessment results have not yet been publicly released. BECS will update the annual report when the data is released.

## **II. ORGANIZATIONAL ACCOUNTABILITY PLAN OUTCOMES**

### **Goal One: Brooklyn Excelsior will demonstrate demand for its educational program.**

#### **A. Findings**

##### **1. Enrollment Measure**

Brooklyn Excelsior measured enrollment levels in the fall and spring, as well as at the close of the school year, to ensure the school meets or exceeds target enrollment rates as outlined below:

Year One:	220
Year Two:	340

Year Three: 440  
Year Four: 540  
Year Five: 640

a. Method

In addition to a fall and a spring count, bi-monthly counts have taken place since the first year of operation in 2003. The data were compared to the projected enrollment outlined in the school's Accountability Plan.

b. Results

School Year	Actual Enrollment	Enrollment Goal
2003-04	206	220
2004-05	485	340
2005-06	550	440

c. Evaluation

Goal met. Since the relocation to the new facility, BECS has exceeded its enrollment goals and is on track for attaining enrollment goals in future years.

d. Further Evidence

None.

2. Waiting List Measure

Brooklyn Excelsior will maintain a waiting list that reflects at least 15% of the total average enrollment. The waiting list will be measured in the fall and spring, as well as at the close of the school year.

a. Method

The school maintained a waiting list that was implemented during the student admission lottery conducted annually in the spring. After the lottery, applicants were added to the waiting list in the order in which they were received.

b. Results

As of October 20, 2005, the school had a waiting list of 579 students.  
As of March 23, 2006, the school had a waiting list of 688 students.  
As of June 15, 2006, the school had a waiting list of 779 students.

c. Evaluation

Goal met. In the 2005-06 school year the number of students on the waiting list was greater than the actual student enrollment (124%). The waiting list indicates a clear demand for Brooklyn Excelsior's educational program.

d. Further Evidence

None.

3. Student Turnover Measure

Brooklyn Excelsior will maintain less than a 15% average student turnover rate (excluding parents who move from their principal residence), as measured in the fall for the prior school year. Additionally, the turnover rate will be measured in the spring and at the close of the school year.

a. Method

In addition to a fall and a spring count, bi-monthly counts have taken place since the first year of operation in 2003. Exit surveys were conducted to determine the reasons for withdrawal.

b. Results

During the 2005-06 school year, 67 students left the school for an average student attrition rate of 12%. Of the 14 exit surveys returned, 8 students withdrew for reasons related to parents moving from their residence. Excluding parents who stated they moved from their principal residence as the reason for leaving the school, the turnover rate for the 2005-06 school year is 10.7%.

c. Evaluation

Goal met. Brooklyn Excelsior achieved the goal of a less than 15% average student turnover rate for the 2005-06 school year.

d. Further Evidence

None.

**Goal Two: Students will show an incremental increase in average daily attendance.**

A. Findings

## 1. Comparison Group Measure

Each year, the average percentage of attendance for all Brooklyn Excelsior students will meet and/or exceed the following public schools (all identified as a similar school comparison group):

- PS #114
- PS #115
- PS #279
- PS #189
- PS #308

The average percentage of attendance for all Brooklyn Excelsior students will also exceed that of the New York City School District.

### a. Method

Attendance is taken daily by teachers and reported to the school office where it is collected and tabulated. The average daily attendance rate for the entire school year is used in this report.

### b. Results

The 2005-06 school year attendance data are not currently available for the comparison group. BECS will update the annual report when the data become available.

School Name	2003-04	2004-05	2005-06
PS #114	93.1%	93.0%	Not available
PS #115	93.8%	93.7%	Not available
PS #279	95.0%	94.8%	Not available
PS #189	93.9%	94.2%	Not available
PS #308	92.2%	91.0%	Not available
Region 8	89.8%	89.1%	Not available
Brooklyn Excelsior	90.9%	94.5%	93.4%

### c. Evaluation

2005-06 comparison attendance data are not yet available. BECS will update the annual report when the data become available.

### d. Further Evidence

None.

## 2. Average Attendance Measure

Brooklyn Excelsior's average attendance rate will improve at an increasing rate each year until 93% attendance is achieved:

- Year One: 90%
- Year Two: 92%
- Year Three: 93%
- Year Four: 93%
- Year Five: 93%

a. Method

Attendance is taken daily by teachers and reported to the school office where it is collected and tabulated. The average daily attendance rate for the entire school year is used in this report.

b. Results

For the 2005-06 school year, Brooklyn Excelsior achieved an average attendance rate of 93.4%.

c. Evaluation

Goal met. Brooklyn Excelsior's average annual attendance rate for the 2005-06 school year was 93.4%, meeting the attendance rate goal of 93%.

d. Further Evidence

Brooklyn Excelsior met attendance goals for the 2003-04 school year (90.9%) and the 2004-05 school year (94.5%), increasing the average daily attendance rate by 3.53% between 2003-04 and 2004-05. Additionally, the school again met its attendance goal again in the 2005-06 school year.

**Goal Three: Brooklyn Excelsior will properly manage and govern the school.**

A. Findings

1. Unqualified Audit Measure

Brooklyn Excelsior will employ a certified independent public accounting firm to perform an annual audit of the financial Statements, which is indicative of sound financial management. The audited financial Statements and audit opinion will be submitted to CSI and the New York State Education Department (SED).

a. Method

The Board of Trustees contracted with Deloitte and Touche, LLP, a certified public accounting firm, to audit the school's financial

information. Copies of the financial Statements were provided for the to both CSI and SED.

b. Results

An audit conducted by Deloitte and Touche LLP stated, “We noted no matters involving the internal control over financial reporting and its operation that we consider to be a material weakness.”

c. Evaluation

Goal met. The audit resulted in evidence of satisfactory financial management and reporting.

d. Further Evidence

None.

2. Positive Fund Balance Measure

Brooklyn Excelsior will meet or exceed annual budget targets each fiscal year. Budgets will be submitted annually to CSI and SED.

a. Method

The Board approved a proposed budget and submitted the budget annually to both CSI and SED.

b. Results

The school had a balanced cash flow throughout the year.

c. Evaluation

Goal met. The Board reviewed and approved a fiscal budget that compared the school’s expenditures to the proposed budget. The school had a balanced cash flow throughout the year.

d. Further Evidence

None.

3. Reporting Deadlines Measure

Brooklyn Excelsior will meet all deadlines for federal, State, and local reporting requirements, including (but not limited to) an Annual Report and Accountability Progress Report.

a. Method

Brooklyn Excelsior complied with CSI and SED reporting guidelines in submitting reports.

b. Results

All necessary federal, State, and local reports were filed on-time, according to the due date provided to the school.

c. Evaluation

Goal met. The school met the requirements of the reporting guidelines as published by federal, State and local authorities.

d. Further Evidence

None.

**Goal Four: Brooklyn Excelsior will achieve a high rate of parent satisfaction, as measured on an annual basis.**

A. Findings

1. Parent Satisfaction Measure

A parent survey will be conducted on at least an annual basis. Baseline data will be established in school year 2003-04. Progress will be measured at least annually to ensure the school meets or exceeds an overall parent satisfaction rate of 90% by the 2006-07 school year with at least 75% of the parents responding.

a. Method

Brooklyn Excelsior conducts a parent survey annually in the spring. In 2004, the survey was conducted via a form process with a move to an automated telephone survey in 2005 and 2006.

b. Results

In school year 2005-06 the response rate was 61%, with an overall satisfaction rate of 93%.

c. Evaluation

Goal partially met. While the school exceeded the overall parent satisfaction rate goal of 90% only 61% of parents responded, 14% below the goal of a 75% parent response goal.

d. Further Evidence

In SY04-05 the response rate was 52% with an overall satisfaction rate of 96%. SY03-04 had a response rate of 64.3%, with an average satisfaction rate of 91.4%. The school has maintained a high rate of parent satisfaction and will work to increase the parent response rate in order to meet the goal of 75% response rate by SY06-07.

### III. ADDITIONAL ACCOUNTABILITY PLAN OUTCOMES

**Goal One: Brooklyn Excelsior will provide all students with a character development program that is incorporated into daily instruction.**

A. Findings

1. Character Development Measure

The school's character development program has been developed to equip students with a moral foundation by studying key virtues (prudence, temperance, fortitude, and justice) as well as studying the heroes (e.g. Abraham Lincoln) who exemplify them. Progress will be measured via a parent survey at least annually to ensure the school meets or exceeds an overall parent satisfaction rate of 90% by the 2006-07 school year.

a. Method

A parent survey is conducted on an annual basis in the spring. For the 2004-05 and 2005-06 academic year a parent telephone survey was conducted in spring 2005. The survey measures parent responses to the following question: "My child's school delivers on its promise of moral guidance."

b. Results

In school year 2005-06, parent's reported a 90% overall satisfaction rate with the school's moral guidance program.



c. Evaluation

Goal met. Brooklyn Excelsior met the goal of 90% overall parent satisfaction with the school's moral guidance program.

d. Further Evidence

Baseline data were established in the 2003-04 school year with a 92.4% satisfaction rate to the Statement: My child's school delivers on its promise of moral guidance. School year 2004-05 reported a 95% satisfaction rate to the same Statement, and 90% in school year 2005-06.

#### **IV. LEGAL COMPLIANCE**

Brooklyn Excelsior has complied with applicable laws, rules, regulations, and the school's adopted by-laws. The school's Board of Trustees retains independent legal counsel to assist with compliance. Further, Brooklyn Excelsior has maintained effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.

#### **V. FISCAL SOUNDNESS: BUDGETING**

Original Budget Amount	\$6,090,971
Final Revised Budget Amount	\$6,506,821
Date Revised:	November 21, 2005
Actual Revenue	\$7,228,589
Actual Expenses	\$7,231,466
Change in balance FY06	(\$2,877)
(see financial attachments)	

Note: The prior year fund balance was sufficient to cover the 2005-06 fund balance.

#### **VI. FISCAL SOUNDNESS: FINANCIAL CONDITION**

The school will have a balanced budget, expenditures will not exceed revenues, and a positive year-to-date fund balance will be maintained. A quarterly review of budget to actual will be performed by the Board of Trustees to ensure a positive financial position.

#### **VII. FISCAL SOUNDNESS: INTERNAL CONTROLS AND COMPLIANCE**

The Board of Trustees contracted with Deloitte and Touche, LLP, a certified public accounting firm, to audit the school's financial information, controls, and compliance. Copies of the financial statements were provided to both CSI and SED. An internal control or compliance deficiency has not been identified by any entity for Brooklyn Excelsior.

## **VIII. SUMMARY**

Brooklyn Excelsior Charter School (“BECS” or “Brooklyn Excelsior”) was authorized by Charter Schools Institute (“CSI”) of The State University of New York in March 2002. The school opened its doors to 206 K-4 students in fall 2003, after taking a planning year. While BECS was housed in a temporary facility during its first year of operation, the school moved into its permanent facility at the beginning of the 2004-05 school year. BECS is now located at 856 Quincy Street in Brooklyn, NY. As of fall 2006, the school serves 650 students in grades K-7 and has a waiting list of 770 students. The school intends to begin serving eighth grade students in the 2007-08 school year.

### **Mission and Educational Focus**

Brooklyn Excelsior’s mission is as follows: *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.*

BECS’s mission has guided the operation of the school since its inception. The school has worked and will continue to work to ensure that its curriculum is challenging and rigorous, so that it provides all students opportunities to adequately learn the core subjects of English Language Arts (“ELA”), math, science, and social studies and to demonstrate content-area mastery. As part of its effort to ensure a well-rounded education for each child, the school provides instruction in music, art, and physical education. Moral focus is a key component of the academic program for BECS’s students; each month the school focuses on a new character trait. The character traits are discussed in the classroom and infused throughout the school program.

While its academic focus has remained consistent throughout the term of its charter, Brooklyn Excelsior’s instructional philosophy has undergone a strategic shift. Specifically, BECS has made significant efforts to transition from instruction that is based in the teaching of a particular curricular program to instruction where program materials are used to ensure that students meet the New York State Learning Standards. These efforts will continue in the 2006-07 school year and beyond.

### **Continuous Improvement**

BECS has consistently been designated by the New York State Education Department as a *Charter School in Good Standing*. While the school has received this designation, the school’s Board of Trustees (“the Board”) – operating in light of the guidance within CSI’s second and third year site visit reports – recognizes the need for Brooklyn Excelsior’s continuous improvement. In an effort to promote a culture of continuous improvement at the school, the Board:

- Acted courageously in seeking the best instructional leaders for the school
- Implemented innovative efforts to increase retention of top-performing teachers
- Researched and addressed the gaps in the curriculum
- Expanded the amount of time dedicated to the core subjects of ELA and math

- Improved its efforts to meet the academic needs of its “at-risk” students
- Established benchmark testing three times a year for all students

The Board is hopeful that these efforts will contribute to the future success of the school. Although much work remains to be done in order to ensure academic success for all BECS students, the Board is pleased with the academic and operational progress that the school experienced in its first charter term. With respect to academic success, the performance of BECS students on the New York State Assessments in ELA, math, science, and social studies has improved.

<b>Percent of Students Performing at or Above Level 3 on the New York State Assessments</b>				
<b>Assessment</b>	<b>2003-04</b>	<b>2004-05</b>	<b>Introduction of New State Testing System</b>	<b>2005-06</b>
ELA Assessments	28.2% (n = 11) 4 <sup>th</sup> Grade	30.8% (n = 20) 4 <sup>th</sup> Grade		59.6% (n = 152) 3 <sup>rd</sup> -6 <sup>th</sup> Grade
Mathematics Assessments	23.7% (n = 9) 4 <sup>th</sup> Grade	55.4% (n = 36) 4 <sup>th</sup> Grade		69.8% (n = 183 ) 3 <sup>rd</sup> -6 <sup>th</sup> Grade
Science Assessments	35.1% (n = 13) 4 <sup>th</sup> Grade	43.1% (n = 28) 4 <sup>th</sup> Grade		Data embargoed
Social Studies Assessments	n/a	52.0% (n = 25) 5 <sup>th</sup> Grade		Data embargoed

Note: As the State introduced a new testing system in 2005-06, test results are not necessarily comparable between previous years and 2005-06. Assessment scores from school year 2005-06 will serve as the new baseline for future academic progress measures. Overall, however, BECS student performance demonstrates increases in proficiency levels over the course of its charter.

Comparative grade level data to date is only available for fourth grade, as the 2005-06 school year was the first time the state administered assessments for all grades, 3<sup>rd</sup> through 8<sup>th</sup>. Attachment D provides a comprehensive analysis of Brooklyn Excelsior’s student academic performance, including a discussion of the performance of cohorts of students that have been enrolled at BECS for two or more school years.

### **Organizational Viability**

Brooklyn Excelsior’s Board has effectively governed the school since its inception, and has worked proactively to make certain the school remains faithful to its mission. The third year site visit reported that the Board of Trustees “continues to be a stable presence....and is unified in its approach to supporting the mission.”

The Board has demonstrated effective governance throughout the first term of its charter by successfully guiding the school through leadership changes. While difficult, the Board believed these changes were needed to ensure that the school was meeting the needs of all enrolled students. The Board is pleased that the school is now being led by Dr. Thomas DeMarco, an experienced New York City principal, and is excited by the fact that Dr. DeMarco is supported

by a strong instructional staff. The Board continues to provide guidance to ensure that the school's organizational structure and its resources are appropriately aligned to meet the changing demands and academic needs of its students.

Brooklyn Excelsior continues to be a popular school choice for families and students within its community. Enrollment rates, re-enrollment rates, and a waiting list of 770 students offer evidence that the school is both effective and viable.

BECS is, likewise, fiscally sound. Independent fiscal audits of the school are conducted each year by a New York state-certified public accountant and are conducted in accordance with generally accepted auditing standards and the standards applicable to financial audits contained in government auditing standards issued by the Comptroller General of the United States. All audits have been favorable and have documented the school's strong financial controls. The school's budgets have been consistently balanced and reflect the school's priorities to focus resources on its instructional program.

## **IX. ACTION PLAN**

Brooklyn Excelsior is making systematic improvements to continually address the academic needs of each student. These comprehensive efforts focus on instruction, curriculum, and academic and organizational areas of the school.

### **Instruction**

Brooklyn Excelsior will be working to improve the quality of its instructional staff in the 2006-2007 school year. Since teacher quality is a significant contributor to student attainment, Brooklyn Excelsior desires to focus intentional attention to developing the quality of its teachers. A team of professionals are available to support teachers in their day-to-day teaching activities and to help them overcome the challenges they face in the classroom, including a Director of Instruction, Assistant Principals and a Director of School Quality. This team supports Brooklyn Excelsior's teachers and staff by working to further develop their instructional skills and knowledge.

Starting in the 2006-2007 school year, the school will employ the services of a Reading Specialist to serve academically at-risk students. The Reading Specialist will work with students requiring supplemental instruction and implement specific instructional strategies to target and address student needs. The Reading Specialist will aid the classroom teacher when additional instructional support is necessary for students to maintain appropriate levels of growth and meet challenging State standards. The school is also adding a New Teacher Coach to the school staff. The New Teacher Coach will specifically serve and support teachers who are in the first three years of their professional teaching career and will work to develop and promote instructional quality. The New Teacher Coach will provide formative feedback on lessons and instruction and model lessons for teachers. School leadership believes the addition of this position will advance improvement in the quality and effectiveness of teachers. Additionally, Brooklyn Excelsior has retained the services of a consultant specializing in the professional development for staff in writing instruction for students. Finally, the school is adding a Guidance Counselor to the staff to support peer mediation and conflict resolution for students.

Further, BECS will provide staff with intentional and sustained professional throughout the 2006-2007 year. Professional development will include writing, data analysis/usage, and classroom management. BECS has contracted with a consultant to work with teachers in the content area of writing and English language arts. Teachers will also be trained on the use of data as a tool in the classroom. Teachers will receive training on the use of the new data reporting system, and learn to use data to drive instruction and differentiate based on student needs. As teacher quality improves, the school expects to see a corollary improvement in student achievement.

### **Curriculum**

The school has been evaluating the effectiveness of its core curriculum components. School leadership recognizes that no single curricular program can adequately address all learning standards, but desires to incorporate curriculum that aligns closely to the State standards. As a supplement to the social studies curriculum, the school will implement the use of the New York edition of the Scott Foresman social studies text book for grades K-6. The Scott Foresman book is closely aligned with the New York State Learning Standards for social studies, and will be a tool through which teachers can address the State learning requirements. Additionally, Prentice Hall social studies textbooks will be used in the 2006-2007 school year in grades seven and eight. The school is also in the process of evaluating a new mathematics program for implementation in the 2006-2007 school year. The curriculum, Real Math, would replace the use of Saxon Math in grades K-5. The school would continue to use Saxon Math in the upper grades. A final decision on the implementation of Real Math will be made by August 15, 2006.

### **Academic and Organizational**

Brooklyn has implemented a robust data reporting system. The school leadership, however, recognizes the need to continually enhance its data collection and reporting efforts to ensure the school is meeting the needs of each child. Accordingly, the school will be articulating interim assessment goals outlined in the school's Accountability Plan, and improving the collection and reporting of cohort data. Professional development workshops in these areas will be conducted prior to and throughout the school year for all teachers and staff.

The school leadership also will be undertaking efforts to better engage and analyze parent, student, and teacher feedback concerning their experiences at BECS. This information is crucial as the school seeks to identify and understand organizational successes and areas needing improvement. Parent meetings will be held during the school year to gauge parent satisfaction with their children's experience at BECS. The school will also create focus groups of teachers, parents, and students to stimulate discussion and feedback. Finally, a confidential employee survey will continue to be conducted during the school year to gauge employee satisfaction.