

**EXCELLENCE BOYS
CHARTER SCHOOL**

2008-09

**ACCOUNTABILITY PLAN
PROGRESS REPORT**

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Excellence Boys Charter School 2008-09 Accountability Plan Progress Report

Tim Saintsing and Jabali Sawicki prepared this 2008-09 Accountability Progress Report on behalf of the school's board of trustees:

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INTRODUCTION

Excellence Boys Charter School of Bedford Stuyvesant prepares students to enter, succeed in, and graduate from outstanding college preparatory high schools and colleges.

We cultivate in our scholars the knowledge, skills, and character necessary to succeed academically, embrace responsibility, and become honorable citizens and courageous leaders of our communities, country, and world.

In pursuit of this mission, the school successfully completed its fifth year of operation in June 2009.

Student Population

During the 2008-09 school year, Excellence Boys's student population consisted of 288 boys in Kindergarten-5th Grade. Of these students, 98% were African American and 2% were Latino. Sixty percent of Excellence Boys students were eligible for free or reduced price lunch.

Most of Excellence Boys's students enter the school far below grade level. As a proxy for entering Kindergarten achievement levels, Excellence assumes that its Kindergarten students enroll with rates of academic proficiency similar to its 2004-05 1st Graders (the first testing cohort for which there is a national norm for the 1st Grade TerraNova CAT 2nd Edition, a nationally recognized standard assessment of academic skills in Reading, Language, and Math). Based on those assessments in 2004, only 33% of students scored at or above grade level on the reading portion of the assessment, and only 15% scored at or above grade level on the math portion.

Alarming, these boys' numbers lag behind even the under-performance displayed by their peers in other public schools in Community School District 16.

Excellence Boys Charter School of Bedford Stuyvesant was founded to respond to these community trends and to ensure that its young boys reach the year 2020, when the first Excellence Boys cohort will graduate from the nation's top public and private colleges and universities.

With our scholars' positive academic, social, and physical indicators in hand, we are confident that Excellence Boys is well on its way to achieving that goal.

Teach Until They Learn

Excellence Boys Charter School provides its students with every possible opportunity to learn. This means that Excellence Boys not only has a longer school day that begins at 7:30 AM and ends at 4:00 PM with 6+ hours of instruction, but also has a longer school year consisting of 188 instructional days. Over the course of the school year, this is equivalent to at least 25% more instructional time than the New York City Department of Education's minimum of 5 hours of daily instruction over 181 school days in grades K-6.

Each day consists of over 3 hours of literacy instruction (K-2), 90 minutes of math instruction, a daily class in social studies or science (both in 4th Grade), a daily class devoted to character development, a daily fitness class, and a daily music or art class.

Even as students leave for the day, the learning continues. Each student, including Kindergarteners, takes home at least 30 minutes of homework (called Life's Work at Excellence Boys) every evening.

Parents/guardians review and sign each evening's assignment upon completion. Excellence Boys Charter School students finished the 2008-09 school year with a 98% Life's Work completion rate.

Excellence in Character

More instructional time, however, is not enough. Excellence Boys Charter School holds students to high standards in behavior and community involvement. To maintain an energetic, orderly, and productive environment where teachers can focus on teaching and students can focus on learning, the school implements a strict code of conduct, provides explicit daily instruction in core values, and enforces a dress code consisting of a shirt, tie, belt, dress pants, and shoes.

Additionally, routines and rituals constantly reinforce Excellence Boys's expectations, core values, and mission. This process begins before students even enter the building. Every morning, staff meet students outside the school's front door to greet each student by name and shake each student's hand as they cross the threshold. This reminds students to conduct themselves with self-respect, dignity, and love—Excellence Boys is a place for *scholars*.

Each week ends with a Friday Community Meeting. Each Community Meeting is an opportunity to reinforce and celebrate the values of Excellence Boys and extend the classroom through student-performed skits that feature Vocabulary Challenges. Each meeting closes with the presentation of the Excellence Boys Spirit Stick, awarded to the student who best exemplifies the spirit of Excellence Boys in that particular week. This scholar then has the honor and responsibility of carrying the Spirit Stick throughout the following week and serving as a role model to other students.

Staff

One Lead Teacher and one Teacher (an apprentice teacher) are assigned to each K-2 classroom and provide differentiated instruction in small groups and individually. Students in Grades 3-5 get similar differentiated instruction through each classroom's Lead Teacher and Special Subject Teachers, such as Reading, Math, and Science. In 2008-09, every teacher held a Bachelor's Degree and nearly 90% either held or were working toward a Masters Degree.

The 2008-09 Excellence teaching staff was diverse: 27% of the staff was male and nearly 30% was African American, Hispanic, Indian, or Asian. Both of these figures represent successes in important "hard to staff" demographics. Only 9% of the nation's elementary school teachers are men, and only 2% of the nation's teachers are men in grades K-3.

New faculty for 2008-09 were hired from a recruitment pool that exceeded 1,500 candidates.

Open Doors

"Open Doors" at Excellence Boys Charter School is a phrase that describes the school's desire to broaden the horizons of its students. It also refers, however, to the school's philosophy in engaging the community, particularly families. Excellence Boys has worked toward this goal from the very beginning.

Upon enrollment, families are asked to sign a *Family & School Covenant* in which families and the school pledge to support and engage one another in the joint effort of raising Excellence Boys scholars.

Bi-weekly phone calls home from teachers, frequent parent/family conferences, report cards (once per quarter) which parents/guardians were required to pick up in person, and school events kept parents/families apprised of and engaged in their children's performance.

In 2008-09, Excellence Boys hosted monthly Family Involvement Committee (FIC) meetings, opportunities for parents to gather together to learn more about the school's curriculum and learn ways in which they can extend the classroom through activities at home. Topics of the 2008-09 Family Involvement Committee included:

- Literacy Night

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- Math Night
- Health and Nutrition Night
- 4th and 5th Grade Science Expo Night
- Art Fest

Three FIC Committees (Academics, Fundraising, and Events) engaged parents through a variety of activities, including:

- The planning of two Fall Family Potluck Dinners
- The management of a Thanksgiving Candy Sale that raised nearly \$10,000 for classroom library books
- The organization of two Kwanzaa Celebrations attended by nearly 900 family members

Dissemination

Excellence Boys Charter School considers the dissemination of its educational model to be an important objective inherent to its status as a charter public school. Acting upon this belief, Excellence Boys operated with an open door policy for guests and visitors who desired an opportunity to observe the school first hand.

In the 2008-09 school year, Excellence Boys's visitors included:

- School Leaders from New Schools for New Orleans
- School Leaders and Teachers from Minneapolis Public Schools
- Mrs. Candice Bergen, Actress
- Members of the United Kingdom's Conservative Party
- Leaders from Achievement First
- Mr. Alan Alda, Actor
- Mr. David M. Brewer III, then Superintendent of the LA United School District
- Leaders from the New Schools Venture Fund
- Leaders from New Leaders for New Schools
- Leaders from the Broad Foundation
- Leaders and Trustees from the Philanthropic Roundtable
- Leaders from Urban Prep Charter School
- Education Professor from the University of Michigan
- Leaders and Teachers from the UFT Charter School
- Leaders from Education Pioneers
- Education Consultants from Bain & Company
- School Leaders from the future Lincoln Center Charter School
- School Leaders Harlem Link Charter School
- School Leaders and Teachers from Harlem Success Charter School
- Camp Robin Hood
- Robin Hood Young Donor Tour
- Education Professors from Pratt
- Leaders from the Cleveland Foundation
- NAACP Legal Defense Fund
- Leaders from the Hayden Foundation
- School Leaders and Teachers from Achievement Crown Heights
- A Staff Writer for *The Economist*
- School Leaders from Explore and Explore 2 Charter Schools
- Chancellor Klein (who spent the first day of school here)

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2003-04														
2004-05	44	44												88
2005-06	44	44	44											132
2006-07	48	46	40	36										170
2007-08	50	50	45	40	36									221
2008-09	75	50	50	43	39	31								288

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Excellence Boys Charter School students, enrolled in at least their second year, will meet or exceed New York State Elementary Learning Standards in English Language Arts

Background

The English Language Arts curriculum at Excellence Boys Charter School of Bedford Stuyvesant is designed to ensure that students become fully literate and learn to read, write, and speak well. The school’s ELA curriculum is very closely aligned to the New York State English Language Arts Standards. As reading ability is central to student performance in all subjects in high school and college, developing this fundamental skill early determines the ultimate academic success of Excellence Boys. Most of Excellence Boys’s scholars enter the school on their first day of Kindergarten far below grade level.

In the key literacy-building years of Kindergarten through second grade, each Excellence Boys classroom has two teachers. In third and fourth grades, each Excellence classroom has one and one half teachers. In fifth grade (and in subsequent Middle Academy years), each subject has its own teacher. These numbers ensure a low student-to-teacher ratio that rarely exceeds 15:1. Excellence Boys relies on nearly three hours daily of literacy instruction in these early years to increase scholars’ rates of reading and writing proficiency. By fourth and fifth grades, students have two hours of literacy instruction each day.

Excellence Boys administers several different assessments throughout the year for various grade levels. Commercial assessments include: Dynamic Indicators of Basic Early Literary Skills (DIBELS), Early Reading Screening Instrument (ERSI), and, new in 2009-10, the STEP Program (see “Summary of ELA Goal” section). School-created assessments include: bi-monthly compositions and tri-annual Interim Assessments. A full-time Reading Specialist, Special Education Coordinator, and Director of Staff Development help develop and lead extensive and intensive professional development to ensure that Excellence Boys’s English Language Arts Goals are met. In 2009-10, two Academy Directors and a Director of Staff Development will help develop and lead extensive and intensive teacher development sessions.

Goal 1: Absolute Measure

For the 2006-07 through the 2008-09 school years, 75 percent of third through fifth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State ELA examination.

Method

The school administered the New York State Testing Program English language arts assessment to students in 3rd through 5th grade in January 2009. Each student’s raw score has been converted to a grade-specific scaled score and a performance level and. 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 detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

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

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	43	0	0	0	43
4	39	0	0	0	39
5	31	0	0	0	31
All	113	0	0	0	113

Results

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

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students	0%	16%	74%	4%	84%	43
	Students in At Least 2 nd Year	0%	16%	74%	4%	84%	43
4	All Students	0%	10%	84%	5%	90%	39
	Students in At Least 2 nd Year	0%	10%	84%	5%	90%	39
5	All Students	0%	10%	74%	16%	90%	31
	Students in At Least 2 nd Year	0%	10%	74%	16%	90%	31
All	All Students	0%	12%	78%	10%	88%	113
	Students in At Least 2 nd Year	0%	12%	78%	10%	88%	113

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

English Language Arts Performance by Grade Level and School Year

	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4					
	2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	92%	36	90%	40	84%	43
4			97%	36	90%	39
5					90%	31
All	92%	36	93%	76	88%	113

Goal 1: Absolute Measure

Excellence Boys Charter School’s aggregate Performance Index on the State ELA exam will meet its Annual Measurable Objective set forth in the State’s No Child Left Behind (NCLB) accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2008-09 is TBD. 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

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

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-5	0%	12%	78%	10%	113

$$\begin{array}{rclclclclcl}
 \mathbf{PI} & = & 12 & + & 78 & + & 10 & = & 100 \\
 & & & & + & 78 & + & 10 & = & 88 \\
 & & & & & & \mathbf{PI} & = & \mathbf{188}
 \end{array}$$

Evaluation

Excellence Boys Charter School’s results on the 2008-09 New York State ELA Exam in 3rd-5th Grades calculate to a Performance Index of 188.

That PI outpaces the State’s 2008-09 ELA AMO.

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

Year	Grades ²	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2006-07	3	36	2.8	5.6%	83.3%	8.3%	188	122
2007-08	3-4	76	0%	6.6%	84.2%	9.2%	193	133
2008-09	3-5	113	0%	12%	78%	10%	188	TBD

Goal 1: Comparative Measure

Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of New York City Community School District 16.

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

In Proficient and Advanced Proficient results, Excellence Boys Charter School's 3rd-5th Graders outpaced District 16's 3rd-4th Graders in ELA by 20, 24, and 16 points, respectively:

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

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	84%	43	64%	-
4	90%	39	66%	-
5	90%	31	74%	-
All	88%	113	68%	-

² Beginning in 2005-06 the state administered tests in grades 3-8 and a single AMO was set for the aggregate PI of all tested students in those grades.

**English Language Performance of Charter School and Local District
by Grade Level and School Year**

	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4					
	2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	92%	48%	90%	52%	84%	64%
4			97%	55%	90%	66%
5					90%	74%
All	92%	48%	93%	54%	88%	68%

Goal 1: Comparative Measure

Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will place the school in the top quartile of all similar schools as determined by the Charter Schools Institute and based on the similar school categories generated by the State Education Department and the New York City Department of Education.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state's release of poverty data, the 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available. (SUNY to provide data soon.)

Results

2007-08 English Language Arts Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
All						

School's Overall Comparative Performance:

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Evaluation

This measure was met.

Goal 1: Growth Measure

For the 2007-08 through 2008-09 school years, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s State ELA exam and 75 percent at or above Level 3 on the current year’s State ELA exam.

Method

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

Results

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

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
4	39	90%	90%+	90%	YES
5	31	97%	90%+	90%	YES
All	70	94%	90%+	90%	YES

Evaluation

This measure was achieved.

Goal 1: Optional Measure

For the 2006-07 through 2008-09 school years, grade-level cohorts of students in grades 1-2 will reduce by one-half the gap between their average NCE in the previous spring on the CTB/McGraw-Hill TerraNova Assessment, a nationally-normed reading test, and an NCE of 50 (i.e., grade-level) in the current spring.

Results

NCE: 2008-09 1 st Grade Cohort				
TerraNova Subject	June 08	June 09	Δ	'09 Above/Below 50 NCE
Reading	68	70	+2	+20
Language	74	77	+3	+27
n=49				

NCE: 2008-09 2 nd Grade Cohort					
TerraNova Subject	June 07	June 08	June 09	Δ (07-09)	'09 Above/Below 50 NCE
Reading	60	54	63	+3	+10
Language	66	73	85	+19	+16
n=49					

All of Excellence Boys's cohorts, particularly these two 1st and 2nd Grade Cohorts, exceed an average NCE of 50 by upwards of 27 points on the TerraNova Reading and Language tests.

Summary of the English Language Arts Goal

We are confident that Excellence, as evidenced by all three cohorts performing above the 50 NCE level and the 3rd-5th Grade ELA Exam scores, is providing a firm foundation for even greater Reading and Language achievement for our boys in the upcoming school year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved

Growth	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.	Achieved
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Action Plan

Results from the State Exams, TerraNova, and the DIBELS, as well as observational evidence of academic progress from teachers, continue to be a source of great pride for the Excellence Boys community in its English Language Arts curriculum. In the coming year, Excellence Boys will continue to deploy two teachers in each classroom in K-2, divide classrooms into three, differentiated small reading groups, deliver over three hours of daily literacy instruction, and utilize the Waterford computer reading program as a supplement to instruction in Kindergarten and 1st Grade.

In 2009-10, Excellence Boys will continue to build on students' successful acquisition of literacy skills:

- Excellence Boys will be implementing a diagnostic Reading Comprehension program to replace the DRA in grades K-3 in 2009-10. We will be utilizing the STEP Program, (Strategic Teaching and Evaluation of Progress), a developmental literacy assessment that includes a set of tools tightly aligned with scientifically established benchmarks in reading development. Excellence Boys will be offering extensive professional development and support to teachers around the STEP Program three times in the 2009-10 school year.
- As they did in preparation for the 2008-09 school year, Excellence Boys teachers will participate in two days of Reading Mastery training. This training will be supplemented by a series of multi-day visits throughout the fall by a nationally recognized Reading Mastery professional developer who will observe teachers, provide feedback, and deliver model lessons.
- Excellence Boys will continue its partnership with the Urban Education Exchange to provide support to teachers in implementing Reading Comprehension. Teachers will continue to use the Urban Education Exchange anchor lessons to support student acquisition of reading comprehension skills.
- Excellence Boys teachers again convened during July to develop K-6 Curriculum Alignment Templates (CATs) for Writing using the Lucy Calkins Writers' Workshop Model. Several teacher pairs also integrated their grade-level Reading Comprehension lesson plans with their Writing and Read Aloud. For Grades 2-6, Excellence will adopt the *Elements of Reading: Vocabulary* (2-4) and *REV It Up* (6) curricula for its Read Aloud program.
- Excellence Boys will again administer bimonthly compositions for all K-4 students to assess writing progress and provide data to drive improvements in writing instruction.
- Excellence Boys's Reading Specialists, Special Education Coordinator, and Special Education Teacher will continue to provide literacy intervention for those students in K-5 who need additional help in developing their print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. For this intervention work, Excellence Boys will continue to employ the Wilson Foundations Program Wilson. The Special Education Coordinator and Special Education Teacher will continue to receive on-going training and support from the Uncommon Schools Director of Special Education.

MATHEMATICS

Goal 2: Mathematics

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

Background

The Math curriculum at Excellence Boys Charter School is designed to ensure that students master math procedures and problem-solving skills. Students are expected to:

- Master math procedures by fifth grade
- Apply mathematical knowledge and skill to solve problems by eighth grade.

In grades K-4, Excellence Charter School implements the Saxon curriculum in to help students develop a foundation in math fact knowledge and problem solving skills. Students receive approximately 90 minutes of daily math instruction. In Grade 5, Math is taught in two separate 50-minute blocks of Math Problem Solving and Math Procedures.

In addition to Saxon's commercial assessments, Excellence Boys administers tri-annual school-designed Interim Assessments in K-4, the results of which are used improve instruction and increase student achievement. In 2009-10, two Academy Directors and a Director of Staff Development will help develop and lead extensive and intensive teacher development sessions.

Goal 2: Absolute Measure

For the 2006-07 through 2008-09 school years, 75 percent of third through fifth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Mathematics examination.

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 5th grade in January 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

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

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

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
3	43	0	0	0	43
4	39	0	0	0	39
5	31	0	0	0	31
All	113	0	0	0	113

Results

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

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students	0%	0%	70%	30%	100%	43
	Students in At Least 2 nd Year	0%	0%	70%	30%	100%	43
4	All Students	0%	0%	36%	64%	100%	39
	Students in At Least 2 nd Year	0%	0%	36%	64%	100%	39
5	All Students	0%	0%	55%	14%	100%	31
	Students in At Least 2 nd Year	0%	0%	55%	14%	100%	31
All	All Students	0%	0%	54%	46%	100%	113
	Students in At Least 2 nd Year	0%	0%	54%	46%	100%	113

Mathematics Performance by Grade Level and School Year

	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4					
	2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	100%	36	100%	40	100%	43
4			100%	36	100%	39
5					100%	31
All	100%	36	100%	76	100%	113

³ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam

Goal 2: Absolute Measure

Excellence Boys Charter School’s aggregate Performance Index on the State mathematics exam will meet its Annual Measurable Objective set forth in the State’s No Child Left Behind (NCLB) accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2008-09 is TBD. 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

Calculation of 2008-09 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-4	0%	0%	54%	46%	113

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 0 & + & 54 & + & 46 & = & 100 \\
 & & & & + & & 46 & = & 100 \\
 & & & & & & \text{PI} & = & \text{200}
 \end{array}$$

Evaluation

Excellence Charter School’s results on the 2008-09 New York State Math Exam in 3rd-5th Grades calculate to a Performance Index of 200.

Additional Evidence

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		
2006-07	3	36	0%	0%	55.6%	44.4	200	86
2007-08	3-4	76	0%	0%	57.9%	42.1%	200	102
2008-09	3-5	113	0%	0%	54%	46%	200	TBD

Goal 2: Comparative Measure

Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Math exam in each tested grade will be greater than that of New York City Community School District 16.

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 the corresponding grades in the school district.

Results

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

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	100%	43	90%	-
4	100%	39	81%	-
5	100%	31	79%	-
All	100%	113	83%	-

**Mathematics Performance of Charter School and Local District
by Grade Level and School Year**

	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4					
	2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	100%	72.1%	100%	82%	100%	90%
4			100%	75%	100%	81%
5					100%	79%
All	100%	72.1%	100%	79%	100%	83%

Goal 2: Comparative Measure

Each year, the percent of students performing at or above Level 3 on the State Math exam in each tested grade will place the school in the top quartile of all similar schools as determined by the Charter Schools Institute and based on the similar school categories generated by the State Education Department and the New York City Department of Education.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state's release of poverty data, the 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available. (SUNY to provide data soon.)

Results

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		
All						

School's Overall Comparative Performance:

Evaluation

This measure was achieved.

Goal 2: Growth Measure

For the 2007-08 through 2008-09 school years, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Math exam and 75 percent at or above Level 3 on the current year's State Math exam.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2007-08 and 75

percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

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

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
4	39	100%	90%+	100%	YES
5	31	100%	90%+	100%	YES
All	70	100%	90%	100%	YES

Evaluation

This measure was achieved.

Goal 1: Optional Measure
 For the 2006-07 through 2008-09 school years, grade-level cohorts of students in grades 1-2 will reduce by one-half the gap between their average NCE in the previous spring on the CTB/McGraw-Hill TerraNova Assessment, a nationally-normed math test, and an NCE of 50 (i.e., grade-level) in the current spring.

Results

NCE: 2008-09 1 st Grade Cohort				
TerraNova Subject	June 08	June 09	Δ	'09 Above/Below 50 NCE
Math	83	85	+2	+35
n=49				

NCE: 2008-09 2 nd Grade Cohort					
TerraNova Subject	June 06	June 07	June 09	Δ (06-09)	'09 Above/Below 50 NCE
Math	68	72	87	+15	+27
n=49					

All of Excellence Boys's cohorts, particularly these two 1st and 2nd Grade Cohorts, exceed an average NCE of 50 by upwards of 35 points on the TerraNova Math test.

Summary of the Mathematics Goal

Excellence Boys Charter School students continued to make incredible strides in mathematics in the 2008-09 school year. With a majority of students at or above grade level on the standardized assessments and a

majority demonstrating proficiency on the school’s Saxon Math curriculum, Excellence Boys is confident in its ability to achieve even greater gains for the next school year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	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.	Achieved

Action Plan

Based on evidence from the New York State Math Test, TerraNova Second Edition, Saxon Mathematics assessment data, and its Middle Academy Math Problem Solving and Procedures Curricula, Excellence Boys students have performed well and have validated the school’s curriculum implementation.

Excellence Boys again benefited from its “Math Meeting” (K-3) and “Power Up/Fact Practice” (4) concept, in which twenty minutes of each day is dedicated to reviewing essential background concepts related to math, such as counting, knowing the days of the week, and writing the date. Excellence Boys’s math curriculum was further supplemented with exercises in mental computation, graphing, pattern recognition, and money. Excellence Boys’s Middle Academy Math curricula was developed from some of the very best practices and lesson plans from other high achieving charter middle schools.

Excellence Boys will continue to offer weekly Math Inquiry Group sessions for professional development for teachers.

- In preparation for the 2009-10 school year, each Excellence Boys grade-level team will participate in a half day of Saxon training. This training will incorporate video tape of effective math instruction at Excellence Boys and team teaching by Lead Teachers.
- In 2009-10, Excellence Boys’s Middle Academy students will continue to study nearly an hour of Math Problem Solving and an hour of Math Procedures daily. This differentiation in Math is modeled after other Uncommon Schools, most notably schools in the Collegiate network and Roxbury Prep Charter School in Roxbury, MA.

- For the 2009-10 school year, Excellence Boys will continue its after school tutoring program. Students who are identified as at-risk of under-performance will be assigned to after school tutoring for up to two days a week.

SCIENCE

Goal 3: Science
 Excellence Boys Charter School students, enrolled in at least their second year, will meet or exceed New York State Elementary Learning Standards in Science.

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

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	100%	39	-	-
All	100%	39	-	-

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4			
	2007-08		2008-09	
	Charter School	Local District	Charter School	Local District
4	100%	-	100%	-
All	100%	-	100%	-

SOCIAL STUDIES

Goal 3: Social Studies

Excellence Boys Charter School students, enrolled in at least their second year, will meet or exceed New York State Elementary Learning Standards in Social Studies.

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

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	96%	31	-	-
All	96%	31	-	-

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4	
	2008-09	
	Charter School	Local District
5	96%	-
All	96%	-

NCLB

Goal 5: NCLB

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

Goal 5: Absolute 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

In 2008-09, The Excellence Charter School was in “Good Standing” under the state’s NCLB accountability system.

NCLB Status by Year

Year	Status
2006-07	Good Standing
2007-08	Good Standing
2008-09	Good Standing

APPENDIX A: OPTIONAL GOALS

The following sections are for optional goals; data tables are provided for commonly used optional measures.

Goal 6: Parent Satisfaction
 Each year, families will express satisfaction with the school’s program, based on the school’s Family Survey in which at least two-thirds of all families provide a positive response to each of the survey items.

Goal 6: Absolute Measure
 Each year, families will express satisfaction with the school’s program, based on the school’s Family Survey in which at least two-thirds of all families provide a positive response to each of the survey items.

Method

Excellence Charter School administered an anonymous family survey during the school’s Spring Report Card Nights. The 2008-09 Family Survey asked families to assess their satisfaction with 25 different elements of the school’s program. The following scale was utilized: Very Satisfied, Satisfied, Somewhat Satisfied, Somewhat Dissatisfied, Dissatisfied, and Very Dissatisfied. One half of the school’s family population (134 families) responded to the survey:

How satisfied are you with specific featured of the school?	Very Satisfied	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	Very Dissatisfied
Quality of academic program						
Academic standards and expectations for students						
Engagement of my child in academics						
Quality of teachers						
Your child’s academic progress						
Family/Teacher Conferences						
Amount of extra work offered to your child						
<i>Individual attention by teachers</i>						
Teachers’ accessibility by phone						
Administrators’ accessibility						
Quality of homework assigned						
Quantity of homework assigned						
Class size						
Fitness						
Enrichment and extra-curricular activities						
The school’s mission						
Behavioral standards and expectations for students						
School building facility						
Character development/education						
Uniform policy						
Reading instruction						
Writing instruction						
Math instruction						

History/Social Studies instruction						
Science instruction						

On the back, please find space to provide comments on the following prompts:

- How do you describe the school to your friends?
- What are the school’s greatest strengths?
- What could the school do better?
- What opportunities/experiences has the school provided for your child that might not have happened at another public school in the City?
- What is one specific event or activity that sticks out in your mind from the past year that makes you glad your child is enrolled in the school?

Results

Families provided an overwhelmingly positive response to the past school year.

- 100% of respondents were Very Satisfied or Satisfied with the school’s overall academic program.
- 95% of respondents were Very Satisfied or Satisfied with their child’s engagement in academics.
- 99% of respondents were Very Satisfied or Satisfied with the quality of the school’s teachers.
- 98% of respondents were Very Satisfied or Satisfied with their school’s mission.
- 99% of respondents were Very Satisfied or Satisfied with the school’s Reading instruction.
- 98% of respondents were Very Satisfied or Satisfied with the school’s Math instruction.
- 96% of respondents were Very Satisfied or Satisfied with the school’s Writing instruction.

Overall family satisfaction with the school was very high. It is particularly rewarding to note that the school received such broad, high support in its core academic program.

Goal 6: Absolute Measure
 Each year, 90 percent of all students enrolled during the course of the year return the following September.

Results

Excellence Boys attritted five students between the end of the 2007-08 school year and the end of the 2008-09 school year. That is a 98.3% retention rate between June 2008 and June 2009.

Additional Evidence

Year	Retention Rate
2005-06	90%
2006-07	97%
2007-08	99%
2008-09	98%

Goal 6: Absolute Measure

Each year, Excellence Boys Charter School will have a daily attendance rate of at least 95 percent.

Method

Excellence Boys Charter School calculates daily attendance rates using the following method:

$$(Total\ students\ present\ for\ each\ school\ day) / (Total\ daily\ enrollment\ for\ each\ school\ day) \times 100$$

Results

Excellence Boys Charter School met the goal with a 97% daily attendance rate for the year. Comparatively, the attendance rate for Community School District 16 in 2006 was less than 90%.

Additional Evidence

Year	Average Daily Attendance Rate
2004-05	96%
2005-06	97%
2006-07	97%
2007-08	97%
2008-09	97%

Goal 7: Absolute Measure

Each year, Excellence Boys Charter School will have generally and substantially complied with all applicable laws, rules and regulations, including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individual with Disabilities Education Act, the federal Family Educational Rights and Privacy Act, and the provisions of its by-laws and charter.

Each year, the school will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.

Each year, the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.

Results

Excellence Boys Charter School has complied with the aforementioned requirements.

Goal 8: Absolute Measure

Each year, the school will operate on a balanced budget meaning actual revenues will equal or exceed actual expenses.

Beginning with the school's first operating year, at the end of each fiscal year, unrestricted net assets will be equal to or exceed two percent of the school's operating budget for the upcoming year.

Results

Excellence Boys achieved this goal, maintaining a positive cash flow for the entire school year and ending the 2009 fiscal year with a positive fund balance as well as a positive cash balance.

The school is particularly proud of its success because the fiscal goal was attained while:

- Maintaining a staffing model that included two adults in each K-2 classroom
- Staffing a teacher designated solely for math instruction, one solely for reading instruction, and one solely for science instruction
- Providing a class in fitness and music/art on a daily basis
- Providing a school day more than 25% longer than the district and a longer school year

Excellence Boys is in strong financial shape. Excellence Boys's unrestricted net assets exceed 2% of the school's operating budget for the 2008-09 school year.

Goal 9: Absolute Measure

Each year the school will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, SED, or the Institute.

Results

Excellence Boys Charter School has not identified any internal control or compliance issue.

2008-09 ACADEMIC YEAR CALENDAR

August 2008 (2 days of school)				
Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

September 2008 (21)				
Monday	Tuesday	Wednesday	Thursday	Friday
1 Labor Day	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Excellence Boys Charter School 2008-09 Accountability Plan Progress Report

October 2008 (22)				
Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3
6	7	8	9	10
13 Columbus Day	14	15	16	17
20	21	22	23	24
27	28	29	30	31

November 2008 (17)				
Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
10	11 Veterans Day	12	13	14
17	18	19	20	21
24	25	26	27 Thanksgiving	28

Excellence Boys Charter School 2008-09 Accountability Plan Progress Report

December 2008 (17)				
Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24 Winter Break	25	26
29	30	31		

January 2009 (19)				
Monday	Tuesday	Wednesday	Thursday	Friday
			1 Winter Break	2
5	6	7	8	9
12	13	14	15	16
19 MLK Day	20	21	22	23
26	27	28	29	30

Excellence Boys Charter School 2008-09 Accountability Plan Progress Report

February 2009 (14)				
Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	5	6
9	10	11	12	13
16 Mid-Winter Break	17	18	19	20
23	24	25	26	27

March 2009 (21)				
Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	5	6
9	10	11	12	13
16 PD Day	17	18	19	20
23	24	25	26	27
30	31			

Excellence Boys Charter School 2008-09 Accountability Plan Progress Report

April 2009 (15)				
Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3
6	7	8	9 Spring Break	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

May 2009 (20)				
Monday	Tuesday	Wednesday	Thursday	Friday
			1	1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25 Memorial Day	26	27	28	29

Excellence Boys Charter School 2008-09 Accountability Plan Progress Report

June 2009 (20)				
Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

188 instructional days

2009-10 ACADEMIC YEAR CALENDAR

September 2009 (19)				
Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4
7 Labor Day	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

October 2009 (21)				
Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
5	6	7	8	9
12 Columbus Day	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Excellence Boys Charter School 2008-09 Accountability Plan Progress Report

November 2009 (17)				
Monday	Tuesday	Wednesday	Thursday	Friday
2	3 Election Day	4	5	6
9	10	11 Veterans Day	12	13
16	17	18	19	20
23	24	25	26 Thanksgiving	27
30				

December 2009 (17)				
Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24 Winter Break	25
28	29	30	31	

Excellence Boys Charter School 2008-09 Accountability Plan Progress Report

January 2010 (19)				
Monday	Tuesday	Wednesday	Thursday	Friday
			1 Winter Break	2
4	5	6	7	8
11	12	13	14	15
18 MLK Day	19	20	21	22
25	26	27	28	29

February 2010 (15)				
Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
8	9	10	11	12
15 Mid-Winter Break	16	17	18	19
22	23	24	25	26

Excellence Boys Charter School 2008-09 Accountability Plan Progress Report

March 2010 (20)				
Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29 Spring Break	30	31		

April 2010 (18)				
Monday	Tuesday	Wednesday	Thursday	Friday
			1 Spring Break	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Excellence Boys Charter School 2008-09 Accountability Plan Progress Report

May 2010 (20)				
Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31 Memorial Day				

June 2009 (21)				
Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

187 instructional days