

2005-06

ANNUAL REPORT

FOR

CHARTER

SCHOOLS

Due 5:00 p.m.
August 1, 2006

THE
UNIVERSITY
OF THE
STATE
OF
NEW YORK

THE STATE
EDUCATION
DEPARTMENT

State Education Department
Public School Choice Programs
462 EBA
Albany, New York 12234
518-474-1762

The State Education Department
The University of the State of New York

Office of School Improvement (Regional)
Public School Choice Programs
462 EBA
Albany, New York 12234
518-474-1762

Charter School Annual Report
2005-2006

Charter School Information

Name of Charter School: Excellence Charter School of Bedford Stuyvesant

Address: 600 Lafayette Avenue **BEDS #:** 331600860860

3rd Floor **Telephone:** (718) 638-1830

Brooklyn, NY 11216 **Fax:** (718) 638-2548

District (or CSD) of Location: Region 8, CSD 13

Head of School: Mr. Jabali Sawicki
(print name)

Board President: Mr. Paul Tudor Jones II
(print name)

E-mail addresses of Head of School and Board President:

jsawicki@excellencecharter.org, paul@tudor.com

Charter Authorizer: State University of New York

Name, Title, and Affiliation of Person Preparing Report (if different from Head of School):

Telephone/Fax Numbers and E-mail Address of Person Preparing Report (if different from Head of School):

**Student Assessment Data
2005-06**

Name of Charter School: Excellence Charter School of Bedford Stuyvesant

Name of Test: CTB/McGraw-Hill TerraNova CAT 2nd Ed.

Subtest: Reading

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score	Qualitative Level and Percent Attaining*	Other **
K	6/12/06	48	0	0	0	48	57.8 =Mean NCE	60 =% of students at or above grade level	
1 st Grade	6/12/06	47	0	0	0	47	58.6 =Mean NCE	72 =% of students at or above grade level	
2 nd Grade	6/12/06	37	0	0	0	37	55.0 =Mean NCE	65 =% of students at or above grade level	

*If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

NOTE: All State assessment results should be reported here as well.

**Student Assessment Data
2005-06**

Name of Charter School: Excellence Charter School of Bedford Stuyvesant

Name of Test: CTB/McGraw-Hill TerraNova CAT 2nd Ed.

Subtest: Math

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score	Qualitative Level and Percent Attaining*	Other **
K	6/12/06	48	0	0	0	48	46.0 =Mean NCE	42 =% of students at or above grade level	
1 st Grade	6/12/06	47	0	0	0	47	64.3 =Mean NCE	70 =% of students at or above grade level	
2 nd Grade	6/12/06	37	0	0	0	37	67.5 =Mean NCE	95 =% of students at or above grade level	

*If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

NOTE: All State assessment results should be reported here as well.

THE UNIVERSITY OF THE STATE OF NEW YORK
 THE STATE EDUCATION DEPARTMENT
 OFFICE OF ELEMENTARY, MIDDLE,
 SECONDARY AND CONTINUING EDUCATION
 PUBLIC SCHOOL CHOICE PROGRAMS
 ROOM 462, EDUCATION BUILDING ANNEX

CHARTER SCHOOL ANNUAL
 REPORT OF FISCAL PERFORMANCE
 FOR THE SCHOOL YEAR ENDED 6/30/06
 ALBANY, NEW YORK 12234

Charter School BEDS Code:

3	3	1	6	0	0	8	6	0	8	6	0
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Charter School Name: Excellence Charter School of Bedford Stuyvesant	
Contact Person: Tim Saintsing	Phone: (718) 638-1830

<u>REVENUES</u>		<u>EXPENDITURES</u>			
		<u>SALARIES</u>	<u>OTHER</u>	<u>TOTAL</u>	
A. STATE SOURCES	\$300,000	F. GENERAL ADMINISTRATION	\$83,915	\$234,860	\$318,775
B. FEDERAL SOURCES	\$328,624	G. INSTRUCTIONAL SUPERVISION	\$155,000	\$59,180	\$214,180
C. PUBLIC SCHOOL DISTRICTS		H. ALL OTHER INSTRUCTION	\$839,550	\$232,752	\$1,072,302
1. BASIC OPERATING REVENUES	\$1,216,322	I. PUPIL SERVICES	-	\$61,980	\$61,980
2. STATE AID-PUPILS WITH DISABILITIES	-	J. PUPILS WITH DISABILITIES	\$43,779	\$16,044	\$59,823
3. FED. AID-PUPILS WITH DISABILITIES	-	K. TRANSPORTATION	-	\$14,657	\$14,567
4. OTHER REV FROM PUB SCH DISTRICTS	-	L. COMMUNITY SERVICE	-	-	-
D. ALL OTHER REVENUES	\$469,952	M. OPERATION & MAINTENANCE	\$12,963	\$9,858	\$22,821
E. TOTAL REVENUES FROM ALL SOURCES	<u>\$2,314,898</u>	N. EMPLOYEE BENEFITS			\$203,001
		O. DEBT SERVICE			-
S. ENROLLMENT	<u>132</u>	P. SCHOOL LUNCH			\$14,281
T. EXPENDITURES PER PUPIL	<u>\$16,907</u>	Q. CAPITAL EXPENSE			\$250,000
	(R/S)	R. GRAND TOTAL EXPENDITURES			<u>\$2,231,730</u>

COMPLETED FORM SHOULD BE RETURNED NO LATER THAN AUGUST 1, 2006 TO:
 PUBLIC SCHOOL CHOICE PROGRAMS
 State Education Department
 Room 462 - Education Building Annex
 Albany, New York 12234

Signature: _____
 Chief School Officer

Date: _____



Excellence Charter School of Bedford Stuyvesant

600 Lafayette Avenue
3rd Floor
Brooklyn, NY 11216

Accountability Plan Progress Report for the Charter Period 2004-2009

Date Chartered: March 2004

Date Opened: August 2004, Grades K-1

Date for Charter Renewal: March 2009, Grades K-5

SUMMARY OF ACCOMPLISHMENTS

Excellence 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 second year of operation in June 2006.

Student Population

During the 2005-06 school year, Excellence's student population consisted of 132 boys in Kindergarten-2nd Grade. Of these students, 98% were African American and 2% were Latino. Fifty-seven percent of Excellence students were eligible for free or reduced price lunch.

Most of Excellence'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 13. On the 2005 State and City examinations in Grades 3-8, the percentage of students in Community School District 13 schools scoring "Proficient" or "Advanced" was 45% in English Language Arts and 46% in Math.

Excellence Charter School of Bedford Stuyvesant was founded to respond to these community trends and to ensure that its young boys reach, in stride, the year 2020, when the first Excellence 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 is well on its way to achieving that goal.

Kindergarten Results: Focus on Literacy and Math

For Kindergarten, Excellence administered the TerraNova in the late winter (February 2006), the earliest time that normed results are available from the publisher, and again in June of 2006.

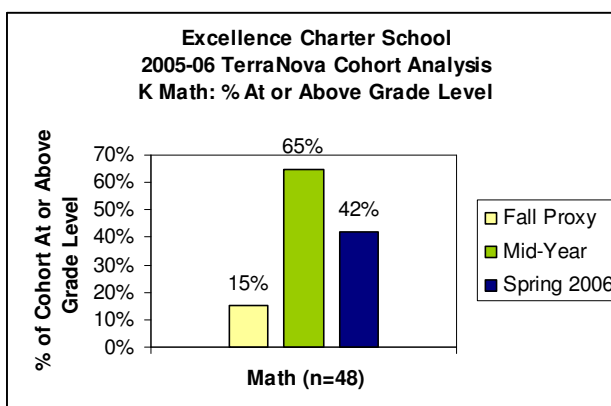
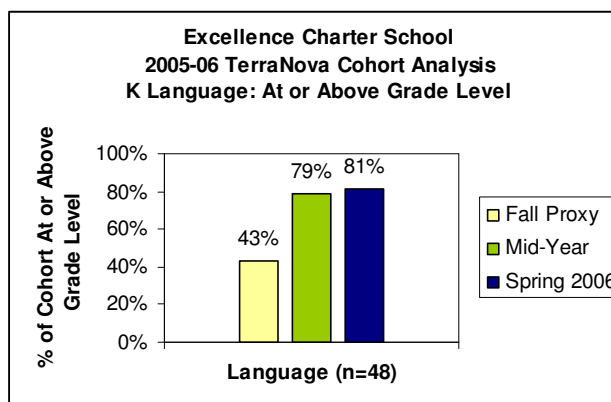
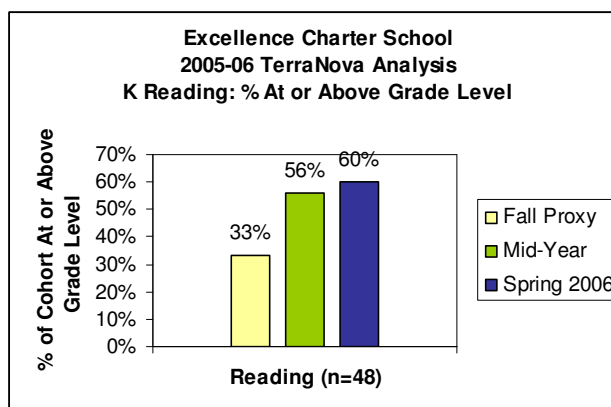
To highlight growth between fall and spring, however, Excellence assumed that Kindergarten students enrolled in the school with proficiency rates similar to that of their 1st Grade peers (a “fall proxy”).

Measured against that fall proxy and the mid-year assessment, Excellence Kindergarteners made academic gains in literacy and math. They ended the school year well above grade level. At the end of the school year on the TerraNova,

- **60% of Excellence Kindergarteners scored at or above grade level in reading**
- **81% of Excellence Kindergarteners scored at or above grade level in language**
- **42% of Excellence Kindergarteners scored at or above grade level in math**

These end-of-year scores placed Excellence’s Kindergarten class in the **65th national percentile¹ for reading, the 80th national percentile for language, and the 43rd national percentile in math.**

Each of the percentile ranks indicate that Excellence Kindergarteners are, on average, far above grade level (50th Percentile) in reading and language at the end of their Kindergarten year. In addition, the Kindergarteners are nearly at grade level performance in math.



¹ All percentiles converted from average NCEs.

First Grade Results: Focus on Literacy and Math

The Excellence 1st Grade Cohort (those current 1st Graders with Kindergarten TerraNova scores) ended the year well above grade level in literacy and mathematics. At the end of the school year on the TerraNova,

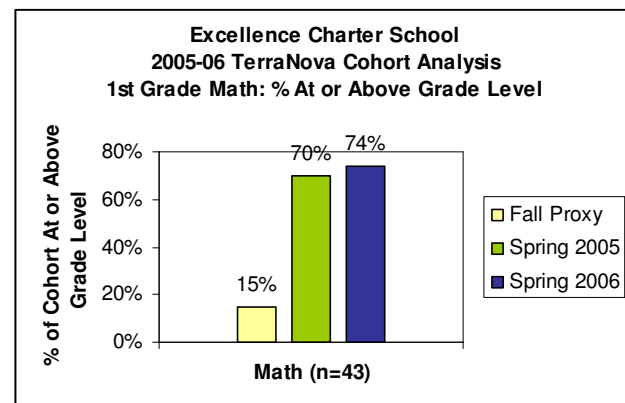
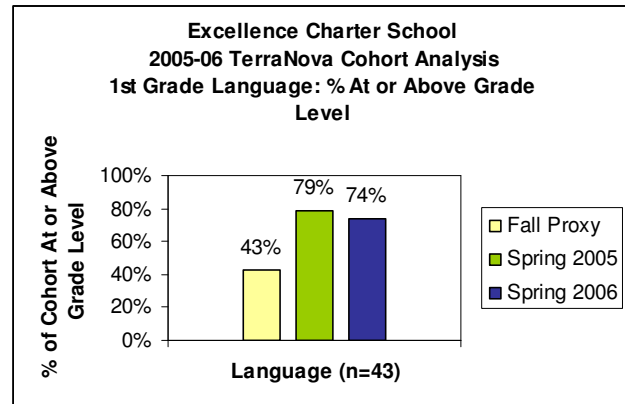
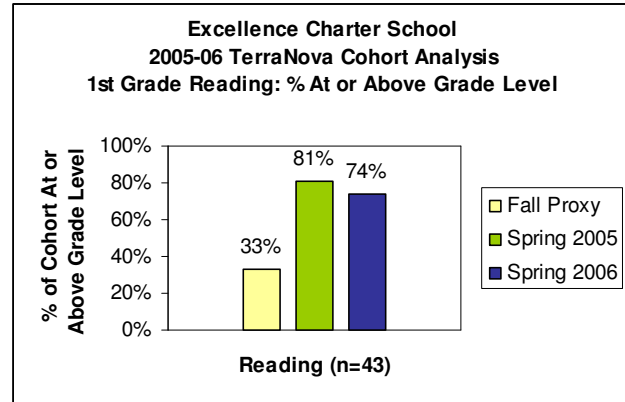
- 74% of the Excellence 1st Grade Cohort scored at or above grade level in reading
- 74% of the Excellence 1st Grade Cohort scored at or above grade level in language
- 74% of the Excellence 1st Grade Cohort scored at or above grade level in math

These end-of-year scores placed Excellence’s 1st Grade Cohort in the 68th national percentile² in reading, the 70th national percentile for language, and the 78th national percentile in math. Each of the percentile ranks indicate that the Excellence 1st Grade Cohort is, on average, far above grade level (50th Percentile) in reading, language, and math at the end of its 1st Grade year.

Given the importance of literacy skills to students’ overall success, especially in the early elementary grades, Excellence employed an additional assessment to more closely monitor student progress in literacy skill development.

First grade results on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS)—a standardized assessment of early literacy development—were also strong:

- 80% of Excellence’s 1st Graders scored at the benchmark for phonemic awareness
- 70% of Excellence’s 1st Graders scored at the benchmark for nonsense word fluency
- 83% of Excellence’s 1st Graders scored at the benchmark for oral reading fluency



² All percentiles converted from average NCEs.

Second Grade Cohort Results: Focus on Literacy and Math

The Excellence 2nd Grade Cohort (those with scores for each TerraNova administered since Fall of 2004) ended the year well above grade level in literacy and mathematics. At the end of the school year on the TerraNova,

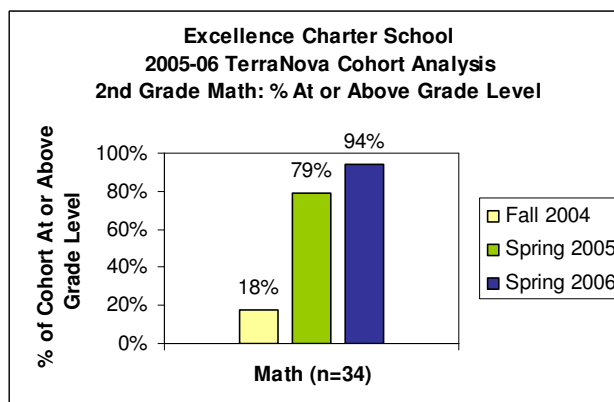
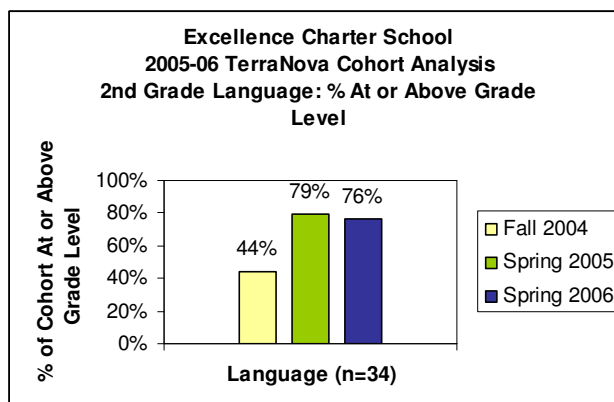
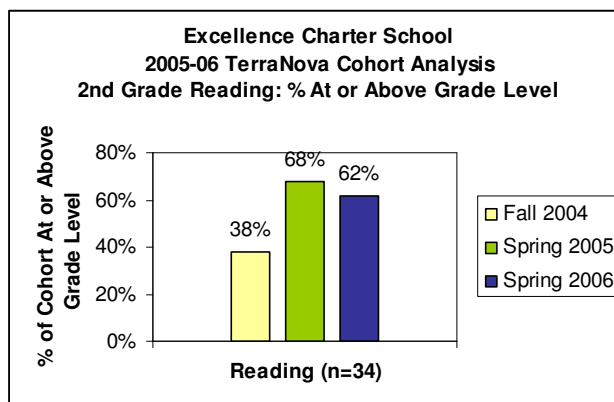
- **62% of the Excellence 2nd Grade Cohort scored at or above grade level in reading**
- **76% of the Excellence 2nd Grade Cohort scored at or above grade level in language**
- **94% of the Excellence 2nd Grade Cohort scored at or above grade level in math**

These end-of-year scores placed Excellence's 2nd Grade Cohort in the **59th national percentile³ in reading, in the 74th national percentile in language, and in the 80th national percentile in math.**

Each of the percentile ranks indicate that Excellence 2nd Grade Cohort is, on average, far above grade level (50th Percentile) in reading, language, and math at the end of its 2nd Grade year.

2nd Grade DIBELS results were also strong:

- **73% of Excellence's 2nd Graders scored at the benchmark for oral reading fluency**



³ All percentiles converted from average NCEs.

Teach Until They Learn

To achieve these results, Excellence Charter School provides its students with every possible opportunity to learn. This means that Excellence 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 190 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, 80 minutes and 60 minutes of math instruction in first grade and Kindergarten respectively, a daily class in social studies or science, 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) every evening. Parents/guardians review and sign each evening's assignment upon completion. Excellence Charter School students finished the 2005-06 school year with a 98% Life's Work completion rate.

Excellence in Character

More instructional time, however, is not enough. Excellence 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 Charter School's expectations, core values, and mission. This process begins before students even enter the building. Every morning, the Principal meets 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 is a place for *scholars*.

Students then assemble in the hallway for Community Meeting and begin one of many school chants from memory:

“One plus one, it equals two. We're all scholars I thought you knew.
One plus two, it equals three. This is bigger than you, this is bigger than me.
One plus three, it equals four. We're going to college and that's for sure.
One plus four, it equals five. We're strong and brilliant and that's no jive.
One plus five, it equals six. Problems of the world we're here to fix.
One plus six, it equals seven. Vroom, Vroom, our minds keep revving.
One plus seven, it equals eight. A positive future we will create.
One plus eight, it equals nine. We're excellence scholars and we're here to shine.
One plus nine, it equals ten. Go tell a neighbor, go tell it to a friend.”

Each week ends with a Friday Community Assembly. Each Community Assembly is an opportunity to feature student accomplishments and reinforce the values that are celebrated at Excellence. Classes perform memorized poems related to school values, individual students present knowledge they acquired during the week, teachers highlight exceptional academic work, and each meeting

closes with the presentation of the Spirit Stick. Each week, the Spirit Stick is awarded to the student who best exemplifies the spirit of Excellence. 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 Excellence Fellow (an apprentice teacher) are assigned to each classroom and provide differentiated instruction in small groups as well as individually. In 2005-06, every staff member held a Bachelor's Degree and 43% either held or were working toward a Masters Degree.

The 2005-06 Excellence staff was impressively diverse: 45% of the staff was male and over half was African American. 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. For students to be inspired to excellence, the school must commit itself to surrounding students with a diverse faculty.

In preparation for the 2006-07 academic year, Excellence, in partnership with Uncommon Schools, Inc., has made a significant investment in strengthening the school staff. Despite the schools' impressive achievement on the TerraNova during its first two years of existence, the Principal and the staff at Uncommon Schools responsible for overseeing the school agreed that it was critically important to recruit a staff with a deeper commitment to collaboration with their colleagues and greater skill in making instruction both rigorous and joyful.

New faculty for 2006-07 were hired from a recruitment pool that exceeded 1,500 candidates. In addition, the administrative team was strengthened through the addition of a new Director of Operations in June (a former staff member from the Chancellor's office at NYC DOE with a graduate degree in public policy) and a new Director of Curriculum & Instruction in July (a former Kindergarten teacher and alum of New Leaders for New Schools with experience in instructional coaching).

Open Doors

"Open Doors" at Excellence 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 parents. Excellence worked toward this goal from the very beginning.

Upon enrollment, parents were asked to sign a *Family & School Covenant* in which parents and the school pledged to support and engage one another in the joint effort of raising Excellence Scholars.

Bi-weekly phone calls home from teachers, frequent parent/family conferences, progress reports (two per trimester) which parents/guardians were required to pick up in person, report cards (once per trimester) 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.

Parents/families at Excellence ended the school year extremely pleased. In a survey administered near the end of the year, 100% of respondents expressed satisfaction with Excellence Charter School's responsiveness to questions and concerns.

Dissemination

Excellence 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 operated with an open door policy for guests and visitors who desired an opportunity to observe the school first hand.

In the 2005-06 school year, Excellence's visitors included:

- Team of teachers from Achievement First Crown Heights
- Principals from Elm City Elementary and Middle Schools
- Teachers from Bronx Prep Charter
- School Leaders from Building Excellent Schools
- School leaders from Brighter Choice Charter School in Albany
- Founding Principal of Urban Prep, an all-boys charter school in Chicago, Illinois
- Leaders from New Leaders for New Schools
- Leaders from New Schools Venture Fund
- Principal of Septima Clark Charter School in Washington, DC

- Eva Moskowitz, Chairperson of the New York City Council's Education Committee
- Jon Oliver, Executive Associate Athletics Director at University of Virginia
- Perry White, Executive Director of Citizens Academy in Cleveland, Ohio
- Claudia Macias, Principal of KIPP SHINE
- Peter Murphy, Director of Development and Policy for the New York Charter Schools Association

- USA Today
- Stanley Crouch of the Daily News

ACADEMIC GOALS

English Language Arts Goal:

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

Measure III.A

For the 2005-06 school year, grade-level cohorts of students 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: 1st Grade Cohort				
TerraNova Subject	Spring 05	Spring 06	Δ	'06 Above/Below 50 NCE
Reading	62.35	59.58	-2.77	+9.58
Language	66.44	60.79	-5.65	+10.79
n=43				

NCE: 2 nd Grade Cohort					
TerraNova Subject	Fall 04 ⁴	Spring 05	Spring 06	Δ (04-06)	'06 Above/Below 50 NCE
Reading	38.58	55.41	54.92	16.34	+4.92
Language	43.56	61.33	61.33	17.77	+11.33
n=34					

In Excellence's first year with cohort data to present, Excellence students exceeded the school's English Language Arts goals. Both Excellence's 1st and 2nd Grade Cohorts exceeded a mean NCE of 50.

Summary

The TerraNova assessment data and the DIBELS data indicate that Excellence has made strong headway in moving students toward reading and language fluency. While our 1st Grade Cohort and 2nd Grade Cohort value-added gains are not what we would want them to be (particularly given the strength of last year's Kindergarten and 1st grade scores), we are confident that Excellence, as evidenced by both cohorts performing above the 50 NCE level, is providing a firm foundation for even greater reading and language achievement for our boys in the upcoming school year.

Action Plan

Results from the TerraNova and the DIBELS, as well as observational evidence of academic progress from teachers, continued to be a source of great pride for the Excellence community in its English Language Arts curriculum. In the coming year, Excellence will continue to deploy two teachers in each classroom, 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.

Excellence is undertaking several initiatives to continue to build on students' successful acquisition of literacy skills:

- In the 2005-06 school year, Excellence began using SRA's Reading Mastery program as its decoding program, primarily because of its proven success in boosting the reading skills of at-risk students. In preparation for the 2006-07 school year, Excellence 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.
- In the 2005-06 school year, Excellence piloted a partnership with Urban Education Exchange to provide support to teachers in implementing Guided Reading. In preparation for the 2006-07 school year, Excellence teachers will participate in two days of Guided Reading training provided by the Urban Education Exchange. Teachers also will use the Urban Education Exchange anchor lessons to support student acquisition of reading comprehension skills. In addition, under the direction of the USI Managing Director and the Excellence Charter School Director of Curriculum & Instruction, Excellence Charter School teachers and an outside consultant

⁴ These data are for Excellence's 2nd Grade Cohort. Included here are only 2005-06 2nd Graders with TerraNova results in Fall 2004, Spring 2005, and Spring 2006. This differs from the aforementioned "Fall Proxy."

worked together in July to develop Guided Reading instructional materials for student independent work time in the 2nd and 3rd Grades.

- In the 2005-06 school year, Excellence adopted K-3 writing standards. In preparation for the 2006-07 school year, under the direction of the USI Managing Director and the Excellence Charter School Director of Curriculum & Instruction, Excellence teachers convened during July to develop K-3 Curriculum Alignment Templates (CATs) for Writing using the Lucy Calkins Writers' Workshop Model. These CATs identify activities through which students will learn each standard and assessments through which teachers will measure students' progress. In addition, during the 2006-2007 school year, Excellence will administer bimonthly compositions for all students to assess writing progress and provide data to drive improvements in writing instruction.
- In the 2005-06 school year, Excellence added a Reading Specialist position to provide intensive support to struggling readers. This position will continue during the 2006-07 school year and will be supplemented by the addition of a Special Education Coordinator/Teacher certified to provide specialized instruction who will work directly with students with language-based learning disabilities. The Special Education Coordinator/Teacher will be trained by and receive on-going support from the Uncommon Schools Director of Special Education.

Math Goal:

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

Measure II.A.

For the 2005-06 school year, grade-level cohorts of students 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 test, and an NCE of 50 (i.e., grade-level) in the current spring.

Results

NCE: 1st Grade Cohort				
TerraNova Subject	Spring 05	Spring 06	Δ	'06 Above/Below 50 NCE
Math	64.02	65.93	1.91	+15.93
n=43				

NCE: 2nd Grade Cohort					
TerraNova Subject	Fall 04⁵	Spring 05	Spring 06	Δ (04-06)	'06 Above/Below 50 NCE
Math	32.8	61.76	67.82	35.02	+17.82
n=34					

⁵ These data are for Excellence's 2nd Grade Cohort. Included here are only 2005-06 2nd Graders with TerraNova results in Fall 2004, Spring 2005, and Spring 2006. This differs from the aforementioned "Fall Proxy."

In Excellence's first year with cohort data to present, Excellence students exceeded the school's Math goals. Both Excellence's 1st and 2nd Grade Cohorts far exceeded an average NCE of 50.

Summary

Excellence Charter School students, especially the 2nd Graders, made incredible strides in mathematics in the 2005-06 school year. With a majority of students at or above grade level on the standardized assessments (including 94% of 2nd Graders at or above grade level in math) and a majority demonstrating proficiency on the school's Saxon Math curriculum, Excellence is confident in its ability to achieve even greater gains for the next school year.

Action Plan

Based on evidence from the TerraNova Second Edition and the Saxon Mathematics assessment data, Excellence students have performed well and have validated the school's curriculum implementation.

Excellence again benefited from its "Morning Math Meeting" concept, in which twenty minutes 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's math curriculum was further supplemented with exercises in mental computation, graphing, pattern recognition, and money.

Excellence introduced in the 2005-06 school year a Math Specialist, who lead school-wide math curriculum development and provided targeted professional development. Excellence believes that the addition of its Math Specialist, through his individual support of teachers, enhances Math teaching and reduces variability of Mathematics teaching styles across classrooms and cohorts.

Although there is much to celebrate in the results for 1st and 2nd grade math, the results for Kindergarten math suggest significant work remains to refine the school's approach to early elementary math:

- In preparation for the 2006-07 school year, each Excellence grade-level team will participate in one and a half days of Saxon training. This training will incorporate video tape of effective math instruction at Excellence and Achievement First Crown Heights.
- For the 2006-07 school year, Excellence will add a half-time position responsible for coordinating after school tutoring by teachers and volunteers. Students who are identified as at-risk of under-performance will be assigned to after school tutoring from one to four days per week.
- The 2005-06 academic schedule did not provide adequate opportunities for the Math Specialist to observe kindergarten instruction; the 2006-07 schedule will. The new schedule will allow the Math Specialist to provide specific feedback to Kindergarten teachers and to model effective instructional techniques.

ORGANIZATIONAL GOALS

Parent/Family Satisfaction Goal:

Parents/families will be satisfied with Excellence Charter School's rigorous educational program.

Measure I.A.

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

Excellence Charter School administered an anonymous family survey during the early Spring of the 2005-06 school year that asked parents to assess their satisfaction with 15 different elements of the school's program. The following scale was utilized: Very Satisfied, Somewhat Satisfied, Somewhat Dissatisfied, and Very Dissatisfied. A full 1/3 of the school's parent population responded to the survey.

Results

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

- **100% of respondents were Very Satisfied with Excellence Charter School overall.**
- **92% of respondents were Very Satisfied with their "child's academic progress in reading."**
- **72% of respondents were Very Satisfied with their "child's academic progress in writing."**
- **81% of respondents were Very Satisfied with their "child's academic progress in math."**
- **97% of respondents were Very Satisfied with the school's "communication of high academic expectations and the school's college preparatory mission."**

Overall parent/family satisfaction with the school was very high. It is particularly rewarding to note that the school received a 100% satisfaction rate among respondents for the school overall and a 97% rate among respondents' understanding of Excellence's academic expectations and its mission.

Action Plan

Excellence aspires to 100% satisfaction in every aspect of school life. In the 2006-07 school year, Excellence Charter School will introduce the Family Involvement Committee (FIC), a new, school-sponsored initiative to enrich the partnership among Excellence's school leadership, parents, teachers, students, and community.

The FIC will meet monthly to discuss important topics critical to the success of the Excellence community, such as literacy, writing, social development, health and nutrition, and summer activities planning. The FIC also will serve as a vehicle for parents to volunteer in our scholars' classrooms, sponsor family potlucks, and become active and involved stakeholders in the Excellence community.

In the 2005-06 school year, Excellence hired a Dean of Students, who managed school culture and student behavior. Excellence again utilized special events such as the annual Kwanzaa celebration and the end-of-year Stepping Up Ceremony to foster strong ties between families and the school. In the 2006-2007 school year, the new added Library position will provide another staff person to work to develop community events—particularly events celebrating literacy (e.g., book clubs, author events, etc.).

Measure I.B.

Each year, 90 percent of all students enrolled during the course of the year will return the following September.

Result

Four students who were enrolled in Excellence during the 2004-05 school year did not return for the 2005-06 school year. Excellence boasted a 96% re-enrollment rate from the 2004-05 school year to the 2005-06 school year.

Measure I.A.

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

Method

Excellence calculated the year's daily attendance rate using the following method:

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

Result

Excellence Charter School met the goal with a 96.0% daily attendance rate for the year. Comparatively, the attendance rate for Community School District 13 in 2005 was 90.2%.

Legal Compliance Goal:

Excellence Charter School will demonstrate sound school management and school governance.

Measure I.A.

Excellence 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 Individuals with Disabilities Education Act, the federal Family Educational Rights and Privacy Act, and the provisions of its bylaws and charter.

Measure I.B.

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.

Measure I.C.

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.

Result

Excellence Charter School has complied with the aforementioned requirements.

Fiscal Soundness Goal:

Excellence Charter School will demonstrate sound fiscal management and coherent fiscal policies.

Measure I.A.

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

Result

Excellence Charter School achieved this goal, maintaining a positive cash flow for the entire school year and ending the 2006 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 classroom;
- Staffing a teacher designated solely for math instruction and one solely for reading 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; and
- Contributing no expenses toward the development of its permanent home at 225 Patchen Avenue, a 90,000 square-foot building that Excellence Academies Foundation has rebuilt and conveyed to the New York City Department of Education, which will lease to the school for \$1 per year for at least 30 years.

Excellence Charter School ended the year with an annual fund balance of more than \$40,000 (unaudited) and a cumulative fund balance of more than \$50,000 (unaudited). Set to move into its permanent building at the start of the 2006-07 school year, Excellence is in strong financial shape.

Measure I.B.

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.

Result

Excellence ended the school year with unrestricted net cash assets of more than \$50,000 (unaudited) and the total net assets of the school are more than \$150,000 (unaudited), which is just over 5% of the anticipated budget for the 2006-07 school year (\$2,855,079). With a building in place, this puts Excellence in a strong financial position.

Measure II.A.

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.

Result

Excellence Charter School has not identified any internal control or compliance issue. On the 2004-05 school audit, the auditors made no recommendations or cited any need for a corrective action plan.

EXCELLENCE CHARTER SCHOOL OF BEDFORD STUYVESANT

2005-06 FAMILY SURVEY

Next to each statement, please check the box that best describes your level of satisfaction with the relevant aspect of Excellence Charter School.

	Very Satisfied	Satisfied	Somewhat Dissatisfied	Very Dissatisfied
The quality of instruction in reading				
My child's academic progress in reading				
The quality of instruction in math				
My child's academic progress in math				
The quality of instruction in writing				
My child's academic progress in writing				
The quality of instruction in Core Knowledge (Social Studies and Science)				
My child's academic progress in Core Knowledge				
The quality of the art and music programs				
The communication of high academic expectations and the school's college preparatory mission				
The safety and orderliness of the school environment				
The school staff's responsiveness to my questions and concerns				
The communication of specific activities my family can do at home to help my child improve his reading skills				
The communication of specific activities my family can do at home to help my child improve his math skills				
Overall satisfaction with the school				

On the attached sheet, please find space to provide comments on the following topics:

- Reading: Progress/Instructional quality/Life's Work
- Math/Progress/Instructional quality/Life's Work
- Safety and orderliness of the school environment
- Staff's responsiveness
- Communication with families about student performance
- Communication with families about activities to do at home to help students achieve
- General comments

2005-06 ACADEMIC YEAR CALENDAR

August 2005 (8 days of school)				
Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22 Kindergarten Students Begin	23 ALL Students Begin	24	25	26
29	30	31		

September 2005 (21)				
Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
5 Labor Day No School	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

October 2005 (19)				
Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
10 Columbus Day No School	11	12	13	14
17	18	19	20	21
24	25	26	27	28 Professional Day No School
31				

November 2005 (19)				
Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4
7	8	9	10	11 Veterans Day/ Professional Day No School
14	15	16	17	18
21	22	23	24 Thanksgiving Recess No School	25 Thanksgiving Recess No School
28	29	30		

December 2005 (16)				
Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23 Winter Recess No School
26 Winter Recess No School	27 Winter Recess No School	28 Winter Recess No School	29 Winter Recess No School	30 Winter Recess No School

January 2006 (20)				
Monday	Tuesday	Wednesday	Thursday	Friday
2 Winter Recess No School	3	4	5	6
9	10	11	12	13
16 MLK, Jr. Holiday No School	17	18	19	20
23	24	25	26	27
30	31			

February 2006 (14)				
Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3
6 Professional Day No School	7	8	9	10
13	14	15	16	17
20 Midwinter Recess No School	21 Midwinter Recess No School	22 Midwinter Recess No School	23 Midwinter Recess No School	24 Midwinter Recess No School
27	28			

March 2006 (22)				
Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3
6	7	8	9	10
13	14	15	16	17 Professional Day No School
20	21	22	23	24
27	28	29	30	31

April 2006 (14)				
Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
10	11	12	13	14 Good Friday No School
17 Spring Recess No School	18 Spring Recess No School	19 Spring Recess No School	20 Spring Recess No School	21 Spring Recess No School
24	25	26	27	28

May 2006 (22)				
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 Memorial Day No School	30	31		

June 2006 (16)				
Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22 Last Day of School	23
26	27	28	29	30

191 total instructional days

2006-07 ACADEMIC YEAR CALENDAR

August 2006 (2 days of school)				
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 Kindergarten Students Begin	31 ALL Students Begin	

September 2006 (20)				
Monday	Tuesday	Wednesday	Thursday	Friday
				1
4 Labor Day No School	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

October 2006 (21)				
Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	5	6
9 Columbus Day No School	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

November 2006 (19)				
Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3
6	7 Election Day No School	8	9	10
13	14	15	16	17
20	21	22	23 Thanksgiving Recess No School	24 Thanksgiving Recess No School
27	28	29	30	

December 2006 (15)				
Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25 Winter Recess No School	26 Winter Recess No School	27 Winter Recess No School	28 Winter Recess No School	29 Winter Recess No School

January 2007 (21)				
Monday	Tuesday	Wednesday	Thursday	Friday
1 Winter Recess No School	2	3	4	5
8	9	10	11	12
15 MLK, Jr. Holiday No School	16	17	18	19
22	23	24	25	26
29	30	31		

February 2007 (13)				
Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
5 Professional Day No School	6	7	8	9
12	13	14	15	16
19 Midwinter Recess No School	20 Midwinter Recess No School	21 Midwinter Recess No School	22 Midwinter Recess No School	23 Midwinter Recess No School
26 Midwinter Recess No School	27	28		

March 2007 (21)				
Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
5	6	7	8	9
12 Professional Day No School	13	14	15	16
19	20	21	22	23
26	27	28	29	30

April 2007 (15)				
Monday	Tuesday	Wednesday	Thursday	Friday
2 Spring Recess No School	3 Spring Recess No School	4 Spring Recess No School	5 Spring Recess No School	6 Spring Recess No School
9 Spring Recess No School	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

May 2007 (22)				
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 Memorial Day No School	29	30	31	

June 2007 (20)				
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 Last Day of School	29

189 instructional days

NEW YORK STATE EDUCATION DEPARTMENT

**Disclosure of Financial Interest by a Charter School Trustee
2005-06**

Name (print): _____

Name of Charter School: _____

Home Address: _____

Business Address: _____

Daytime Phone: _____

E-Mail Address: _____

1. List all positions held on board (e.g., chair, treasurer, parent representative, etc): _____

2. Is the Trustee an employee of the School? ____ **Yes** ____ **No**

3. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the Board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a Trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the School. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest

Signature

Date

Statement of Assurances

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

Print Name, Head of Charter School

Signature and Date

Notary Public Signature and Seal

Print Name, President, Board of Trustees

Signature and Date

Notary Public, Signature and Seal