

Excellence Girls Charter School

**2021-22 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Matt Scheiblin, Manager, Data Reporting and Analysis prepared this 2021-22 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Linton Mann III	Chair	Executive, Academic
Brett Peiser		None
Chrystal Stokes Williams		Audit, Advocacy
Ekwutozia U. Nwabuzor	Secretary	Executive, Academic
John Greenstein		Finance, Advocacy
John Kim		Finance
Joseph F. Wayland	Treasurer	Executive, Finance
Shakima Jones		Advocacy, Finance, Academic
Tony Pasquariello	Vice Chair	Executive, Audit
Jabali Sawiki		Academic
Ann Mathews		Academic

Mallorie Bocachica has served as the Principal of the Elementary Academy since 2018.

Lenda Nguyen has served as the Principal of the Middle Academy since 2021.

Justin Salvador has served as the Principal of the High School since 2022.

Jeremiah Pickert has served as Director of Operations of the Elementary Academy since 2022.

Justin Solomon has served as Director of Operations of the Middle Academy since 2020.

Tina Dass has served as Director of Operations of the High School since 2021.

SCHOOL OVERVIEW

Excellence Girls Charter School is a rigorous, college prep public school whose mission is to prepare all students to enter and succeed in college through effort, achievement, and the content of their character. In pursuit of its mission, the school successfully completed its 13th year of operation in June 2022. Excellence Girls Charter School is organized into two academies: the Elementary Academy, serving students in grades K-4 and the Middle Academy, which serves students in grades 5-8. Uncommon Charter High School opened in 2009 and served 9th grade, adding a grade each year. At Uncommon Charter High School, we prepare our students to enter, succeed in, and graduate from college by equipping them with extraordinary academic skills, a life-long passion for learning, and the values that define strong character.

Excellence Girls Charter School design includes seven core components.

Focus on Literacy. Many of our students begin their school career reading substantially below grade level. If a school does not address this dramatic and central issue immediately, students will be at a huge disadvantage in all subjects in high school and college. The ultimate academic success of Excellence Girls Charter School students, therefore, is tied to mastering this fundamental skill. In 2021-22, Excellence Girls Charter School provided explicit instruction in literacy skills and inculcated the reading habit respective to grade span.

Grades K-4

- Scholars have nearly three hours of daily reading instruction, which includes a systematic decoding program (Reading Mastery), a teacher-designed reading comprehension curriculum, the use of the STEP Assessment, and daily read alouds.
- All classrooms are staffed with two teachers to ensure that the student-to-teacher ratio never exceeds 15:1.
- Students are expected to read for at least 15-20 minutes at home each night in Kindergarten and 1st grade, and for at least 30 minutes each night starting in 2nd grade.
- Students write in every class and use the Writer's Workshop method to cultivate creativity and voice.

Grades 5-8

- Scholars have two and a half hours of daily reading instruction.
- Scholars are required to read reading level-appropriate books during the summer.
- There is required, graded, written work in every class.
- Scholars are required to carry an independent reading book, checked out from our library, to make better use of transition time in the hallways and other periods of downtime throughout the school day.
- STAR tested every student 3 times during the year to monitor progress and ensure that students were being challenged by independent reading books on their reading level

In the elementary and middle academies alike, K-8 families and scholars are expected to read together for 20 minutes each night as well.

Grades 9-12

- Scholars have two and a half hours of daily reading instruction.
- The curricula address five components of early literacy: phonemic awareness, phonics, vocabulary, fluency, and comprehension.
- The foundation of our reading curriculum lies in four complementary, research-based programs – Direct Instruction (Reading Mastery); Riverdeep Destination Reading Program (computer program); reading comprehension instruction based on the lesson plans of other Uncommon Schools teachers; guided reading instruction based on the STEP assessment, and explicit vocabulary instruction through Text Talk (designed by noted vocabulary expert Isabel Beck). We incorporate these five components of early literacy to provide a rigorous reading education.

Target Curriculum Focused on Basic Skills. Excellence Girls Charter School does not use an off-the-shelf curriculum. Rather, Excellence Girls Charter School uses curriculum developed by our Curriculum Assessment Team (CAT) and Lead Lesson Planners (LLP). Our CAT and LLP develop curriculum directly from the New York State Learning Standards that ensures students master a core set of basic academic skills before they can master higher-level, abstract material.

Our Curriculum Assessment Team (CAT) and Lead Lesson Planners (LLP) pay particularly close attention to the topics, sequence, and performance standards outlined in the New York State standards. This ensures that students are mastering the same material as their peers throughout New York State.

At the same time, both teams adapt the subject topics and performance standards according to their professional expertise and from data-driven feedback from our teachers. CAT and our LLP create a comprehensive curriculum for their subject, saved on our network's shared drive, with a year-long scope and sequence, individual unit plans, daily lesson plans, and assessment materials. Excellence Girls Charter School teachers will then save their lessons to our school's shared drive with any edits they have adapted for their classroom. Not only does this provide the school with a record of individual course instruction but this also serves as a valuable curricular planning resource for returning and future teachers.

Assess Early and Often to Drive the Instructional Program. The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of continuous reflection and improvement. Prior to the scheduled New York State Social Studies, Mathematics, English Language Arts, and Science exams, Excellence Girls Charter School administered two internally aligned Interim Assessments (3 in ELA, 4 in Math). In the 9-11 Grades, students take quarterly interim assessments in all core subjects, four SAT Diagnostics annually, and the PSAT. These tests assessed ongoing student mastery of Math, Reading/Writing, Science and History skills and standards throughout the year and provided immediate data on individual student and class growth. These assessments were also administered during the COVID-19 closure, virtually. Excellence Girls Charter School teachers, with the support of the Principal, used this data to identify standards mastered and standards in need of re-teaching so that lesson plans could be

continuously adjusted. Excellence Girls Charter School also utilized the information to target content and skills-driven tutoring and small-group instruction.

Our CAT team also began the use of weekly data collection through small assessments in both ELA and math. The data from these assessments was used by CAT and our LLPs to address gaps in content or skill that they could see trend across our schools.

Make More Time. In order to provide students with a comprehensive, college preparatory education, Excellence Girls Charter School has an extended school day and school year. For most students, the regular school day began at 7:15 A.M. and ended at 4:00 P.M. Excellence Girls Charter School provides its students with every possible opportunity to learn.

Excellence Girls Charter School students extend their learning beyond the school day completing, on average, one-and-a-half to two hours of homework every night. Each student, beginning in kindergarten, takes home at least 20 minutes of homework, every evening – including weekends and holidays. Parents/guardians review and sign each evening’s assignment upon completion. Families and scholars are expected to read together for 20 minutes each night as well.

Emphasis on College. For too many at-risk students, college only exists in the abstract. For Excellence Girls Charter School students, freshman year of college will be a natural extension of their educational experience at Excellence Girls Charter School.

Excellence Girls Charter School students began talking about college on the first day of school as their advisories are named after the alma maters of their teachers. Through informal conversations in advisory and in classes, students learned about the college application process, financial aid, dorm-life, selecting a major, and other important aspects of college survival.

Provide Structure and Order. Students need a safe and orderly environment to be productive. In 2021-22, Excellence Girls Charter School created a calm, composed, and disciplined environment to maximize the amount of time on-task.

Insist on Family Involvement. Excellence Girls Charter School’s educational program is structured so that families must be involved in their child’s academic pursuits. In 2021-22, Excellence Girls Charter School families:

- had virtual report card conferences due to COVID-19 health and safety protocols;
- met with teachers and staff on multiple occasions to formally and informally discuss their child’s academic and behavioral performance;
- maintained an open line of communication with their child’s teachers through in-person meetings, weekly dashboards, semi-monthly progress reports, advisory calls and e-mails;
- were asked to offer input on the school on mid-year and year-end surveys, grading the school;
- were invited to multiple virtual social events with scholars, teachers and families focused on strengthening the involvement of parents in the school community

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18	89	90	86	90	87	90	91	90	92	229	149	104	118	1405
2018-19	76	83	93	90	92	51	88	82	83	247	209	128	89	1411
2019-20	72	71	90	84	91	61	68	79	74	183	198	175	123	1369
2020-21	56	76	76	91	88	60	82	71	85	171	171	175	164	1366
2021-22	50	50	68	65	82	50	55	70	78	163	146	164	161	1202

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2018 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2018-19 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2021-22 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2019-20	2016-17	2016	115	0	115
2020-21	2017-18	2017	164	4	160
2021-22	2018-19	2018	173	19	154

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the

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9th grade are part of the school’s Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort’s Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2019-20	2016-17	2016	115	0	115
2020-21	2017-18	2017	160	0	160
2021-22	2018-19	2018	154	0	154

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort’s Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2019-20	2015-16	2015	115	0	115
2020-21	2016-17	2016	123	0	123
2021-22	2017-18	2017	165	0	165

PROMOTION POLICY

Students who receive a final failing grade (below a 70) for a class do not receive credit for the class. The final grade is based on individual quarter grades and a comprehensive subject-area test.

In subjects that earn 2.0 credits per year (English, Math, Science and History), a student who fails will be required to take an additional class to recover the lost credits. There are two ways this occurs, depending on how many classes a student is failing that academic year. If students fail one class, the student can recover credit by taking an intensive summer school class in this subject at his/her expense and/or at the school if offered. To recover credit, the class must be approved by the school. If a student fails two or more classes, that student is required to repeat the grade.

In subjects that require less than four years of credits (Foreign Language, Physical Education, Health and Electives), a student must make up the class in a subsequent school year after the school day, during the summer or another time the school deems appropriate (at his/her expense).

Seniors who fail a class but need the credit to graduate must take an intensive summer school class.

Given that Excellence Girls Charter School has provided tiers of student support throughout the school year – among which are Weekly Progress Reports, Office Hours, and Weekly Check-in Meetings with their Advisor – summer coursework for all subjects is the responsibility of the family, both financially and logistically.

HS students who do not pass end of year exams, will attend remote summer school to remediate content in those courses.

GOAL 1: HIGH SCHOOL GRADUATION

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Uncommon New York City high school students will be on track to graduate from high school.

Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

RESULTS AND EVALUATION

Students who receive a final failing grade (below a 70) for a class do not receive credit for the class. The final grade is based on individual quarter grades and a comprehensive subject-area test.

In subjects that earn 2.0 credits per year (English, Math, Science and History), a student who fails will be required to take an additional class to recover the lost credits. There are two ways this occurs, depending on how many classes a student is failing that academic year. If students fail one class, the student can recover credit by taking an intensive summer school class in this subject at his/her expense and/or at the school if offered. To recover credit, the class must be approved by the school. If a student fails two or more classes, that student is required to repeat the grade.

In subjects that require less than four years of credits (Foreign Language, Physical Education, Health and Electives), a student must make up the class in a subsequent school year after the school day, during the summer or another time the school deems appropriate (at his/her expense).

Seniors who fail a class but need the credit to graduate must take an intensive summer school class and cannot partake in commencement activities.

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Given that Uncommon Charter High School has provided tiers of student support throughout the school year – among which are Weekly Progress Reports, Office Hours, and Weekly Check-in Meetings with their Advisor – summer coursework for all subjects is the responsibility of the family, both financially and logistically. Subject-area teachers will supply the directions and expectations for summer research projects.

Students who need summer remediation and do not fulfill all requirements will automatically be retained.

Graduation Credit Requirements:

- English: 4 years (8 credits)
- Math: 3-4 years (6-8 credits)
- Science: 4 years (8 credits)
- History: 4 years (8 credits)
- Language: 3 years (6 credits)
- Electives: 3 years (6 credits)
- Physical Education: 2 years (4 credits)

96% of Excellence Girls Charter School students were promoted in the 2020 cohort. 97% of Excellence Girls Charter School students were promoted in the 2021 cohort.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2021-22

Cohort Designation	Number in Cohort during 2021-22	Percent promoted
2020	139	96%
2021	158	97%

ADDITIONAL EVIDENCE

Our school continues to meet and exceed this measure year over year. For the past three years we had over 75% promotion in our first and second year cohorts.

Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

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As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2022, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

As of the 2021-22 school year, our 2020 cohort is meeting the measure of at least 75% of students are passing at least three different New York State Regents Exams required for graduation. At the end of their second year, 97% of the 2020 cohort had received a Regents passing exemption for 3 or more Regents exams.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2018	2019-20	247	76%
2019	2020-21	175	89%
2020	2021-22	139	97%

ADDITIONAL EVIDENCE

Looking towards future data, we expect to continue meeting this goal. Most of our students take and pass two Regents exams in the 8th grade (Living Environment and Algebra I). Those who do not pass those exams, will be required to re-take the exam a second time in their 9th grade year. When students are enrolled in 9th grade, all students take the ELA Regents Exam, and about 50% take the Geometry Regents Exam. By prioritizing Regents exams in the 8th and 9th grades, we are able to ensure that at least 75% of students meet and exceed our goal of 3 passing Regents exams by the end of the 10th grade. While there are still unknowns given COVID-19 as we enter School Year 2022-23, we are confident that whether or not students take Regents or submit for exemptions, we will continue to see the same growth over the course of the next year.

Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2018 cohort and graduated four years later and those who entered as members of the 2017 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams

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required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

The school's graduation requirements appear in this document above the graduation goal.

RESULTS AND EVALUATION

Excellence Girls Charter School met this measure. 95% of students in the 2016, 100% of students in the 2017, and 89% of students in 2018 Cohorts graduated after four or five years.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2019-20	115	109	95%
2017	2020-21	160	160	100%
2018	2021-22	173	154	89%

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2019-20	88	88	100%
2017	2020-21	123	123	100%
2018	2021-22	173	173	100%

ADDITIONAL EVIDENCE

Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2020-21 results as a temporary placeholder for the district's 2021-22 results.

RESULTS AND EVALUATION

The percentage of graduating students from the 2016 and 2017 cohorts is meeting or exceeding the district average. Graduation data for the 2018 cohort has not been released by the district yet.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

¹ The state's guidance for the multiple graduation pathways can be found here:

<http://www.p12.nysed.gov/ciaj/multiple-pathways/>.

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Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2016	2019-20	115	109	95%	74,523	79%
2017	2020-21	160	160	100%	74,738	81%
2018	2021-22	173	154	89%	N/A	N/A

ADDITIONAL EVIDENCE

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

At this time, Excellence Girls Charter School did not have 2018 cohort students in an alternative graduation pathway program.

ADDITIONAL CONTEXT AND EVIDENCE

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In our tenth year with a graduating cohort, Excellence Girls Charter School achieved its High School graduation goals.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Achieved

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Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Achieved
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Achieved
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Achieved
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

ACTION PLAN

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the specific results and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

Excellence Girls Charter School will continue to use an academic model that is largely similar to that of grades K-8, utilizing practices and approaches that have proven effective in producing significant academic gains at the highest-performing urban public schools in the country. Specifically, the high school will continue to focus around:

- A College Preparatory Mission
- High Standards for Academics and Character
- A Highly Structured Remote and Hybrid Learning Environment
- A Focus on Accountability and Data-Driven Instruction
- A Faculty of Committed and Talented Leaders and Teachers

The school has developed a rigorous high school curriculum based on the New York State Learning Standards with a special emphasis on preparing students for admission into and success in college. The school is structured so that students will meet the criteria for a Regents or Advanced Regents degree and will be accepted to at least one 4-year college.

- Quarterly Exams will continue to serve as a critical driver of classroom instruction and lesson planning for grades 9-12. The results will provide teachers with ongoing feedback on students' progress in meeting state standards so they know, at any moment, which students have mastered which skills and which students have not. Armed with this information, teachers will be better prepared to target instruction and make significant content adjustments

throughout the year, without waiting for an end-of-year assessment that shows a student in need.

- The school will continue to administer Interim Assessments/Quarterly Exams on a quarterly basis in all five major subjects.
- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom (remote and in person) instruction and provide feedback on instruction. The school's leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers.
- The school's leadership team will continue to review the effectiveness of the school's curriculum and making necessary revisions to increase student achievement.
- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Students will be prepared to succeed in college.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement ("AP") exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate ("IB") exam;
- Passing a College Level Examination Program ("CLEP") exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and

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the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

RESULTS AND EVALUATION

45% of students in the 2018 Cohort, passed an Advanced Placement exam with a score of 3 or higher.

26% of students in the 2018 Cohort, achieved the college and career readiness benchmark on the SAT.

Excellence Girls Charter School does not offer courses in partnership with a college or university, nor does the school offer the required foreign language instruction required to pass a foreign language Regents exam. Rather than adhere to the Advanced Regents program, students take AP-aligned classes outside the scope of the Regents curriculum.

We did not meet this measure.

Percentage of the 2018 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing an Advanced Placement (“AP”) exam with a score of 3 or higher	155	70	45%
Achieving the college and career readiness benchmark on the SAT	153	40	26%
Overall	173	77	45%

ADDITIONAL EVIDENCE

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Comparative Measure

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Absolute Measure

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Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2021-22 and provide preliminary matriculation data for 2018 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

Excellence Girls Charter School has a matriculation rate of 100%, exceeding the goal of 75%. This is due to our robust college counseling team and extremely low counselor to student ratio (approximately 20:1 compared to most high schools in New York City with a ratio of closer to 150:1). Beyond this, we also have a dedicated Alumni Coordinator whose sole responsibility is to stay in contact with all our alumni and visit them on college campuses regularly throughout their time in college.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2016	2019-20	115	115	100%
2017	2020-21	160	160	100%
2018	2021-22	154	154	100%

ADDITIONAL CONTEXT AND EVIDENCE

SUMMARY OF THE COLLEGE PREPARATION GOAL

Excellence Girls Charter School achieved 1 of 2 High School Graduation goals. Furthermore, the school exceeded the New York State benchmark of 75% matriculating in a two- or four-year college.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Did Not Achieve
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Achieved

ACTION PLAN

Excellence Girls Charter School will continue to use an academic model that is largely similar to that of grades K-8, utilizing practices and approaches that have proven effective in producing significant academic gains at the highest-performing urban public schools in the country. Specifically, the high school will continue to focus around:

- A College Preparatory Mission
- High Standards for Academics and Character
- A Highly Structured Remote and Hybrid Learning Environment
- A Focus on Accountability and Data-Driven Instruction
- A Faculty of Committed and Talented Leaders and Teachers

The school has developed a rigorous high school curriculum based on the New York State Learning Standards with a special emphasis on preparing students for admission into and success in college. The school is structured so that students will meet the criteria for a Regents or Advanced Regents degree and will be accepted to at least one 4-year college.

- Quarterly Exams will continue to serve as a critical driver of classroom instruction and lesson planning for grades 9-12. The results will provide teachers with ongoing feedback on students' progress in meeting state standards so they know, at any moment, which students have mastered which skills and which students have not. Armed with this information, teachers will be better prepared to target instruction and make significant content adjustments throughout the year, without waiting for an end-of-year assessment that shows a student in need.
- The school will continue to administer Interim Assessments/Quarterly Exams on a quarterly basis in all five major subjects.
- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom (remote and in person) instruction and provide feedback on instruction. The school's leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers.
- The school's leadership team will continue to review the effectiveness of the school's curriculum and making necessary revisions to increase student achievement.
- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

All students will become proficient in reading and writing of the English language.

BACKGROUND

Provide a brief narrative discussing English language arts curriculum, instruction, assessment, and professional development at the school in Kindergarten – 12th grades. Provide a summary of any changes to the school’s modality (e.g., hybrid, remote) for ELA instruction throughout the year including any important changes to the ELA program or staff during the 2021-22 school year.

Excellence Girls Charter School’s curriculum is developed with the goal of maximizing student academic achievement through intentional standards-driven teaching and the systematic use of objective performance data to continually inform decision making. To this end, Excellence Girls Charter School created a scope and sequence for reading and writing and divided the year into units, each culminating in a formal assessment. The school continues to refine its scopes, sequences, and assessments in alignment with Common Core Learning Standards each school year based on student assessment data.

Excellence Girls Charter School’s ELA program emphasizes both strong reading and strong writing. In reading, the program emphasizes four key aspects of literacy: decoding, fluency, vocabulary, and comprehension. In the elementary school grades (K-4) there are three 50-minute long literacy blocks each day and students are broken up into groups based on STEP (Strategic Teaching and Evaluation of Progress) levels. In the literacy blocks, students focus on reading mastery, guided reading, and reading comprehension. Students spend 45 minutes writing daily, in addition to the three literacy blocks.

In the middle grades (5-8) rather than separating reading and writing, students have a 2-hour English class. This aligns more closely to the Common Core Learning Standards, whereby students’ written work must be based on a text they have read.

Every year the school provides teachers with an intensive training program whereby we instruct teaching, student behavior management techniques, and strategies to employ in the classrooms and throughout the school. We achieve and maintain complete consistency in messaging, expectations, and responses to student behavior and academic standards throughout the school. Additionally, all staff meet one day each week to review the past week’s progress and to finalize preparations for the coming week. Teachers are regularly observed teaching by the school leadership and receive constant feedback for improvement.

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3 through 8 grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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 not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2021-22 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ²				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	61	0	0	9	3	73
4	77	0	0	9	3	89
5	45	0	0	2	3	50
6	51	0	0	0	0	51
7	66	0	0	2	2	70
8	71	0	0	3	2	76
All	371	0	0	25	13	409

RESULTS AND EVALUATION

With 50% of students scoring at a Level 3 or 4, Excellence Girls Charter School scholars are still working to achieve this measure. Students enrolled in at least their second year at Excellence Girls Charter School came within 22% points of the absolute measure for ELA.

There are a number of reasons to why our scholars fell short of the goal of 75% at or above a Level 3 on the NYS ELA Exam this year. However, we are confident that the steps we are continuing to implement will help to increase student performance on the exam in the coming year.

- While we continue to align our curriculum to Common Core standards, we look forward to continuing to increase our curricular alignment to the Common Core standards.
- Excellence Girls Charter School worked hard to focus on writing, by implementing more Writing assessments, continuing teacher practices during writing instruction and teacher feedback on student work after each session. We also focused particularly on reading comprehension, and will continue to do so, by providing teacher feedback on all work and using the feedback to target specific needs for each scholar in ELA.
- Excellence Girls Charter School will continue to focus on reading comprehension and data driven interventions to ensure the right scholars receive the supports beyond mandated IEPs.

Performance on 2021-22 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students	Enrolled in at least their Second Year

² 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.

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	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	51%	61	52%	56
4	38%	77	41%	69
5	33%	45	37%	35
6	55%	51	59%	39
7	58%	66	63%	56
8	62%	71	63%	65
All	50%	371	53%	320

ADDITIONAL EVIDENCE

Goal 3: Absolute Measure

Each year, the school’s aggregate Performance Index (“PI”) on the State English language arts exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The Institute does not require charters to report on this measure for 2021-22.

Goal 3: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested 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.³

RESULTS AND EVALUATION

Excellence Girls Charter School exceeded the district performance for students in grades 3, 6, 7, and 8. Excellence Girls Charter School fell short of the district performance for students in grades 4 and 5.

2021-22 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	51%	61	52%	56
4	38%	77	41%	69
5	33%	45	37%	35
6	55%	51	59%	39
7	58%	66	63%	56
8	62%	71	63%	65
All	50%	371	53%	320

³ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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3	52%	56	49%	50967
4	41%	69	44%	53196
5	37%	35	39%	54122
6	59%	39	56%	53390
7	63%	56	53%	55650
8	63%	65	53%	55395
All	53%	320	49%	322720

ADDITIONAL EVIDENCE

Goal 3: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 3: Growth Measure

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: **Internally developed**

Based on data from the Interim Assessments administered in 2021-2022, we are making progress towards our goals. We will continue to work towards a higher percentage of students meeting this metric for School Year 2022-2023. Students in Grades 3-4 took 2 interim assessments and students in Grades 5-8 took 3 interim assessments during the 2021-2022 school year. All students, regardless if they were attending in-person hybrid or remote learning took these assessments. Those students who were remote only learning for the 2020-2021 school year, were administered these assessments remotely. The chart below represents the percentage of students who are advanced or proficient on their interim assessments. These numbers are consistent with those assessments that were completed during the 19-20 school year, where they attended more in-person learning.

		GRADE	3	4	5	6	7	8
ELA	Assessment #1	EGCSEA	44%	43%	56%	60%	51%	61%

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ELA	Assessment #2	EGCSMA	46%	51%	48%	51%	62%	67%
ELA	Assessment #3	EGCSMA	N/A	N/A	57%	58%	64%	63%

ADDITIONAL CONTEXT AND EVIDENCE

Our student’s results on the 2021-22 interim assessments are in line with those of the results from interim assessments in 2020-2021, which consisted of more in-person learning for all students.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Given the internal assessments provided to students, Excellence Girls Charter School partially met 1 of the 2 ELA goals for the 2021-2022 school year based on the interim assessments that were administered. While there is continued work to do to close the remote learning gap, we are confident in being able to execute our action plan below now that we have returned to full in-person learning for SY2022-23.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved for 4 of 6 grades
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

ACTION PLAN

Excellence Girls Charter School is continuing to improve ELA performance for its students. Our action steps relate to Remediation and Observation & Feedback.

Remediation: We will continue to have a tutoring block in the students’ schedule. Daily, teachers will pull out a small group of their students for tutoring, using data from previous year’s NYS ELA exam (as available), internal interim assessments, and daily classroom assessments (called “Exit Tickets”).

Observation & Feedback: ELA teachers will continue to receive increased feedback around their action plans and student performance throughout the year. The leadership team has intentionally

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

planned out observations and feedback sessions so master teachers can effectively and consistently give more feedback on new teachers' teaching methods and strategies.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

The goal was not met for the 2018 accountability cohort as 36% of students received a score of at least a level 4 or higher on the English Language Arts Common Core Regents Exam. We expect to see this percentage increase in the coming years.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort⁴

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20	115	0	80	70%
2017	2020-21	160	23	94	69%
2018	2021-22	173	63	40	36%

ADDITIONAL EVIDENCE

⁴ Based on the highest score for each student on the English Regents exam

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Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2018	247	19%	182	86%	173	26%
2019	170	0%	165	90%	163	96%
2020			156	90%	139	96%
2021					158	17%

Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

98% of the 2016 cohort, 100% of the 2017 cohort, and 90% of the 2018 scored at least a level 3 on the Regents English Exam. This far exceeds the goal of 80% of students in the cohort will score at or above a level 3. We are excited to continue to monitor our progress with future cohorts of students.

Percent Scoring at Least Level 3 on Regents English Common Core Exam
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20	115	0	113	98%
2017	2020-21	160	23	137	100%
2018	2021-22	173	46	113	90%

ADDITIONAL EVIDENCE

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	247	53%	182	98%	173	90%
2019	170	0%	165	90%	163	96%
2020			156	93%	139	96%
2021					158	32%

Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The Institute does not require charters to report on this measure for 2021-22.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The Institute does not require charters to report on this measure for 2021-22.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The Institute does not require charters to report on this measure for 2021-22.

Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The Institute does not require charters to report on this measure for 2021-22.

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

RESULTS AND EVALUATION

Of the 75 students in the 2018 cohort who were not proficient in the 8th grade for English language arts exams, 13% met the college and career readiness standard of scoring at Performance Level 4 and fully meeting the Common Core expectations on the Regents Exams in English Language Arts.

This does not meet the measure.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20	103	0	72	70%
2017	2020-21	67	0	42	62%
2018	2021-22	75	43	4	13%

ADDITIONAL EVIDENCE

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

RESULTS AND EVALUATION

Of the 75 students in the 2018 cohort who were not proficient in the 8th grade for English language arts exams, 58% met the college and career readiness standard of scoring at Performance Level 3 and fully meeting the Common Core expectations on the Regents Exams in English Language Arts.

This does not meet the measure.

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Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20	103	0	102	99%
2017	2020-21	67	0	67	100%
2018	2021-22	75	22	31	58%

ADDITIONAL CONTEXT AND EVIDENCE

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

The 2018 Graduating Cohort achieved and surpassed 1 of the 4 English Language Arts goals.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Did Not Achieve
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations	Did Not Achieve

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

	(currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
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ACTION PLAN

- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom in-person instruction and provide feedback on instruction.
- The school's leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers. A special emphasis will be placed on PDs to close the learning gap the COVID-19 pandemic has created.
- The school's leadership team will continue to review the effectiveness of the school's curriculum and make necessary revisions to increase student achievement.
- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.
- The school will continue to offer Regents/AP/SAT preparation beginning in the 9th grade and continuing through all four grades and will make pivots throughout the year based on COVID-19 updates.
- The school will continue to provide professional development before the school year, during the school year, and following the school year, during which teachers can review and discuss results. A special emphasis will be placed on PDs to close the learning gap the COVID-19 pandemic has created.
- High school students will attend school in person 5 days per week.

GOAL 4: MATHEMATICS

Goal 4: Mathematics

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

BACKGROUND

We believe our students should be able to compute numbers quickly and accurately, apply appropriate math procedures in single- and multi-step problems, and speak and write fluently and clearly about math problem solving and procedures, using accurate mathematical vocabulary. For this reason, our students take at least 90 minutes of math per day, during which students review concepts for procedural fluency, explore conceptual understanding of old and new content through guided instruction and partner work, and engage in rigorous problem solving requiring the application of skills and the extension of learned content. Basically, we double the time dedicated to math instruction each day to ensure that students can compute and problem solve.

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 4: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 3 through 7 grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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 not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2021-22 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	0	0	0	0	73	73
4	75	0	0	14	0	89
5	48	0	0	2	0	50
6	50	0	0	0	1	51
7	66	0	0	2	2	70
8	0	0	0	0	76	76
All	239	0	0	91	79	409

RESULTS AND EVALUATION

34% of total scholars in their second year scored at or above a Level 3 on the New York State Math exam. That number ranged widely between 18% and 47% among the grade levels.

Note that while students in 3rd grade did take the New York State Math exam, our scoring vendor had an error when transferring the test booklet images to their scoring software. Because of this, 3rd grade scores are not yet available to be reported.

Performance on 2021-22 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students	Enrolled in at least their Second Year
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⁵ 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.

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	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	N/A	0	N/A	0
4	33%	75	34%	68
5	17%	48	18%	38
6	22%	50	28%	39
7	42%	66	47%	55
8	N/A	0	N/A	0
All	30%	239	34%	200

ADDITIONAL EVIDENCE

Goal 4: Absolute Measure

Each year, the school’s aggregate Performance Index (“PI”) on the state mathematics exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested 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.⁶

RESULTS AND EVALUATION

Excellence Girls Charter School exceeded the district performance for students in grade 7. Excellence Girls Charter School fell short of the district performance for students in grades 4, 5, and 6.

2021-22 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency	
	Charter School Students In At Least 2 nd Year	All District Students

⁶ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	N/A	0	48%	52450
4	34%	68	42%	54356
5	18%	38	38%	54664
6	28%	39	34%	53323
7	47%	55	36%	54853
8	N/A	0	25%	33810
All	34%	200	38%	303456

ADDITIONAL EVIDENCE

Goal 4: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Growth Measure

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics:

Internally developed

Excellence Girls Charter School typically uses data from the following assessments to ensure student proficiency in Mathematics:

- Criterion-referenced New York State exams in Mathematics
- Internally developed Interim Assessments in Mathematics
- Internally developed Final Examination in Mathematics

During the 20-21 academic year Excellence Girls Charter School was only able to use Internally developed Interim Assessments in Mathematics due to the COVID pandemic and shift to remote learning in mid-March of 2020, and shifted to optional hybrid learning in 20-21. Excellence Girls Charter School administered 2 internally developed and aligned Interim Assessments to both Elementary School students and Middle School students. These assessments were created to reflect the school's scope and sequence in Math, and to mirror the style and scope of the New York State

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Math exams. The assessments focused primarily on the most recently covered standards, with a smaller focus on cumulative skills and standards covered in previous units.

After the tests were administered, teachers graded each exam and entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes whether the students were in-person during hybrid learning or entirely remote.

During remote learning that continued through the beginning of January 2021, Excellence Girls Charter School continued to have consistent Math instruction where scholars in Grades K-8 completed asynchronous learning by watching a video pre-recorded by one of our veteran Math teachers and completing a written task generating a work product at least 2 days per week. Teachers provided weekly feedback on submitted written assignments. Scholars also were able to attend optional live remote instruction. Live remote instruction was data driven based on trends from the previous week's lesson. Teachers determined the objective and tailored the lesson based on trends from the written assignments submitted.

		GRADE	3	4	5	6	7	8
MAT	Assessment #1	EGCSEA	71%	61%	43%	43%	44%	41%
MAT	Assessment #2	EGCSEA	77%	58%	35%	48%	53%	53%
MAT	Assessment #3	EGCSEA	53%	39%	35%	35%	51%	42%

ADDITIONAL CONTEXT AND EVIDENCE

SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

Elementary and Middle School students of Excellence Girls Charter School partially met 1 of 2 of the eligible mathematics goals for school year 2020-2021. While there is continued work to do to close the remote learning gap, we are confident in being able to execute our action plan below now that we have returned to full in-person learning for SY2022-23.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved for 1 of 4 grades

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Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

ACTION PLAN

Over the course of the past school year, Uncommon Schools has made continuous changes to its program in order to ensure that the curriculum, schedule, and instruction best support student learning in math, while accommodating and shifting to Remote Learning. Changes include: revising math lessons so that student activities more closely align to the objective; revising scope and sequences to ensure that math meetings in grades K-3 and fact practices in grades 5-7 are focused solely on reviewing difficult-to-master material throughout the school year; revising quarterly Interim Assessments to ensure that each NYS Learning Standard is taught, assessed and ultimately mastered; and, finally, prioritizing differentiated teacher development.

As mentioned before, we continue to strive for our students to get individualized feedback in both Math and ELA. We know with real-time feedback and continued independent practice, students will be able to refine their skills in both Math and ELA. As a network, we plan to continue to implement a small group instruction into the day in the 2022-23 school year. In small group instruction, students and staff emphasize the importance of preparation and practice with alternating blocks of ELA & Math Monday – Thursday, giving real-time feedback to students on their work throughout the block. Our Curriculum Assessment Team collect this data and work with our principals and Assistant Superintendents to implement data-driven worksheets based on where our students needed the most practice.

We will continue to make these changes, revising scope and sequences as well as provide real-time feedback in-person as we continue in-person learning during the 2022-2023 school year. We feel that our students will continue to benefit from in-person learning and resuming the small group instruction for our students.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as

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scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

Of the 2018 cohort, 96% of students have passed at Mathematics Regents with Performance Level of 4 or have been exempt from the exam by their fourth year.

This measure was met, for the 2018 cohort of the 2021-22 school year.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20	115	0	80	70%
2017	2020-21	160	2	153	97%
2018	2021-22	173	94	76	96%

ADDITIONAL EVIDENCE

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2018	247	19%	182	96%	173	45%
2019	170	0	165	90%	163	95%
2020			156	96%	139	99%
2021					158	79%

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

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METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

Of the 2018 Cohort, 99% of students have scored at or above Level 3 or received an exemption on a Regents Mathematics Exam.

This measure was met and exceeded, for the 2021-2022 school year.

**Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort**

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20	115	0	113	98%
2017	2020-21	160	2	158	100%
2018	2021-22	173	18	154	99%

ADDITIONAL EVIDENCE

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-2022	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	247	53%	182	99%	173	99%
2019	170	57%	165	98%	163	99%
2020			156	96%	139	99%
2021					158	81%

Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

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The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Comparative Measure

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

All students take the Regents Algebra 1 assessment instead of the New York State 8th grade mathematics exam. Because of this, there is no data to report for this metric.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20	16	0	8	55%
2017	2020-21	15	0	9	60%

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2018	2021-22	N/A	0	N/A	N/A
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ADDITIONAL EVIDENCE

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the mathematics requirement for graduation.

RESULTS AND EVALUATION

All students take the Regents Algebra 1 assessment instead of the New York State 8th grade mathematics exam. Because of this, there is no data to report for this metric.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ⁷

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20	16	0	16	99%
2017	2020-21	15	0	15	100%
2018	2021-22	N/A	0	N/A	N/A

ADDITIONAL CONTEXT AND EVIDENCE

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

The 2018 Accountability Cohort of Excellence Girls Charter School met and exceeded 2 of 2 of the eligible mathematics goals for school year 2020-2021.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at	Achieved

⁷ Based on the highest score for each student on the mathematics Regents exam

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	or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

ACTION PLAN

- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom in-person instruction and provide feedback on instruction.
- The school's leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers. A special emphasis will be placed on closing the learning gap from over the past year.
- The school's leadership team will continue to review the effectiveness of the school's curriculum and make necessary revisions to increase student achievement.
- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.
- The school will continue to offer Regents/AP/SAT preparation beginning in the 9th grade and continuing through all four grades and will make pivots throughout the year based on COVID-19 updates.
- The school will continue to provide professional development before the school year, during the school year, and following the school year, during which teachers can review and

discuss results. A special emphasis will be placed on closing the learning gap from over the past year.

- High school students will attend school in person at least 5 days per week.

GOAL 5: SCIENCE

Goal 5: Science

Students will demonstrate proficiency in the understanding and application of scientific principles.

BACKGROUND

The science curriculum at Excellence Girls Charter School has been designed to provide a solid foundation for students in the essential understandings of elementary and middle science as outlined in the New York State standards.

Excellence Girls Charter School continues to partner with Uncommon Schools to procure externally-developed, Common Core-aligned curriculum and assessments, which are based on the successful outcomes of the highest performing schools in the network.

Science instruction consistently reinforced both math and reading skills, and our science teachers frequently worked closely with both our Math and English Language Arts teachers to ensure that common approaches and language were used to reinforce cross-curricular content. For example, during the Scientific Method and Measurement unit, students worked with units of measurement, tools of measurement, and conversions between units of measure, reinforcing important math skills.

In terms of supporting literacy, professional development time is dedicated to determining how to best expose students to nonfiction texts during science class each week and how to encourage them to access and use scientific texts for their own learning and study. This exposure to nonfiction provided an important opportunity for students to practice and continue to develop their reading comprehension and vocabulary skills.

Excellence Girls Charter School students continue to incorporate Science instruction into Reading and Math instruction which consists of students watching a video and completing a task 2 days a week and completing passage practice or problem-solving tasks 3 days a week. Teachers assigned Science based books through the EPIC! website that aligned to the Science materials that were presented in the videos and packets.

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

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METHOD

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2022. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

For students enrolled in at least their second year at the school, the goal was not met for grade 4 where only 58% of students received a score of proficient or better on the State Science Exam. We expect to see this percentage increase in the coming years.

Charter School Performance on 2021-22 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
4	58%	50
8	N/A	0
All	58%	50

ADDITIONAL EVIDENCE

Performance on a Regents Science Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017-18	Living Environment	50%	171
8	2018-19	Living Environment	42%	190
8	2021-22	Living Environment	34%	73

Excellence Girls Charter School had 34% of students pass the Living Environment Regents exam in the 2021-22 school year. Excellence Girls Charter School continues to work toward achieving its science goals in the 2022-23 school year.

Goal 5: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

The Institute does not require charters to report on this measure for 2021-22.

ADDITIONAL CONTEXT AND EVIDENCE

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The 4th grade students of Excellence Girls Charter School did not meet eligible science goals for school year 2020-2021.

ACTION PLAN

In 2021-22, Excellence Girls Charter School will continue to employ our internally created science programs and extensive hands-on experiments to move students towards competency in the understanding and application of Science.

Excellence Girls Charter School remains strongly committed to ensuring that our scholars develop the core knowledge that will allow them to become critical thinkers in all areas and will support their development in reading comprehension. We are equally committed to meeting our Accountability Plan goals in Science.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment and Earth Science. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

Excellence Girls Charter School had 97% of students in the 2018 cohort pass the Living Environment Regents with a score of 65 or higher.

This measure was met and exceeded for the 2021-22 school year.

Science Regents Passing Rate with a Score of 65

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by Fourth Year Accountability Cohort⁸

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20	115	0	105	91%
2017	2020-21	160	1	159	100%
2018	2021-22	173	28	141	97%

ADDITIONAL EVIDENCE

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	247	75%	182	99%	173	97%
2019	170	52%	165	97%	163	94%
2020			156	96%	139	99%
2021					158	80%

Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2021-22.

ADDITIONAL CONTEXT AND EVIDENCE

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

The 2018 Accountability Cohort of Excellence Girls Charter School met the eligible science goals for school year 2021-2022.

ACTION PLAN

In 2021-22, similar to our K-8 schools, Uncommon Charter High School will continue to employ our internally created science programs and extensive hands-on experiments to move students towards competency in the understanding and application of Science.

Uncommon Charter High School remains strongly committed to ensuring that our scholars develop the core knowledge that will allow them to become critical thinkers in all areas and will support their development in reading comprehension. We are equally committed to meeting our Accountability Plan goals in Science.

⁸ Based on the highest score for each student on any science Regents exam

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Students will demonstrate proficiency in the understanding and application of principles related to social sciences.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

Excellence Girls Charter School 2018 cohort students did not sit for the US History regents given the NYSED cancellation of exams. 168 students in the cohort did qualify for a graduation exemption for Social Studies.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20	115	0	95	83%
2017	2020-21	160	159	0	0%
2018	2021-22	173	168	0	0%

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EVALUATION

Excellence Girls Charter School 2018 cohort students did not sit for the US History regents given the NYSED cancellation of exams. 168 of 173 students in the cohort did qualify for a graduation exemption for Social Studies.

ADDITIONAL EVIDENCE

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	247	0%	182	N/A	173	97%
2019	170	0%	165	N/A	163	93%
2020			156	N/A	139	7%
2021					158	0%

Goal 6: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The Institute does not require charters to report on this measure for 2021-22.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

Given the NYSED cancellations, students who did not pass at their first attempt were not able to sit for the exam again. 168 students did not sit for the exam previously but were able to obtain a Regents graduation exemption for social studies.

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Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20	115	0	111	97%
2017	2020-21	160	5	155	100%
2018	2021-22	173	168	0	0%

EVALUATION

Given the NYSED cancellations, students who did not pass at their first attempt were not able to sit for the exam again. 168 students did not sit for the exam previously but were able to obtain a Regents graduation exemption for social studies.

ADDITIONAL EVIDENCE

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018						
2019						
2020						
2021						

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The Institute does not require charters to report on this measure for 2021-22.

ADDITIONAL CONTEXT AND EVIDENCE

SUMMARY OF THE HIGH SCHOOL SOCIAL STUDIES GOAL

The 2018 Accountability Cohort of Excellence Girls Charter School met and exceeded the eligible social studies goals for school year 2020-2021.

ACTION PLAN

In 2021-22, Uncommon Charter High School will continue to employ our internally created Social Studies programs and extensive hands-on experiments to move students towards competency in the understanding and application of Social Studies.

Uncommon Charter High School remains strongly committed to ensuring that our scholars develop the core knowledge that will allow them to become critical thinkers in all areas and will support

their development in reading comprehension. We are equally committed to meeting our Accountability Plan goals in Social Studies.

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute 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. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

RESULTS AND EVALUATION

Excellence Girls Charter School received a “Good Standing” status under ESSA. The school has diligently worked to meet each ESSA requirement and comply with all stated guidelines for testing and we will maintain this going forward.

ADDITIONAL EVIDENCE

Accountability Status by Year

Year	Status
2019-20	Good Standing
2020-21	Good Standing
2021-22	Good Standing

Application: Excellence Girls Charter School

Ashanti Herndon - aherndon@excellencecharter.org
2021-2022 Annual Report

Summary

ID: 0000000301

Status: Annual Report Submission

Entry 1 School Info and Cover Page

Completed - Jul 28 2022

[Instructions](#)

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2021-2022 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2022)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

EXCELLENCE GIRLS CHARTER SCHOOL 800000064231

a1. Popular School Name

EGCS

b. CHARTER AUTHORIZER (As of June 30th, 2021)

Please select the correct authorizer as of June 30, 2022 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

d. DISTRICT / CSD OF LOCATION

CSD #16 - BROOKLYN

e. DATE OF INITIAL CHARTER

7/2009

f. DATE FIRST OPENED FOR INSTRUCTION

8/2009

c. School Unionized

Is your charter school unionized?

No

h. SCHOOL WEB ADDRESS (URL)

<https://nyc.uncommonschoools.org/excellence-girls-middle/>

i. Total Approved Charter Enrollment for 2021-2022 School Year (exclude Pre-K program enrollment)

1504

j. Total Enrollment on June 30, 2022 (exclude Pre-K program enrollment)

975

k. Grades Served during the 2021-2022 School Year (exclude Pre-K program students)

Check all that apply

Grades Served

K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

I1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes

I2. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	Uncommon Schools
PHYSICAL STREET ADDRESS	55 Broad
CITY	New York
STATE	(No response)
ZIP CODE	10004
EMAIL ADDRESS	mblake@uncommonschoools.org
CONTACT PERSON NAME	Michael Blake

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2022-2023?

Yes, 3 sites

EXCELLENCE GIRLS CHARTER SCHOOL 800000064231

School Site 1 (Primary)

m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	1600 Park Place, Brooklyn, NY, 11233	347-390-0555	NYC CSD 16	5-8	N/A

m1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Lenda Nguyen	Principal	347-390-0555		lenda.nguyen@excellencecharter.org
Operational Leader	Justin Solomon	DOO	347-390-0555		Justin.Solomon@excellencecharter.org
Compliance Contact	Madlen Read	ACOO	347-390-0555		mread@uncommonschools.org
Complaint Contact	Madlen Read	ACOO	347-390-0555		mread@uncommonschools.org
DASA Coordinator	Kiana James	Social Worker	347-390-0555		Kiana.James@excellencecharter.org
Phone Contact for After Hours Emergencies	Madlen Read	ACOO	347-390-0555		mread@uncommonschools.org

m1b. Is site 1 in public (co-located) space or in private space?

Co-located Space

m1c. Please list the terms of your current co-location.

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1		No		No		No

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.

- **Fire inspection certificates must be updated annually. For the upcoming school year 2022-2023, the fire inspection certificate must be dated after July 1, 2021.**
- **If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2022.**

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

EGCS

School Site 2

m2. SCHOOL SITES

Please provide information on Site 2 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	794 Monroe Street, Brooklyn, NY, 11221	718-638-1875	NYC CSD 16	K-4	N/A

m2a. Please provide the contact information for Site 2.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Bronte Johnson	Principal	718-638-1875		bronte.johnson@excellencecharter.org
Operational Leader	Brian Thomas	DOO	718-638-1875		bthomas@excellencecharter.org
Compliance Contact	Alejandro Montoya	ACOO	718-638-1875		Alejandro.Montoya@uncommonschoools.org
Complaint Contact	Alejandro Montoya	ACOO	718-638-1875		Alejandro.Montoya@uncommonschoools.org
DASA Coordinator	Michelle Regis	Social Worker	718-638-1875		michelle.regis@excellencecharter.org
Phone Contact for After Hours Emergencies	Alejandro Montoya	ACOO	718-638-1875		Alejandro.Montoya@uncommonschoools.org

m2b. Is site 2 in public (co-located) space or in private space?

Co-located Space

m2c. Please list the terms of your current co-location.

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 2		No		No		No

EXCELLENCE GIRLS CHARTER SCHOOL 800000064231

School Site 3

m3. SCHOOL SITES

Please provide information on site 3 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 3	1485 Pacific St, Brooklyn, NY, 11216	718-638-1868	NYC CSD 16	9-12	N/A

m3a. Please provide the contact information for Site 3.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	TS Hoard	Principal	718-638-1868		tshoard@uncommonhs.org
Operational Leader	Kelley Scholl	DOO	718-638-1868		kelley.scholl@uncommonhs.org
Compliance Contact	Mitchell Lincoln	ACOO	718-638-1868		mitchell.lincoln@uncommonschools.org
Complaint Contact	Mitchell Lincoln	ACOO	718-638-1868		mitchell.lincoln@uncommonschools.org
DASA Coordinator	Sherise McLean-Daly	Social Worker	718-638-1868		Sherise.McLeanDaly@uncommonhs.org
Phone Contact for After Hours Emergencies	Mitchell Lincoln	ACOO	718-638-1868		mitchell.lincoln@uncommonschools.org

m3b. Is site 3 in public (co-located) space or in private space?

Co-located Space

m3c. Please list the terms of your current co-location.

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 3		No		No		No

CHARTER REVISIONS DURING THE 2021-2022 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2021-2022 school year? (Please include approved or pending material and non-material charter revisions).

Yes

n2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in student/family handbook	The school completed its annual revision of its student and family handbook in order to ensure compliance, clarify language for parents and students, and to reflect practice in schools.	June 15, 2022	N/a - only non-material revisions were made
2	Change in teacher/staff handbook	The school completed its annual revision of its employee handbook in order to ensure compliance and to best support all staff.	June 15, 2022	N/a - only non-material revisions were made
3				
4				
5				

More revisions to add?

No

o. Has your school's Board of Trustee's approved a budget for the 2021-2022 FY?

Yes

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).

Name	Matt Scheiblin
Position	Manager, Data Reporting and Analysis
Phone/Extension	973-943-7665
Email	matthew.scheiblin@uncommonschoools.org

p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES to agree.**

Responses Selected:

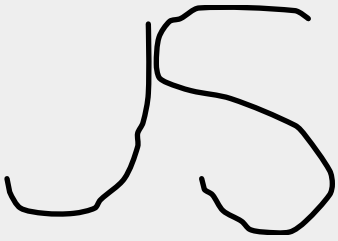
Yes

q. Our signatures (Executive Director/School Leader/Head of School and Board President) 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. Click **YES** to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).

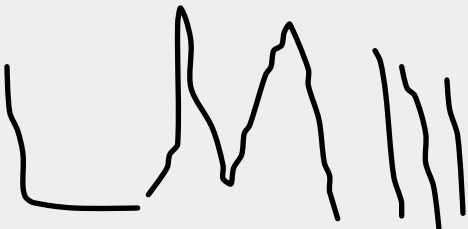
Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature consisting of the letters 'J' and 'S' in a cursive, stylized font.

Signature, President of the Board of Trustees

A handwritten signature consisting of the letters 'L', 'M', and 'M' in a cursive, stylized font.

Date

Jul 28 2022

Thank you.



Entry 3 Accountability Plan Progress Reports

Incomplete

Instructions

SUNY-Authorized Charter Schools ONLY- Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the SUNY Epicenter system by **September 15, 2022**. SUNY CSI will forward to NYSED CSO.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4 - Audited Financial Statements

Incomplete

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements and related documents in PDF format into the SUNY Epicenter system no later than **November 1, 2022**. SUNY CSI will forward to NYSED CSO. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

ALL Regents, NYCDOE, and Buffalo BOE-authorized charter schools must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2022**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a PDF file, ensuring that security features such as password protections are removed from all school uploaded documents.

PLEASE NOTE: This task appears as visible and optional task in the online portal until August 1 2022 but will be identified as a required task thereafter and due on November 1, 2022. This is a required task, and it is marked optional for administrative purposes only.

Entry 4a - Audited Financial Report Template (SUNY)

Incomplete

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the SUNY Epicenter system no later than **November 1, 2022**. SUNY CSI will forward to NYSED CSO.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 5 - Fiscal Year 2022-2023 Budget

Incomplete

SUNY-authorized charter schools should download the [2022-23 Budget and Quarterly Report Template and the 2022-23 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed template into Epicenter. SUNY CSI will forward to NYSED CSO. **Due November 1, 2022.**

Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY22 Budget using the [2022-2023 Budget Template](#) in the portal or from the Annual Report website. **Due November 1, 2022.**

The assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed - Jul 28 2022

Due on August 1, 2022, each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2021-2022 school year must complete and sign a [Trustee Disclosure of Financial Interest Form](#). Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for completing the form for trustees who left the board during the reporting year.**

Forms completed from past years will not be accepted. **Only the latest version of the form** (updated in April, 2022) is acceptable.).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

[Ann Mathews](#)

Filename: Ann_Mathews.pdf Size: 433.2 kB

[John Greenstein](#)

Filename: John_Greenstein.pdf Size: 893.3 kB

[Joseph Wayland](#)

Filename: Joseph_Wayland.pdf **Size:** 317.9 kB

[Tony Pasquariello](#)

Filename: Tony_Pasquariello.pdf **Size:** 132.2 kB

[Ekwutozia Nwabuzor](#)

Filename: Ekwutozia_Nwabuzor.pdf **Size:** 528.1 kB

[Linton Mann](#)

Filename: Linton_Mann.pdf **Size:** 479.3 kB

[John Kim](#)

Filename: John_Kim.pdf **Size:** 648.8 kB

[Brett Peiser](#)

Filename: Brett_Peiser.pdf **Size:** 2.3 MB

[Jabali Sawicki](#)

Filename: Jabali_Sawicki.pdf **Size:** 1.9 MB

[Shakima Jones](#)

Filename: Shakima_Jones.pdf **Size:** 421.9 kB

[Chrystal Stokes Williams](#)

Filename: Chrystal_Stokes_Williams.pdf **Size:** 1.0 MB

Entry 7 BOT Membership Table

Completed - Jul 28 2022

Instructions

Required of ALL charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 7 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

EXCELLENCE GIRLS CHARTER SCHOOL 80000064231

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2021-2022 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2021-2022
1	Linton Mann III	llmann@stblaw.com	Chair	Executive, Academic	Yes	5	06/01/2022	06/01/2025	5 or less
2	Brett Peiser	bpeiser@uncommonschools.org	Other	None	No	6	06/01/2022	06/01/2025	5 or less
3	Chrystal Stokes Williams	chrystalstokes@yahoo.com	Other	Audit, Advocacy	Yes	4	06/01/2020	06/01/2023	5 or less
4	Ekwutozia U. Nwabuzor	eunwabuzor@gmail.com	Secretary	Executive, Academic	Yes	3	06/01/2022	06/01/2025	5 or less

5	John Greenstein	John.greenstein@bluescape.com	Other	Finance, Advocacy	Yes	5	06/01/2020	06/01/2023	5 or less
6	John Kim	jkim@generalcatalyst.com	Other	Finance	Yes	3	06/01/2022	06/01/2025	5 or less
7	Joseph F. Wayland	Joseph.Wayland@Chubb.com	Treasurer	Executive, Finance	Yes	4	06/01/2022	06/01/2025	5 or less
8	Shakima Jones	shakimajones@yahoo.com	Other	Advocacy, Finance, Academic	Yes	4	06/01/2022	06/01/2025	5 or less
9	Tony Pasquariello	tony.pasquariello@gs.com	Vice Chair	Executive, Audit	Yes	4	06/01/2021	06/01/2024	5 or less

1a. Are there more than 9 members of the Board of Trustees?

Yes

1b. Current Board Member Information

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2021-2022
10	Jabali Sawiki	jabalisawicki@gmail.com	Other	Academic	Yes	1	12/01/2019	06/01/2023	5 or less
11	Ann Mathews	Ann.Mathews@gmail.com	Other	Academic	Yes	2	06/01/2021	06/01/2024	5 or less
12									
13									
14									
15									

1c. Are there more than 15 members of the Board of Trustees?

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2022	10
b.Total Number of Members Added During 2021-2022	0
c. Total Number of Members who Departed during 2021-2022	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	10

3. Number of Board meetings held during 2021-2022

5

4. Number of Board meetings scheduled for 2022-2023

4

Total number of Voting Members on June 30, 2022:

10

Total number of Voting Members added during the 2021-2022 school year:

0

Total number of Voting Members who departed during the 2021-2022 school year:

0

Total Maximum Number of Voting members in 2021-2022, as set by the board in bylaws, resolution, or minutes:

10

Thank you.

Entry 9 Enrollment & Retention

Completed - Jul 28 2022

[Instructions for submitting Enrollment and Retention Efforts](#)

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2021-2022 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2022-2023.

Entry 9 Enrollment and Retention of Special Populations

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2021-2022	Describe Recruitment Plans in 2022-2023
	<ul style="list-style-type: none">All Uncommon Schools in New York City worked together on community outreach and enrollment efforts. By combining our efforts and sharing information about all of our schools at one time, we were	

able to reach far more students in New York City than if our schools worked independently.

- Uncommon Schools NYC hosted a network-wide Community Day, in which all Uncommon Schools have come together to canvass across Brooklyn, while simultaneously partnering with community organizations to host events in some of our biggest Community School Districts.

- The School used a combined Uncommon Schools application that allowed families to apply to multiple Uncommon Schools with just one application. This made it easier for a family to learn about and access all of our schools and allows our schools to reach a broader population of students.

- In addition to the combined Uncommon Schools application, the School participated in the New York City Charter School Center's Common Application for all charter schools in NYC. By continuing to offer our application as part of the common application for all charter schools, we are able to reach an even broader population of students.

- The School sent out multiple mailings to prospective students throughout the year through Vanguard Direct, Inc., focusing on the zip codes near our schools that have the highest number of FRPL and ELL students. Materials were sent out in English and Spanish, and included a self-addressed, stamped envelope to limit the barrier to return the completed application.

Economically Disadvantaged

- The School ran both English and Spanish language ads in the New York City Housing Authority Journal. On their website, the NYCHA Journal says they are “hand-delivered to each of the 178,000 apartments in NYCHA’s 334 public housing developments throughout the five boroughs.” It was also be distributed to more than 10,000 NYCHA employees, and mailed to elected officials and community leaders. It was also available through email subscription.
- The School ran both online and in-print Spanish language ads in El Diario - a Spanish language daily newspaper with high circulation throughout Brooklyn.
- The School partnered with El Diario to send a direct Spanish-language email to families that live within our school zip-codes and have school-aged children.
- The School ran advertisements for enrollment on buses with strategic routes throughout the CSDs we serve in Brooklyn.
- Additionally, we implemented an MTA bus shelter advertisement in high pedestrian traffic areas of the neighborhoods in which our schools are located to reach families from within our community school district. The bus shelter advertisements included school-specific information as well as information about our schools, programs, and populations served.
- The School visited the NYCHA sites within our neighborhood on

The school will continue the efforts at left to recruit economically disadvantaged students, and will also:

- Implement a more robust community canvassing plan that involves current families.
- Expand digital advertising efforts to reach a broader population.

multiple occasions to hang flyers, leave applications and speak with residents to ensure that residents of these locations were aware of our school and have the necessary information and materials needed to apply.

- The School ran a digital advertisement campaign that targeted families that live in zip codes near our schools and that have a high number of FRPL eligible and ELL students.

- The School participated in education, health, and career fairs in our school neighborhoods to share information about individual schools and our admissions and application process.

- In order to continue efforts to widely disseminate information about our School to prospective families, this year, the School worked with broadcasting agency, Entercom to run advertisements on two popular NYC radio stations.

See the response to “economically disadvantaged students” above. In addition, the school:

- Used Census tract data to create maps showing the distributions of the populations of the top five most spoken languages after English.

- Using these maps, we created community canvassing walks for the School to take to travel through those neighborhoods. On the walks, school staff and families visited local stores, organizations, shelters, and

apartment buildings and hung flyers and left brochures and applications in English and Spanish at each location. In addition, school staff spoke to residents along the way (in English and in Spanish) to spread the word about our schools.

- We will continue to translate all our outreach materials that are distributed by our schools.

Materials were produced and disseminated in English and Spanish will include our enrollment website and online lottery and waitlist applications, paper lottery applications, full color brochures and flyers, posters, informational packets, and tear away information sheets.

- We utilized the New York City Charter School Center's Common Application, which is available to families in six different languages.

- We identified high priority local community organizations to reach out to, based on factors including location, age group served, and proximity to high non- English-speaking populations. Each organization received a call from the regional admissions office by a fluent Spanish speaking staff member and a mailing including brochures, flyers and applications in all relevant languages.

- We met with the Committee for Hispanic Children, a non-profit referral service which helps Hispanic families find daycares, schools and enrichment

English Language Learners

programs for their students, to ensure that they were aware of our schools as an option for their families and provided them with outreach materials that they could share with the families that they serve.

- A Spanish speaking staff member was available at our admissions office by phone and email 40 hours a week during student recruitment season.
- We took advantage of the DOE's Over-the-phone Interpretation Services, which allowed our school staff members to communicate with a parent with the assistance of an interpreter on the phone. This service increased our capacity to connect with families who speak a wider range of languages.
- We also know that families of our current ELL students are our best resource to reach new ELL students. All families at our schools will continue to receive applications to distribute to family and friends in English and Spanish. Families of ELL students will continue to receive extra applications. In addition, we worked to identify ELL families interested in volunteering to support student admissions efforts. These families met with a school staff member to learn about a variety of ways that they could get the word out about our schools and distribute applications to others. These families were encouraged to speak at their churches, or other local organizations to spread the word about our schools.

The school will continue the efforts at left to recruit ELL students, and will also:

- Implement a more robust community canvassing plan that involves current families.
- Expand digital advertising efforts to reach a broader population.
- Implement Spanish-Language transit advertisements.

- We ran Spanish language ads with El Diario – a Spanish publication with the largest readership increase than any other daily newspaper in New York. Uncommon Schools will also place bilingual advertisements in the NYCHA Journal and several neighborhood weekly publications throughout the student recruitment cycle.
- Uncommon Schools NYC ran Google and additional digital ads in Spanish so that families searching for information about schools in New York City in Spanish see ads for our school and be directed to our Spanish webpages and applications.
- Each applicant, whether they are selected in the lottery or placed on the waitlist, will receive a letter in both Spanish and English telling them the results of the lottery and the next steps to enrolling in the school.

See the response to “economically disadvantaged students” above. In addition, the school:

- Identified and targeted all preschools that are certified to offer services to students with disabilities in our school communities. Head Starts will be included in this search, as they are mandated to serve a student body with at least 10% students with disabilities.
- Identified a list of preschools, Pre-K programs, and early childhood development centers that are high priority for our

Students with Disabilities

schools due to their location and student population. These high priority sites received calls, visits, and recruitment materials for both elementary and middle school.

- Worked to build strong connections with our Committee on Special Education to ensure they know we are an option for students, should they wish to recommend students to join us.
- Reached out to related service agencies that we work with/have worked with in the past, to talk about the supports we offer students and asked if they had any students who could be recommended to apply.
- Confirmed that application materials clearly stated that all students, including those with disabilities, are eligible to apply. This language appeared on our enrollment websites, Kindergarten and 5th grade lottery applications, waitlist applications for all grades, the brochures that were distributed to organizations and mail to 24,000 Brooklyn families, as well as in the presentations given at our information sessions.
- Our admissions office and school-based staff will continue to be trained on this question so that they could answer the concerns of any families of potential applicants with special needs who called in.
- Revised our admissions brochure to explicitly mention our high-quality intervention programs that our schools offer of tutoring and small group

The school will continue the efforts at left to recruit students with disabilities, and will also:

- Implement a more robust community canvassing plan that involves current families.
- Expand digital advertising efforts to reach a broader population

	<p>instruction.</p> <ul style="list-style-type: none"> • We created a one-page overview of Special Education Services at Uncommon to share with prospective families. 	
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Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2021-2022	Describe Retention Plans in 2022-2023
Economically Disadvantaged	<p>In accordance with our mission to prepare students for college, we want all of our students, including FRPL, ELL and students with disabilities, to stay with us through high school graduation. The School has had historically high levels of persistence for these sub-populations. We believe that creating high-quality educational program, hiring and training highly qualified teachers, and communicating regularly with families of all students has helped us to achieve high rates of persistence across our student body. We will continue to analyze our data to ensure that we are serving students from these populations as effectively as all other students and keeping them in our schools in the same numbers.</p>	<p>We will continue the efforts described at left in 2022-23 to ensure that high numbers of economically disadvantaged students are given the supports they need to persist in the School.</p>
English Language Learners	<p>See response for retention of economically disadvantaged students. In addition, each school has an English as a New Language teacher in its school, to more directly and completely ensure that students learning English are supported in the</p>	<p>We will continue the efforts described at left in 2022-23 to ensure that high numbers of ELL students are given the supports they need to persist in the</p>

	school and are provided with direct English instruction by a qualified teacher as needed.	School.
Students with Disabilities	See response for retention of economically disadvantaged students.	We will continue the efforts described at left in 2022-23 to ensure that high numbers of students with disabilities are given the supports they need to persist in the School.

Entry 10 - Teacher and Administrator Attrition

Completed - Jul 28 2022

Form for "Entry 10 - Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation

A. TEACH System - Employee Clearance

Charter schools must ensure that all prospective employees^[1] receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel who are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

^[1] Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.nysed.gov/common/nysed/files/programs/charter-schools/employeefingerprintoct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

Attestation

Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

Entry 13 School Calendar

Completed - Jul 28 2022

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 1, 2022 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2022**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools *"... unless the school's charter requires more instructional time than is required under the regulations."*

Board of Regents-authorized charter schools also are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month. See an example of a calendar showing the requested information. Schools are encouraged to use a calendar template and ensure there is a monthly tally of instructional days.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes

only.

[Uncommon Schools_NYSED Annual Report 2022-23 Calendar](#)

Filename: Uncommon_Schools_NYSED_Annual_Repo_DnfgBji.pdf Size: 205.9 kB

Entry 14 Links to Critical Documents on School Website

Completed - Jul 28 2022

Instructions

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Current Annual Report (i.e., 2021-2022 Annual Report);[\[1\]](#)
2. Board meeting notices, agendas and documents;
3. New York State School Report Card;
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building level safety plan (as per the September 2021 [Emergency Response Plan Memo](#));
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records. (Example: See [NYSED Subject Matter List](#))

[\[1\]](#) Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., Repost when financials have been submitted in November.)

Form for Entry 14 Links to Critical Documents on School Website

School Name: Excellence Girls Charter School

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school’s website for each of the items:

	Link to Documents
1. Current Annual Report (i.e., 2021-2022 Annual Report)	https://nyc.uncommonschools.org/family-resources/
2. Board meeting notices, agendas and documents	https://nyc.uncommonschools.org/board-of-trustees/
3. New York State School Report Card	https://data.nysed.gov/essa.php?instid=800000064231&year=2021&createreport=1&allchecked=1&OverallStatus=1&section_1003=1&EMStatus=1&EMchronic=1&HSStatus=1&HSgradrate=1&HSchronic=1&38ELA=1&38MATH=1&48SCI=1&regents=1&cohort=1&nysaa=1&naep=1&expend=1&staffqual=4&gradrate=1&feddata=1
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	https://nyc.uncommonschools.org/family-resources/
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo	https://nyc.uncommonschools.org/family-resources/
6. Authorizer-approved FOIL Policy	https://nyc.uncommonschools.org/family-resources/
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	https://nyc.uncommonschools.org/family-resources/

Thank you.



**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Name of Charter School Education Corporation:

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

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 you

7. Identify each individual, business, corporation, union association, firm, partnership, 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(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

John Greenstein

Name of Charter School Education Corporation:

Uxommon NYC

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

member Finance Committee
member Advocacy Committee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

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 you

7. Identify each individual, business, corporation, union association, firm, partnership, 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(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

347-564-9519

Business Address:

247A Windsor Place, Bklyn, NY 11215

E-mail Address:

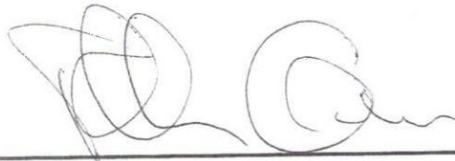
jgreenst@yahoo.com

Home Telephone:

n/a

Home Address:

Above



Joe 15, 2022

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Name of Charter School Education Corporation:

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

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 you

7. Identify each individual, business, corporation, union association, firm, partnership, 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(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

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Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Anthony Pasquariello

Name of Charter School Education Corporation:

Uncommon Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Vice-Chair

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If Yes, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If Yes, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

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 you

7. Identify each individual, business, corporation, union association, firm, partnership, 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(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

212-357-2785

Business Address:

Goldman Sachs, 200 West St., NY NY, 10282

E-mail Address:

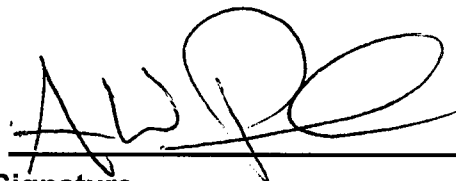
tony.pasquariello@gs.com

Home Telephone:

917-617-4504

Home Address:

21 Jay St, Apt 5W, NY NY, 10013



Signature

6/16/22

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Ekwutozia Nwabuzor

Name of Charter School Education Corporation:

Uncommon Schools New York City

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Secretary

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

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 you

7. Identify each individual, business, corporation, union association, firm, partnership, 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(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

212-262-6700

Business Address:

1251 Avenue of the Americas, New York, New York 10020

E-mail Address:

Enwabuzor@lowenstein.com

Home Telephone:

908-248-2784

Home Address:

324 Centre Street, South Orange, NJ 07079



06/27/2022

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Name of Charter School Education Corporation:

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

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 you

7. Identify each individual, business, corporation, union association, firm, partnership, 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(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

JOHN KIM

Name of Charter School Education Corporation:

UNCOMMON SCHOOLS

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

BOARD MEMBER

FINANCE COMMITTEE MEMBER

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes

No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes

No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes

No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

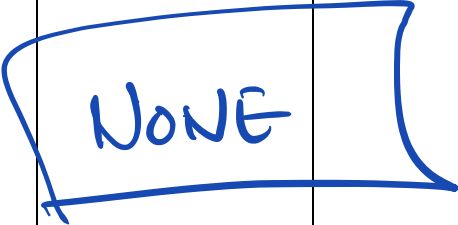
Yes

No

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

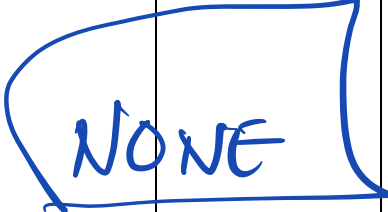
6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

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 you
			

7. Identify each individual, business, corporation, union association, firm, partnership, 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(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
 <p>NONE</p>				

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

917 922 9132

Business Address:

434 BROADWAY, NEW YORK, NY 10003

E-mail Address:

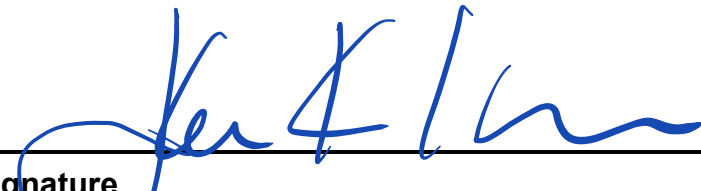
john.kkim100@gmail.com

Home Telephone:

917 922 9132

Home Address:

39 JOZALEMON STREET BROOKLYN NY 11201

 6/30/22
Signature Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Brett Peiser

Name of Charter School Education Corporation:

Uncommon Schools NYC

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).
None

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

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

I have been the CEO of Uncommon Schools, the educational partner of Uncommon NYC, since July 2012.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

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 you

7. Identify each individual, business, corporation, union association, firm, partnership, 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(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Uncommon Schools	I am the CEO of Uncommon Schools, Uncommon NYC's educational partner		Brett Peiser	I recuse myself - and the rest of the Board holds me accountable for ensuring I recuse myself - on any business that relates to the relationship between Uncommon Schools and the Uncommon NYC Board.

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

646.774.2150

Business Address:

55 Broad Street New York, NY 10004

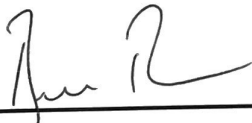
E-mail Address:

bpeiser@uncommonschoools.org

Home Telephone:

Home Address:

345 Carroll Street Brooklyn, NY 11231



6/15/22

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

JABALI SAWICKI

Name of Charter School Education Corporation:

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

BOARD MEMBER
MEMBER OF ACADEMIC COMMITTEE

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If Yes, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If Yes, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

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 you

7. Identify each individual, business, corporation, union association, firm, partnership, 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(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

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Business Telephone:

347-628-8141

Business Address:

25 BROADWAY 3RD FLOOR, NY NY 10004

E-mail Address:

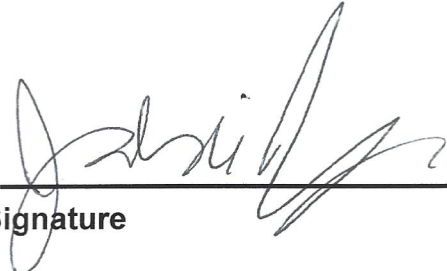
jabalisauidki@gmail.com

Home Telephone:

347-628-8141

Home Address:

741 WASHINGTON AVE. APT. 3R BROOKLYN NY 11238

 6/26/22
Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Name of Charter School Education Corporation:

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes **No**

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

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 you

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None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

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Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

Signature

Date

Acceptable signature formats include:

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- Print form, manually sign, scan to PDF

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Name of Charter School Education Corporation:

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

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Yes No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

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 you

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None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

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Business Telephone:

Business Address:

85 Broad Street New York, NY 10004

E-mail Address:

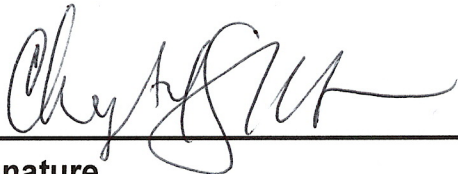
cstokes@mba2001.hbs.edu

Home Telephone:

917-586-7591

Home Address:

388 Stuyvesant Avenue Brooklyn, NY 11233



06/26/22

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

FIRST DAY OF SCHOOL	8/22/2022
LAST DAY OF SCHOOL	6/16/2023

MONTH	INSTRUCTIONAL DAYS
8	8
9	21
10	20
11	19
12	16
1	16
2	15
3	23
4	14
5	22
6	12
TOTAL	186

DATE	MONTH	DAY OF THE WEEK	INSTRUCTIONAL DAY?
8/22/2022	8	Monday	Yes
8/23/2022	8	Tuesday	Yes
8/24/2022	8	Wednesday	Yes
8/25/2022	8	Thursday	Yes
8/26/2022	8	Friday	Yes
8/27/2022	8	Saturday	No
8/28/2022	8	Sunday	No
8/29/2022	8	Monday	Yes
8/30/2022	8	Tuesday	Yes
8/31/2022	8	Wednesday	Yes
9/1/2022	9	Thursday	Yes
9/2/2022	9	Friday	Yes
9/3/2022	9	Saturday	No
9/4/2022	9	Sunday	No
9/5/2022	9	Monday	No
9/6/2022	9	Tuesday	Yes
9/7/2022	9	Wednesday	Yes
9/8/2022	9	Thursday	Yes
9/9/2022	9	Friday	Yes
9/10/2022	9	Saturday	No
9/11/2022	9	Sunday	No
9/12/2022	9	Monday	Yes
9/13/2022	9	Tuesday	Yes
9/14/2022	9	Wednesday	Yes
9/15/2022	9	Thursday	Yes
9/16/2022	9	Friday	Yes
9/17/2022	9	Saturday	No
9/18/2022	9	Sunday	No
9/19/2022	9	Monday	Yes

9/20/2022	9	Tuesday	Yes
9/21/2022	9	Wednesday	Yes
9/22/2022	9	Thursday	Yes
9/23/2022	9	Friday	Yes
9/24/2022	9	Saturday	No
9/25/2022	9	Sunday	No
9/26/2022	9	Monday	Yes
9/27/2022	9	Tuesday	Yes
9/28/2022	9	Wednesday	Yes
9/29/2022	9	Thursday	Yes
9/30/2022	9	Friday	Yes
10/1/2022	10	Saturday	No
10/2/2022	10	Sunday	No
10/3/2022	10	Monday	Yes
10/4/2022	10	Tuesday	Yes
10/5/2022	10	Wednesday	Yes
10/6/2022	10	Thursday	Yes
10/7/2022	10	Friday	Yes
10/8/2022	10	Saturday	No
10/9/2022	10	Sunday	No
10/10/2022	10	Monday	No
10/11/2022	10	Tuesday	Yes
10/12/2022	10	Wednesday	Yes
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10/16/2022	10	Sunday	No
10/17/2022	10	Monday	Yes
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10/30/2022	10	Sunday	No
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11/2/2022	11	Wednesday	Yes
11/3/2022	11	Thursday	Yes
11/4/2022	11	Friday	Yes
11/5/2022	11	Saturday	No

11/6/2022	11	Sunday	No
11/7/2022	11	Monday	Yes
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11/15/2022	11	Tuesday	Yes
11/16/2022	11	Wednesday	Yes
11/17/2022	11	Thursday	Yes
11/18/2022	11	Friday	Yes
11/19/2022	11	Saturday	No
11/20/2022	11	Sunday	No
11/21/2022	11	Monday	Yes
11/22/2022	11	Tuesday	Yes
11/23/2022	11	Wednesday	No
11/24/2022	11	Thursday	No
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11/27/2022	11	Sunday	No
11/28/2022	11	Monday	Yes
11/29/2022	11	Tuesday	Yes
11/30/2022	11	Wednesday	Yes
12/1/2022	12	Thursday	Yes
12/2/2022	12	Friday	Yes
12/3/2022	12	Saturday	No
12/4/2022	12	Sunday	No
12/5/2022	12	Monday	Yes
12/6/2022	12	Tuesday	Yes
12/7/2022	12	Wednesday	Yes
12/8/2022	12	Thursday	Yes
12/9/2022	12	Friday	Yes
12/10/2022	12	Saturday	No
12/11/2022	12	Sunday	No
12/12/2022	12	Monday	Yes
12/13/2022	12	Tuesday	Yes
12/14/2022	12	Wednesday	Yes
12/15/2022	12	Thursday	Yes
12/16/2022	12	Friday	Yes
12/17/2022	12	Saturday	No
12/18/2022	12	Sunday	No
12/19/2022	12	Monday	Yes
12/20/2022	12	Tuesday	Yes
12/21/2022	12	Wednesday	Yes
12/22/2022	12	Thursday	Yes

12/23/2022	12	Friday	No
12/24/2022	12	Saturday	No
12/25/2022	12	Sunday	No
12/26/2022	12	Monday	No
12/27/2022	12	Tuesday	No
12/28/2022	12	Wednesday	No
12/29/2022	12	Thursday	No
12/30/2022	12	Friday	No
12/31/2022	12	Saturday	No
1/1/2023	1	Sunday	No
1/2/2023	1	Monday	No
1/3/2023	1	Tuesday	No
1/4/2023	1	Wednesday	No
1/5/2023	1	Thursday	No
1/6/2023	1	Friday	No
1/7/2023	1	Saturday	No
1/8/2023	1	Sunday	No
1/9/2023	1	Monday	Yes
1/10/2023	1	Tuesday	Yes
1/11/2023	1	Wednesday	Yes
1/12/2023	1	Thursday	Yes
1/13/2023	1	Friday	Yes
1/14/2023	1	Saturday	No
1/15/2023	1	Sunday	No
1/16/2023	1	Monday	No
1/17/2023	1	Tuesday	Yes
1/18/2023	1	Wednesday	Yes
1/19/2023	1	Thursday	Yes
1/20/2023	1	Friday	Yes
1/21/2023	1	Saturday	No
1/22/2023	1	Sunday	No
1/23/2023	1	Monday	Yes
1/24/2023	1	Tuesday	Yes
1/25/2023	1	Wednesday	Yes
1/26/2023	1	Thursday	Yes
1/27/2023	1	Friday	Yes
1/28/2023	1	Saturday	No
1/29/2023	1	Sunday	No
1/30/2023	1	Monday	Yes
1/31/2023	1	Tuesday	Yes
2/1/2023	2	Wednesday	Yes
2/2/2023	2	Thursday	Yes
2/3/2023	2	Friday	Yes
2/4/2023	2	Saturday	No
2/5/2023	2	Sunday	No
2/6/2023	2	Monday	Yes
2/7/2023	2	Tuesday	Yes

2/8/2023	2	Wednesday	Yes
2/9/2023	2	Thursday	Yes
2/10/2023	2	Friday	Yes
2/11/2023	2	Saturday	No
2/12/2023	2	Sunday	No
2/13/2023	2	Monday	Yes
2/14/2023	2	Tuesday	Yes
2/15/2023	2	Wednesday	Yes
2/16/2023	2	Thursday	Yes
2/17/2023	2	Friday	Yes
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2/23/2023	2	Thursday	No
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2/25/2023	2	Saturday	No
2/26/2023	2	Sunday	No
2/27/2023	2	Monday	Yes
2/28/2023	2	Tuesday	Yes
3/1/2023	3	Wednesday	Yes
3/2/2023	3	Thursday	Yes
3/3/2023	3	Friday	Yes
3/4/2023	3	Saturday	No
3/5/2023	3	Sunday	No
3/6/2023	3	Monday	Yes
3/7/2023	3	Tuesday	Yes
3/8/2023	3	Wednesday	Yes
3/9/2023	3	Thursday	Yes
3/10/2023	3	Friday	Yes
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3/16/2023	3	Thursday	Yes
3/17/2023	3	Friday	Yes
3/18/2023	3	Saturday	No
3/19/2023	3	Sunday	No
3/20/2023	3	Monday	Yes
3/21/2023	3	Tuesday	Yes
3/22/2023	3	Wednesday	Yes
3/23/2023	3	Thursday	Yes
3/24/2023	3	Friday	Yes
3/25/2023	3	Saturday	No
3/26/2023	3	Sunday	No

3/27/2023	3	Monday	Yes
3/28/2023	3	Tuesday	Yes
3/29/2023	3	Wednesday	Yes
3/30/2023	3	Thursday	Yes
3/31/2023	3	Friday	Yes
4/1/2023	4	Saturday	No
4/2/2023	4	Sunday	No
4/3/2023	4	Monday	No
4/4/2023	4	Tuesday	No
4/5/2023	4	Wednesday	No
4/6/2023	4	Thursday	No
4/7/2023	4	Friday	No
4/8/2023	4	Saturday	No
4/9/2023	4	Sunday	No
4/10/2023	4	Monday	No
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4/12/2023	4	Wednesday	Yes
4/13/2023	4	Thursday	Yes
4/14/2023	4	Friday	Yes
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4/16/2023	4	Sunday	No
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4/18/2023	4	Tuesday	Yes
4/19/2023	4	Wednesday	Yes
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4/22/2023	4	Saturday	No
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4/25/2023	4	Tuesday	Yes
4/26/2023	4	Wednesday	Yes
4/27/2023	4	Thursday	Yes
4/28/2023	4	Friday	Yes
4/29/2023	4	Saturday	No
4/30/2023	4	Sunday	No
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5/2/2023	5	Tuesday	Yes
5/3/2023	5	Wednesday	Yes
5/4/2023	5	Thursday	Yes
5/5/2023	5	Friday	Yes
5/6/2023	5	Saturday	No
5/7/2023	5	Sunday	No
5/8/2023	5	Monday	Yes
5/9/2023	5	Tuesday	Yes
5/10/2023	5	Wednesday	Yes
5/11/2023	5	Thursday	Yes
5/12/2023	5	Friday	Yes

5/13/2023	5	Saturday	No
5/14/2023	5	Sunday	No
5/15/2023	5	Monday	Yes
5/16/2023	5	Tuesday	Yes
5/17/2023	5	Wednesday	Yes
5/18/2023	5	Thursday	Yes
5/19/2023	5	Friday	Yes
5/20/2023	5	Saturday	No
5/21/2023	5	Sunday	No
5/22/2023	5	Monday	Yes
5/23/2023	5	Tuesday	Yes
5/24/2023	5	Wednesday	Yes
5/25/2023	5	Thursday	Yes
5/26/2023	5	Friday	Yes
5/27/2023	5	Saturday	No
5/28/2023	5	Sunday	No
5/29/2023	5	Monday	No
5/30/2023	5	Tuesday	Yes
5/31/2023	5	Wednesday	Yes
6/1/2023	6	Thursday	Yes
6/2/2023	6	Friday	Yes
6/3/2023	6	Saturday	No
6/4/2023	6	Sunday	No
6/5/2023	6	Monday	Yes
6/6/2023	6	Tuesday	Yes
6/7/2023	6	Wednesday	Yes
6/8/2023	6	Thursday	Yes
6/9/2023	6	Friday	Yes
6/10/2023	6	Saturday	No
6/11/2023	6	Sunday	No
6/12/2023	6	Monday	Yes
6/13/2023	6	Tuesday	Yes
6/14/2023	6	Wednesday	Yes
6/15/2023	6	Thursday	Yes
6/16/2023	6	Friday	Yes