



Office of School Design and Charter Partnerships
2014-2015

BROOKLYN CHARTER SCHOOL
ANNUAL COMPREHENSIVE REVIEW REPORT

2014 – 2015 SCHOOL YEAR

Part 1: School Overview

Charter Authorization Profile

Brooklyn Charter School	
Authorized Grades	Grades K-5
Authorized Enrollment	240
School Opened For Instruction	2000-2001
Charter Term Expiration Date	June 30, 2016
Last Renewal Term Type	Full Term (5 years)

School Information for the 2014-2015 School Year

Brooklyn Charter School	
Board Chair(s)	Henry Lambert
School Leader	Omigbade Escayg
District of Location	NYC Community School District 14
Borough of Location	Brooklyn
Physical Address	545 Willoughby Avenue, Brooklyn, NY 11206
Facility Owner	DOE
School Type	Elementary School
Grades Served 2014-2015	Grades K-5
Enrollment in 2014-2015*	235
Charter Universal Pre-Kindergarten Program	No

* Enrollment data as of October 1, 2014

Enrollment Policies (School Year 2014-2015)*	
Primary Grade Level(s) for Which Student Applications for Admission are Accepted	Kindergarten
Additional Grade Level(s) for Which Student Applications for Admission are Accepted	Grades 1-5
Does School Enroll New Students Mid-Year	Yes
Number of Applicants for Admission	169 (Kindergarten), 80 (Grade 1), 53 (Grade 2), 47 (Grade 3), 88 (Grade 4), 45 (Grade 5)
Number of Students Accepted via the Charter Lottery	90 (Kindergarten), 6 (Grade 1), 2 (Grade 2), 6 (Grade 3), 4 (Grade 4), 3 (Grade 5)
Lottery Preferences (School Year 2014-2015)**	
Attends a Failing School	Yes
Does Not Speak English at Home	Yes
Receives SNAP or TANF Benefits	Yes
Eligible for Free or Reduced-Price Lunch	Yes
Has IEP and/or Receives Special Education Services	Yes
Homeless or Living in Shelter or Temporary Residence	Yes
Lives in New York City Housing Authority Housing	Yes
Unaccompanied Youth	Yes

* Enrollment policy information is based on self-reported data from the 2014-2015 DOE Annual Charter School Survey.
 ** Preferences were recorded from the NYC Charter School Center's Online Application. For schools that do not participate in the Common Application, their preferences were self-reported from the 2014-2015 DOE Annual Charter School Survey. If a field is marked "N/A", the school did not provide the information.

Management or Support Organization (If Applicable)	
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A

For the self-reported mission of this charter school, please see their NYC Charter School Directory listing at <http://schools.nyc.gov/community/charters/information/directory.htm>.

School Reported Current Key Design Elements	
Key Design Element	Description
More Time on Task	The Brooklyn Charter School instructional day runs from 8:00 am to 3:50pm Monday through Thursday and 8:00 am to 3:00pm on Friday. There is also an afterschool ELA tutorial for students in grades three through five, afterschool homework help for students in grades three through five, and nine sessions of Saturday Academy beginning in January.
Data-Driven Instruction	The school uses formative and summative assessments to inform instruction for all students, as well as school-wide interim assessments (administered tri-annually) to demonstrate student growth in ELA and Math. Data is used as part of Teacher Evaluation.
Rigorous Standards-Based Curriculum	ELA and Math instruction are aligned to the Common Core Learning Standards with scope and sequence for each grade.
Response to Intervention	Small group and individual conferencing takes place in every classroom. The school provides two teachers per classroom, a lead teacher and an assistant teacher.
Resilience Training for Students	The Dean of Students and the school social worker implemented a multi-sensory resilience program that focuses on social and emotional development and leadership principles.
Teacher Performance Management Protocol	School Leadership created a tool, adapted from the Marzano Teacher Evaluation, to assess teacher effectiveness as it relates to student growth, teacher development, and overall accountability.
Job-Embedded Teacher Development	The school provides onsite teacher development in ELA, which takes the form of a 50-hour professional development course to familiarize all teachers with the Literacy Framework.

Grade-Level Enrollment (School Year 2014-2015)		
Grade Level	Number of Students	Section Count
Kindergarten	46	3
Grade 1	45	2
Grade 2	37	2
Grade 3	40	2
Grade 4	33	2
Grade 5	34	2
Total Enrollment	235	13

* Enrollment data as of October 1, 2014

Part 2: Annual Review Process Overview

Rating Framework

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs a comprehensive review of each NYC DOE Chancellor-authorized charter school to investigate three primary questions: is the school an academic success; is the school a fiscally sound, viable organization; and is the school in compliance with its charter and all applicable laws and regulations? To ascertain matters of sustainability and strategic planning, OSDCP also inquires about the school's plans for its next charter term.

This review is conducted by analyzing student performance data and collecting and evaluating school-submitted documents during school year 2014-2015. The report outlines evidence found during this review.

As per the school's monitoring plan, the NYC DOE may also conduct a visit to a school. Visits may focus on academic outcomes, governance, organizational structure, operational compliance, fiscal sustainability or any combination of these as necessary.

Essential Questions

Is the school an academic success?

To assess whether a school is an academic success, the NYC DOE considers performance measures, including, but not limited to the following (as appropriate for grades served):

- New York State ELA and math assessment absolute results; New York State Regents exams passage rates;
- Comparative proficiency for elementary and middle schools, including growth rates for ELA and math proficiency;
- Comparative graduation rates and Regents completion rates for high schools;
- Closing the achievement gap performance relative to CSD or New York City public schools;
- New York State Alternate Assessment (NYSAA) or other approved alternate assessments; and
- Performance data pertaining to college and career readiness.

Is the school a fiscally sound, viable organization?

To assess whether a school is a fiscally and operationally sound, viable organization, OSDCP focuses on three areas: Governance Structure & Organizational Design, School Climate & Community Engagement, and Financial Health. This includes an analysis of the school's audited financial statements, based on the National Association of Charter School Authorizers' Core Performance Framework.¹

OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws;
- Board of Trustee meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED);
- NYC DOE School Surveys;
- Data collection sheets provided by schools;
- Student, staff, and Board turnover rates;
- Audits of authorized enrollment numbers; and
- Annual financial audits.

Is the school compliant with its charter and all applicable law and regulations?

As it pertains to compliance, the NYC DOE identifies areas of compliance and noncompliance with relevant laws and regulations as identified in the NYC DOE OSDCP Accountability Framework.

¹ Please refer to the following website for more information:
http://nacsa.mycrowdwisdom.com/diweb/catalog/item/id/126547/q/%20q=performance*20framework&c=82

Part 3: Summary of Findings

Essential Question 1: Is the school an academic success?

Overview of School-Specific Data Since 2012-2013

ES/MS students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC and State averages

% Proficient in English Language Arts		
	2012-2013	2013-2014
Brooklyn Charter School	25.5%	18.3%
CSD 14	25.3%	29.4%
Difference from CSD 14 *	0.2	-11.1
NYC	28.0%	29.8%
Difference from NYC *	-2.5	-11.5
New York State **	31.1%	30.6%
Difference from New York State	-5.6	-12.3
% Proficient in Mathematics		
	2012-2013	2013-2014
Brooklyn Charter School	40.9%	39.2%
CSD 14	27.5%	37.1%
Difference from CSD 14 *	13.4	2.1
NYC	32.7%	39.1%
Difference from NYC *	8.2	0.1
New York State **	31.1%	36.2%
Difference from New York State	9.8	3.0

* All comparisons to either the CSD or NYC take into account only grades the school itself served.

** New York State proficiency rates were taken from data.nysed.gov.

Student improvement on the state tests compared to other students

Median Adjusted Growth Percentile - English Language Arts		
	2012-2013	2013-2014
Brooklyn Charter School - All Students	63.0%	55.0%
Peer Percent of Range - All Students	64.6%	25.5%
City Percent of Range - All Students	46.7%	23.0%
Brooklyn Charter School - School's Lowest Third	63.5%	70.0%
Peer Percent of Range - School's Lowest Third	41.8%	40.6%
City Percent of Range - School's Lowest Third	16.4%	38.0%
Median Adjusted Growth Percentile - Mathematics		
	2012-2013	2013-2014
Brooklyn Charter School - All Students	39.0%	57.0%
Peer Percent of Range - All Students	14.2%	41.3%
City Percent of Range - All Students	0.0%	39.5%
Brooklyn Charter School - School's Lowest Third	54.0%	56.5%
Peer Percent of Range - School's Lowest Third	19.6%	22.5%
City Percent of Range - School's Lowest Third	0.0%	11.5%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts		
	2012-2013	2013-2014
Students with Disabilities *	-	20.0%
English Language Learner Students	-	-
Students in the Lowest Third Citywide	40.0%	46.2%
Percent in the 75th Growth Percentile - Mathematics		
	2012-2013	2013-2014
Students with Disabilities *	-	40.0%
English Language Learner Students	-	-
Students in the Lowest Third Citywide	-	55.6%

* Defined as students with a placement in Self-Contained, ICT, or SETSS.

Progress Towards Attainment of Academic Goals in 2013-2014²

Academic Goals		
Authorizer Mandated Goals		2013-2014
1.	The school must demonstrate improved student achievement by scoring in the 25th percentile or above of all schools on the NYC DOE Progress Report within one year after renewal, in the 50th percentile or above of all schools on the NYC DOE Progress Report within two years after renewal, and in the 75th percentile or above of all schools on the NYC DOE Progress Report in each of the 3rd, 4th, and 5th years after renewal.	N/A
2.	The Board must demonstrate a plan for sound oversight and evaluation of school leadership.	Met
3.	The school must demonstrate attainment of charter goals each year.	Not Met
Charter Goals		2013-2014
1.	Each year, the school will earn a score sufficient to place it in the 75th percentile of all schools on the "Performance" section of the NYC DOE Progress Report.	N/A
2.	Each year, 75% of students in grades three through five who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the NYS ELA Exam.	Not Met
3.	Each year, 75% of students in grades three through five who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the NYS Math Exam.	Not Met
4.	Each year, 75% of students in grade four who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the NYS Science Exam.	Met
5.	Each year, 75% of students in grade five who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the NYS Social Studies Exam.	N/A
6.	Each year, the school will earn a score sufficient to place it in the 75th percentile of all schools on the "Progress" section of the NYC DOE Progress Report.	N/A
7.	Each year, grade-level cohorts of the same students (i.e. students who are in the school for two years in a row) will reduce by one-half the gap between the percent at or above Level 3 on the previous year's NYS ELA Exam (baseline) and 90% at or above Level 3 on the current year's NYS ELA Exam.	Not Met
8.	Each year, grade-level cohorts of the same students (i.e. students who are in the school for two years in a row) will reduce by one-half the gap between the percent at or above Level 3 on the previous year's NYS Math Exam (baseline) and 75% at or above Level 3 on the current year's NYS Math Exam.	Not Met
9.	Each year, the school will earn a score sufficient to place it in the 75th percentile of all schools on the NYC DOE Progress Report.	N/A
10.	Each year, the percent of students performing at or above Level 3 on the NYS ELA Exam in grades three through five will exceed the average performance of students in the same tested grades of Community School District 14.	Not Met

² Goals were self-reported by the school in the school's 2013-2014 Annual Report documentation submitted to NYSED. It should be noted that beginning with the 2013-2014 school year, due to a change in state regulation, the NYC DOE will not evaluate goals that are related to standardized assessments for students in grades kindergarten through two. Further, due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year.

Charter Goals		2013-2014
11.	Each year, the percent of students performing at or above Level 3 on the NYS Math Exam in grades three through five will exceed the average performance of students in the same tested grades of Community School District 14.	Partially Met
12.	Each year, the school will score a B or better on the "Progress" section of the NYC DOE Progress Report.	N/A
13.	Each year, the school will be deemed "In Good Standing."	Met
14.	Each year, the school will have an average daily student attendance rate of at least 95%.	Not Met

Self-Reported Responsive Education Program & Learning Environment³

Curriculum Changes and/or Adjustments

- Brooklyn Charter School has made revisions to its ELA and math curriculum. ELA instruction has shifted towards the Reading/Writing workshop model and the school is utilizing TERC Investigations to support math instruction.

Interim Assessments

- Tri-annual interim assessments were created using the New York State passage selection guidelines and question criteria for ELA and Math. In addition to the tri-annual interim assessments, Fountas and Pinnell Benchmark Assessments (F&P), Early Childhood Mathematics Assessments (ECMA), and the Primary Assessment of Literacy Skills (PALS) are administered three times a year (all of which are performance-based assessments).

Approach to Data-Driven Instruction

- The data from the above mentioned assessments, including the tri-annual interim assessments, is used to inform instruction and differentiation in the classroom. The Assistant Principals work with all teachers to analyze data to identify goals for teaching and learning. Interim data is utilized to create goals for students for the upcoming trimester. Teachers also use a variety of formative assessments on a daily basis to inform their instruction to meet all students' needs. The use of New York State assessment data is used to drive curriculum development and programs.

Philosophy on Special Education and English Language Learner Service Provision

- An inclusive model is used at Brooklyn Charter School to serve students who have a disability or are deemed to have a disability and students who possess a valid Individualized Education Program (IEP) approved by the Committee on Special Education (CSE) of the New York City Department of Education. Special Education and General Education teachers, specialists, students and their families all work together to achieve the goals set forth in each student's IEP. School faculty focuses on teaching strategies that will support students in finding academic success in the general education classroom. The school provides special education programs including, but not limited to, special education teacher support services (SETSS), Integrated Co-Teaching (ICT) Classrooms, and related services.
- The school's English Language Learner (ELL) program is an immersion program. Students are placed in an English speaking classroom and receive pull-out and push-in supports by an ELL specialist teacher.

Professional Development Opportunities

- Job-embedded professional development is ongoing in the areas of ELA, math and intervention for all teachers. On a rotating basis teachers meet with the leadership team to discuss best practices, classroom instruction, and student data in each discipline.
- Two weeks of pre-service professional development are provided to teachers before the first day of school. In addition, a 50-hour professional development course was offered during the 2014-2015 school year in the area of literacy that provided teachers with opportunities to learn about the reading and writing process and instructional practices to support immediate implementation in classrooms.
- General Educators, Special Educators and ELL teachers also attended workshops through Teachers Reading and Writing Project and the Special Education Collaborative.

Teacher Evaluation

- Teachers are evaluated tri-annually through the Performance Management Protocol. This protocol is adapted from Marzano's Teacher Evaluation and also includes guidelines for student growth twice a year. Each evaluation cycle consists of a pre-conference, an observation, and a post-conference. Teachers develop goals based on each evaluation to focus on and improve their craft.

³ Self-reported information from school-submitted ACR self-evaluation form on May 6, 2015.

Differentiated Instruction

- All students participate in effective, data-informed instruction in the general education classroom. Regular classroom differentiation strategies include small group, one-on one conferencing, guided reading and/or writing, and the use of leveled texts. The teachers determine differentiation strategies and interventions through the use of ongoing assessments. The teachers set up strategy groups or intervention groups with students from grade level classes for math or ELA.

Adjustments Based on 2013-2014 Data

- Based on data the school collected or received for the 2013-2014 school year, the school did the following during the 2014-2015 school year:
 - Added two Assistant Principals to support ELA, social studies, math and science instruction;
 - Developed an Response to Intervention (RTI) Specialist/Special Education Coordinator position to address struggling students, and support the full integration of the RTI model;
 - Established effective data systems to inform school wide instruction;
 - Used consistent observations and evaluations through an adapted Marzano Model & Clinical;
 - Provided support for instructional improvement and teacher growth via supervision;
 - Implemented an afterschool program during the month of March for 15 sessions called Saturday Academy for students in grades three through five to work on ELA and Math;
 - Made revisions to the ELA and math curriculum; and
 - Offered job-embedded professional development in the areas of ELA, math, and intervention for all teachers.

Learning Environment

- Brooklyn Charter School strives to provide a safe, respectful, and stable environment that is conducive to student learning. This is evident with two teachers in every classroom who execute appropriate behavior management protocols in the classroom. There are two teachers transitioning students between classes and to and from lunch, recess, dismissal and arrival. The expectation is that students act safely and move efficiently through the hallways. Brooklyn Charter School holds high expectations academically and behaviorally for all students.
- Through the school's student resilience program "Why Try," students are taught motivational, social and emotional strategies for dealing with a variety of situations. Students are praised on a regular basis by administration and support staff for meeting expectations. Teachers award students for a variety of academic and behavioral achievements at the end of each trimester.
- During the 2014-2015 school year the school added a Dean of Students position to the team. This role supports classroom teachers implementing the "Why Try" program and positive disciplinary approach. The Dean of Students along with the school administration enforces and executes a clear discipline policy

NYC DOE School Visit

Representatives of the OSDCP team visited the school on May 13, 2015. Based on discussion, document review, and observation, the following was noted:

School Leadership

- The school recently modified its academic program due to a significant drop in performance level. The school hired a Literacy Specialist to support the school in implementing a Common Core Learning Standards (CCLS)-aligned scope and sequence.
- The school also hired a Dean of Students during the 2014-2015 school year to oversee the implementation of the school's discipline policy.
- School leadership reported that teachers meet on a rotating basis by subject once a week, though this was not confirmed in interviews with teachers.
- School leadership reported that the school's Family Action Committee is trying to expand its membership by hosting more family events such as movie night and a book fair.
- The school maintains open communication with the district public school located in the same building (i.e. its co-located school). The two schools work together on the building safety committee and campus committee.
- During an interview with OSDCP staff, school leadership at Brooklyn Charter School stated that the 2014-2015 New York State assessments were difficult. However, school leadership also noted that they were working on increasing student test taking stamina.

Classroom Observations

- In classrooms observed, class sizes ranged from 14 to 22 students with two adults in most classrooms.
- Instruction was a mix of lead and assist, lead and monitor, single lead, and station teaching, parallel teaching, and lead and monitor.
- In most classrooms instruction was aligned to the school's instructional model and current academic priorities.

Teacher Interviews

- Most teachers interviewed said that data guides classroom instruction and that feedback given during formal and informal observations was helpful for instructional purposes.

Essential Question 2: Is the school a fiscally sound, viable organization?

Governance Structure & Organizational Design

School Leadership Team (School Year 2014-2015)		
Title	Name	Number of Years With the School
1. Head of School	Omigbade Escayg	15
2. Assistant Principal	Mary Kate Boesch	5
3. Assistant Principal	Linda Hatfield	1

Board of Trustees (School Year 2014-2015)		
Board Member Name	Position – <i>Committee(s)</i>	Was all Documentation Submitted to OSDCP? Was Board Member Approved by OSDCP?
1. Henry Lambert	Chairman of the Board - <i>Executive Committee</i>	No
2. Michael Catlyn	Vice-Chairman - <i>Executive, Finance Committees</i>	No
3. Diana Lee	Secretary - <i>Legal/Governance Committee</i>	No
4. Mihran Keosian	Ex-Officio Member - <i>Education Committee</i>	Yes
5. Anthony Betaudier	<i>Education Committee</i>	No
6. Sean Perham	Teacher Representative - <i>Education Committee</i>	No
7. Deshana Cabasan	Family Representative - <i>Education Committee</i>	No
8. Mark David	<i>Finance Committee</i>	Yes
9. Omigbade Escayg	Ex-Officio Member - <i>All Committees</i>	No

Board of Trustees Committees (School Year 2014-2015)		
Committee Name	Is This an Active Committee?	Evidence of Committee Activity (Roster, Committee Meeting Minutes, etc.)
1. Executive Committee	Yes	Yes
2. Finance Committee	Yes	Yes
3. Education Committee	Yes	Yes
4. Legal/Governance	Yes	Yes

School Climate & Community Engagement

Brooklyn Charter School	
Instructional Staff Turnover (School Year 2013-2014)*	29.0%
Instructional Staff Turnover (School Year 2014-2015)**	16.1%
Number of Instructional Staff Members Not Returning from the Previous Academic Year*	9
Does the School have a Parent Organization?	Yes
<ul style="list-style-type: none"> If Yes, how many times did it meet (School Year 2013-2014)? 	6
<ul style="list-style-type: none"> If Yes, how many parents attended these meetings? 	12
Average Daily Attendance Rate (School Year 2013-2014)***	92.3%

* Reflects 2013-2014 instructional staff who did not return to the school, either by choice or request, at the start of the 2014-2015 school year or who left the school during the 2013-2014 school year.

** Reflects 2014-2015 instructional staff left the school between July 1, 2014 and April 1, 2015.

*** Attendance was taken from ATS.

NYC School Survey Results

Percent of Respondents that Agree or Strongly Agree				
Survey Question		Brooklyn Charter School		Citywide Average
		2012-2013	2013-2014	2013-2014
Students*	Most of my teachers make me excited about learning.**	-	-	-
	Most students at my school treat each other with respect.	-	-	-
	I feel safe in the hallways, bathrooms, locker room, cafeteria, etc.	-	-	-
Parents	I feel satisfied with the education my child has received this year.	96%	97%	95%
	My child's school makes it easy for parents to attend meetings.	94%	95%	94%
	I feel satisfied with the response I get when I contact my child's school.	97%	97%	95%
Teachers	Order and discipline are maintained at my school.	87%	58%	80%
	The principal at my school communicates a clear vision for our school.	97%	92%	88%
	School leaders place a high priority on the quality of teaching.	86%	85%	92%
	I would recommend my school to parents.	93%	63%	81%

* Students in grades kindergarten through five do not participate in the NYC School Survey.

** This question was phrased as "My teachers inspire me to learn" in the 2012-2013 School Survey.

NYC School Survey Response Rates			
		2012-2013	2013-2014
Students*	Brooklyn Charter School	-	-
	NYC	-	-
Parents	Brooklyn Charter School	60%	70%
	NYC	54%	53%
Teachers	Brooklyn Charter School	91%	84%
	NYC	83%	81%

* Students in grades kindergarten through five do not participate in the NYC School Survey.

Financial Health

Short-Term Financial Health				
	Indicator	Benchmark	School's Measure	Status
Cash Position	Number of days of operating expenses the school can cover without an infusion of cash	60 days (2 months)	288 days	Strong
Liabilities	School's position to meet liabilities expected over the next 12 months	Current assets sufficient to cover current liabilities (ratio should be greater than or equal to 1.00)	8.00	Strong
Projected Revenues	Actual enrollment for 2014-2015 is compared to projected enrollment for 2014-2015 to allow for accounts receivable of budgeted per pupil revenues	Actual enrollment within 15% of authorized enrollment (ratio should be greater than or equal to 0.85)	0.90	Strong
Debt Management	School debts as provided in audited financial statements, as well as payments on those debts	School is meeting all current debt obligations	Not in Default	Strong

Long-Term Financial Sustainability				
	Indicator	Benchmark	School's Measure	Status
Total Margin	Did the school operate at a surplus or deficit during the previous fiscal years?	Value should be greater than 0.00	0.00	Weak
	Did the school operate at a surplus or deficit during the past three fiscal years?	Value should be greater than 0.00	0.05	Strong
Ratios	Debt to Asset Ratio	Ratio should be less than 1.00	0.12	Strong
	Debt Service Coverage Ratio	Ratio should be greater than 1.00	1.41	Strong
Cash Flow	Most recent fiscal year's cash flow	Value should be greater than 0.00	\$(3,160,634)	Weak
	Trend of cash flow over the past three fiscal years	Value should be greater than 0.00	\$(2,540,455)	Weak

An independent audit performed for fiscal year 2014 (FY14) showed one significant deficiency:

1. Students receiving special education services were not properly reported to the New York City Department of Education for reimbursement.

Essential Question 3: Is the school in compliance with its charter and all applicable laws and regulations?

Board Compliance

Board of Trustee Compliance*	
Total Number of Board Members as of April 1, 2015	9
Number of Board Members Required per the Bylaws	11
Number of Board Members Who Either Did Not Return Following the 2013-2014 School Year or Who Left During the 2014-2015 School Year:	0
Number of Board Members Who Joined the Board Prior to or During the 2014-2015 School Year	1
Board Meeting Minutes From Most Recent Meeting Posted on the School's Website?	No
Number of Board Meetings in the 2014-2015 School Year with a Quorum of Board Members Present / Number Meetings Required per Bylaws**	7 / 12

* All data presented above is as of April 1, 2015.

** Section 2851(2)(c) of the NYS Charter School Act states that charter schools shall have a "procedure for conducting and publicizing monthly board of trustee meetings at each charter school..."

School Compliance

Based on a document review and based on information provided elsewhere in this report, the school is in compliance with:

Compliance Area	Compliance
Teacher Certification ⁴	No
Employee Fingerprinting	Yes
Safety Plan/Emergency Drill	Yes
Immunization Record ⁵	Yes
Insurance	Yes
Lottery	No
Annual Report Submitted to SED 2013-2014	Yes
Financial Audit Posted 2013-2014	Yes

⁴ The Charter Schools Act prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools.

⁵ The Department of Health standards require an immunization rate of 99%.

Teachers (School Year 2014-2015)						
Number of Teachers:	Number of NYS Uncertified Teachers:	Percent NYS Uncertified Teachers:	Number of Highly Qualified Teachers:	Percent Highly Qualified Teachers:	Number of Teachers without Fingerprint Clearance:	Percent of Teachers Not Fingerprinted:
31	10	32.3%	24	77.4%	0	0.0%

Student Discipline

Based on a document review, the school's discipline policy contains written rules and procedures for:

Compliance Area	Evidence Submitted?	Language of Compliance Evident in the Documents Submitted?
Disciplining students	Yes	Yes
Removing students (i.e., suspending)	Yes	Yes
Procedures for expelling students	No	N/A
Notice and opportunities to be heard for Short Term Removals (10 days or fewer)	Yes	Yes
Notice and opportunities to be heard for Long Term Removals (more than 10 days)	Yes	No
Appropriate procedures for providing alternative education to students when students are removed (i.e., suspended)	Yes	Yes
Specifically addresses student discipline policy for students with disabilities	Yes	Yes
Does the school distribute the student discipline policy to all students and/or their families?	Yes	Yes
Number and percentage of students suspended in 2014-2015	In School Suspensions: 0 (0%) Out of School Suspensions: 25 (11%)	

Enrollment and Retention Targets⁶

New York State (NYS) charter schools are required to demonstrate the means by which they will meet or exceed enrollment and retention targets for students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL). As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents (BoR) and the board of trustees of the State University of New York (SUNY). These targets are meant to be comparable to the enrollment figures of such categories of the Community School District (CSD) in which the charter school is located.

⁶ State enrollment and retention targets were generated by a calculator developed by the State Education Department (SED). The NYC DOE used the calculator posted on the SED website as of April 1, 2015. Once a school's CSD, total enrollment and grade span are entered, the calculator generates a school-specific target. The CSD for a multi-district school is the primary CSD as determined by each school. The enrollment is determined by the total number of students enrolled as of October 1 for each school year. Any school with an unusual grade configuration (i.e. K, 6-9) should use an available grade configuration provided by SED that is most aligned as determined by the DOE, otherwise a school's actual grade span is used. For more information regarding SED's methodology behind the calculation of charter school enrollment and retention targets, please refer to the memo at <http://www.regents.nysed.gov/meetings/2012Meetings/July2012/712brca11.pdf>.

Charter schools are also required to demonstrate “good faith efforts” to attract and retain a comparable or greater enrollment of SWDs, ELLs, and students eligible for FRPL.

As a consideration of renewal, charter schools are required to “to meet or exceed enrollment and retention targets” for SWDs, ELLs, and students who are eligible for FRPL. The amendments further indicate “Repeated failure to comply with the requirement” as a cause for revocation or termination of the charter.

- In school year 2014-2015, Brooklyn Charter School served:
 - a higher percentage of students qualifying for Free or Reduced Price Lunch compared to its SED-derived enrollment target for students qualifying for Free or Reduced Price Lunch;
 - a lower percentage of English Language Learner students compared to its SED-derived enrollment target for English Language Learner students; and
 - a higher percentage of students with disabilities than its SED-derived enrollment target for students with disabilities.
- From October 1, 2013 through September 30, 2014, Brooklyn Charter School retained:
 - a lower percentage of students qualifying for Free or Reduced Price Lunch compared to its SED-derived retention target for students qualifying for Free or Reduced Price Lunch;
 - a higher percentage of English Language Learner students compared to its SED-derived retention target for English Language Learner students; and
 - a higher percentage of students with disabilities than its SED-derived retention target for students with disabilities.

Enrollment of Special Populations

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	Brooklyn Charter School	89.4%	89.4%
	Effective Target	84.9%	84.7%
	Difference from Effective Target	+4.5	+4.7
Students with Disabilities (SWD)	Brooklyn Charter School	14.4%	16.2%
	Effective Target	15.5%	15.3%
	Difference from Effective Target	-1.1	+0.9
English Language Learners (ELL)	Brooklyn Charter School	5.3%	8.1%
	Effective Target	17.0%	16.8%
	Difference from Effective Target	-11.7	-8.7

Retention of Special Populations

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	Brooklyn Charter School	73.2%	N/A
	Effective Target	84.3%	-
	Difference from Effective Target	-11.1	-
Students with Disabilities (SWD)	Brooklyn Charter School	76.3%	N/A
	Effective Target	75.4%	-
	Difference from Effective Target	+0.9	-
English Language Learners (ELL)	Brooklyn Charter School	71.4%	N/A
	Effective Target	69.3%	-
	Difference from Effective Target	+2.1	-

Enrollment Information Used to Generate Targets		
	2013-2014	2014-2015
Grades Served	K-5	K-5
Enrollment	263	235
CSD(s)	14	14

Essential Question 4: What are the school's plans for the next charter term?

As reported by the school's leadership, Brooklyn Charter School does not plan to expand or replicate its school model.