



Office of School Design and Charter Partnerships
2014-2015

**BROOKLYN SCHOLARS CHARTER SCHOOL
ANNUAL COMPREHENSIVE REVIEW REPORT**

2014 – 2015 SCHOOL YEAR

Part 1: School Overview

Charter Authorization Profile

Brooklyn Scholars Charter School	
Authorized Grades	Grades K-8
Authorized Enrollment	678
School Opened For Instruction	2009-2010
Charter Term Expiration Date	June 30, 2016
Last Renewal Term Type	Short Term (2.5 years)

School Information for the 2014-2015 School Year

Brooklyn Scholars Charter School	
Board Chair(s)	Brittany Sessions
School Leader(s)	Desiree Kirton
District(s) of Location	NYC Community School District 19
Borough(s) of Location	Brooklyn
Physical Address(es)	2635 Linden Boulevard, Brooklyn, NY 11208
Facility Owner(s)	Private
School Type	Elementary/Middle School
Grades Served 2014-2015	Grades K-8
Enrollment in 2014-2015*	629
Charter Universal Pre-Kindergarten Program	No **

* Enrollment data as of October 1, 2014

** Brooklyn Scholars Charter School currently affiliates with a New York City Early Education Center to offer a Pre-Kindergarten program.

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 1-8
Does School Enroll New Students Mid-Year	Yes
Number of Applicants for Admission	1,906
Number of Students Accepted via the Charter Lottery	73
Lottery Preferences (School Year 2014-2015)**	
Attends a Failing School	No
Does Not Speak English at Home	No
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	No
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No

* 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)	Educational Management Organization: National Heritage Academies
Services Provided	National Heritage Academies provides a broad range of services relating to the school's operations, including: <ul style="list-style-type: none"> • Curriculum development; • Educational best practices; • Human resources; • Teacher training and development; • Financial management; • Information technology; • Facilities management; • Purchasing and procurement; • Legal and regulatory compliance; and • Marketing, communications, and crisis management.
Management Fee	The Management Fee paid to National Heritage Academies is 100% of the revenue that the school collects. National Heritage Academies retains all excess revenues after expenses and services for the school have been paid.

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
Academic Excellence	The school gives each student a program of study marked by excellent instruction and a strong, balanced core curriculum aligned with New York State's learning standards.
Accountability	The school holds staff, students, and parents accountable for both actions and results.
Character Development	The school helps students develop strong character by explicitly teaching character traits.

Grade-Level Enrollment (School Year 2014-2015)		
Grade Level	Number of Students	Section Count
Kindergarten	80	3
Grade 1	80	3
Grade 2	79	3
Grade 3	78	3
Grade 4	78	3
Grade 5	78	3
Grade 6	78	3
Grade 7	51	2
Grade 8	27	1
Total Enrollment	629	25

* 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 and operationally 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 Scholars Charter School	16.9%	14.3%
CSD 19	14.1%	15.2%
Difference from CSD 19 *	2.8	-0.9
NYC	26.6%	28.4%
Difference from NYC *	-9.7	-14.1
New York State **	31.1%	30.6%
Difference from New York State	-14.2	-16.3
% Proficient in Mathematics		
	2012-2013	2013-2014
Brooklyn Scholars Charter School	22.8%	29.1%
CSD 19	16.3%	17.5%
Difference from CSD 19 *	6.5	11.6
NYC	30.4%	34.2%
Difference from NYC *	-7.6	-5.1
New York State **	31.1%	36.2%
Difference from New York State	-8.3	-7.1

* 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 Scholars Charter School - All Students	49.0%	56.0%
Peer Percent of Range - All Students	14.3%	40.4%
City Percent of Range- All Students	0.0%	22.1%
Brooklyn Scholars Charter School - School's Lowest Third	62.0%	73.0%
Peer Percent of Range - School's Lowest Third	21.8%	66.3%
City Percent of Range - School's Lowest Third	3.2%	43.2%
Median Adjusted Growth Percentile - Mathematics		
	2012-2013	2013-2014
Brooklyn Scholars Charter School - All Students	51.0%	63.0%
Peer Percent of Range - All Students	18.9%	58.9%
City Percent of Range- All Students	8.9%	52.1%
Brooklyn Scholars Charter School - School's Lowest Third	71.0%	78.0%
Peer Percent of Range - School's Lowest Third	50.0%	78.9%
City Percent of Range - School's Lowest Third	38.4%	69.5%

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 *	36.4%	45.5%
English Language Learner Students	-	40.0%
Students in the Lowest Third Citywide	31.4%	52.6%
Percent in the 75th Growth Percentile - Mathematics		
	2012-2013	2013-2014
Students with Disabilities *	54.5%	63.6%
English Language Learner Students	-	20.0%
Students in the Lowest Third Citywide	43.5%	61.6%

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

Progress Towards Attainment of Academic Goals in 2013-2014²

Academic Goals	
Charter Goals	2013-2014
1. Each year, 75% of third through eighth grade students enrolled for two or more consecutive years will perform at or above Level 3 on NYS ELA, Math, and Science Exams.	Not Met
2. Each year, grade-level cohorts of the same students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's NYS ELA and Math Exams and 75% at or above Level 3 on the current year's NYS ELA and Math Exams. If the percentage of students scoring above proficiency in a grade level cohort exceeded 75% on the previous year's ELA or Math Exam, the school will demonstrate growth in the current year.	Not Met
3. Each year, the percent of students performing at or above Level 3 on the NYS ELA and Math Exams in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of the Community School District in which the school is located.	Met
4. Each year, the school will be deemed "In Good Standing."	Met
5. Each year, more than 50% of students in grades kindergarten through two who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above the 50th percentile nationally on the Spring administration of the NWEA reading and mathematics assessment.	Met
6. Each year, the school will score a 'B' or better on the Student Progress section of the NYC DOE Progress Report.	N/A
7. Each year, the school will have a daily student attendance rate of at least 95%.	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.

Self-Reported Responsive Education Program & Learning Environment³

Curriculum Changes and/or Adjustments

- In the 2014-2015 school year the school added Reading Street and Math Expressions to its list of curriculum offerings.

Interim Assessments

- The school uses internally developed common assessments which are aligned to the Common Core Learning Standards, as well as Ready New York Common Core assessments by Curriculum Associates and Fountas and Pinnell benchmark assessments.

Approach to Data-Driven Instruction

- Teachers regularly use standardized tests and other assessments that are aligned to the school's curriculum and Common Core Learning Standards. Teachers analyze data to guide instruction and ensure that the school meets all students' learning needs. Teachers also use assessment data to adjust and improve instruction to meet the identified needs of students. This occurs in three stages:
 1. Before Instruction (Pre-Assessment): Teachers use data from these assessments to shed light on what students already know and can do. This information also helps teachers determine a particular instructional approach or strategy for new learning.
 2. During Instruction (Formative Assessment): Assessments administered during the instruction process serve as checkpoints to determine students' understanding and progress. They also help identify successes or difficulties in learning. This information allows teachers to effectively adjust instruction.
 3. After Instruction (Summative Assessment): Assessments administered after instruction help teachers determine what students have learned and the quality of that learning. This information helps the teacher gauge the effectiveness of his/her instruction and change his/her teaching methods as needed.

Philosophy on Special Education and English Language Learner Service Provision

- Students with special needs receive instruction tailored to meet their individual educational needs. Brooklyn Scholars Charter School educates students with disabilities in the least restrictive environment as determined by the student's Individual Education Program (IEP).
- Brooklyn Scholars Charter School embraces the set of "Guiding Principles" when working with English Language Learner (ELL) students, as recommended by The Center for Equity and Excellence in Education at The George Washington University. The school's ELL students receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels. ELL students are taught challenging content to enable them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, the fine arts, health, and physical education, consistent with those for all students.

Professional Development Opportunities

- The following professional development opportunities were provided to teachers:
 - Data analysis training;
 - Observation cycle and Behave with Care training;
 - Skill in Action: Rigor; and
 - Evidence and the Common Core State Standards: Text-Based Questions and Analysis.

Teacher Evaluation

- Teachers are evaluated formally each year. Additionally, the Principal and Deans use the Teacher Observation Protocol (TOP) to monitor instruction, create teachers' individual growth plans, and provide focus for the weekly observation and feedback meetings. The TOP monitors over 60 skills in six areas to improve quality of instruction: student and class relationships, classroom

³ Self-reported information from school-submitted ACR self-evaluation form on May 4, 2015.

management, instructional delivery, instructional strategies, student feedback, and instructional planning.

- Following the TOP system, Deans observe individual teachers at least weekly and more often as needed. Teachers are also observed for at least two full lessons and at least 20 shorter observations during the school year. During these observations, the Dean observes and tracks both the current focus skills and other relevant teacher and student behaviors. Deans meet weekly with each teacher to give coaching and feedback that is relevant and based on evidence. In these one-on-one meetings, Deans and teachers identify areas for growth, discuss plans and options for improving, analyze progress, and celebrate goal accomplishments.

Differentiated Instruction

- Teachers differentiate instruction to meet students' individual learning needs by conducting regular workshop sessions and embracing flexible grouping. School leadership reported that for the 2015-2016 school year, one 45-minute period will be dedicated to additional academic support in math in the middle school grades. Guided instruction may also be provided to small, needs-based groups during workshop time or during content-area learning blocks. Guided instruction, when provided in small-group settings, allows teachers to differentiate instruction in purposeful, meaningful ways in order to meet student needs.

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:
 - The school implemented new reading and math programs that are more closely aligned with the Common Core Learning Standards and that provide teachers with better support for classroom implementation. The school believes that these changes, combined with the implementation of frequent common assessments, will lead to increases in ELA performance for the school's students.
 - The school hired a Dean of Intervention to oversee the intervention program and to ensure the effectiveness of instruction for students below grade level.

Learning Environment

- It is Brooklyn Scholars Charter School's mission to provide a rigorous educational program that prepares students for college success.
- The school implements several strategies to create culture and uphold the mission, including ensuring that all eighth grade students will take the ACT Explore test.
- The school's expectations are communicated to staff during the recruiting and onboarding process in order to set clear expectations from the beginning.

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. Principal	Desiree Kirton	6
2. Dean, Upper Elementary School	Roxanne Thomas	3
3. Dean, Lower Elementary School	Nicole Blair Barzey	1
4. Dean, Middle School	Marsha Thomas	3
5. Dean, Special Ed Intervention	Shanita Williams	1
6. Interim Dean	Marie Jean - Louis	3

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. Brittiny Sessions	President – <i>Finance and Administration</i>	Yes
2. John Kurtz	Treasurer – <i>Finance and Administration</i>	Yes
3. Karen Thomson	Vice President – <i>Academic Accountability</i>	Yes
4. Julia Chance	Trustee	Yes
5. Kevin Clark	Secretary	Yes
6. Chris Owens	Treasurer – <i>Finance and Administration</i>	Yes

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. Governance	Yes	Yes
2. Finance and Administration	Yes	Yes
3. Academic Accountability	Yes	No

School Climate & Community Engagement

Brooklyn Scholars Charter School	
Instructional Staff Turnover (School Year 2013-2014)*	35.9%
Instructional Staff Turnover (School Year 2014-2015)**	21.7%
Number of Instructional Staff Members Not Returning from the Previous Academic Year*	10
Does the School have a Parent Organization?	No
<ul style="list-style-type: none"> If Yes, how many times did it meet? 	N/A
<ul style="list-style-type: none"> If Yes, how many parents attended these meetings? 	N/A
Average Daily Attendance Rate (School Year 2013-2014)***	94.4%

* 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 Scholars Charter School		Citywide Average
		2012-2013	2013-2014	2013-2014
Students*	Most of my teachers make me excited about learning.**	44%	45%	62%
	Most students at my school treat each other with respect.	44%	31%	60%
	I feel safe in the hallways, bathrooms, locker room, cafeteria, etc.	86%	73%	79%
Parents	I feel satisfied with the education my child has received this year.	90%	94%	95%
	My child's school makes it easy for parents to attend meetings.	93%	96%	94%
	I feel satisfied with the response I get when I contact my child's school.	93%	97%	95%
Teachers	Order and discipline are maintained at my school.	80%	39%	80%
	The principal at my school communicates a clear vision for our school.	100%	100%	88%
	School leaders place a high priority on the quality of teaching.	100%	93%	92%
	I would recommend my school to parents.	80%	55%	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 Scholars Charter School	100%	100%
	NYC	83%	83%
Parents	Brooklyn Scholars Charter School	24%	62%
	NYC	54%	53%
Teachers	Brooklyn Scholars Charter School	21%	97%
	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)	12 days	Weak
Liabilities	School's position to meet liabilities expected over the next 12 months	Cash assets sufficient to cover current liabilities (ratio should be greater than or equal to 1.00)	1.00	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)	1.00	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	0.00	Weak
Ratios	Debt to Asset Ratio	Ratio should be less than 1.00	0.91	Strong
	Debt Service Coverage Ratio	Ratio should be greater than 1.00	0.00	Weak
Cash Flow	Most recent fiscal year's cash flow	Value should be greater than 0.00	\$(2,091)	Weak
	Trend of cash flow over the past three fiscal years	Value should be greater than 0.00	\$6,267	Strong

An independent audit performed for fiscal year 2014 (FY14) showed no material findings.

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	5
Number of Board Members Required per the Bylaws	5
Number of Board Members Who Either Did Not Return Following the 2013-2014 School Year or Who Left During the 2014-2015 School Year:	1
Number of Board Members Who Joined the Board Prior to or During the 2014-2015 School Year	0
Board Meeting Minutes From Most Recent Meeting Posted on the School's Website?	Yes
Number of Board Meetings in the 2014-2015 School Year with a Quorum of Board Members Present / Number Meetings Required per Bylaws**	5 / 6

* 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	No
Immunization Record ⁵	Yes
Insurance	No
Lottery	Yes
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:
40	6	15.0%	31	77.5%	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	Yes	Yes
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	Yes
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: 5 (1%) Out of School Suspensions: 9 (1%)	

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 Scholars Charter School served:
 - a lower 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 lower percentage of students with disabilities than its SED-derived enrollment target for students with disabilities.
- From October 1, 2013 through September 30, 2014, Brooklyn Scholars Charter School retained:
 - a higher 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) ⁷	Brooklyn Scholars Charter School	92.6%	86.8%
	Effective Target	91.8%	91.9%
	Difference from Effective Target	+0.8	-5.1
Students with Disabilities (SWD)	Brooklyn Scholars Charter School	10.5%	11.4%
	Effective Target	12.8%	12.9%
	Difference from Effective Target	-2.3	-1.5
English Language Learners (ELL)	Brooklyn Scholars Charter School	1.8%	1.6%
	Effective Target	12.1%	12.2%
	Difference from Effective Target	-10.3	-10.6

⁷ The school used a private vendor for lunch services for the 2013-2014 and 2014-2015 school years. As a result, the percentage of students receiving Free or Reduced Price Lunch in the above table may not accurately capture all students who were eligible for the program. Please note that the above figures are based on the NYSED methodology as of April 1, 2015 for calculating enrollment of special populations and utilize the NYC DOE’s Automate the Schools (ATS) records.

Retention of Special Populations

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	Brooklyn Scholars Charter School	86.4%	N/A
	Effective Target	80.2%	-
	Difference from Effective Target	+6.2	-
Students with Disabilities (SWD)	Brooklyn Scholars Charter School	88.3%	N/A
	Effective Target	69.2%	-
	Difference from Effective Target	+19.1	-
English Language Learners (ELL)	Brooklyn Scholars Charter School	90.0%	N/A
	Effective Target	58.8%	-
	Difference from Effective Target	+31.2	-

Enrollment Information Used to Generate Targets		
	2013-2014	2014-2015
Grades Served	K-8	K-8
Enrollment	570	629
CSD(s)	19	19

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

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