

The Brooklyn Charter School



Annual Report
2009-2010

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

Office of Instructional Support and Development
Public School Choice Programs
462 EBA
Albany, New York 12234
518-474-1762

Charter School Annual Report
2009 - 2010

Charter School Information and Cover Page

Name of Charter School : The Brooklyn Charter School

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Brooklyn, NY 11206

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BEDS #: 331400860809

District/CSD of Location: District 14

Charter Entity: State Education Department/DOE, Chancellor Authorized

Head of School (Contact Person): Omigbade Escayg
(print name)

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President, Board of Trustees: Henry Lambert
(print name)

E-mail address and Phone Number of Board: Chairman

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Part I: Student Assessment Data

Student Assessment Data
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2009-10 Annual Report
Grades 3 – 8 State ELA Assessments Results

<i>Year of Test</i>	Grade 3				Grade 4				Grade 5			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2009-10 – All Students	11.9%	42.9%	38.1%	7.1%	17.1%	68.6%	14.3%	0%	16.1%	58.1%	19.4%	6.5%
General Education Students	10.3%	41%	41%	7.7%	7.1%	75%	17.9%	0%	14.3%	57.1%	21.4%	7.1%
Special Education Students	33.3%	66.7%	0%	0%	57.1%	42.9%	0%	0%	33.3%	66.7%	0%	0%
2008-09 – All Students	0%	21.6%	75.6%	2.7%	2.7%	16.2%	81.1%	0%	0%	27.3%	72.7%	0%
General Education Students	0%	9.7%	87.1%	3.2%	2.9%	11.8%	85.3%	0%	0%	20%	79.3%	0%
Special Education Students	0%	75%	25%	0%	0%	50%	50%	0%	0%	60%	40%	0%
2007-08 – All Students	1%	15.8%	81.6%	0%	2.7%	43.2%	51.4%	2.7%	0%	25%	75%	0%
General Education Students	2.9%	14.7%	82.4%	0%	2.9%	42%	51.4%	2.9%	0%	16.7%	83.3%	0%
Special Education Students	0%	25%	75%	0%	0%	50%	50%	0%	0%	75%	25%	0%
2006-07 – All Students	8.1%	35.1%	54.1%	2.7%	3%	36.4%	54.5%	6.1%	0%	60%	40%	0%
General Education Students	7.7%	35.9%	53.8%	2.6%	3.1%	34.4%	56.3%	6.2%	0%	60%	40%	0%
Special Education Students	0%	100%	0%	0%	100%	0%	0%	0%	0%	50%	50%	0%

New York State Assessment Results
Grades 3 – 8 State Math Assessments Results

<i>Year of Test</i>	Grade 3				Grade 4				Grade 5			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2009-10 – All Students	11.9%	35.7%	38.1%	14.3%	2.9%	48.6%	37.1%	11.4%	0%	51.6%	45.2%	3.2%
General Education Students	10.3%	33.3%	41%	15.4%	3.6%	35.7%	46.4%	14.3%	0%	46.4%	50%	3.6%
Special Education Students	33.3%	66.6%	0%	0%	0%	100%	0%	0%	0%	100%	0%	0%
2008-09 – All Students	0%	3%	81%	16%	3%	11%	69%	17%	0%	15%	64%	21%
General Education Students	0%	3.2%	77.4%	19.4%	0%	9.1%	72.7%	18.2%	0%	10.3%	69%	20.7%
Special Education Students	0%	0%	100%	0%	25%	25%	50%	0%	0%	40%	40%	20%
2007-08 – All Students	0%	7.9%	73.7%	18.4%	0	7.9%	73.7%	18.4%	3.6%	7.1%	78.6%	10.7%
General Education Students	0%	5.9%	76.5%	17.6%	0%	5.6%	75%	19.4%	0%	4.2%	83.3%	12.5%
Special Education Students	0%	25%	50%	25%	0%	50%	50%	0%	25%	25%	50%	0%
2006-07 – All Students	0%	13.2%	73.7%	13.2%	3.2%	18.2%	53.1%	28.1%	0%	24%	68%	8%
General Education Students	0%	12.8%	74.4%	12.8%	0%	18.8%	53.1%	28.1%	0%	24%	68%	8%
Special Education Students	0%	0%	100%	0%	66.7%	0%	33.3%	0%	0%	50%	50%	0%

New York State Alternate Assessment Results

<i>NYS Alternate Assessments</i>	<i>Year</i>	<i>All Students</i>				
		<i>Total Tested</i>	<i>% Scoring:</i>			
			<i>L1</i>	<i>L2</i>	<i>L3</i>	<i>L4</i>
Elementary Social Studies	2009-10	30	3.3%	6.7%	70%	20%
	2008-09	37	9.1%	18.2%	54.5%	18.2%
	2007-08	28	3.6%	10.7%	75%	10.7%
	2006-07	27	7.4%	11.1%	66.6%	14.9
Elementary Science	2009-10	35	0%	20%	60%	20%
	2008-09	37	5.4%	16.2%	37.8%	40.6%
	2007-08	37	0%	13.5%	48.7%	37.8%
	2006-07	35	2.9%	8.6%	51.4%	37.1%

**Other Student Assessment Data
2009-10**

Name of Test: Phonographix Subtest: _____

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining**	Other ***
Kindergarten	Oct. 09	40	-	N/A	N/A	40		Level 4 – 87%	
	Dec. 09							Level 3- 0%	
	Feb. 10							Level 2 – 7%	
	Jun. 10							Level 1 – 6%	
First	Oct. 09	39	-	N/A	N/A	39		Level 4 – 92%	
	Dec. 09							Level 3 - 3%	
	Feb. 10							Level 2 – 3%	
	Jun. 10							Level 1 – 2%	
Second	Oct. 09	40	-	N/A	N/A	40		Level 4 – 63%	
	Dec. 09							Level 3-20%	
	Feb. 10							Level 2 – 12%	
	Jun. 10							Level 1 – 5%	

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

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

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

Other Student Assessment Data

2009-10

Name of Test: Fountas & Su Pinnell

Subtest: _____

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining**	Other ***
Kindergarten	Oct. 09	40	-	N/A	N/A	40		Level 4 – 45%	
	Dec. 09							Level 3- 47%	
	Feb. 10							Level 2 – 8%	
	Jun. 10							Level 1 – 0%	
First	Oct. 09	39	-	N/A	N/A	39		Level 4 – 89%	
	Dec. 09							Level 3- 6%	
	Feb. 10							Level 2 – 0%	
	Jun. 10							Level 1 – 5%	
Second	Oct. 09	40	-	N/A	N/A	40		Level 4 – 92%	
	Dec. 09							Level 3- 4%	
	Feb. 10							Level 2 – 4%	
	Jun. 10							Level 1 – 2%	
Third	Oct. 09	42	-	N/A	N/A	42		Level 4 – 57%	
	Dec. 09							Level 3- 30%	
	Feb. 10							Level 2 – 10%	
	Jun. 10							Level 1 – 3%	
Fourth	Oct. 09	35	-	N/A	N/A	35		Level 4 – 57%	
	Dec. 09							Level 3- 28%	
	Feb. 10							Level 2 – 12%	
	Jun. 10							Level 1 – 4%	
Fifth	Oct. 09	31	-	N/A	N/A	31		Level 4 – 30%	
	Dec. 09							Level 3- 45%	

	Feb. 10 Jun. 10								Level 2 – 9% Level 1 – 16%	

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

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

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

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

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

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

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

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

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

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

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

Part II: Progress towards Goals

Progress towards Goals
Student & Teacher Attrition Data

**The Brooklyn Charter School
ELA Goals 2009-2010**

ELA OBJECTIVE 1

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
<i>ELA Objective 1-At least 70%of students who have been enrolled at BCS for three consecutive years will score at or above grade level on the NYC-CTB.</i>	N/A	N/A	N/A	There is no longer a City-wide test. This objective is not applicable

ELA OBJECTIVE 2

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
<i>ELA Objective 2-Grade four students who have been enrolled at BCS for three or more years will score at or above NCLB annual measurable objective Performance Index levels on the New York State 4th Grade English Language Arts (ELA) Assessment.</i>	<i>Performance Index of 96.3 BCS achieved 14.8%</i>	<i>Comparative Index not available</i>	No	<p><i>BCS continued to implement a Balanced Literacy Program and provide supports through its Literacy Consultant. BCS also hired two literacy specialists to provide direct instructional supports to struggling students. It is possible that goals were not met for the following reasons.</i></p> <ul style="list-style-type: none"> <i>• The cut scores were changed and the greatest percentage of BCS students achieved high Level 2s.</i> <i>• A new teacher was charged with moving 4th graders to proficiency but struggled to support students academically, because of classroom management issues and challenges learning the Balanced Literacy process</i> <i>• The Literacy Specialist for grades 3-5 was expected to provide supports to students in addition to</i>

				<p>working with teachers on their instructional process, but these efforts were thwarted due to lack of understanding of the Balanced Literacy process.</p> <ul style="list-style-type: none"> • The student group in fourth grade had several academic gaps due to turnover of teachers in the previous years (in 1st, 2nd & 3rd grade there were teacher transitions in the middle of the school year) • While the students performed fairly well on the 3rd grade test in 2008-2009, the 4th grade test proved to be a struggle, primarily in the written section. • Due to a high level of teacher dissatisfaction throughout the school year, BCS made concessions in its After-school test preparation sessions which ultimately did not support student progress. <p>Action Plan:</p> <ul style="list-style-type: none"> • Change the instructional program in ELA to a program that provides all resources, instructional guidelines and assessments • As BCS 4th Grade students did not meet state criteria, it was necessary to analyze data, group students homogenously and split students into three classrooms at grade 5 to ensure better student teacher ratio with more 1 to 1 instruction. • Employ highly
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				<p><i>qualified Assistant teachers in the 3rd & 4th grade to support the instructional process and to improve the student teacher ratio in the 4th grade</i></p> <ul style="list-style-type: none"><i>• Incorporate an interim assessment program for 4th grade, beginning in October, and use the data as instructional points for the next quarter of work</i><i>• Provide the 4th grade teacher with direct supports from the Principal</i><i>• BCS will implement a more rigorous test preparation process beginning October 2010.</i><i>• BCS will also implement a Saturday Academy beginning in March 2011</i><i>• BCS will hire a consultant to assist with school improvement</i>
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ELA OBJECTIVE 3

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
<p>ELA Objective 3-At least 70% of the students who have been enrolled at BCS for three or more years will score at or above Level 3 on the New York State 4th Grade English Language Arts Assessment (ELA)</p>	<p>14.8%</p>	<p>State ELA test scores</p>	<p>No</p>	<p>BCS continued to implement a Balanced Literacy Program and provide supports through its Literacy Consultant. BCS also hired two literacy specialists to provide direct instructional supports to struggling students. It is possible that goals were not met for the following reasons.</p> <ul style="list-style-type: none"> • The cut scores were changed and the greatest percentage of BCS students achieved high Level 2s. • A new teacher was charged with moving 4th graders to proficiency but struggled to support students academically, because of classroom management issues and challenges learning the Balanced Literacy process • The Literacy Specialist for grades 3-5 was expected to provide supports to students in addition to working with teachers on their instructional process, but these efforts were thwarted due to lack of understanding of the Balanced Literacy process. • The student group in fourth grade had several academic gaps due to turnover of teachers in the previous years (in 1st, 2nd & 3rd grade there were teacher transitions in the middle of the school year) • While the students performed fairly well on the 3rd grade test in 2008-2009, the 4th grade test proved to be a struggle, primarily in the written section.

			<ul style="list-style-type: none"> • Due to a high level of teacher dissatisfaction throughout the school year, BCS made concessions in its After-school test preparation sessions which ultimately did not support student progress. <p>Action Plan:</p> <ul style="list-style-type: none"> • Change the instructional program in ELA to a system that provides all resources • Employ highly qualified Assistant teachers in the 3rd & 4th grade to support the instructional process and to improve the student teacher ratio in the 4th grade • Incorporate an interim assessment program for 4th grade, beginning in October, and use the data as instructional points for the next quarter of work • Provide the 4th grade teacher with direct supports from the Principal • BCS will implement a more rigorous test preparation process beginning October 2010. • BCS will also implement a Saturday Academy beginning in March 2011 • BCS will hire a consultant to assist with school improvement
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ELA OBJECTIVE 4

<p align="center">Goal/Objective: Desired Level of Attainment</p>	<p align="center">Actual Result: Observed Level of Attainment</p>	<p align="center">Measure Used To Indicate Attainment of The Goal/Objective</p>	<p align="center">Was the Goal/ Objective Met? (Y/N)</p>	<p align="center">Explanation if Not Met/Efforts to be Undertaken</p>
<p>ELA Objective 4-BCS will demonstrate a higher performance index (PI) rating on the New York State 4th Grade English Language Arts Assessment than the citywide rating and those of District #14.</p>	<p>Performance Index score of 97.1 BCS students met criterion</p> <p>BCS achieved 14.3%%</p>	<p>District 14 Comparative Index = 132.4</p> <p>Citywide average = 45.6%</p> <p>District 14 average=43.7%</p>	<p align="center">No</p>	<p>BCS continued to implement a Balanced Literacy Program and provide supports through its Literacy Consultant. BCS also hired two literacy specialists to provide direct instructional supports to struggling students. It is possible that goals were not met for the following reasons.</p> <ul style="list-style-type: none"> • The cut scores were changed and the greatest percentage of BCS students achieved high Level 2s. • A new teacher was charged with moving 4th graders to proficiency but struggled to support students academically, because of classroom management issues and challenges learning the Balanced Literacy process • The Literacy Specialist for grades 3-5 was expected to provide supports to students in addition to working with teachers on their instructional process, but these efforts were thwarted due to lack of understanding of the Balanced Literacy process. • The student group in fourth grade had several academic gaps due to turnover of teachers in the previous years (in 1st, 2nd & 3rd grade there were teacher transitions in the middle of the school year) • While the students performed fairly well on the 3rd grade test in 2008-2009, the 4th grade test proved to be a struggle, primarily in the written section. • Due to a high level of teacher dissatisfaction throughout the school year, BCS made concessions in its After-school test preparation sessions which

ultimately did not support student progress.

Action Plan:

- Change the instructional program in ELA to a program that provides all resources, instructional guidelines and assessments
- As BCS 4th Grade students did not meet state criteria, it was necessary to analyze data, group students homogenously and split students into three classrooms at grade 5 to ensure better student teacher ratio with more 1 to 1 instruction.
- Employ highly qualified Assistant teachers in the 3rd & 4th grade to support the instructional process and to improve the student teacher ratio in the 4th grade
- Incorporate an interim assessment program for 4th grade, beginning in October, and use the data as instructional points for the next quarter of work
- Provide the 4th grade teacher with direct supports from the Principal
- BCS will implement a more rigorous test preparation process beginning October 2010.
- BCS will also implement a Saturday Academy beginning in March 2011
- BCS will hire a consultant to assist with school improvement

ELA OBJECTIVE 5

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
<p><i>ELA Objective 5- Students who have attended BCS for three or more years will achieve Level 6 on the Early Childhood Literacy Assessment System (ECLAS) in each of the four strands on or before grade three.</i></p> <p><i>Children classified as special education will demonstrate improvement on the ECLAS strands.</i></p>	<p>BCS no longer uses ECLAS as a Literacy Assessment</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

ELA OBJECTIVE 6

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
<p><i>ELA Objective 6- 55% of the first group of BCS third graders and 65% of BCS students in subsequent groups will achieve a "medium" or "high" score in each strand of the E-PAL assessment, which measures student's listening, writing, and reading skills through extended written response. The first cohort consists of all third grade children who have achieved ECLAS Level 6 and subsequent groups are those students who repeated ECLAS to achieve Level 6.</i></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>There is no more E-PAL assessment.</p>

**The Brooklyn Charter School
Math Goals 2009-2010**

MATH OBJECTIVE 1

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/ Efforts to be Undertaken
<p><i>Math Objective 1 - All BCS K-5 students will annually demonstrate progress in math performance measured by the Metropolitan Achievement Test and/or the Iowa Test of Basic Skills.</i></p>	<p>Kindergarten = 98% First Grade = 95.7% Second Grade = 91.5% Third Grade = 66%</p> <p>Third Grade = 30% Fourth Grade = 23% Fifth Grade = 21%</p>	<p>For Kindergarten through Third Grade, the Early Childhood Math Assessment was used</p> <p>3-5th Grade BCS used the Performance Series as a Standard Assessment</p>	<p>No</p>	<p><i>The Performance Series assessment was used for the first time during the 2009-2010 School Year. BCS switched to the Performance Series from the Stanford Math Diagnostic because it was believed that the Performance Series (PS) was connected more definitively to the school's math curriculum, TERC Investigations in Number, Data, and Space. In retrospect, the PS was very similar to the Stanford, except for the fact that it was online and the difficulty of questions could be altered based on correct or incorrect student responses.</i></p> <p><i>The goal was not met for the following reasons:</i></p> <ul style="list-style-type: none"> • <i>The Performance Series was not aligned to the TERC math curriculum</i> • <i>The assessment automatically switched students levels which made it difficult for teachers to make</i>

classroom
decisions
based on the
data

Action Plan

For the 2010-2011
School Year, BCS has
outlined the following
process:

- The Performance Series assessment will not be used this school year.
- The Math Coach will ensure that all teachers are collecting data from TERC unit tests and using daily checklists to show student mastery of specific skills
- BCS coaches and administrators have created Interim Assessments 4-5 times per year that are aligned with both the TERC curriculum and State Performance Indicators
- BCS will use the Interim Assessment Data as formative information to make decisions about weekly and monthly instruction (skill/strategy focus)
- Use portions of the Early Childhood

				<p>Mathematics Assessment to gather data about students' in the areas of addition/subtraction and multiplication/division (this assessment is already used with K-3 students)</p> <ul style="list-style-type: none"> • A consultant has been hired to support BCS in effectively collecting and using data
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MATH OBJECTIVE 2

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
<i>Math Objective 2- At least 70% of students who have been enrolled at BCS for three or more consecutive years will score at or above grade level on the NYC-CTB/Math</i>	N/A	N/A	N/A	Citywide tests are no longer offered.

MATH OBJECTIVE 3

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
<i>Math Objective 3- Grade four students who have enrolled at BCS for three or more years will score at or above NCLB annual measurable objective Performance Index levels on the New York State 4th Grade Mathematics Assessment.</i>	<p>Performance Index of 150</p> <p>BCS achieved 58.3%</p>	No comparative Index available	Unknown	

MATH OBJECTIVE 4

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
<p>Math Objective 4- At least 70% of the students who have been enrolled at BCS for three or more years will score at or above Level 3 on the New York State 4th Grade Math Assessment.</p>	<p>56.4%</p>	<p>New York State 4th Grade Math scores</p>	<p>No</p>	<p>BCS continued to work with its math consultant around TERC implementation, provide professional development, by sending teachers to TERC workshops, and to provide individual supports for students through the Math Specialist and After- School Tutoring.</p> <p>The goal was not met for the following reasons:</p> <ul style="list-style-type: none"> • The cut scores were changed and the greatest percentage of BCS students achieved high Level 2s. • BCS agreed to change the instructional process to include center- based work, based on the Math Consultants recommendation • The Performance Series math assessment data was difficult to read and use for improved instruction • BCS faulted in a pacing of the curriculum that was too slow • Test preparations sessions were limited due to teacher dissatisfaction toward after-

				<p>school work</p> <ul style="list-style-type: none">• The student group in fourth grade had several academic gaps due to turnover of teachers in the previous years (in 1st, 2nd & 3rd grade there were teacher transitions in the middle of the school year) <p>Action Plan:</p> <ul style="list-style-type: none">• An interim assessment program has been adopted to support the gathering of data on an ongoing basis• A highly qualified Assistant Teacher has been hired to support student instruction• The Math Consultant has been charged with focusing teachers' work on data collection, analysis and re-evaluation of instruction based on the data• A Math Coach has been hired to support the instructional process in classrooms and to provide support to students in the testing grades• A new data process has been
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				<p>implemented in order to show teachers the specific skills/strategies to instruct on and re-teach if necessary</p> <ul style="list-style-type: none"> • BCS will implement a more rigorous test preparation process beginning October 2010. • BCS will also implement a Saturday Academy beginning in March 2011
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MATH OBJECTIVE 5

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
<p>Math Objective 5- BCS will demonstrate a higher performance index (PI) rating on the New York State 4th Grade Math Assessment than the citywide rating and those of District #14.</p>	<p>Performance Index score of 145.7</p> <p>BCS achieved 48.5%</p>	<p>District Performance Index = 150.3</p> <p>Citywide 4th grade level 58.4%</p> <p>District 14 4th grade level 59.0%</p>	No	<p>BCS continued to work with its math consultant around TERC implementation, provide professional development, by sending teachers to TERC workshops, and to provide individual supports for students through the Math Specialist and After-School Tutoring.</p> <p>The goal was not met for the following reasons:</p> <ul style="list-style-type: none"> • The cut scores were changed and the greatest percentage of BCS students achieved high Level 2s. • BCS agreed to change the instructional process to include center-based work, based on the Math Consultants recommendation • The Performance Series math assessment data was difficult to read and use for improved instruction • BCS faulted in a pacing of the curriculum that was too

				<p>slow</p> <ul style="list-style-type: none"> • Test preparations sessions were limited due to teacher dissatisfaction toward after-school work • The student group in fourth grade had several academic gaps due to turnover of teachers in the previous years (in 1st, 2nd & 3rd grade there were teacher transitions in the middle of the school year) <p><u>Action Plan:</u></p> <ul style="list-style-type: none"> • An interim assessment program has been adopted to support the gathering of data on an ongoing basis • A highly qualified Assistant Teacher has been hired to support student instruction • The Math Consultant has been charged with focusing teachers' work on data collection, analysis and re-evaluation of instruction based on the data • A Math Coach has been hired to support the instructional process in classrooms and to provide support to students in the testing grades • A new data process has been implemented in order to show teachers the specific skills/strategies to instruct on and re-teach if necessary • BCS will implement a more rigorous test preparation process beginning October 2010. <p>BCS will also implement a Saturday Academy beginning in March 2011</p>
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**The Brooklyn Charter School
Science Goals 2009-2010**

SCIENCE OBJECTIVE 1

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
<i>Science Objective 1-Annually, at least 70% of students enrolled at BCS for three or more consecutive years will score at or above the NYSED State Designated Level (SDL) on the New York State 4th Grade Science Assessment.</i>	85.2%	New York State 4 th Grade Science Test score 2009-2010.	Yes	

SCIENCE OBJECTIVE 2

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
<i>Science Objective 2- Annually, BCS will demonstrate higher grade four performance on the New York State 4th Grade Science Assessment than the average citywide attainment and the average attainment of District #14 schools.</i>	80%	New York State 4 th Grade Science Test scores.	Unknown	State Wide and District Social Studies aggregate data could not be found to make specific determination.

**The Brooklyn Charter School
Social Studies Goals 2009-2010**

SOCIAL STUDIES OBJECTIVE 1

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
<i>Social Studies Objective 1- Annually, at least 70% of 5th grade students will score at or above proficiency on the New York State 5th Grade Social Studies Assessment.</i>	90% of BCS students scored at and above proficiency on NYS 5 th Grade Social Studies.	NYS 5th Grade Social Studies test scores 2009-2010	Yes	

SOCIAL STUDIES OBJECTIVE 2

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
<i>Social Studies Objective 2- BCS will demonstrate higher average grade five performance scores on the New York State 5th Grade Social Studies Assessment than the average citywide attainment and the average attainment of District #14 schools.</i>	90%	State wide and District 14 Social Studies test results	Unknown	State Wide and District Social Studies aggregate data could not be found to make specific determination.

**The Brooklyn Charter School
School Climate Goals 2009-2010**

SCHOOL CLIMATE OBJECTIVE 1

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
<i>School Climate Objective 1- 75% of BCS grade five students will gain acceptance to highly rated middle schools of choice.</i>	77% of BCS students gained acceptance to highly rated middle schools of choice	Record of student satisfaction with acceptance at middle schools of choice.	Yes	

SCHOOL CLIMATE OBJECTIVE 2

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
<i>School Climate Objective 2- 95% of BCS students and staff will report on an annual survey that the school and residential environment is nurturing, aesthetically inspiring, and integrate the interdependent efforts of home, school, and the community in order to enhance each student's self-concept and academic and personal growth.</i>	90% students and 94% staff.	Student and staff surveys	No	<p>BCS was extremely focused on school climate in 2009-2010 as there were a number of behavior management issues facing classrooms school wide as well as a significant level of teacher dissatisfaction throughout the year. In spite of a school wide anti-bullying campaign and the hiring of a Social Worker, BCS continued to struggle in maintaining a desirable school climate. BCS also responded to internal assessment of school culture by :</p> <ul style="list-style-type: none"> • Forming a Teacher Administration Collaborative Team (TACT) to allow teachers a voice in the school decision making process and to improve communication between the Administration and Faculty • BCS also included a Faculty Representative on its Board of Trustees. <p>Action Plan:</p> <ul style="list-style-type: none"> • BCS will continue to utilize the TACT Team and to have a Faculty Representative on its

				<p>Board of Trustees.</p> <ul style="list-style-type: none"> • BCS will identify a consultant to assist the school with improving school climate and culture. • BCS will continue its Anti-Bullying Campaign and provide greater supports to students, classrooms and faculty in managing behavior and incidents related to bullying. • It is hoped that with a greater number of Assistant Teachers throughout the school that there will be greater adult supervision and a reduction in negative behavior.
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SCHOOL CLIMATE OBJECTIVE 3

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
<i>School Climate Objective 3- At least 75% of the parents/guardians of BCS students will respond to a school survey of the school's effectiveness and at least 85% of the surveys returned will rate the school at the two highest level.</i>	100% families responded to BCS school surveys. 92% rated the school at the two highest levels	BCS Family survey 2009-2010	Yes	

**The Brooklyn Charter School
Professional Development Goals 2009-2010**

PROFESSIONAL DEVELOPMENT OBJECTIVE 1

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objectiv e Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
<p><i>Professional Development Objective 1- The instructional skills and abilities of the entire (100%) BCS staff will continuously improve and expand especially in the areas of ELA and Math as well as in the use of Instructional Technology as documented by the academic achievement of students, the individual evaluations conducted by supervisors and by the perceptions of parents on surveys of parental opinion.</i></p>	<p>Based on evaluations of all BCS teachers in response to Professional Development in ELA & Math the following results were noted:</p> <p>8.3% demonstrated significant improvement</p> <p>66.7% achieved minimal improvement</p> <p>25% were completely unsatisfactory.</p>	<p>Results from State ELA & Math tests 2009-2010</p>	<p>No</p>	<p>All BCS faculty received professional development support from an AUSSIE consultant for math and from a Literacy consultant for ELA throughout 2009-2010.</p> <p>BCS also supported its faculty with professional development in Technology Education through another AUSSIE consultant. BCS students saw a considerable decline in test scores which implied a lack of growth in teacher instruction based on Professional Development.</p> <p>Action Plan: BCS has had to rethink the implementation of Balanced Literacy and TERC and adopt an approach that is much more streamlined to support clarity of instruction. The professional development plan for the 2010-2011 school year is focused heavily on outlining and prioritizing skills instruction and providing teachers with a clear sense of how and what to assess for mastery. Data collection, analysis and decision-making based on data is a key component of the work professional developers and administrators provide. BCS has chosen to change its literacy program from Balanced Literacy to Treasures by McGraw Hill. Additionally, the school has hired two academic coaches (Math & ELA) who will support teachers to use the TERC and Treasures curriculum, analyze</p>

				data, and support classroom instruction. Finally, BCS has begun a data process that holds teachers accountable to specific assessment tools, analysis of data, planning for specific strategy instruction and re-teaching and re-assessing.
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**The Brooklyn Charter School
Management Goals 2009-2010**

MANAGEMENT OBJECTIVE 1

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
<i>Management Objective 1- Annual audits of BCS financial practices will be conducted by an independent public accounting firm. The annual audit will result in an "unqualified" management letter/audit opinion. The audited financial statements and audit opinion will be submitted to the NYC- DOE ONS and the New York Education Department within the required time limits.</i>	BCS general auditors Schall & Aschenfarb LLC., conducted this year's audit and produced an unqualified management letter. The audited financial statements were submitted to NYC-DOE and NYSED within the required time limits.	Completed audit and State guidelines.	Yes	

MANAGEMENT OBJECTIVE 2

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
<i>Management Objective 2- (Positive Fund Balance))- BCS will meet or exceed annual budget targets each fiscal year during the charter period. Budgets will be submitted annually to NYSED and the NYC DOE ONS.</i>	BCS ended school year 2009-2010 with a positive cash flow.	BCS Financial Statements and Balance Sheet.	Yes	

MANAGEMENT OBJECTIVE 3

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
<p>Management Objective 3- BCS will ensure revenue stability by maintaining an annual student attrition rate of less than 10%, and by developing a waiting list of students whose parents are interested in enrolling their children whenever an opportunity is made available.</p>	<p>BCS achieved revenue stability, ending school year 2009-2010 with a total net worth of \$2.2 million. BCS ended the school year with 226 students and an attrition rate of 2.2%.</p>	<p>BCS Bank Statement as of June 30th, 2009 and Student enrollment roster and attrition rate.</p>	<p>Yes</p>	

**The Brooklyn Charter School
Special Education Goals 2009-2010**

SPECIAL EDUCATION OBJECTIVE 1

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
<i>Special Education Objective 1- The percentage of BCS students classified as special education will be, at a minimum, within five percentage points of the percentage of special education students in District #14 schools and that of other surrounding districts.</i>	<i>BCS Special Education population 2009-2010 numbered 25 students or 11%.</i>	<i>District 14 average is approximately 15%</i>	Yes	

SPECIAL EDUCATION OBJECTIVE 2

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
<i>Special Education Objective 2- BCS will retain sufficient on-site certified special education teaching staff to accommodate the planned growth of enrolled special education students.</i>	<i>BCS retained a full-time qualified Special Education teacher for school year 2009-2010. BCS also kept its second Special Education Teacher in a co-teaching model that looped to the 4th Grade to address the high occurrence of students with IEPs.</i>	<i>Staff Roster</i>	Yes	

SPECIAL EDUCATION OBJECTIVE 3

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
<i>Special Education Objective 3- All featured BCS presentations including open houses, tours and publicity materials will include an overview of the school's special education program.</i>	BCS Open- houses, tours and marketing materials all include an overview of the schools Special Education Program.	BCS outreach and recruiting program and publicity materials.	Yes	

The Brooklyn Charter School
English Language Learners Goals 2009-2010

ENGLISH LANGUAGE LEARNERS OBJECTIVE 1

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
<p><i>English Language Learners Objective 1- The percentage of BCS students classified as LEP/ELL will be, at a minimum, within five percentage points of the percentage of LEP/ELL students in District #14 schools and that of other surrounding districts.</i></p>	<p><i>BCS has no students on register who are LEP/ELL.</i></p>	<p><i>BCS presentations, Open- houses, tours, applications and marketing materials.</i></p>	<p>No</p>	<p><i>BCS repeated its actions of the previous year to outreach to the ELL community with materials available in Spanish for distribution to Community Head Starts and Daycare Centers, Community Centers and Churches.</i></p> <p>Action Plan: <i>BCS will continue the above effort as well as seek out community newspapers that reach the Spanish speaking and immigrant population.</i></p>

ENGLISH LANGUAGE LEARNERS OBJECTIVE 2

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
<p><i>English Language Learners Objective 2- All Featured BCS presentations including open houses, tours and publicity materials will include an overview of the school's ELL program. Whenever necessary, publicity materials will be presented in Spanish</i></p>	<p><i>BCS made available all publicity materials in Spanish.</i></p>	<p><i>Based on BCS presentations, Open- Houses, Tours, applications and marketing materials.</i></p>	<p>Yes</p>	

**The Brooklyn Charter School
Student Attendance Goals 2009-2010**

STUDENT ATTENDANCE OBJECTIVE 1

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
<i>Student Attendance Objective 1- All BCS students and families will receive the attendance policy and be informed of the school's standards for attendance.</i>	All BCS families received the attendance policy and were informed regarding the schools standards for attendance.	Families receiving student handbook.	Yes	

STUDENT ATTENDANCE OBJECTIVE 2

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
<i>Student Attendance Objective 2- All BCS students will maintain at least an annual 92% average attendance</i>	73% BCS students achieved 92% or higher average attendance	<i>Individual student attendance records.</i>	No	<p><i>BCS worked tirelessly to improve student attendance throughout the 2009-2010 School Year. Attendance was tracked daily and families received letters when their child(ren) reached 3 absences or tardies within a given month. BCS Administration followed up by calling, meeting with families and helping to identify ways in which attendance could be improved.</i></p> <p><i>BCS did not meet its goal of 92% attendance rate or all individual students for the following reasons:</i></p> <ul style="list-style-type: none"> <i>• When ACS was contacted for dire cases of attendance neglect, there was no major improvement in attendance by specific families</i> <i>• Several families did not attend</i>

				<p><i>mandatory attendance meetings even when report cards were held back</i></p> <ul style="list-style-type: none"> <i>There were several students with chronic illnesses, who have documented reasoning for lateness and absences</i> <p>Action Plan: BCS will continue to implement all elements of attendance through its Family Compact. BCS will continue to flag attendance of students to inspire and reward high performance. BCS will continue to provide quarterly updates on attendance to families with request for meetings and improvements on students who are below the benchmark. This effort will continue to help BCS to realize higher individual attendance each year. <i>BCS will also work more on rewarding individual students and classes with perfect attendance.</i></p>
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STUDENT ATTENDANCE OBJECTIVE 3

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
<i>Student Attendance Objective 3- BCS will maintain at least an average annual attendance of 93% and higher than the average of District #14 schools and New York City Public schools.</i>	92%	<i>BCS attendance roster for school year 2009-2010</i>	No	<i>BCS did not meet its attendance goal in 2009-2010. Attendance remained the same as the previous year 2008-2009. BCS continued to experience high absences due to students who suffered from chronic Asthma (30 students that represent approximately 14% of</i>

				<p>the Student population). This is an increase over 2008-2009 by 10%. BCS noted that during extreme weather conditions many of these students did not attend school.</p> <p><u>Action Plan</u> BCS is 1% away from meeting this goal. BCS believes that its call to families to ensure that students attend school each day to facilitate consistent learning and increase student performance will bring heightened awareness to attendance. BCS has also begun to reward students for perfect attendance and classrooms that achieve high levels of attendance All BCS families will continue to sign and uphold the Compact. BCS will continue to monitor student attendance, follow up with calls to home, and engage families in meetings to set goals for students with poor attendance BCS students are also benefitting from in-school medical supports through the school nurse who provides training to students on managing asthma.</p>
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**The Brooklyn Charter School
Student Grade Promotion Goals 2009-2010**

STUDENT GRADE PROMOTION OBJECTIVE 1

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
<i>Student Grade Promotion Objective 1- Annually, 98% of BCS students will meet all the requirements for promotion to the next grade level</i>	98.2% Promotion to the next grade.	Number of students retained at grade level 2009-2010.	Yes	

**Charter School Teacher Attrition Rates
2009-10**

	2009-10	2008-09	2007-08	2006-07
Number of Classroom Teachers	20	19	18	16
Number of Special Area Teachers	6	5	5	5
Total Number of Teachers	26	24	23	21
Total Number of Teachers Leaving	12	1	9	4
Total Percent Attrition	46%	4%	39%	19%

	2009-10	2008-09	2007-08	2006-07
Number of teachers leaving for geographic reasons (out of state/relocation)	4	0	2	1
Number of teachers leaving to take a position in a school district	2	0	1	0
Number of teachers leaving to take a position in another charter school	1	0	1	0
Number of teachers not retained	4	0	2	3
Number of teachers leaving for other reasons (or undetermined)	1	1	3	0

**Charter School Student Attrition Rates
2009-10**

	2009-10	2008-09	2007-08	2006-07
Number of students leaving for lack of transportation	0	0	3	2
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	0	5	2	3
Number of students leaving for more restrictive special education setting	0	0	0	0
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	2	0	4	6
Number leaving for other reasons (undetermined)	3	5	0	1
Total number of students leaving.	5	10	9	12
Highest Number Enrolled (July 1 -- June 30)	226	229	230	230
Total Percent Attrition	2.2%	4.3%	3.9%	5.2%

Part III: Report of Fiscal Expenditures

See Attachment named "Report of Fiscal Performance"

Part IV: Statement of Assurances

See Attachment named "Statement of Assurances"

Part V: Financial Disclosure of Board of Trustees

See Attachments named:	Henry Lambert	1-3
	Michael Catlyn	1-3
	Harvey Newman	1-3
	Barbara Putnam-Lyman	1-3
	Anthony Betaudier	1-3
	Diana Lee	1-3
	Emily Duncan	1-3
	Omigbade Escayg	1-3

Brooklyn Charter School
Statement of Financial Position
As of June 30, 2010

	As of June 30, 2010
Assets	
Current Assets	
Cash and cash equivalents	\$ 2,172,452
State and Federal Aid Receivable	81,049
Contributions receivable	-
Other Receivables, Net	946
Short-term Investments	-
Inventories	-
Prepaid Expenses	24,613
Total Current Assets	2,279,060
Assets restricted to investment in land, buildings and equipment	
Land, Buildings and Equipment	129,088
Long-term Investments	74,333
Total Assets	\$ 2,482,481
Liabilities	
Current Liabilities	
Accounts Payable	\$ 1,315
Accrued Liabilities	338,383
Other Liabilities	130,906
Deferred Revenues	-
Current Portion of Long-term Debt	-
Total Current Liabilities	470,604
Long-term Debt	-
Total Liabilities	470,604
Net Assets	
Unrestricted	2,011,877
Temporarily restricted	-
Permanently restricted	-
Total Net Assets	2,011,877
Total Liabilities and Net Assets	\$ 2,482,481

**Brooklyn Charter School
Statement of Activities
For the Year Ended June 30, 2010**

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Revenues, gains and other support:				
Public School District:				
Revenue - Resident Student Enrollment	2,823,068			
Revenue - Students with Disabilities	190,449			
Other Revenue from Public School Districts	41,160			
State Grants				
Federal Grants	134,704			
Private grants				
Contributions	75,000			
Investment Income	(37,104)			
Other Income	5,511			
Net Assets Released from Restrictions				
Total Revenues, Gains and Other Support	3,232,788			
Expenses:				
<u>Program Expenses:</u>				
Regular Education	2,037,537			
Special Education				
Other Program				
<u>Supporting Services:</u>				
Management and General	1,060,048			
Fundraising	13,412			
Total Expenses	3,110,997			
Change in Net Assets	121,791			
Net Assets Beginning of Year	1,890,086			
Net Assets End of Year	2,011,877			

**Brooklyn Charter School
Statement of Cash Flows
For the Year Ended June 30, 2010**

	2010
Cash flows from operating activities:	
Revenues from School Districts	\$ 3,101,788
Grant revenues	80,329
Contributions and fund-raising activities	75,000
Miscellaneous sources	5,506
Payments to vendors for goods and services rendered	(1,027,453)
Payments to charter school personnel for services rendered	(1,952,691)
Interest payments	()
Net cash provided by operating activities	282,479
Cash flows from investing activities:	
Purchase of equipment	(45,156)
Net cash used by investing activities	(45,156)
Cash received from The Wedding Garden, Inc.	125,000
Cash flows from financing activities:	79,844
Principal payments on long-term debt	()
Net cash provided by investing activities	()
Net increase in cash	362,323
Cash at beginning of year	1,810,129
Cash at ending of year	\$ 2,172,452
Reconciliation of change in net assets to net cash provided by operating activities:	
Change in net assets	\$ 121,791
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Depreciation	42,299
(Increase) Decrease in assets:	78,785
Accounts receivable	(55,321)
Increase (Decrease) in liabilities:	
Accounts payable	(27,193)
Accrued liabilities	122,118
Net cash provided by operating activities	\$ 282,479

**Brooklyn Charter School
Schedule of Functional Expenses
For the Year Ended June 30, 2010**

	Program Services			Supporting Services		Total
	Regular Education	Special Education	Other Program	Fundraising & Special Events	Management and General	
Salaries	1,146,407	54,214		9,249	716,981	1,926,851
Employee Benefits and Payroll Taxes	406,499	5,955		3,177	246,307	661,938
Accounting/Auditing Fees		4,440			14,060	18,500
Board Expenses					1,509	25,135
Consultants - Computer	23,626					
Consultants - Education	26,132					26,132
Contracted Services - Management Co.						
Contracted Services - Other	5,224				16,539	21,763
Equipment Rental/Lease	14,873				3,954	18,827
Food	11,538			63	2,301	13,902
Insurance	38,314				7,848	46,162
Interest Expense	670				138	808
Legal	398				1,260	1,658
Library						
Maintenance & Repairs	537				35	572
Occupancy						
Printing						
Supplies & Materials	106,664			769	27,585	135,018
Other Expenses	66,866			154	18,993	86,013
Staff Development	85,419					85,419
Telephone						
Textbooks						
Transportation (Student)						
Travel						
Utilities						
Vehicle Rental/Lease						
Depreciation and Amortization	39,761				2,538	42,299
Total Expenses	1,977,368	60,169	\$	\$13,412	1,060,048	3,110,997

Statement of Assurances

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

OMIGBADE Esaye
Print Name, School Leader

Omigbade Esaye 11/7/10
Signature and Date

Henry A Lambert

Henry A Lambert
Print Name, President, Board of Trustees

Henry A Lambert
Signature and Date

Diallie Rodriguez
DIALLIE RODRIGUEZ
Commissioner Of Deeds
City Of New York No. 4-7012
Certificate Filed In Kings County
Commission Expires Sept. 01, 2011

Chairman
Craig Wexler

CRAIG WEXLER
Notary Public, State of New York
No. 01WE6071493
Qualified in New York County
Commission Expires March 18, 2014

Section IV

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10

Name (print) Henry A. Lambert

Name of Charter School Brooklyn Charter School

Charter Entity _____

Home Address 171 East 80 St

Business Address S Haverly Sq.

Daytime Phone 917 856 2511

E-Mail Address hlambert@lambertdevelopment.com

1. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):

Chairman Executive Committee
Finance Committee
Education "

2. Is the trustee an employee of the School? ___ Yes No

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

4. Is the trustee an employee or agent of the management company? ___ Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? Yes No

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

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

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

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
<i>Wedding gardens the other wedding gardens</i>	<i>Sale of chairs</i>	<i>Sales \$2,082,000</i>	<i>none</i>

[Handwritten Signature]

 Signature

10/25/10

 Date

CRAIG WEXLER
 Notary Public, State of New York
 No. 01WE6071493
 Qualified in New York County
 Commission Expires March 18, 2014

Section IV

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10

Name (print) MICHAEL A CATLYN

Name of Charter School BROOKLYN CHARTER SCHOOL

Charter Entity _____

Home Address 90 GOLD ST, 115 NY NY 10028

Business Address 80 PINE ST NY NY 10005

Daytime Phone 1 917 658 5134

E-Mail Address MCATLYN@OPTONLINE.NET

1. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):

VICE CHAIRMAN EXEC. COMMITTEE
CHAIR OF FINANCE COMMITTEE

2. Is the trustee an employee of the School? Yes No

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

4. Is the trustee an employee or agent of the management company? Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? Yes No

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

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

Section IV

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10

Name (print) Barbara Putnam Lyman

Name of Charter School Brookly Charter School

Charter Entity _____

Home Address 421 W. 54th St. PHA, NY, NY 10019

Business Address _____

Daytime Phone 212.757-0075

E-Mail Address bambilyman@aol.com

1. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):

board member development committee
2007 - present

2. Is the trustee an employee of the School? ___ Yes No

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

4. Is the trustee an employee or agent of the management company? ___ Yes ___ No

5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes No

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

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

Bach P. Putnam
Signature

Oct. 26 2010
Date

Section IV

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10**

Name (print) Harvey Newman

Name of Charter School Brooklyn Charter School

Charter Entity _____

Home Address 417 Grand Street, # 1406, New York, NY 10002

Business Address 28 W. 44th St. Suite 300, New York, NY 10036

Daytime Phone 212-302-8800

E-Mail Address hnewman@cei-pea.org

1. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):

Executive

2. Is the trustee an employee of the School? ___ Yes ___ X ___ No

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

4. Is the trustee an employee or agent of the management company? ___ Yes ___ X ___ No

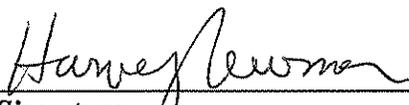
5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes ___ No

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
NONE			

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

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
NONE			



Signature

Oct 28, 2010

Date

Section IV

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10

Name (print) ANTHONY BETAUDIER

Name of Charter School BROOKLYN CHARTER SCHOOL

Charter Entity _____

Home Address 459 MARION STREET, BROOKLYN NY 11233

Business Address _____

Daytime Phone 917 642 5982

E-Mail Address TONYGB8@GMAIL.COM

1. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):

COMMITTEE - EDUCATION.

2. Is the trustee an employee of the School? Yes No

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

~~_____

_____~~

4. Is the trustee an employee or agent of the management company? Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? Yes No

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	<i>NONE</i>		

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

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
NONE			

[Handwritten Signature]

 Signature

10.29.10.

 Date

Section IV

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10**

Name (print) Diana J. Lee

Name of Charter School The Brooklyn Charter School

Charter Entity _____

Home Address 154 Luquer Street, Brooklyn, NY 11231

Business Address 7 Times Square, New York, NY 10036

Daytime Phone 212 - 830 - 7246

E-Mail Address DLee @ Manatt.com

1. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):

2. Is the trustee an employee of the School? ___ Yes No

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

4. Is the trustee an employee or agent of the management company? ___ Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes No

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	None		

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

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
Manatt, Phelps & Phillips, LLP	Legal	Unknown Services all donated - pro bono	Diana J. Lee (Partner)

Diana J. Lee

 Signature

10/25/10

 Date

Section IV

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10

Name (print) Emily Duncan

Name of Charter School The Brooklyn Charter School

Charter Entity _____

Home Address 444 Central Park West New York, NY 10025

Business Address 545 Willoughby Ave Brooklyn, NY 11206

Daytime Phone 207-266-4120

E-Mail Address emilygduncan@gmail.com

1. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):

Teacher representative

2. Is the trustee an employee of the School? Yes No

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

First Grade Teacher, \$49,887, August 2008

4. Is the trustee an employee or agent of the management company? Yes No

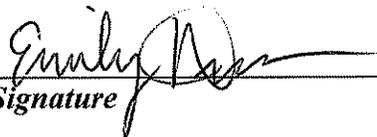
5. Is the trustee an employee or agent of any institutional partner of the School? Yes No

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	none		

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

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
	None		



 Signature

10/25/10

 Date

Section IV

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10

Name (print) OMIGBADE ESCAYG
Name of Charter School THE BROOKLYN CHARTER SCHOOL
Charter Entity _____
Home Address 954 EAST 216 STREET BROOK NY 10469
Business Address 545 WILLOUGHBY AVE BROOKLYN NY 11206
Daytime Phone 718 302-2085 EXT 333
E-Mail Address Oescayg@aol.com

1. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):

HEAD OF SCHOOL / EXECUTIVE DIRECTOR

2. Is the trustee an employee of the School? Yes No

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

HEAD OF SCHOOL - began July 1, 2000. Current Salary \$142,800
Oversee all Academic, Financial and Operations Systems on a daily basis.
Ensure the School meets its goals and Report to the Board of Trustees

4. Is the trustee an employee or agent of the management company? Yes No

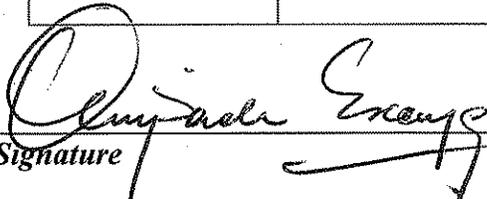
5. Is the trustee an employee or agent of any institutional partner of the School? Yes No *ref*

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

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

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

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



 Signature



 Date