

The Brooklyn Charter School



Annual Report
2008-2009

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
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Charter School Annual Report
2008 - 2009

Charter School Information and Cover Page

Name of Charter School The Brooklyn Charter School

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Charter Entity State Education Department /DOE, Chancellor Authorized

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Part I: Student Assessment Data

*Student Assessment Data
New York State Assessment Results
Grades 3 – 5 ELA and Math
2008-09 Annual Report*

Name of Charter School: The Brooklyn Charter School

Grades 3 – 5 State ELA Assessments Results

Year of Test	Grade 3				Grade 4				Grade 5			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2008-2009	0%	21.6%	75.6%	2.7%	2.7%	16.2%	81.1%	0%	0	27.3%	72.7%	0
2007-08	1%	15.8%	81.6%	0	2.7%	43.2%	51.4%	2.7%	0	25%	75%	0
2006-07	8.1%	35.1%	54.1%	2.7%	3%	36.4%	54.5%	6.1%	0	60%	40%	0
2005-06	5.1%	33.3%	61.5%	0	6%	45.4%	48.4%	0	0	34.5%	65.5%	0

Grades 3 – 5 State Math Assessments Results

Year of Test	Grade 3				Grade 4				Grade 5			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2008-2009	0	3%	81%	16%	3%	11%	69%	17%	0	15%	64%	21%
2007-08	0	7.9%	73.7%	18.4%	0	7.9%	73.7%	18.42%	3.6%	7.1%	78.6%	10.7%
2006-07	0	13.2%	73.7%	13.2%	3.2%	18.2%	53.1%	28.1%	0	24%	68%	8%
2005-06	0	18.8%	62.5%	18.8%	3.2%	22.6%	67.7%	6.5%	16.7%	8.3%	50%	25%

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	2008-2009	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%	
	2005-06	29	10.3%	6.9%	69.0%	13.8%	
Elementary Level Science	2008-2009	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%	
	2005-06	30	0%	13%	67%	20%	

Other Student Assessment Data
2008-09

Name of Charter School: The Brooklyn Charter School

Name of Test: Early Childhood Literacy Assessment System (ECLAS) 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	Sept.	34	-	N/A	N/A	34		Level 5 – 2.9%	
	Nov.							Level 4 – 26.4%	
	Feb.							Level 3 – 38.2%	
	May							Level ER – 32.3%	
First Grade	Sept.	39	-	N/A	N/A	39		Level 8 – 25.6%	
	Nov.							Level 7 – 20.5%	
	Feb.							Level 6 – 12.8%	
	May							Level 5 – 10.2%	
Second Grade	Sept.	43	-	N/A	N/A	43		Level 4 – 12.8%	
	Nov.							Level 3 – 10.2%	
	Feb.							Level ER – 5.1%	
	May							Level 8 – 53.4%	
Third Grade	Sept.	33	-	N/A	N/A	33		Level 7 – 16.2%	
	Nov.							Level 6 – 23.2%	
	Feb.							Level 5 – 2.3%	
	May							Level 4 – 2.3%	

* 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
2008-09

Name of Charter School: The Brooklyn Charter School

Name of Test: Developmental Reading Assessment (DRA) 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 ***
Fourth Grade	Sept. May	37	2	N/A	N/A	35	-	Level 80 – 48.5%	
								Level 70 – 14.2%	
								Level 60 – 14.2%	
								Level 50 – 8.5 %	
								Level 40 – 2.8%	
Fifth Grade	Sept. May	33	N/A	N/A	N/A	33	-	Level 80 – 48.4%	
								Level 70 – 9.0%	
								Level 60 – 6.0%	
								Level 50 – 6.0%	
								Level 40 – 21.2%	
								Level 30 – 6.0 %	

* 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
2008-09

Name of Charter School: The Brooklyn Charter School

Name of Test: Stanford Diagnostic Math Test 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 ***
First Grade	Sept. May	38	-	N/A	N/A	38	Mean Scaled Score – 543.1	National Percentile Rank 39	
Second Grade	Sept. May	43	-	N/A	N/A	43	Mean Scaled Score – 582.7	National Percentile Rank 38	
Third Grade	Sept. May	34	-	N/A	N/A	34	Mean Scaled Score – 599.4	National Percentile Rank 31	
Fourth Grade	Sept. May	36	-	N/A	N/A	36	Mean Scaled Score – 625.6	National Percentile Rank 33	
Fifth Grade	Sept. May	34	-	N/A	N/A	34	Mean Scaled Score – 671.4	National Percentile Rank 57	

* 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
2008-09

Name of Charter School: The Brooklyn Charter School

Name of Test: Early Childhood Math Diagnostic Assessment (EMDA) 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	Sept. May	34	3	N/A	N/A	34	-	Proficient- 67.6 % Basic - 29.4 % Emergent - 2.9 %	

* 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."

Part II: Progress towards Goals

Reflections on Progress towards Goals

Value-Added Cohort Analysis

Student & Teacher Attrition Data

**The Brooklyn Charter School
ELA Goals 2008-2009**

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
<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	<i>There was no City-wide test this year. This objective is not applicable</i>

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
<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 176 BCS Students met the criterion</i>	<i>NCLB performance index of 2008-2009 from school report card.</i>	Yes	

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
<p><i>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)</i></p>	<p>86.2%</p>	<p>State ELA test scores</p>	<p>Yes</p>	

ELA 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
<p><i>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.</i></p>	<p>Performance Index score of 176 BCS students met criterion</p> <p>BCS achieved 81%</p>	<p>Performance Index Rating</p> <p>Citywide 4th grade 68.9%</p> <p>District 14 4th grade 65.7%</p>	<p>Yes</p>	

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
<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. Children classified as special education will demonstrate improvement on the ECLAS strands.</i></p>	<p>100% of BCS students enrolled for three years achieved level 6 and above on ECLAS.</p> <p>The two (2) students with IEP's demonstrated significant progress on all ECLAS strands</p>	<p><i>2nd grade ECLAS test scores.</i></p>	<p>Yes</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
<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><i>There is no more E-PAL assessment.</i></p>

**The Brooklyn Charter School
Math Goals**

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
<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 style="text-align: center;">95.6%</p>	<p>Results of Stanford Diagnostic Math Test (SDMT) Fall 08-Spring 09 and the Early Math Diagnostic Assessment (EMDA)</p>	<p style="text-align: center;">No</p>	<p><i>94.2% Kindergarten students demonstrated proficiency in Spring EMDA. The remaining 5.8% Kindergarten students tested at Basic Levels. 94.6% BCS students between grades 1-5 demonstrated positive growth on the SDMT. 5.4% demonstrated negative growth.</i></p> <p><u>Action Plan</u> <i>For 2009-2010 and beyond BCS will hire a Math Specialist to work with individual and small groups grade K-5. BCS will continue its current supports for mathematics and it is hoped that with greater focus on individual assessments and differentiated teaching that 100% BCS students in grade K-5 would demonstrate positive growth in Mathematics as measured by the SDMT and EMDA.</i></p>

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
<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	<i>Citywide tests are no longer offered.</i>

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
<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>	<i>Performance Index of 189 BCS Students met the criterion</i>	<i>NCLB performance index of 2008-2009 from school report card</i>	Yes	

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
<i>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.</i>	82.8%	<i>New York State 4th Grade Math scores</i>	Yes	

MATH OBJECTIVE 5

<p>Goal/Objective: Desired Level of Attainment</p>	<p>Actual Result: Observed Level of Attainment</p>	<p>Measure Used To Indicate Attainment of The Goal/Objective</p>	<p>Was the Goal/ Objective Met? (Y/N)</p>	<p>Explanation if Not Met</p>
<p><i>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.</i></p>	<p><i>Performance Index score of 189 BCS students met criterion</i></p> <p><i>BCS achieved 86%</i></p>	<p><i>Performance Index Rating</i></p> <p><i>Citywide 4th grade level 84.9%</i></p> <p><i>District 14 4th grade level 85.0%</i></p>	<p>Yes</p>	

**The Brooklyn Charter School
Science Goals**

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
<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>	79.3%	New York State 4th Grade Science Test score 2008-2009.	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
<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>	78.4%	New York State 4th Grade Science Test scores.	Yes	

**The Brooklyn Charter School
Social Studies Goals**

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
<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>	72.7% BCS students scored at and above proficiency on NYS 5th Grade Social Studies.	NYS 5th Grade Social Studies test scores 2008-2009	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
<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>	72.7%	State wide and District 14 Social Studies test results	Unknown	<i>State Wide and District Social Studies aggregate data could not be found to make specific determination.</i>

**The Brooklyn Charter School
School Climate Goals**

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
<i>School Climate Objective 1- 75% of BCS grade five students will gain acceptance to highly rated middle schools of choice.</i>	78.1% of BCS students gained acceptance to highly rated middle schools of choice	<i>Record of student satisfaction with acceptance at middle schools of choice.</i>	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
<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>	96% students and 100% staff.	<i>Student and staff surveys</i>	Yes	

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
<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 school surveys. 92% rated the school at the two highest levels	<i>Family survey 2008-2009</i>	Yes	

**The Brooklyn Charter School
Professional Development Goals**

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/ Objective Met? (Y/N)	Explanation if Not Met
<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>All BCS teachers demonstrated improvement in the teaching of ELA and Math as demonstrated by informal and formal observation and reports Literacy & Math consultants. All BCS teachers improved in the use of instructional technology under the leadership of AUSSIE technology consultant.</p>	<p>All BCS faculty received professional development support from an AUSSIE consultant for math and from private Literacy consultant for ELA throughout 2008-2009. BCS also supported its faculty with professional development in Technology Education through another AUSSIE consultant.</p>	<p style="text-align: center;">Yes</p>	

**The Brooklyn Charter School
Management Goals**

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
<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
<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 2008-2009 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
<i>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.</i>	<i>BCS achieved revenue stability, ending school year 2008-2009 with a total net worth of \$1.8 million. BCS met its initial target of 230 students in September and ended the year with 227 students with an attrition rate of 4.4%.</i>	<i>BCS Bank Statement as of June 30th, 2009 and Student enrollment roster and attrition rate.</i>	Yes	

**The Brooklyn Charter School
Special Education Goals**

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
<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 2008-2009 numbered 24 students or 10.6%.</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
<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 2008-2009. BCS also hired a second Special Education Teacher in a co-teaching model to address the high occurrence of students with IEPs in the 3rd Grade.</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
<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.	<p style="text-align: center;">Yes</p>	

**The Brooklyn Charter School
English Language Learners Goals**

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
<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>	<i>BCS has no students on register who are LEP/ELL.</i>	<i>BCS presentations, Open- houses, tours, applications and marketing materials.</i>	<i>No</i>	<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> <u>Action Plan</u> <i>BCS will continue the above effort as well as seek out community newspapers that reach the Spanish speaking and immigrant population.</i>

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
<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>	<i>BCS made available all publicity materials in Spanish.</i>	<i>Based on BCS presentations, Open- Houses, Tours, applications and marketing materials.</i>	<i>Yes</i>	

**The Brooklyn Charter School
Student Attendance Goals**

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
<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>	<i>All BCS families received the attendance policy and were informed regarding the schools standards for attendance.</i>	<i>Families receiving student handbook.</i>	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
<i>Student Attendance Objective 2- All BCS students will maintain at least an annual 92% average attendance</i>	<i>73% BCS students achieved 92% or higher average attendance</i>	<i>Individual student attendance records.</i>	No	<p><i>BCS realized a 12% increase in individual attendance over the 2007-2008 school year. It is believed that our efforts through the school compact and increased monitoring as defined in last year's action plan significantly helped in improving individual attendance.</i></p> <p>Action Plan <i>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</i></p>

attendance each year.

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
<p>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.</p>	<p>92%</p>	<p>BCS attendance roster for school year 2008-2009</p>	<p>No</p>	<p>While BCS did not meet its goal there was a 1% increase in attendance over 2007-2008. BCS did note that approximately 4.3% of its student population suffered from chronic illness (Asthma, Lupus, Arthritis) and during the onset of the Swine Flu Epidemic, many families chose to keep students at home. During this time many students were also ill with other strains of Flu and Influenza.</p> <p>Action Plan All BCS families will 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. It is hoped that the heightened awareness on attendance will inspire greater focus on student presence in school.</p>

**The Brooklyn Charter School
Student Grade Promotion Goals**

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
<i>Student Grade Promotion Objective 1 - Annually, 98% of BCS students will meet all the requirements for promotion to the next grade level</i>	98.3% Promotion to the next grade.	<i>Number of students retained at grade level 2008-2009.</i>	Yes	

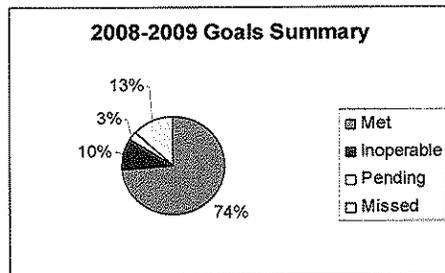
Reflections on Progress Towards Goals

Reflections on Progress Towards Goals 2008-2009

The 2008-2009 School year was one of the most stable and productive years at The Brooklyn Charter School. BCS reflected on its achievements and weaknesses of the previous school year, was attentive to its Quality Review and tried to follow the steps outlined in its action plan to address areas in need of improvement. In spite of a number of challenges with key personnel being out on maternity leave and facing critical health issues, BCS continued its journey of meeting the needs of all students, faculty and staff and eventually realized a high degree of success for the academic year.

The year began with the absence (maternity leave) of two key school members, the Assistant Principal and the fifth grade Literacy/Social Studies teacher. The school also faced a 39% faculty attrition rate at the end of the 2007-2008 School Year, resulting in the need to hire several new faculty members and interim supports at the administrative level. With at least eight (8) new faculty members, BCS was found it necessary to increase its professional development opportunities by 76% in Literacy, 62% in Math and 80% in Technology. BCS retained 96.1% of its student body and met its enrollment quota of 230 students during the first month of school year. BCS was able to meet its charter goals, received an "A" on its report card and continue to promote academic achievement amongst the student body.

The Brooklyn Charter School demonstrated an 18% improvement in meeting its goals from the 2007-2008 School Year to the 2008-2009. During the 2008-2009 School Year, The Brooklyn Charter School met 77% of its goals, 10% were inoperable and 13% of the goals were not met.



BCS can attribute its success to several factors:

- Clear and well communicated strategic plan and vision
- Increased professional development in Literacy, Math, Technology and School Culture
- Diligent oversight of a focused and rigorous curriculum
- Productive, hard working and responsible faculty and staff
- Inclusive learning environment for all students and families
- Well maintained fiscal and operations management systems
- Effective oversight by the Board of Trustees

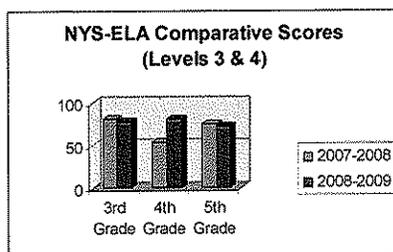
During the 2008-2009 School year, new assessments were piloted to give BCS a more cohesive sense of students' progress from grades K through 5. Students in grade K-5 were assessed four times during the school year, using Fountas and Pinnell Running

Reflections on Progress Towards Goals 2008-2009

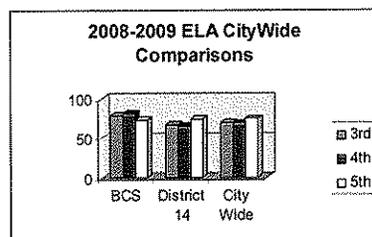
Records. The Early Childhood Mathematics Assessment was piloted for K-2 students in an attempt to identify gaps in mathematical understanding at the primary level. With support from Cambridge Education Consultants, BCS initiated its data tracking systems (anecdotal notes, checklists, progress reports, etc.) to support the day-to-day learning of each child. It is believed that this process supported BCS students in meeting the performance objectives and surpassing city-wide averages.

On the New York State ELA Exam, BCS students surpassed the charter goals in grades three (+8.3), four (+11.1) and five (+2.7). 86.2% of students enrolled at BCS for three consecutive years met or exceeded the charter goals.

BCS fourth graders (2008-2009 cohort) delivered amazing results when compared to the 2007-2008 fourth grade cohorts. The 2008-2009 4th grade cohort showed an increase of 27% points over the 2007-2008 4th grade cohort at levels 3 & 4. In addition, the 2007-2008 fourth graders showed significant progress on the fifth grade state test, moving from scores of 54.1% (levels 3 & 4) in 2007-2008 on the 4th grade State ELA to 72.7% (levels 3 & 4) on the 2008-2009 5th grade State ELA



The Brooklyn Charter School also surpassed the citywide and district averages in third and fourth grades (see chart below). BCS 3rd graders outscored their counterparts by +11.3% district-wide and +8.9% city wide. BCS 4th graders demonstrated even higher scores with an increase of +15.4% district-wide and 12.2% citywide. The 5th graders did not surpass the city or district averages, but when measured against themselves, they showed significant improvement over last year's scores.

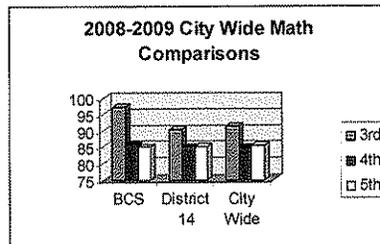
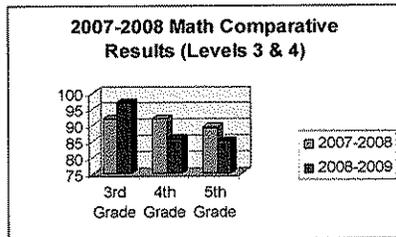


In the primary grades (K-2), 100% of students who attended BCS for three years or more achieved benchmark levels for their respective grade levels. This data shows the strength of the primary program at BCS in reading and reading comprehension. It is expected that this strength will carry through to the upper elementary grades and be demonstrated

through positive results on all State and Internal assessments in the 2009-2010 School Year and beyond.

The Developmental Reading Assessment (DRA) provided another lens with which to look at our upper elementary students in reading and reading comprehension. Fourth and fifth graders met and exceeded grade level expectations (69.4% in 4th grade and 76.9% in 5th grade respectively).

BCS students scored extremely well in all testing grades on the 2008-2009 State Mathematics exam (see charts below). Third graders showed their mathematical ability as 97% of the students meeting or exceeding grade level standards (levels 3 & 4). Fourth graders were at 86% (levels 3 & 4) and Fifth graders scored 85 % at proficiency levels (levels 3 & 4). Grade 3 demonstrated the highest achievement rate in a comparison between the 2007-2008 test and the 2008-2009 testing period. Both 3rd and 4th grades surpassed the district wide and city wide averages. Third grade had an average +6% gain and fourth grade showed a +1% increase as well. The 5th grade scored -1% against the district scores and -1.1% when measured against the city wide scores.

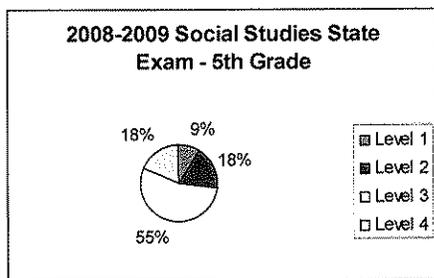


When looking at internal scores and cohorts of students, there were some declines in scoring. While the math tests at each grade level cannot be compared directly, there was an overall average loss of -6.6% compared to the previous school year.

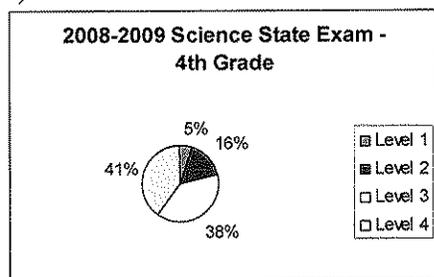
Stanford Math Diagnostic Assessment provides BCS students with an additional math index that shows grade level equivalency growth across the school year. 94.6% of students showed positive gains of one year or more and 5.4% (1-2 students) declined in their assessment levels. The Early Math Diagnostic Assessment used in Kindergarten only showed that 94.2% of students demonstrated proficiency and positive gains from the beginning of the year.

BCS fifth graders continue to meet and exceed the Social Studies standards as demonstrated by the State Social Studies exam. 72.7% students scored at or above proficiency on the NYS 5th grade Social Studies exam this year (see chart below).

Reflections on Progress Towards Goals 2008-2009



BCS fourth graders met charter goals on the NYS 4th grade Science test (see chart below). 79.3% of the students enrolled at BCS for 3 or more consecutive years met or exceeded the standard (levels 3 & 4). 78.4 % of all students met the averages (level 3 & 4).



BCS focused heavily on cultivating positive school climate and culture in 2008-2009. This effort was intended to support and increase family engagement, to refine teacher/student relationships, build school spirit, establish higher accountability among the student body and to further address individual students and adult needs within the school.

BCS relied heavily on the Comer Process, sending a team to Yale University in Connecticut to studying and reflecting on Comer literature and Developmental Pathways throughout the school year and engaging Comer personnel at the school site in workshops for the entire BCS faculty and staff. From September-December the Head of School engaged BCS personnel in a profound reflective process to make BCS a more student friendly environment, while at the same time focusing on teacher needs and family involvement. This allowed BCS to be more strategic in accommodating basic student needs. It also allowed BCS to reconstitute its Site Based Management Team (SBMT) and to develop greater tolerance, care and understanding through a different perspective on the nature of family involvement in the school.

BCS reached a milestone this year when it officially elected its first Student Council just about the time of the election of the first African-American President of the United States. BCVS also contracted with ENACT a theatre based organization that helped to develop better individual and classroom community relationships through drama. BCS saw an increase in family involvement and family pride at the school level. 96% of BCS families responded in the BCS Parent Survey. 76% of families and 100% of staff

participated in the DOE Learning Environment Survey and BCS became the recipient of the Green Award for online responses and 90-95% of BCS families rated the school a success in each category.

While BCS continued its initial The Head of School launched a dynamic integrated technology project to explore Endangered Species and Endangered Spaces. The project was supported by the work of technology education consultant from AUSSIE and found on the exploration of Tropical Rainforest, Coral Reefs and the Everglades ecosystems. The project required the pairing of 5th Grade with 2nd grade; 4th grade with 1st grade and 3rd grade with Kindergarten. BCS hired its first Artist in Residence to engage students' families and the school community in an artistic representation of the flora and fauna of the ecosystems. BCS Science Fair involved amazing in-depth multi-media presentations by students across all grades and the Year End Parade featured a jubilant celebration of colorful costumes, brilliant choreography and stimulating music all performed by BCS students as BCS saw one of its largest family turnouts in support of the event.

BCS will continue to hold events that encourage family participation which we feel are of great importance.

BCS achieved 92% average attendance, a 1% increase over 2007-2008. BCS students also came to school 12% more often during the 2008-2009 School Year as 73% of BCS students achieved 92% or higher average attendance compared to 69% in the 2007-2008 School Year. BCS teachers and administrators contacted families on a regular basis regarding attendance and it is believed that the BCS School/Family Compact and Student Handbook helped to get families to understand the importance of timely and daily attendance. It is also believed that a more gracious school climate and elevated student and family pride in the school may have contributed to this increase. Although BCS did not reach its goal of 93% attendance, there has been definite progress towards that benchmark over the past two years. BCS will continue its vigilance on student attendance each day that school is in session.

BCS also met its 98% annual promotion goal this year. 98.3% of BCS students were promoted for the 2009-2010 School Year, a clear reflection of effective teaching and learning supported by a conscious professional development plan geared to the needs of all learners. Additionally, only 4.3% of students left BCS during the 2008-2009 School Year. This is another indicator of the stability achieved at BCS during its ninth year of operation and we are proud of this achievement.

In terms of the goals for student grade promotion, BCS met its 98% annual promotion objective. 98.3% of BCS students were promoted for the 2009-2010 School Year. Additionally, only 4.3% of students left BCS during the 2008-2009 School Year.

BCS credits a bit of its 2008-2009 success to a strong professional development plan to meet the needs of all faculty at the classroom level and in support of overall school goals. The year began with a strong pre-service orientation as BCS welcomed 9 new faculty members, 4 of whom were veteran teachers, 1 was a first year teacher and 4 new assistant

teachers. The PD plan was intended for the first quarter of the year intending to set the stage and put tools in place for the rest of the school year. BCS added 2 new tracts of PD to the already existing core model. Those two were work around the Comer Process and work with Cambridge Education around effective classroom practice and developing data systems to track student learning. Both of these were important elements identified in last year's Quality Review and BCS Action Plan. The work around the Comer Process has already been referenced in the section on School Climate. BCS worked with Jo Cheadle of Cambridge Ed. Inc. for twelve sessions in which BCS was introduced to Effective Classroom Practices that focused less on what teachers were doing "right" or "wrong", but more on the evidence that students were learning best when teaching was of a specific nature/quality/process/approach. This allowed both teachers and administrators to better qualify and quantify student learning by gathering data on student achievement of benchmarks and beginning the much needed differentiation of instruction to address each learner's needs. BCS will continue to refine this model in 2009-2010 with support from Cambridge Education Consultants.

BCS continued its work with Literacy Consultant, Gaby Layden, and increased its sessions this year from 20 to 30. BCS realizes that its greatest challenge is in Literacy and with the low achievement of the 4th graders in 2007-2008 it was necessary to provide more classroom supports for the faculty. While BCS 2008-2009 ELA test scores reflect achievement levels between 72%-81%, there was tremendous growth and measurable gains at all grade levels in ELA. BCS will continue its work with Gaby Layden in 2009-2010.

BCS contracted with AUSSIE for consulting support in both Math and Technology Education, increasing the number of Math sessions to a total of 16 (4 more than the previous year) and beginning a concerted effort to address technology education as identified in last year's Action Plan. It is recognized that student access to technology and effective technology support systems for learning and data management are important elements of today's curriculum. BCS faces significant technological limitations within its current building site. BCS has purchased a second mobile lab to help maximize effective technology education, and BCS will continue its integrated project approach for the coming school year.

In preparation for the next year, the BCS faculty will have a week-long planning session to review curriculum in both ELA and Math. BCS currently has two Literacy Specialists and will engage a Math Specialist in specialized training and support for students and teachers in 2009-2010. BCS administrators will also attend a Charter School Leadership Institute at Harvard; three BCS faculty and one administrator will attend the week-long TERC (math) institute in Vermont and one Literacy Specialist will attend Literacy for Different Learners at Teachers College.

The BCS Board of Trustees began during the 2007-2008 School Year with a stable core of seven members who were also active in the 2006-2007 School Year, yet another sign of stability within the BCS school community. This body met eight times throughout the school year and continued its effective oversight of the academic fiscal and operational

wellbeing of the school. Under the leadership of Board Chair, Henry Lambert, BCS continued to receive a generous \$50,000 from Community Trust Foundation and \$70,000 from its sole membership of the Wedding Garden (formally Bridal Garden). This is a 100% increase over last year's contribution and BCS is looking forward to contributions in 2009-2010. BCS is also due to receive a portion of an endowment (~\$750,000) from a pre-existing non-for-profit organization. Total member contributions approached \$30,000 this year with \$25,000 being contributed by the Chair of the Board.

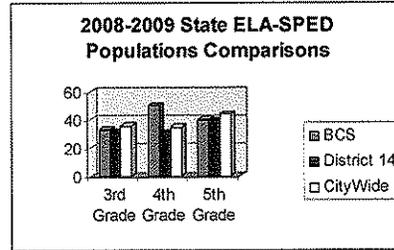
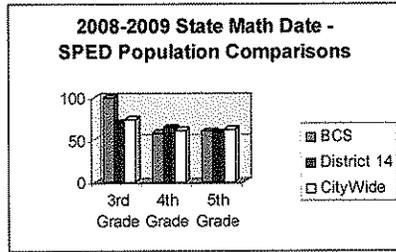
The BCS Board of Trustees (BOT) continued its process of committee meetings in 2008-2009. This process will continue to address and guide BCS operations.

BCS studied the feasibility of moving to its own premises as opposed to staying on the 3rd floor of the PS 23 Complex. In spite of disadvantages, including shortage of space and lack of identification, it became clear that BCS does not have the financial resources to entertain moving into its own space.

BCS continues to support a wide variety of after-school programs that inspire and enrich students' school and life experience. It must also be noted that BCS believes that the experiences help to build capacity for transitions to middle school and beyond, and also assist in helping students to stay in school. BCS also uses these programs to support students and families in need. Students are exposed to Piano and Saxophone studies, Latin & Brazilian percussion, Karate, Step, Jazz Vocal Workshop, Mad-Science and After-School Test Preparation and Tutoring. This year BCS invested in a purchase of percussion instruments that range from the classical to world percussion. The Head of School prepared an action research paper which was presented to the BOT and which will be shared with the school community on The Culture of Music at BCS. This paper explores a formalized study in percussion at BCS in 2009-2010.

The 2008-2009 School Year saw a population of 23 students with IEPs, representing 10.6% of the Special Education population at BCS. BCS noted an extremely high number of students with IEPs at the 3rd grade level this year. To ensure that all learners were successful, BCS hired a 2nd Special Education Teacher to straddle the two 3rd grade classrooms in support of the general education teacher in addressing the needs of nine students. This teacher will loop to the 4th grade next year to continue working with these students. Based on the data (see charts below) providing a Special Education teacher at the 3rd grade level was extremely effective, especially in the area of Mathematics. BCS also contracted with Long Island University Hearing and Language Clinic to provide speech services when needed. This is the fourth year of this partnership and it has proven to be extremely effective for BCS students. BCS will continue to promote the achievement of students with IEPs by refining its Special Education services through appropriate professional development.

Reflections on Progress Towards Goals 2008-2009



In spite of its efforts as defined in last year's action plan, BCS did not have any ELL students in 2008-2009. BCS did not begin the year with an ESL teacher, but hired an additional Literacy Specialist during the month of December to focus on the needs of the both upper elementary and primary students. This specialist is bilingual (Spanish & English). Attracting ELL students continues to be a challenge for BCS and perhaps as families become more aware of the success of charters, BCS will begin to develop and ELL population.

BCS has come a long way and is now a stable, recognized, educational force within the Bedford Stuyvesant community. The school has made significant gains in student achievement, financial stability and the growth of a healthy school culture. This little Jewel of Bedford Stuyvesant has become an iconic leader and exemplar of the charter school movement as identified by the Mayor of NYC, Michael Bloomberg and DOE Chancellor Joel Klein at the celebration hosted at BCS for 100 Charter School in New York City in February 2009. BCS will develop its strategic plan for 2009-2010 to continue meeting and surpassing its goals as well as addressing its areas of weakness. In looking forward, BCS hopes to celebrate another year of excellence in 2009-2010 as it arrives at a decade of service to its students and community,

Student & Teacher Attrition Data

**The Brooklyn Charter School Student Attrition Rates
2008-09**

	2008-2009	2007-2008	2006-2007	2005-2006
Number of students leaving for lack of transportation	0	3	2	4
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	5	2	3	0
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)	0	4	6	13
Number leaving for other reasons (undetermined)	5	0	1	8
Total number of students leaving.	10	9	12	25
Highest Number Enrolled <i>(July 1 – June 30)</i>	229	230	230	221
Total Percent Attrition	4.3%	3.9%	5.2%	11.3%

**The Brooklyn Charter School Teacher Attrition Rates
2008-09**

	2008-2009	2007-2008	2006-2007	2005-2006
Number of Classroom Teachers	19	18	16	16
Number of Special Area Teachers	5	5	5	5
Total Number of Teachers	24	23	21	21
Total Number of Teachers Leaving	1	9	4	7
Total Percent Attrition	4%	39%	19%	33%

Value-Added Cohort Analysis

The following ELA and MATH data charts are necessary components in illustrating your school's annual progress and thus, are **not optional**.

Directions: Please compare the percent of students in the two-year cohort who scored at Levels 3 & 4 to the percent of those same students who scored proficient the previous year. Please submit only data from students who have been tested in two successive years at your school. For an example, please refer to the Annual Reporting Guidelines 2008-2009 document.

ELA - TWO-YEAR COHORT				
Percent at Levels 3 and 4				
Grade (2008-09)	Number of Students in Two-year cohort*	2008 (cohort's results from previous year)	2009 (cohort results from current year)	Change
4	33	82.0%	82.0%	0%
5	31	52.0%	71.0%	19%

MATH - TWO-YEAR COHORT				
Percent at Levels 3 and 4				
Grade (2008-09)	Number of Students in Two-year cohort*	2008 (cohort's results from previous year)	2009 (cohort results from current year)	Change
4	33	97.0%	85.0%	-12%
5	31	90.0%	87.0%	-3%

Student Demographic Information

GENERAL		# or %
Year-End Enrollment		227
2008-09 Attendance Rate		93.0%
Parent Satisfaction		96.0%
Staff Satisfaction		100.0%
DEMOGRAPHIC		%
% Free and Reduced Lunch		67.4%
% Special Education		10.7%
% ELL		0.0%

Please enter the following data respective to your school's year-end demographics. Although the data is available in ATS, our office trusts that you know your school on a more current status than reflected online. Please check your current data with ATS and update where incongruous.

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
	Dane Peters	1-3
	Diana Lee	1-3
	Omigbade Escayg	1-3

Report of Fiscal Expenditures

THE UNIVERSITY OF THE STATE OF NEW YORK
 THE STATE EDUCATION DEPARTMENT
 OFFICE OF ELEMENTARY, MIDDLE,
 SECONDARY AND CONTINUING EDUCATION
 CHOICE PROGRAMS
 ROOM 462, EDUCATION BUILDING ANNEX
 ALBANY, NEW YORK 12234

CHARTER SCHOOL ANNUAL
 REPORT OF FISCAL PERFORMANCE
 FOR THE SCHOOL YEAR ENDED 6/30/09

Charter School Code:

3	3	1	4	0	0	8	6	0	8	0	9
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Charter School Name: The Brooklyn Charter School

Contact Person: Omigbade Escayg

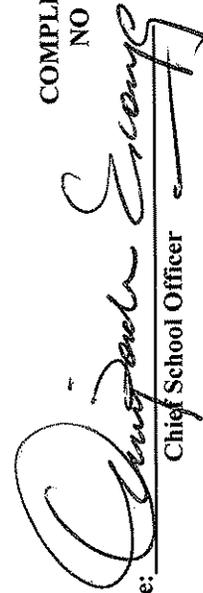
Phone: (718) 302-2085 x 333

REVENUES

A. STATE SOURCES \$84,319
 B. FEDERAL SOURCES _____
 C. PUBLIC SCHOOL DISTRICTS _____
 1. BASIC OPERATING REVENUES \$2,835,252
 2. STATE AID-PUPILS WITH DISABILITIES \$150,263
 3. FED. AID-PUPILS WITH DISABILITIES _____
 4. OTHER REV FROM PUB SCH DISTRICTS _____
 D. ALL OTHER REVENUES \$199,124
 E. TOTAL REVENUES FROM ALL SOURCES ~~\$3,268,958~~

S. ENROLLMENT _____ 227
 T. EXPENDITURES PER PUPIL _____ (R/S)

	SALARIES	OTHER	EXPENDITURES TOTAL
F. GENERAL ADMINISTRATION	\$569,356	\$343,403	\$917,259
G. INSTRUCTIONAL SUPERVISION		\$100,702	\$100,702
H. ALL OTHER INSTRUCTION	\$1,166,089		\$1,166,089
I. PUPIL SERVICES			
J. PUPILS WITH DISABILITIES			
K. TRANSPORTATION			
L. COMMUNITY SERVICE			
M. OPERATION & MAINTENANCE		\$38,350	\$38,350
N. EMPLOYEE BENEFITS			\$605,188
O. DEBT SERVICE			
P. SCHOOL LUNCH			
Q. CAPITAL EXPENSE			
R. GRAND TOTAL EXPENDITURES			\$2,823,088

Signature: 
 Chief School Officer

COMPLETED FORM MUST BE RETURNED
 NO LATER THAN AUGUST 3, 2009

Date: July 16th, 2009

Statement of Assurances

Statement of Assurances

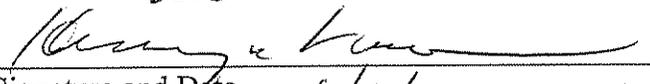
Our signatures below attest that all of the information contained herein is truthful and accurate, and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any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

OMIGBADE ESCAYE 
Print Name, Head of Charter School Signature and Date 7/13/09

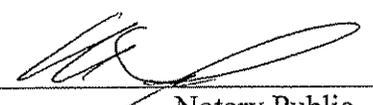
Subscribed and sworn to before me this 13th day of July, 2009


Notary Public

WESLEY G. WALLEN
Notary Public, State of New York
No. 02WA5002053
Qualified in Bronx County
Term Expires Sept. 21, ~~2008~~ 2010

HENRY A. LAMBERT 
Print Name, President, Board of Trustees Signature and Date 6/9/2009

Subscribed and sworn to before me this 9 day of June, 2009


Notary Public

MICHAEL FORTE
NOTARY PUBLIC, STATE OF NEW YORK
QUALIFIED IN NASSAU COUNTY
REG. NO. 01FO6181419
MY COMMISSION EXPIRES JAN. 28, 2012

Financial Disclosure of Board of Trustees

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) OMIGBADE ESCAYO

Name of Charter School THE BROOKLYN CHARTER SCHOOL

Charter Entity _____

Home Address 954 EAST 216 STREET BROOKLYN NY 10469

Business Address 545 WILMINGTON AVE BROOKLYN NY 11206

Daytime Phone 718-302-2085 Ext 333

E-Mail Address Oescayo@aol.com

1. List all positions held on board (e.g., chair, treasurer, parent representative):
HEAD OF SCHOOL

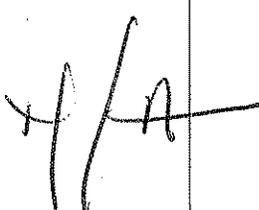
2. Is the trustee an employee of the School? Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.
Began July 1, 2000 - Current Salary: \$140,000
HEAD OF SCHOOL / EXECUTIVE DIRECTOR - Oversees all Academic, Financial & Operations Systems on a Daily Basis. Ensure the School meets its goals & report to the Board of Trustees.

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

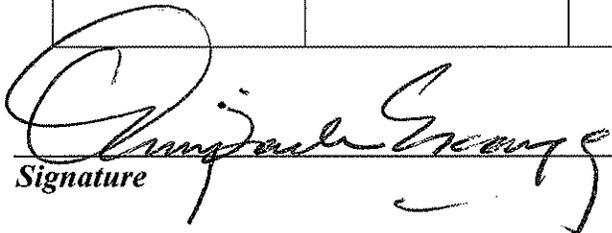
5. Is the trustee an employee or agent of any institutional partner of the School? Yes No N/A

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.

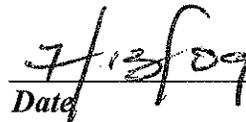
Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
			

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
		N/A	



 Signature



 Date

Subscribed and sworn to before me this 13th day of July, 2009.



 Notary Public

WESLEY G. WALLEN
 Notary Public, State of New York
 No. 02WA5002053
 Qualified in Bronx County
 Term Expires Sept. 21, ~~2006~~
 2010

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) HENRY A. LAMBERT

Name of Charter School BROOKLYN CHARTER SCHOOL

Charter Entity _____

Home Address 111 E. 80th STREET

Business Address _____

Daytime Phone 917-856-2511

E-Mail Address hlambert@lambertdevelopment.com

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

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

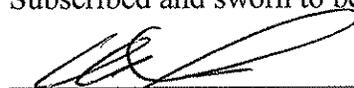


Signature

June 30, 2009

Date

Subscribed and sworn to before me this 30 day of June, 2009.



 Notary Public

MICHAEL FORTE
 NOTARY PUBLIC, STATE OF NEW YORK
 QUALIFIED IN NASSAU COUNTY
 REG. NO. 01FO6181419
 MY COMMISSION EXPIRES JAN. 28, 2012

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) MICHAEL A CATLYN

Name of Charter School BROOKLYN CHARTER SCHOOL

Charter Entity _____

Home Address 90 GOLD ST, 11J NY NY 10038

Business Address 80 PINE ST Rm 1466 NY NY 10005

Daytime Phone 1 917 658 5134

E-Mail Address M CATLYN @ CAHILL.COM

1. List all positions held on board (e.g., chair, treasurer, parent representative): VICE CHAIRMAN, TREASURER

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

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

Michael A. Gaglio
Signature

7/16/09
Date

Subscribed and sworn to before me this 16th day of July, 2009

Deborah Savino Scotto
Notary Public

DEBORAH SAVINO SCOTTO
Notary Public, State of New York
No. 43-4628627
Qualified in Richmond County
Commission Expires June 30, 2010

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) HARVEY NEWMAN

Name of Charter School THE BROOKLYN CHARTER SCHOOL

Charter Entity _____

Home Address 417 GRAND ST, N.Y. N.Y. 10002

Business Address 28 WEST 44th ST N.Y. N.Y. 10036

Daytime Phone 212 302-8800

E-Mail Address HNEWMAN@CET-PEA.ORG

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

Haver Brown
Signature

June 8, 2009
Date

Subscribed and sworn to before me this 8TH day of JUNE, 2009.

Linda D. White
Notary Public

LINDA D. WHITE
Notary Public, State of New York
No. 01WH6047112
Qualified in Kings County
Commission Expires August 28, 2002
10

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			

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) Barbara Putnam Lyman

Name of Charter School Brooklyn Charter School

Charter Entity _____

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

Business Address _____

Daytime Phone ~~917-444-2121~~ 212-757-0075

E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): board member, head of development committee

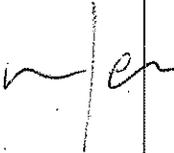
2. Is the trustee an employee of the School? ___ Yes No

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
			

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		

Barbara Putney
Signature

June 30 '09
Date

Subscribed and sworn to before me this 30 day of June, 2009

Keisha Castillo
Notary Public

KEISHA CASTILLO
NOTARY PUBLIC, STATE OF NEW YORK
QUALIFIED IN QUEENS COUNTY
REG. NO. 01CA6201599
MY COMMISSION EXPIRES 03-02-2013

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) Diana J. Lee

Name of Charter School The Brooklyn Charter School

Charter Entity The Regents of the Univ. of the State of New York

Home Address 154 Luquer Street, Brooklyn, NY 11231

Business Address 40 Manatt Phelps & Phillips LLP
7 Times Square, New York, New York 10036

Daytime Phone 212/830-7246

E-Mail Address Dlee@manatt.com

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

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	Law	\$8,209 (No charge. All pro bono)	Diana J. Lee
The Wedding Garden, Inc.	Sale of wedding gowns, proceeds to support the School.	\$109,650 was contributed by the Wedding Garden to the School this fiscal year.	Diana J. Lee

Diana J. Lee
Signature

6/9/09
Date

Subscribed and sworn to before me this 10 day of June 2009

Diane M. Camus
Notary Public

DIANE M. CAMUS
NOTARY PUBLIC, STATE OF NEW YORK
NO. 01CA4738254
QUALIFIED IN ROCKLAND COUNTY
MY COMMISSION EXPIRES OCT. 31, 2009

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) TONY BETAUDIER

Name of Charter School BROOKLYN CHARTER SCHOOL

Charter Entity _____

Home Address 459 MARION STREET, BKLYN, NY. 11233

Business Address 4815 AVENUE N., BKLYN, NY. 11234

Daytime Phone 718 377-1400 / 917 642-5982.

E-Mail Address TONYGB8@gmail.com.

1. List all positions held on board (e.g., chair, treasurer, parent representative): PARENT REP. & MEMBER OF EDUCATION COMM.

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.

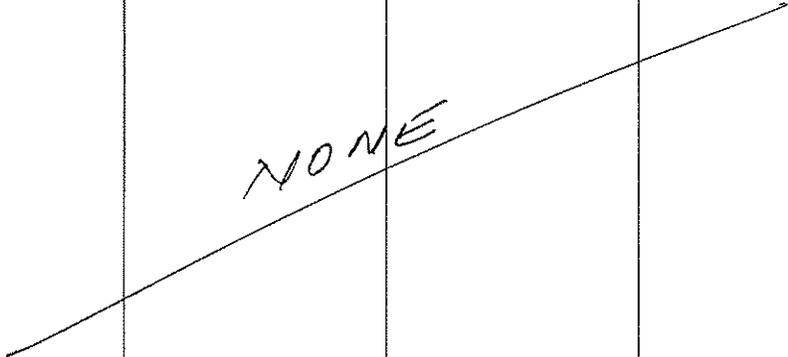
4. Is the trustee an employee or agent of the management company? ___ Yes No

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
 <p>NONE</p> 			

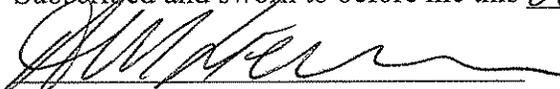
Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which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

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


 Signature

06/23/09
 Date

Subscribed and sworn to before me this 23rd day of JUNE 2009.


 Notary Public

ANNE MARIE LEONARD 
 Notary Public, State of New York
 No. 01LE6116549
 Qualified in County Of Kings
 Commission Expires October 04, 2012

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) Dane Peters

Name of Charter School The Brooklyn Charter School

Charter Entity _____

Home Address 52 Dean St., 2E, Brooklyn, NY 11201

Business Address 185 Court St., Brooklyn, NY 11201

Daytime Phone 718 - 858 - 5100 Ext. 116

E-Mail Address dpeters@bhmsny.org

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

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

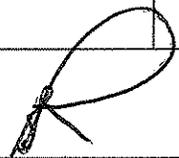
5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes No

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
None			→

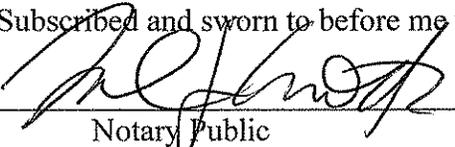


Signature

7/13/09

Date

Subscribed and sworn to before me this 13th day of July, 2009.



 Notary Public

MICHAEL J. CINCOTTA
 Notary Public, State of New York
 No. 01C14968189
 Qualified in Kings County
 Commission Expires June 18, 2010