

The Brooklyn Charter School

**Annual Report
2006-2007**

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Part 1: Student Assessment Data

*Student Assessment Data
New York State Assessment Results
Grades 3 – 8 ELA and Math
2006-07 Annual Report*

Name of Charter School: The Brooklyn Charter School

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
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 – 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
2006-07	0	13.2	73.7	13.2	0	18.8	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

Student Assessment Data
2006-07

Name of Charter School: The Brooklyn Charter School

Name of Test: New York State Mathematics

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 <i>(Indicate Type of Score, e.g., NCE)</i>	Qualitative Level and Percent Attaining*	Other **
Third Grade	Mar.	38	N/A	1	N/A	38		Level 4 – 13.2% Level 3 – 73.7% Level 2 – 13.2% Level 1 – 0%	
Fourth Grade	Mar.	32	N/A	3	N/A	32		Level 4 – 28.1% Level 3 – 53.1% Level 2 – 18.8% Level 1 – 0%	
Fifth Grade	Mar.	25	N/A	2	N/A	25		Level 4 - 8.0% Level 3 – 68.0% Level 2 – 24.0% Level 1 – 0%	

*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.”

Student Assessment Data
2006-07

Name of Charter School: The Brooklyn Charter School

Name of Test: English Language Arts

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 <i>(Indicate Type of Score, e.g., NCE)</i>	Qualitative Level and Percent Attaining*	Other**
Third Grade	Jan.	37	N/A	1	N/A	37		Level 4 - 2.7% Level 3 - 54.1% Level 2 - 35.1% Level 1 - 8.1%	
Fourth Grade	Jan.	33	N/A	3	N/A	33		Level 4 - 6.1% Level 3 - 54.5% Level 2 - 36.4% Level 1 - 3.0%	
Fifth Grade	Jan.	25	N/A	2	N/A	25		Level 4 - 0% Level 3 - 40.0% Level 2 - 60.0% Level 1 - 0%	

*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."

Student Assessment Data
2006-07

Name of Charter School: The Brooklyn Charter School

Name of Test: New York State 5th Grade Social Studies Subject: _____

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 <i>(Indicate Type of Score, e.g., NCE)</i>	Qualitative Level and Percent Attaining*	Other**
Fifth Grade	Nov.	27	-	N/A	N/A	27		Level 4 – 14.9% Level 3 – 66.6% Level 2 – 11.1% Level 1 – 7.4%	

*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.”

Student Assessment Data
2006-07

Name of Charter School: The Brooklyn Charter School

Name of Test: New York State Elementary Science 4th Grade

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 <i>(Indicate Type of Score, e.g., NCE)</i>	Qualitative Level and Percent Attaining*	Other**
Fourth Grade	May	35	-	N/A	N/A	35		Results Pending	

*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.”

Student Assessment Data
2006-07

Name of Charter School: The Brooklyn Charter School

Name of Test: Early Childhood Literacy Assessment System

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. Mar. May	41	-	N/A	N/A	41		Level 6 – 2.4% Level 5- 2.4% Level 4 – 17.1% Level 3 – 44% Level 2 – 9.8% Level 1 – 4.8% Level ER- 19.5%	
First Grade	Oct. Mar. May	41	-	N/A	N/A	41		Level 8- 2.4% Level 7- 14.6% Level 6- 9.7% Level 5- 21.9% Level 4 – 36.6% Level 3 – 12.2% Level ER – 2.4%	
Second Grade	Oct. Mar. May	42	-	N/A	N/A	42		Level 8- 40.6% Level 7- 28.6% Level 6- 26.2% Level 3- 2.3% Level 2 – 2.3%	
Third Grade	Oct. Mar. May	39	-	N/A	N/A	39		Level 8- 79.4% Level 7- 7.6% Level 6- 15.4%	

*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.”

Student Assessment Data
2006-07

Name of Charter School: The Brooklyn Charter School

Name of Test: Development Reading Assessment

Subject: _____

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 <i>(Indicate Type of Score, e.g., NCE)</i>	Qualitative Level and Percent Attaining*	Other **
Fourth Grade	Oct. Jan. May	34	-	N/A	N/A	34		Grade 8 –32.3% Grade 7 – 11.7% Grade 6 – 17.6% Grade 5 –8.8% Grade 4-23.5%	
Fifth Grade	Oct. Jan. May	26	-	1	N/A	26		Grade 8 –26.9% Grade 7 – 42.3% Grade 6 – 15.4% Grade 5 –15.4%	

*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: Value-Added Cohort Analysis; Student & Teacher Attrition Data

Goal 1 ELA – All BCS students will demonstrate continuous progress toward proficiency in English Language Arts (Reading, Writing, Speaking and Listening). Proficiency shall be interpreted to mean at least “grade level” or at least Level 3.

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.

Results: There was no City-wide test this year. This objective is not applicable

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.

Results: 81.8% of students enrolled at BCS for three (3) or more years scored at and above Level 3 on the New York State ELA Assessment

Analysis /Evaluation: BCS met and exceeded this goal in 2006-2007.

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).

Results:

4th Grade English Language Arts

School Year	# of Students 3+ years	% Score at Level 3 + 4	% Change	Outcome
2005-2006	22	50.0%	N/A	Goal not met
2006-2007	11	81.8%	+ 31.8%	Goal met

Analysis/Evaluation: BCS met and exceeded this goal in 2006-2007.

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.

Results:

4th Grade English Language Arts

School Year	Citywide	District 14	BCS	BCS Outcome
2005-2006	58.9%	Not available	48.4%	Goal not met
2006-2007	56.0%	54.7%	60.6%	Goal met

Analysis /Evaluation: BCS met and exceeded this goal in 2006-2007.

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.

Method: ECLAS results of the Second and Third Grade tracking students who have been with BCS for three or more years.

Results:

Of the three (3) special education students within this category all three (3) students met the benchmark and demonstrated significant improvement towards meeting the goals of their IEP’s in Literacy.

2nd Grade ECLAS Results

School Year	# of Students 3+ years	% Students at Level 6+	% Change	Outcome
2005-2006	13	76.9%	N/A	Goal met
2006-2007	25	96.0%	+19.1%	Goal met

3rd Grade ECLAS Results

School Year	# of Students 3+ years	% Students at Level 6+	% Change	Outcome
2005-2006	11	90.9%	N/A	Goal met
2006-2007	12	100%	+9.1%	Goal met

Analysis/Evaluation: BCS met and exceeded its goal.

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 EPAL assessment, which measures students’ 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.

Method: Analysis of EPAL and ECLAS scores

Results: 86% of group-one achieved medium to high scores on each strand of EPAL. There was no group-two since all students achieved Level 6 on the first round of ECLAS.

Analysis/Evaluation: BCS met and exceeded its goal in 2006-2007.

Summary: BCS continues to expend the highest percentage of instructional resources on Literacy. The limited results posted above demonstrate high levels of performance as a result of BCS Literacy program and support strategies for its student population.

Action Plan: BCS will continue to implement the existing intensive approach to its Balance Literacy program. In the coming year, BCS intends to increase professional development and teacher supervision and accountability. Also, BCS Literacy Specialist will service Grades 3-5 twice per week to support literacy instruction. The intended outcome is that students will achieve higher academic standards, in Literacy, throughout the year, and will perform at a higher level on standardized tests.

Goal 2 Math – All BCS students will demonstrate continuous progress toward proficiency in Mathematics. Proficiency shall be interpreted to mean at least “grade level” or at least Level Three (3).

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.

Method: After researching the above assessments BCS decided to utilize the Early Math Diagnostic Assessment (EMDA) for Kindergarten and the Stanford Diagnostic Math Test (SDMT) for Grades 1 & 2.

Results:

Kindergarten EMDA

School Year	Area of Assessment	% Score Emergent Level	% Score Basic Level	% Score Proficient Level	% Change in Proficiency	Outcome
2005-2006	Math Reasoning	24%	59%	17%	N/A	N/A
2006-2007	Math Reasoning	26.8%	29.2%	44%	+27%	Goal met
2005-2006	Numerical Operations	17%	55%	28%	N/A	N/A
2006-2007	Numerical Operations	17.1%	24.3%	58.6%	+30.6%	Goal met

Analysis/Evaluation: BCS met its goal for progress in Math Proficiency in Kindergarten in 2006-2007.

Results:

This is the first year of SDMT results for BCS. The following table shows BCS performance levels for school year 2006-2007 only.

First & Second Grade SDMT

School Year	Grade	Total National Percentile Rank
2006-2007	1	38
2006-2007	2	38

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

Results: There was no City-wide test this year. This objective is not applicable.

- *Math Objective 3* – 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 Mathematics Assessment.

Results:

4th Grade New York State Mathematics

School Year	# of Students 3+ years	% Score at Level 3 + 4	% Change	Outcome
2005-2006	22	49.9%	N/A	Goal not met
2006-2007	11	81.8%	+31.9%	Goal met

Analysis/Evaluation: BCS met and exceeded its goal in 2006-2007.

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.

Results:

4th Grade New York State Mathematics

School Year	# of Students 3+ years	% Score at Level 3 + 4	% Change	Outcome
2005-2006	22	49.9%	N/A	Goal not met
2006-2007	11	81.8%	+31.9%	Goal met

Analysis/Evaluation: BCS met and exceeded its goal in 2006-2007.

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.

Results:

4th Grade New York State Mathematics

School Year	District 14	BCS	Outcome
2005-2006	72.6%	51.4%	Goal not met
2006-2007	71.4%	81.2%	Goal met

Analysis/Evaluation: BCS met and exceeded its goal in 2006-2007.

Summary: BCS has historically demonstrated high performance levels in the area of Mathematics. School Year 2005-2006 was the first year in the history of BCS that Math scores were so low. BCS implemented a more rigorous Math after-school program and in-class test preparation which resulted in elevated scores in School Year 2006-2007. The use of Investigations in Number, Data and Space (TERC) supplemented with McGraw Hill has provided a comprehensive, high quality program at BCS.

Action Plan: BCS will utilize the revised TERC II program in School Year 2007-2008, supplementing with Scott Foresman/Addison Wesley and continue to provide test preparation and after-school tutoring for students in need.

Goal 3 Science - All BCS students will demonstrate competency in the understanding and application of scientific reasoning.

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.

Results: BCS has not yet received the results of standardized testing at the fourth grade and therefore cannot respond to this objective at the time of this reporting.

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.

Results: BCS has not yet received the results of standardized testing at the fourth grade and therefore cannot respond to this objective at the time of this reporting.

Summary: BCS utilizes Full Option Science System (FOSS) and Science and Technology for Children (STC) as the basis of its Science curriculum (K-5). This year BCS also benefited from partnering with

MAD Science to support its Fourth graders. This year BCS hosted its second annual Science Fair based on an inquiry approach. Student projects reflected the standards and the basis of inquiry.

Action Plan: BCS will continue to implement an inquiry approach to Science exploration utilizing FOSS and STC modules K-5. BCS plans to incorporate MAD Science for all grades in 2007-2008. At the time of this report BCS is unable to define to strategies necessary for the testing grades as standardized scores are not yet available.

Goal 4 Social Studies – All BCS students will demonstrate competency in the understanding and application of social, geographical, civic, and world studies.

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.

Method: Results of NYS 5th Grade Social Studies test

Results: 83% of BCS (Level 3-69%; Level 4-14 %) students scored at and above proficiency level on the NYS 5th Grade Social Studies test.

5th Grade Social Studies

School Year	BCS	% Change	Outcome
2005-2006	83%	N/A	Goal met
2006-2007	81%	-2%	Goal met

Analysis/Evaluation: BC met and exceeded this goal in 2006-2007.

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.

Method: Compare BCS results to citywide average and to average of District 14 schools

Results: This data was not available at the time of this report

Analysis/Evaluation: Unable to specify at the time of this report

Summary: BCS students have demonstrated high performance levels in Social studies. Based on the 2005-2006 test scores two (2) students achieved Level 2, and three (3) students achieved Level 1.

Action Plan: BCS will continue to focus on project-based social studies with support from the text and field trips. BCS will also continue to provide after school test preparation for 5th Graders In social Studies. Since BCS has implemented this program throughout its testing grades, it is believed that BCS will continue to score at high levels in this area of study

Goal 5 School Climate – BCS will maintain an educationally effective, safe and comfortable school climate, where all individuals demonstrate appropriate behavior as guided by: The BCS Charter, NYSED Learning Standards, Performance Indicators and Assessments, NYS Project SAVE, the BCS Code of Conduct, and the BCS Code of Ethics.

School Climate Objective 1 – 75% of BCS grade five students will gain acceptance to highly rated middle schools of choice.

Method: Record of which students attend highly middle schools of choice. BCS recognizes that it must create a definition of highly rated middle schools of choice. For the purpose of this report, BCS will consider only high performing middle schools.

Results: At the time of this report BCS only has information for 7 of its 29 fifth grade students. These 7 students (24%) are placed at high performing middle schools based on student choice.

Frederick Douglas academy....1 student
Eugenio Maria de Hostos Academy of the Arts and Sciences.....1 student
Phillippa Schuyler.....1 student
Mott Hall IV.....3 students
Prep for Prep.....1 student

Analysis/Evaluation: The data is insufficient for comprehensive analysis at the time of this report.

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.

NOTE: *BCS no longer has residential environments.*

Method: Survey administered to students (kindergarten not surveyed) and faculty.

Results: On the average 88% of BCS students and 95% of BCS Staff report that the school environment is nurturing, aesthetically inspiring, and integrate the interdependent efforts of home, school and the community.

Analysis/Evaluation: BCS met this goal for its faculty and staff but did not meet the goal for its students.

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 levels.

Method: Survey administered to BCS Families.

Results: 95% BCS families responded to the school survey and 88% BCS families rated the school at the two highest levels of satisfaction.

Analysis/Evaluation: BCS met and exceeded this goal.

Summary: While the level of response to these goals is relatively high, BCS will continue to reach for its goals on all level. The greatest concern expressed by students and faculty alike was behavior. BCS grew to its full growth potential (K-5 /2 classes/grade) this year and experienced a significant increase in disciplinary issues both in school and on the bus. Also threats from students of the other school and their uncontrolled behaviors also contributed to 13% of BCS students not feeling safe in school.

Action Plan: BCS will continue to outreach to highly rated middle schools to expand opportunities for its students and ensure placement of its exiting 5th graders. BCS is developing a student handbook and a manual for families that articulates school expectations and a revised discipline policy. All families will be expected to attend an orientation regarding the ethical codes of the school.

Goal 6 Professional Development – BCS staff will demonstrate improved instructional skills and abilities to effectively assist their students to accomplish the individually developed academic goals and objectives of their students.

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 achievements of students, the individual evaluations conducted by supervisors and by the perceptions of parents on surveys of parental opinion.

Method: Implementation of a strong in-house, year-long Professional Development plan aligned to teachers’ needs and core supports for BCS projected outcomes is a main focus. BCS also created opportunities for two of its senior teachers to take leadership positions as mentors to new teachers. BCS provided an upgraded literacy support mechanism for teachers and specialized TERC workshops (Investigations in Number Data & Space). There was ongoing participation in the Region 8 PD calendar, as well as, a diversity of specialized workshops through the Mary McDowell Center in *Teaching Students with Disabilities, Orton Gillingham, Behavior Modification/Management, Developing Positive Social Skills and Organizational Skills*. BCS also began a relationship with AUSSIE for Math supports for its teachers. Eight BCS teachers also received Phonographix training.

Results: All BCS teachers demonstrated improvement in the teaching of ELA and Math as demonstrated in informal and formal observations. BCS will begin support in Instructional technology in 2007-2008.

Analysis/Evaluation: BCS met its goal for ELA and Math professional development but did not meet its goal for Instructional Technology.

Summary: The professional development model at BCS was enhanced over 2006-2007 and is a strong and comprehensive one. All faculty, lead and assistant teachers, as well as, specialists (dance, music, art, special education) benefit from the model. There is ongoing modeling, information sharing, observation and feedback sessions as well as supportive feedback from informal and formal observations. While BCS implements its model to improve the quality of teaching and learning it is understood that some teachers will not achieve the expected level of progress. Through formal observations teachers are supported in classrooms in areas of weakness; if appropriate progress is not made, such teachers are terminated. Over the year BCS was able to configure its technology network. BCS increased the number of computers in all classrooms and will purchase a laptop lab in 2007-2008.

Action Plan: BCS will continue to intensify its professional development model which includes informal and formal observations. BCS will further increase the number of sessions delivered by the Literacy Consultant and utilize the Consultant in reprogramming the Literacy Curriculum. BCS will also create a lab site at the fifth grade level to serve as a model for Literacy implementation. BCS will also send teachers to summer workshops in TERC Mathematics and outreach for greater alignment AUSSIE for Math supports in the coming school year. BCS will engage Teaching Matters in support of Technological Development for its teachers in 2007-2008.

Goal 7 Management – BCS will utilize sound financial controls and practices, implement effective governance structures and processes and demonstrate responsible organizational management, planning and decision-making.

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 State Education Department within the required time limits.

Method: BCS Financial Management Plan and State guidelines for the annual audit.

Results: BCS hired Schall & Ashenfarb, LLC as its independent accounting firm; the audit was conducted and an unqualified management letter was issued. Audited financial statements were submitted to the NYC-DOE ONS and the NYS SED within the required time limits.

Analysis/Evaluation: BCS met its goal.

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.

Method: Implementation of internal fiscal controls, on-going monthly review of BCS budget, cash flow, trial balance, profit and loss account and the balance sheet.

Results: BCS ended school year 2006-2007 with a positive balance. As per the books of June 30, 2007 BCS balance was \$ 886,776.52.

Analysis/Evaluation: BCS met and exceeded its goal.

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.

Method: Monitor of school enrollment and aggressive recruiting to meet the school’s projected enrollment.

Results: BCS achieved revenue stability. BCS met its initial target of 230 students by December 2006. BCS ended the school year with 226 students and an attrition rate of approximately 2%.

Analysis/Evaluation: BCS met its goal and maintained an annual attrition of less than 10%.

Summary: BCS had a financially sound year and met all of its goals. BCS has tested, implemented and refined its financial management plan and internal controls. BCS now has the appropriate in-house personnel to manage and stabilize its fiscal operations. Coupled with oversight from the Board of Trustees and the DOE, BCS has strengthened its management and fiscal position.

Action Plan: BCS has continued to develop an extensive wait list which currently lists 206 students. BCS will continue to maintain a less than 10% attrition rate to ensure financial stability and continue to implement its financial management plan with oversight from the Board of Trustees and the DOE.

Goal 8 Special Education –The BCS student enrollment and application process will ensure equal access for students with disabilities and will reflect the composition of like public schools in New York City and in District #14.

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.

Method: Number of IEP students on register at BCS for school year 2006-2007; knowledge of Special Education population within District 14.

Results: BCS had 22 students with IEPs on register for school year 2006-2007 constituting 9.7% of its student population. This is the largest Special Education population that BCS has ever had.

Analysis/Evaluation: BCS has met this goal with an increase of 3.7% over 2005-2006 Special Education population. Some schools in District 14 have 10 % of its population as students with disabilities; BCS now reflects the general standard of other public schools within District 14.

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.

Method: Maintain on staff a qualified Special Education Teacher.

Results: BCS retained over the past two years a qualified Special Education teacher who serviced IEP needs throughout the year.

Analysis/Evaluation: BCS met this goal.

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.

Method: Review of the Special Education Program during outreach and recruiting and its inclusion on publicity material.

Results: BCS had 5 open-houses and 9 guided tours in which prospecting families had opportunity to hear about and see the special education program in operation. All publicity materials for BCS contained mention of the special education program.

Analysis/Evaluation: BCS met its goal and the needs of the school are met.

Summary: BCS has developed a very comprehensive special education policy and processes that provide clear access for all students with disabilities and for students at-risk. The special education teacher coordinates student-specific interventions for students in need, coordinates the referral and annual review process, provides on-site instruction for students with IEPs and supports BCS faculty with professional development. This year BCS continued its partnership with the Long Island University Hearing and Language Clinic and on-site Speech and Language service was provided to all students in need.

Action Plan: At this time, BCS will continue to implement its Special Education policy and processes, and maintain one special education teacher on its faculty who will continue to directly service, and coordinate services for all its students in need. BCS will maintain its relationship with the Long Island University Hearing and Language Clinic and continue to maintain a close relationship with the Committee on Special Education (CSE).

Goal 9 English Language Learners— The BCS student enrollment and application process will ensure equal access for limited English proficient/English language learners (LEP/ELL) and will reflect the composition of like public schools in New York City and in District #14.

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.

Method: BCS outreach to the community with information in Spanish, and with translators at dedicated recruitment presentations.

Results: BCS has no students on register who are LEP/ELL.

Analysis/Evaluation: BCS did not meet this goal.

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.

Method: This measure was taken based on BCS presentations, open-houses, tours, applications and publicity materials.

Results: All featured presentation materials, applications and outreach targeted the Spanish speaking population and included an overview of the ELL program. BCS even had translators present at its outreach sessions.

Analysis/Evaluation: BCS met its goal in developing publicity materials in Spanish and in conducting aggressive outreach toward its ELL community.

Summary: BCS launched an aggressive recruitment and outreach program during school year 2006-2007 which included application and outreach materials available in Spanish, delivery of folders to over 25 Community Head Starts, distribution of over 1,000 fliers (Spanish/English) to local businesses, over 250 fliers into the hands of families on the street, 5 open-houses and 9 scheduled and advertised tours. BCS also ran 18 recruitment ads in various local newspapers. The response from the community did not match the effort.

Action Plan: BCS will continue with its current outreach strategy and also research specific Spanish community organizations and churches that might increase awareness of the school’s location and program offerings.

Goal 10 Student Attendance—BCS will maintain high attendance rates that exceed those of surrounding District #14 schools and New York City averages.

Student Attendance Objective 1—All BCS students and families will receive the attendance policy and be informed of the school’s standards for attendance.

Method: BCS issued two attendance reports to its families this year; one in Fall '06 and the other in Winter '07. Both reports were accompanied by copies of the schools attendance policy. Each report listed the number of tardies, the number of absences, and the number of excused absences. Families in which students had high levels of tardies and absences were asked to refer to the school policy and to set appointments to meet with the Head of School.

Result: Twenty five (25) students ended the school year with excessive absences. Five of these 25 students were new kindergarteners. Two of these Kindergarteners are being retained. Three students whose attendance was unsatisfactory last year repeated unsatisfactory attendance this year in spite of calls to ACS and family meetings with the Head of School.

Analysis/Evaluation: BCS met its goal for informing families of the attendance policy and the school standards.

Student Attendance Objective 2—All BCS students will maintain at least an annual 92% average attendance.

Method: Assessment of attendance registers for each student from September 2006 - June 2007

Result:

Students with 92% attendance

School Year	% Students > 92% Attendance	% Change	Outcome
2005-2006	50%	0%	Goal not met
2006-2007	51%	+1%	Goal not met

Analysis/Evaluation: BCS did not meet its goal in 2006-2007.

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.

Result: BCS realized a 90% average attendance for 2006-2007, 3% less than its stated goal.

Analysis/Evaluation: BCS did not meet this goal. A 90% average attendance is a low attendance for BCS. BCS had 25 students whose attendance did not meet school expectations and while families were notified and called on these absences, families did not ensure appropriate standards for their children. BCS experienced low attendance levels in December, February and June of this school year.

Summary: BCS did create a compact for families and created and distributed the student handbook as stated in its 2005-2006 goals. While BCS met its goal for informing families of attendance policies and student progress, it was insufficient to ensure a high attendance rate for all students. BCS believes that it is imperative to aim for a high level of attendance for each student and that each student should be committed to being in school each day that school is in session. It is also the responsibility of the families to ensure that students arrive to school on time and that they are present in school each day that school is in session.

Action Plan: The compact will require that students submit a written excuse for each day that they are not in school. BCS has also made a clear and strong note to new families about the BCS attendance policy so that new families are informed of all expectations. BCS school secretary will continue to

monitor student attendance on a daily or weekly basis and follow up with calls to families when students are absent from school. The school's administration will be informed of all attendance information and schedule meetings with families to address concerns and solutions. This heightened awareness of attendance is intended to bring a greater focus on student presence in school each day that school is in session

Goal 11 Student Grade Promotion—BCS will maintain high rates of student promotion based on the merit of diagnostic and standardized assessments, student attendance and teacher recommendations.

Student Grade Promotion Objective 1—Annually, 98% of BCS students will meet all the requirements for promotion to the next grade level.

Method: Historically, BCS has used its attendance report, in-house diagnostic assessments, teacher recommendations and the results of standardized tests to define its promotional policy. For grades K-2 BCS has relied on its ECLAS-II results, Stanford Math assessments and teacher recommendations.

Result: BCS achieved a 95% promotion of its student population. BCS will retain a total of 12 students (5.3%) in grades K-5, The breakdown is as follows:

Kindergarten – 4 students
First Grade – 2 students
Second Grade- 3 Students
Third Grade – 2 students
Fourth Grade – 1 Student
Fifth Grade - 0 Students

Analysis/Evaluation: BCS did not meet its goal of 98% promotion but did achieve a 2% increase in its promotion rate over the 2005-2006 school year. Many of the students being retained have only been at BCS for one year. Eight (8) of the twelve (12) students being retained have been at BCS for one (1) year. The four (4) remaining students are in their second year at BCS and have not been retained previously.

Summary: BCS has maintained a relatively high promotional rate. This is the second year that BCS is attempting to achieve this goal. Though BCS falls short of its mark by 3%, the school has implemented several processes and supports to ensure higher promotional rates.

Action Plan: BCS will attempt to divide its instructional focus between Lower School (K-2) and Upper School (3-5) with specific Instructional leaders for each component if the budget allows. BCS has evaluated its faculty and made further changes to strengthen its teaching team, for example, in 2007-2008 BCS will employ assistant teachers in all classrooms K-2 and incorporate compartmentalized teaching at the fourth and fifth grade level. Based on teacher strengths BCS will specify the teaching of Science and Social Studies at the third grade level with the intent to maximize all outcomes.

The Brooklyn Charter School

Value-Added Cohort Analysis

New York State English Language Arts

Grade (in 2006-2007)	Number of Students in Cohort*	<i>Percent at Levels 3 and 4</i>			
		2005 (cohort's results from previous year)	2006 (cohort results from current year)	Change	Outcome
4	31	71%	58%	-12.90%	Goal not met
5	23	47.80%	43.50%	-4.30%	Goal not met

New York State Mathematics

Grade (in 2006-2007)	Number of Students in Cohort*	<i>Percent at Levels 3 and 4</i>			
		2005 (cohort's results from previous year)	2006 (cohort results from current year)	Change	Outcome
4	31	80.60%	77.40%	-3.20%	Goal not met
5	23	56.50%	73.90%	+17.4%	Goal met

**Charter School Teacher Attrition Rates
2006-07**

Grade	Teachers	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
Kdg.	# Employed	2	2	2	2	2	2	2	2	2	2	2	2	2
	#Leaving	0	0	0	0	0	0	0	0	0	0	0	0	0
	% Attrition	0	0	0	0	0	0	0	0	0	0	0	0	0
1st	# Employed	2	2	2	2	2	2	2	2	2	2	2	2	3
	#Leaving	0	0	0	0	0	0	0	1	0	0	0	0	1
	% Attrition	0	0	0	0	0	0	0	50	0	0	0	0	33.3
2nd	# Employed	2	2	2	2	2	2	2	2	2	2	2	2	2
	#Leaving	0	0	0	0	0	0	0	0	0	0	0	0	0
	% Attrition	0	0	0	0	0	0	0	0	0	0	0	0	0
3rd	# Employed	2	2	2	2	2	2	2	2	2	2	2	2	2
	#Leaving	0	0	0	0	0	0	0	0	0	0	0	0	0
	% Attrition	0	0	0	0	0	0	0	0	0	0	0	0	0
4th	# Employed	2	2	2	2	2	2	2	2	2	2	2	2	2
	#Leaving	0	0	0	0	0	0	0	0	0	0	0	0	0
	% Attrition	0	0	0	0	0	0	0	0	0	0	0	0	0
5th	# Employed	2	2	2	2	2	2	2	2	2	2	2	2	2
	#Leaving	0	0	0	0	0	0	0	0	0	0	0	0	0
	% Attrition	0	0	0	0	0	0	0	0	0	0	0	0	0

**Charter School Student Attrition Rates
2006-07**

Grade	Enrollment	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
Kdg.	# Enrolled	0	0	37	39	39	40	41	41	42	41	41	41	44
	#Leaving	0	0	0	1	0	0	1	0	0	1	0	0	3
	% Attrition	0	0	0	2.5	0	0	2.4	0	0	2.4	0	0	6.8
1st	# Enrolled	0	0	42	42	43	42	42	42	41	41	41	41	43
	#Leaving	0	0	0	0	0	1	0	1	0	0	0	0	2
	% Attrition	0	0	0	0	0	2.3	0	2.3	0	0	0	0	4.6
2nd	# Enrolled	0	0	44	44	44	44	43	42	42	42	42	42	44
	#Leaving	0	0	0	0	0	1	1	0	0	0	0	0	2
	% Attrition	0	0	0	0	0	2.2	2.3	0	0	0	0	0	4.5
3rd	# Enrolled	0	0	38	38	38	39	38	39	40	40	40	40	42
	#Leaving	0	0	0	0	0	0	1	0	0	0	0	1	2
	% Attrition	0	0	0	0	0	0	2.6	0	0	0	0	2.5	4.7
4th	# Enrolled	0	0	37	38	37	37	37	36	35	35	35	35	38
	#Leaving	0	0	0	0	1	0	1	1	0	0	0	0	3
	% Attrition	0	0	0	0	2.7	0	2.7	2.7	0	0	0	0	7.8
5th	# Enrolled	0	0	28	28	28	28	27	27	27	27	27	27	28
	#Leaving	0	0	0	0	0	0	1	0	0	0	0	0	1
	% Attrition	0	0	0	0	0	0	3.7	0	0	0	0	0	3.5

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 1-3
- Betaudier 1-3
- Catlyn 1-3
- Escayg 1-3
- Oscar 1-3
- Newman 1-3