



I. SCHOOL INFORMATION AND COVER PAGE (To be Completed By All Charter Schools)

Created: 07/27/2015

Last updated: 07/31/2015

Please be advised that you will need to complete this task first (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer or you may not be assigned the correct tasks.

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1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

BROWNSVILLE COLLEGIATE CS (SUNY TRUSTEES) 332300860939

2. CHARTER AUTHORIZER

(For technical reasons, please re-select authorizer name from the drop down menu).

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 23

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	364 Sackman St 4th Floor Brooklyn, NY 11212	718-636-0370	347-296-8321	[REDACTED]

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Michael Blake
Title	Director of Operations
Emergency Phone Number (###-###-####)	[REDACTED]

5. SCHOOL WEB ADDRESS (URL)

<http://brownsvillecollegiate.uncommonschoools.org/>

6. DATE OF INITIAL CHARTER

2008-09-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2015-07-01 00:00:00

8. FINAL VERIFIED BEDS ENROLLMENT FOR THE 2014-15 School Year as reported to Department's Office of Information and Reporting Services (via the NYC DOE for charter schools in NYC) in August.

395

9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

Grades Served	5, 6, 7, 8, 9, 10, 11
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10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

	Yes/No	Name of CMO/EMO
	Yes	Uncommon Schools

10a. Please provide the name and contact information for each of the following individuals who are management level personnel associated with the CMO.

	Name	Work Phone	Alternate Phone	Email Address	Contact this individual also in emergencies
CEO (e.g., network superintendent)	Brett Peiser	[REDACTED]		[REDACTED]	No
CFO (e.g., network CFO)	Diane Flynn	[REDACTED]		[REDACTED]	No
Compliance Contact	Jeannemarie Hendershot	[REDACTED]		[REDACTED]	Yes
Complaint Contact					

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11. FACILITIES

Will the School maintain or operate multiple sites?

Yes, 2 sites

12. SCHOOL SITES

Please list the sites where the school will operate in 2015-16.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	364 Sackman St 4th Floor Brooklyn, NY 11238	718-636-0370	CSD 23	5-8	Yes	DOE space
Site 2	832 Marcy Ave 2nd Floor Brooklyn, NY 11216	347-390-0300	CSD 13	9-11	No	DOE space
Site 3						

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Anjya Thomas	[REDACTED]		[REDACTED]
Operational Leader	Michael Blake	[REDACTED]		[REDACTED]
Compliance Contact	Jeannemarie Hendershot			[REDACTED]
Complaint Contact				

12b. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Jesse Corburn	[REDACTED]		[REDACTED]
Operational Leader	Livia Angiolillo	[REDACTED]		[REDACTED]
Compliance Contact	Jason Shaad			[REDACTED]
Complaint Contact				

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14. Were there any revisions to the school's charter during the 2014-2015 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

15. Name and Position of Individual(s) Who Completed the 2014-15 Annual Report.

Michael Blake, Director of Operations

16. 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. Check **YES** if you agree and use the mouse on your PC or the stylus on your mobile device to sign your name).

Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to read "Mr. Paul K. Kline".

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to read "Linton M. Smith".

Thank you.



Appendix A: Link to the New York State School Report Card

Last updated: 07/27/2015

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Charter School Name:

1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<http://data.nysed.gov/profile.php?instid=800000063979>

**BROWNSVILLE COLLEGIATE
CHARTER SCHOOL**

**2014-15 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2015

By Michael Blake

364 Sackman Street
Brooklyn, NY 11212
(718) 636-0370

Michael Blake, Director of Operations, prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
John Greenstein	Treasurer
Bob Howitt	Trustee
Eileen Shy	Trustee
Linton Mann III	Chair
Julie Kennedy	Trustee
Stuart Linde	Trustee
Gerald St. Claire	Trustee
Ian Sacks	Trustee
Ekwutozia Nwabuzor	Trustee

Jessica Simmons served as the Principal from 2009 through 2015 of Grades 5-8. Paul Chin and Anjya Thomas currently serve as Co-Principals of Grade 5-8.

Jesse Corburn has served as the Principal since 2012 of Grades 9-12.

INTRODUCTION

MISSION and GRADES SERVED

The mission of Brownsville Collegiate Charter School (BVC) is to prepare each student for college. Brownsville Collegiate Charter School opened on August 31, 2009. The school opened with 5th and 6th grades and served grades 5-11 during the 2014-15 school year.

STUDENT POPULATION

With an initial enrollment as of BEDS Day 2014 of 390 students, Brownsville Collegiate Charter School had relatively low attrition and ended the 2014-15 school year with 391 students in grade 5-11. BVC continued to enroll 5th grade students after BEDS Day 2014, hence the higher year-end enrollment number. The chart below shows the demographic breakdown of BVC's student population as of the last day of school.

Gender	46% Male	54% Female
Free & Reduced Lunch	83%	
Special Needs	15%	
Race	83% Black/ African American	16% Latino
	Less than 1% Asian	
English Language Learners	3%	

School Enrollment by Grade Level and School Year*

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2009-10						74	29							103
2010-11						77	54	20						151
2011-12						88	67	47	18					220
2012-13						87	86	67	40	15				295
2013-14						74	72	77	56	31	14			324
2014-15						68	89	77	68	53	25	10		390

* Data is as of BEDS day

STRATEGY

Brownsville Collegiate Charter School's educational program rests on three pillars:

1. We believe that creativity flourishes within structured academic environments.
Good work cannot occur unless there is a safe and orderly environment in and out of the classroom.
2. We have very high academic and behavioral expectations.

High expectations demand significant amounts of extra support before, during, and after school and on Saturdays.

3. We know that without great teachers, nothing else matters.
Teachers must have the time and professional tools and resources to do their jobs effectively.

At Brownsville Collegiate, we do not believe that there is a panacea that makes a school work. Nor do we pretend that what we do is “rocket science” or necessarily innovative. BVC teachers work hard and use common sense because elevating student achievement and transforming lives requires constant attention to hundreds of different elements – not one, magical 100% solution but rather one hundred, individual 1% solutions.

DESIGN

Brownsville Collegiate Charter School’s school design includes seven core components.

Focus on Literacy. Many of our students beginning in grade 5 are reading substantially below grade level. If a school does not address this dramatic and central issue immediately, students will be at a huge disadvantage in all subjects in high school and college. The ultimate academic success of BVC students, therefore, is tied to mastering this fundamental skill. In 2014-15, BVC provided explicit instruction in literacy skills and inculcated the reading habit through:

- Two hours of daily literacy instruction;
- 30 minutes of Guided Reading groups or Book Clubs four times per week;
- 20 minutes of silent reading at breakfast to start each school day;
- Requiring students to read grade level-appropriate books during the summer;
- Requiring graded, written work in every class, including math; and
- Requiring students to carry a silent independent reading book at all times to serve as the entrance ticket to school in the morning, make better use of transition time in the hallways, and ensure that there is never a lost moment during the day since “you never know when you’ll have a chance to read.”

Target Curriculum Focused on Basic Skills. BVC does not use an off-the-shelf curriculum. Rather, BVC develops curriculum directly from the New York State Learning Standards that ensures students master a core set of basic academic skills before they can master higher-level, abstract material.

BVC teachers pay particularly close attention to the topics, sequence, and performance standards outlined in the New York State standards. This ensures that students are mastering the same material as their peers throughout New York State. At the same time, we trust teachers to adapt the subject topics and performance standards according to their professional expertise. BVC teachers create a comprehensive curriculum for their subject, saved on the school’s shared drive, with a year-long scope and sequence, individual unit plans, daily lesson plans, and assessment materials. Not only does this provide the school with a record of individual course instruction but this also serves as a valuable curricular planning resource for returning and future teachers.

Assess Early and Often to Drive the Instructional Program. The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of continuous reflection and improvement. In addition to the New York State Common Core Mathematics and English Language Arts exams, BVC administered three internally-aligned Interim Assessments and one Final Exam in Math, Reading, Writing, Science and History. These tests assessed ongoing student mastery of Math, Reading, Writing, Science and History skills and standards throughout the year and provided immediate data on individual student and class growth. In addition, Regents exams in Living Environment and Algebra were administered in 8th grade. BVC teachers, with the support of the Principal, used this data to identify standards mastered and standards in need of re-teaching so that lesson plans could be continuously adjusted. BVC also utilized the information to target content- and skills-driven tutoring and small-group instruction afterschool and on Saturdays.

Make More Time. In order to provide students with a comprehensive, college preparatory education, Brownsville Collegiate has a longer-than-usual school day and longer-than-usual school year. During the 2014-15 school year, Brownsville Collegiate was open 188 instructional days for students (205 days for teachers). For most students, the regular school day began at 7:35 AM and ended at 4:00 PM. For those receiving tutoring and homework help, the day ended at 5:00 PM. Finally, as a result of their academic need, 19% of BVC students (n=57) also attended school from 9:00 AM to 12:00 PM on Saturdays at some point during the school year.

With hour-long periods four days a week and an alternating A/B Schedule with 75 minute classes on Wednesdays to allow for significant staff meeting and professional development time, students at Brownsville Collegiate received weekly:

- 9 periods of Mathematics
- 10 periods of English Language Arts (Reading and Writing)
- 4 30-minute periods of Guided Reading or Book Clubs
- 5 periods of Social Studies
- 5 periods of Science
- 3 periods of Enrichment electives

Brownsville Collegiate students extended their learning beyond the school day completing, on average, one-and-a-half to two hours of homework every night.

Emphasis on College. For too many at-risk students, college only exists in the abstract. For Brownsville Collegiate students, freshman year of college will be a natural extension of their educational experience at BVC. In the school's whole-school Friday Community Meetings, the goals for the day consistently revolved around the question, "How do we get to college?" To which BVC students answered together, "By being mindful, achieving, professional and prepared!"

Brownsville Collegiate students began talking about college on the first day of school as their advisories are named after the alma maters of their teachers. Through informal conversations in advisory and in classes, students learned about the college application process, financial aid, dorm-life, selecting a major, and other important aspects of college survival. Students also won T-shirts

from their namesake advisories. Our 5th grade students visited American University, our 6th grade students visited Yale University, our 7th grade students visited Boston College, and our 8th grade students visited Stanford University during trips throughout the year.

During the regular school day, from 3:00 to 3:45 PM three days per week, BVC offers a variety of rotating electives, called Enrichment, including:

- Art & Drawing
- Fashion Design
- Flag Football
- Basketball
- Soccer
- Track & Field
- Culinary Arts
- Chess
- Film-making
- West African Dance
- Jazz Ballet
- Hip Hop
- Yearbook
- Drumming
- Glee Club
- Acting & Improv
- Step
- Set Design
- Musical theater

From 4:00 to 5:00 PM, BVC offers subject-specific tutoring and requires students struggling to regularly complete homework assignments on-time and at high quality to spend their lunch period in Homework Center working on that night's homework assignments.

BVC's school culture is based on its four core MAPP values of being "Mindful," "Achieving," "Professional," and "Prepared." Brownsville Collegiate students are expected to consistently demonstrate these characteristics wherever they find themselves and are rewarded with merits when they model these characteristics well or go above and beyond. Students earning merits receive the opportunity to represent the school on merit trips and trade their merits at Merit Auctions for tangible rewards. Every other month, by participating in merit-earned trips either with a group of the top merit earners or one-on-one/two-on-one with staff members, merit winners develop the more abstract skills necessary for true college preparation (trying new activities, demonstrating leadership and professionalism, and participating in community service). During the 2014-15 school year, Brownsville Collegiate students:

- Visited Bear Mountain and spent a day hiking;
- Earned the opportunity to paint pumpkins before Halloween;
- Participated in team building activities at Governor's Island
- Visited the Museum of Natural History, the Brooklyn Museum, the Museum of Math and the NY Hall of Science;

- Went to museums, sporting events and restaurants with staff members;
- Sang Karaoke, played games, and participated in Dance Competitions;
- Participated in spelling bees, a “Writing Oscars” and math competitions;
- Performed in a musical production of “Lion King”; and
- Participated in grade level and school wide field day competitions.

Provide Structure and Order. Students need a safe and orderly environment to be productive. In 2014-15, BVC created a calm, composed, and disciplined environment to maximize the amount of time on-task. Strategies included:

- Strictly enforced school dress code;
- Merit system that defined clear expectations of and immediate responses to positive behavior;
- Demerit and detention system that defined clear expectations of and immediate responses to negative or inappropriate behavior;
- Rubric system that provided immediate feedback to classes at the end of each class each day; and
- Common Blackboard Configuration (BBC) consisting of a Do Now, Aim, Agenda, and Homework.

Insist on Family Involvement. BVC’s educational program is structured so that families must be involved in their child’s academic pursuits. In 2014-15, BVC families:

- Picked up their child’s report card in person at the school three times;
- Met with teachers and staff on dozens of occasions to formally and informally discuss their child’s academic and behavioral performance;
- Maintained an open line of communication with their child’s teachers through in-person meetings, bi-weekly advisory phone calls, and e-mails;
- Were called at home or at work each day if their child earned a detention;
- Attended Family Involvement Committee meetings throughout the year to better understand the curricular program, learn about summer camp opportunities, discuss strategies for monitoring Internet and cell phone usage, and talk about how to communicate with their pre-teen;
- Were asked to offer input on the school on mid-year and year-end surveys, grading the school on how it was doing;
- Were offered the opportunity to watch their children perform in their chosen Enrichment activity at three public performances during the course of the year, with the Winter Celebration being followed by a potluck dinner;
- Attended Literacy Night and Math Night to learn better ways to support students at home;
- Used games to learn strategies for preparing their students for the NYS ELA and Mathematics exams at State Exam Family Night ;
- Attended a performance of BVC’s musical production of *The Lion King* and;
- Participated in an array of charter school advocacy efforts, including a rally in Manhattan and a rally in Albany

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will be proficient readers and writers of the English language.

Background

Reading instruction at Brownsville Collegiate is based around shared, whole-class novels. The curriculum develops reading comprehension skills and strategies and vocabulary. Whole-class novels are selected for each grade that are appropriately leveled for the majority of students in that grade. The whole-class novels should be accessible for students with the appropriate scaffolding.

In Writing classes at Brownsville Collegiate, students learn the essential skills of grammar and writing. Writing class explicitly supports the work that students are doing in Reading class, as students learn to write strong responses to literature in short answer and essay formats and use weekly vocabulary words from Reading class in their daily writing assignments.

Brownsville Collegiate Charter School uses data from the following assessments to ensure student proficiency in English Language Arts:

- Criterion-referenced New York State exams in English Language Arts
- Leveled Reading Assessments
- Internally developed Interim Assessments in English Language Arts
- Internally developed Final Examination in English Language Arts.

Brownsville Collegiate Charter School administered four externally developed and aligned Interim Assessments in English Language Arts (Reading and Writing) during the 2014-15 school year, including one Final Exam. These assessments were created using an external vendor to increase the level of rigor and Common Core alignment of the literacy exams. They were also administered to all other Uncommon NYC middle schools, as well as our counterparts in Troy and Rochester. Similar to the state exam, the ELA Interim Assessments were administered in two parts: 3-4 reading passages accompanied by multiple choice questions and open response questions or an extended response/essay section. The assessments also included at least two editing passages that assessed student mastery of grammar, capitalization, and punctuation skills.

After the tests were administered, Uncommon NYC middle school teachers from each subject/grade level scored each exam and BVC administrative staff entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, BVC teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. BVC also utilized the information to target content- and skills-driven tutoring and re-teaching after school and on Saturdays.

After seeing the reading and writing performance of our students in the spring of 2014, we took the following steps:

- Increasing student achievement in ELA became a school-wide Strategic Plan initiative for the fourth year in a row

- Reading and Writing teachers continued to use lessons from Curriculum Specialists across the network and tailored them for their individual classes to leverage the best lesson planning in Uncommon's middle schools;
- We continued to target students who scored a 1 or 2 on State ELA Exams through Saturday School and after-school tutoring to help remediate students' basic skills and better prepare them for the myriad skills they will need to demonstrate proficiency on the state exam and beyond. These students were also prioritized for additional pre-State Exam tutoring.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.

Method

The school administered the New York State Testing Program Common Core English language arts assessment to students in 5th through 8th grade in April 2014. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

**2014-15 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	78			1	79
6	85				85
7	75				75
8	66				66
All	304				305

Results

On the 2014-15 NYS ELA exam, 22% of students in their second year at Brownsville Collegiate scored proficient. When looking at all students, including those that have been at Brownsville

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Collegiate for less than 2 years, 22% of students scored proficient. While the percentage of students scoring proficient is 22% overall and for students enrolled for two or more years, the performance of 8th graders enrolled two or more years is 6 points higher at 28%.

**Performance on 2014-15 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	22%	78	0%	3
6	18%	85	18%	67
7	21%	75	22%	74
8	27%	66	28%	65
All	22%	304	22%	209

Evaluation

We did not achieve the goal of 75% of students meeting this measure in ELA for 2104-15, however we feel energized to embrace the challenge of significant growth that we will need to make in order to achieve the goal. ELA continues to be an important focus area for the school in the 2015-16 school year.

Additional Evidence

With the exception of 5th grade, at every grade level, we have seen that students who are enrolled longer at Brownsville Collegiate are more likely to score proficient on the NYS ELA exams. We look forward to seeing these numbers increase in the coming years as we revise curriculum and work to ensure all students are prepared for the rigor of the new exams, but we feel positive about the momentum we have seen over the past few years in terms of student growth in English language arts. We are hopeful that the network wide focus on improving these results, along with the dogged determination of our teachers, will yield stronger performance next year.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5	11%	9	0%	9	0%	3

6	11%	82	25%	67	18%	67
7	25%	60	18%	73	22%	74
8	29%	34	47%	53	28%	65
All	19%	185	27%	202	22%	209

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index ("PLI") value that equals or exceeds the 2014-15 English language arts AMO of 97. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

Results

The school achieved this goal with a PLI of 96, surpassing the AMO of 89 by 7 points.

English Language Arts 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	32	47	17	4

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 47 & + & 17 & + & 4 & = & 68 \\
 & & & & 17 & + & 4 & = & \underline{22} \\
 & & & & & & \text{PLI} & = & 90
 \end{array}$$

Evaluation

Brownsville Collegiate did not exceed the AMO of 97, scoring a 90 on the Performance Index. We believe that the strengthening of our English Language Arts program will improve student performance and will increase our overall Performance Index next year.

Goal 1: Comparative Measure

² In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

Results

Students in their second year at Brownsville Collegiate outperformed Community School District 23 on 2014 administration of the Common Core English Language Arts exam by 8 percentage points. The school outperformed the district in all grades on an absolute level, though none of the 3 fifth graders repeating the grade scored proficient. On an absolute level, however, 22% of Brownsville Collegiate 5th graders scored proficient (compared to just 8.4% in CSD 23). In 8th grade, Brownsville Collegiate's performance exceeded CSD 23 performance by at 12 percentage points, demonstrating that the longer students are enrolled at Brownsville Collegiate, the more prepared they are for rigorous curriculum and to succeed in college.

**2014-15 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	0%	3	8.4%	798
6	18%	67	11.7%	855
7	22%	74	14.7%	977
8	28%	65	15.9%	975
All	22%	209	13.9%	3605

Evaluation

Brownsville Collegiate met this measure in all grades except for with 5th graders in their second year at the school. Overall, the school outperformed the same grades in Community School District 23 by between 6 and 13 percentage points, and by 8 percentage points as a whole.

³ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

Additional Evidence

Brownsville Collegiate students continue to outperform their district counterparts in English Language Arts across almost all grades. While the gap in performance between BVC's students and students in the district has decreased with the new Common Core standards, we know that there is still a good deal of work to do to prepare our students for the level of performance that we expect of them.

English Language Arts Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						
4						
5	11%	9.7%	0%	9.8%	0%	8.4%
6	11%	13.3%	25%	13.4%	18%	11.7%
7	25%	14.6%	18%	15.4%	22%	14.7%
8	29%	14.3%	47%	16.4%	28%	15.9%
All	19%	13%	27%	13.75%	22%	13.6%

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a meaningful degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

Results

The table below shows that the school's overall comparative performance is higher than expected to a meaningful degree. Students at BVC in grades 6 and 8 performed significantly better than predicted based on their free lunch status on the 2013-14 ELA exam, and while students in grades 5 performed slightly worse than predicted. Overall, the table below shows that in general, students enrolled at Brownsville Collegiate perform higher than expected on the NYS ELA exam the longer they are enrolled at the school.

2013-14 English Language Arts Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	85.0	77	15	18.7	-3.7	-0.32
6	87.0	79	24	15.6	8.4	0.71
7	80.5	75	20	18.1	1.9	0.13
8	81.4	55	47	21.6	25.4	1.62
All	83.7	286	25.0	18.2	6.7	0.45

School's Overall Comparative Performance:
Higher than expected to a meaningful degree

Evaluation

Brownsville Collegiate met this measure as a school overall, with very promising results in grades 6 and 8. The school did not meet the measure in grades 5, the grade where students first enroll at the school and have attended for less than one year before taking the NYS ELA exam.

Additional Evidence

In two of the past three years, Brownsville Collegiate has exceeded its predicted performance on the NYS ELA exams. This demonstrates that the school is moving in a positive direction with ELA instruction. It also shows that as students spend more time at the school, their performance improves and moves further away from predicted performance based on income.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2011-12	5-8	77.3%	218	45.0	37.6	0.47
2012-13	5-8	87.9%	277	18.4	16.1	0.18
2013-14	5-8	83.7%	286	25.0	18.2	0.45

Goal 1: Growth Measure⁴

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score from 2012-13 including students who were retained in the same grade. Students with the same 2012-13 score are ranked by their 2013-14 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.⁵

Results

2013-14 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
3		50.0
4		50.0
5	52.5	50.0
6	53.0	50.0
7	49.0	50.0
8	48.5	50.0
All	50.5	50.0

⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁵ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

Evaluation

In 2013-14, Brownsville Collegiate overall exceeded the statewide median of 50 by 0.5 points. From a grade level perspective, Brownsville Collegiate exceeded the statewide media in both Grades 5 & 6.

Additional Evidence

Although our 2013-14 Mean Growth Percentile was lower than 2013-14, we have exceeded the statewide average in both years this measurement has been taken.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12 ⁶	2012-13	2013-14	Statewide Average
3				50.0
4				50.0
5		59.5	52.5	50.0
6		59	53.0	50.0
7		51.5	49	50.0
8		57.5	48.5	50.0
All		56.5	50.5	50.0

Summary of the English Language Arts Goal

Brownsville Collegiate achieved three of the five relevant English Language Arts goals based on results of the 2013-14 and 2014-15 state exams. We are proud that our students continue to outperform the district in Grades 6 through 8 in ELA and that our students are exceeding predicted performance based on free lunch status. However, we know that we still have a long way to go in terms of absolute performance .

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the	Achieved

⁶ Grade level results not available.

	state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

Action Plan

As a result of the most recent state exams, the school has made increasing rigor and achievement and the use of student data to inform instruction in ELA a continued focus area for the leadership team. In order to achieve the goals in the coming years, the school has taken the following steps:

- Standardizing ELA curriculum across all NYS Uncommon Middle Schools
- Weekly data meetings with ELA teachers to inform next steps in their classrooms
- Instructional leaders are maintaining a strict focus on data driven instruction for ELA
- The school is continuing to refine expectations for Guided Reading and Book Club in order to maximize this school-wide time each day and provide additional small group instruction
- Building out our school library and implementing the Scholastic Reading Counts program to measure and recognize the number of independent reading books our students are reading throughout the course of the school year
- ELA teachers each have a professional development goal around increasing the ratio of cognitive work for students

MATHEMATICS

Goal 2: Mathematics

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

Background

We believe our students should be able to compute numbers quickly and accurately, apply appropriate math procedures in single- and multi-step problems, and speak and write fluently and clearly about math problem solving and procedures, using accurate mathematical vocabulary. For this reason, our students take two hours of math per day, getting sufficient time to review basic computation skills and practice drilling mathematics computation and facts as well as time for independent practice of the skills and deeper problem solving. We offer 90 minutes of math instruction each day to ensure that students can compute and problem solve.

Brownsville Collegiate Charter School uses data from the following assessments to ensure student proficiency in Mathematics:

- Criterion-referenced New York State exams in Mathematics
- Internally developed Interim Assessments in Mathematics
- Internally developed Final Examination in Mathematics

Brownsville Collegiate Charter School administered 4 internally developed and aligned Interim Assessments, including a Final Exam in Math during the 2014-15 school year. These assessments were created to reflect the school's scope and sequence in Math, and to mirror the style and scope of the New York State Math exams. Similar to the state exam, the Math Interim Assessments were administered in two parts; a 25-35 question multiple-choice section and a 6-12 question open-response section. The assessments focused primarily on the most recently covered standards, with a smaller focus on cumulative skills and standards covered in previous units.

After the tests were administered, Uncommon NYC middle school teachers from each subject/grade level scored each exam and BVC administrative staff entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, BVC teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. BVC also utilized the information to target content- and skills-driven tutoring after school and on Saturdays.

Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

Method

The school administered the New York State Testing Program mathematics assessment to students in 5 through 7 grade in April 2015. (Our 8th Grade students took the Algebra I in lieu of the 2015

NYS Grade 8 Math Exam.) Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

**2014-15 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁷			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	78			1	79
6	85				85
7	75				75
8	0				66
All	238				305

Results

During the 2014-15 school year, 38% of all students tested across Grades 5-7 earned scores of 3 or 4 on the NYS Common Core math exam and 42% of students in their second year at the school achieved proficiency. Students who have been enrolled at Brownsville Collegiate longer demonstrated stronger performance on the exam, particularly in grade 6 and 7 where 40% and 43% of students enrolled in their second year scored proficient.

**Performance on 2014-15 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	28%	78	33%	3
6	41%	85	40%	67
7	44%	75	43%	74
8	--	0	--	0
All	38%	238	42%	144

⁷ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Evaluation

Brownsville Collegiate did not meet this measure in 2014-15 after administering its third set of Common Core math exams. Students who have been enrolled at the school longer performed better, with 43% of 7th grade students scoring a Level 3 or 4.

Additional Evidence

Brownsville Collegiate has historically performed well on the NYS Mathematics assessments, exceeding the goal of 75% of students reaching proficiency each year prior to 2012-13. While the school did not meet or exceed this goal this year, we are confident that our strong track record in mathematics as well as the deep level of Common Core alignment that our instructional leaders have conducted will help the school demonstrate strong performance going forward.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5	22%	9	11%	9	33%	3
6	37%	82	43%	67	40%	67
7	35%	60	44%	73	43%	74
8	59%	34	72%	53	--	0
All	39%	185	50%	202	42%	144

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 mathematics AMO of 94. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁸

⁸ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Results

Brownsville Collegiate scored a Mathematics PLI of 113 during the 2014-15 school year, exceeding state mathematics AMO of 94.

Mathematics 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	24	38	27	11

$$\begin{array}{rclclclclclclclcl} \text{PI} & = & 38 & + & 27 & + & 11 & = & 76 \\ & & & & 27 & + & 11 & = & \underline{28} \\ & & & & & & \text{PLI} & = & 113 \end{array}$$

Evaluation

Brownsville Collegiate met this goal, exceeding the state AMO of 94 by 19 points.

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁹

Results

Brownsville Collegiate's percentage of students scoring proficient or advanced proficient on the NYS Common Core mathematics exam exceeded the percentage of students in Community School District 23 scoring proficient or advanced proficient on the exam in the same grades by 32 percentage points overall.

⁹ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

**2014-15 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	33%	3	11.7%	801
6	40%	67	15.9%	862
7	43%	74	12.1%	979
8	--	0	8.9%	930
All	42%	144	12.1%	3573

Evaluation

Once again, Brownsville Collegiate met its comparative measure with its percentage of students scoring proficient exceeding the percentage of students in CSD 23 scoring proficient or advanced proficient across grades 5-8. The percentage of students at Brownsville Collegiate scoring proficient in each grade was at least double the percentage in the district in all grades. While Brownsville Collegiate is still not satisfied with its performance and hopes to get all students to proficiency as quickly as possible, the school is glad that it is able to offer students a viable alternative to math instruction in the district which is putting far fewer students on a path to mathematics proficiency.

Additional Evidence

Despite changes to the NYS Math exam, Brownsville Collegiate students continue to outperform the district average for math across all grades and have done so for the past three years. The school hopes to bring more students to proficiency during the 2015-16 school year in order to provide a viable program that is truly preparing students for college level mathematics.

**Mathematics Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						
4						
5	22%	8%	11%	12.7%	33%	11.7%
6	37%	15%	43%	14.3%	40%	15.9%
7	35%	11%	44%	14.8%	43%	12.1%
8	59%	10%	72%	15.4%	--	8.9%
All	39%	11%	50%	14%	42%	12.1%

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a meaningful degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

Results

The chart below displays how BVC students in each grade performed compared to students in public schools in New York State with the same grade and a similar population of free-lunch-eligible students. As evidenced in the chart, BVC students performed much better than predicted in all grades except Grade 5, the year in which students enter the school. Overall, our school had significant positive effect sizes overall and in Grades 6-8.

2013-14 Mathematics Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	85.0	77	26	27.2	-1.2	-0.07
6	87.0	78	40	22.7	17.3	0.93
7	80.5	76	44	20.2	23.8	1.26
8	81.4	55	73	15.6	57.4	2.82
All	83.7	286	43.6	21.9	21.8	1.11

School's Overall Comparative Performance:

Higher than expected to a large degree

Evaluation

Once again, BVC met and exceeded this measure with a significant positive effect size of 1.11, with a particularly strong effect size of 2.82 in grade 8.

Additional Evidence

Brownsville Collegiate continues to exceed predicted performance in mathematics across all grades. Brownsville Collegiate students who have spent more time at the school fare better each year in exceeding predicted performance. In Grade 8, our students exceeded their predicted performance by 57 points.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2011-12	5-8	77.3	218	94.1	50.4	2.07
2012-13	5-8	87.9	277	39.7	16.1	1.50
2013-14	5-8	83.7	286	43.6	21.9	1.11

Goal 2: Growth Measure¹⁰

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.¹¹

¹⁰ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹¹ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

Results

The table below shows the mean growth percentile for Brownsville Collegiate's 5th – 8th graders from the 2013-14 state exam. In all grades, Brownsville Collegiate students exceeded the statewide average, with a school-wide percentile of 65 points.

2013-14 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
3		50.0
4		50.0
5	63.5	50.0
6	67	50.0
7	64.5	50.0
8	--	50.0
All	65	50.0

Evaluation

Brownsville Collegiate students exceeded the mean growth percentile in every grade by at least 13 points, and overall exceeded the state wide average by 15 points.

Additional Evidence

This is our second year using the mean growth percentile as a measure, and in both years we are well above the statewide average. We feel energized by the results and look forward to seeing our results next year given our increased focus on common core rigor in mathematics.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12 ¹²	2012-13	2013-14	Statewide Average
3				50.0
4				50.0
5		61	63.5	50.0
6		61.5	67	50.0
7		61.5	64.5	50.0
8		72.5	--	50.0
All		64	65	50.0

¹² Grade level results not available.

Summary of the Mathematics Goal

Brownsville Collegiate achieved 4 of the 5 measures in the mathematics goal for the 2014-15 school year. We feel energized by the challenge of reaching the ambitious goal of 75% of students reaching proficiency and want to be able to meet that goal in the coming years.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

Action Plan

The absolute performance across all grades in mathematics on the 2014-15, while slightly higher than in the previous year, has shown that our thinking about mathematics instruction will need to continue to evolve as we prepare our students to meet the demands of more challenging math curricula. In order to continue to improve our curricula in math, we have put a network wide focus on Explore problems. Similar to our ELA department, there are bi-weekly Math data meetings to review and respond to student data, and an increased attention to data driven instruction that will allow teachers to focus in on student needs in a timely way.

SCIENCE

Goal 3: Science

Students will demonstrate proficiency in the understanding and application of scientific principles.

Background

The Science curriculum at BVC has been designed to provide a solid foundation for students in the essential understandings of Middle Grades Science as outlined in the New York State standards. Our fifth and sixth grade science curriculum is designed to equip students for more in-depth studies of Biology, Chemistry, and Physics in high school. Students participated in hands-on science activities or demonstrations on a weekly basis, usually adapted from FOSS Science kits that align with our science content. Science instruction consistently reinforced both math and reading comprehension skills, and our science teachers frequently worked closely with both our math and English Language Arts teachers to ensure that common approaches and language were used to reinforce cross-curricular content. For example, during the Scientific Method and Measurement unit, students worked with units of measurement, tools of measurement, and conversions between units of measure, reinforcing important skills from the math curriculum. In terms of supporting literacy, planning time was dedicated to determining how to best expose students to nonfiction texts during science class each week and how to encourage them to access and use scientific texts for their own learning and study. This exposure to nonfiction provided an important opportunity for students to practice and continue to develop their reading comprehension and vocabulary skills. In eighth grade Science, the Regents examinations in The Living Environment were administered for the first time. In preparation for this, students participated in a rigorous course of study and set of laboratory activities, again using literacy skills to complete lab reports throughout the year and conduct research. Students took the Living Environment Regents exam in lieu of the 8th grade State Science exam, following guidance from NYSED which allowed students to forego the 8th grade science exam if they took the Regents instead.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

Method

The school administered the Living Environment Regents exam to students in 8th grade in June of 2015 in lieu of the 8th grade NYS Science test.

Results

In the school's fourth administration of the NYS Regents exam in The Living Environment, 88% of students tested scored a 65 or higher on the exam, which was equivalent to passing the exam.

Charter School Performance on 2014-15 State Science Exam

By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4				
8	85%	65	N/A	N/A

Evaluation

This measure was met and exceeded, with 85% of students achieving “proficiency” as measured by a passing grade of 65 or higher on the Regents exam (equivalent to “Level 3 or higher” on the State Science exam).

Additional Evidence

The table below shows performance of Brownsville Collegiate 8th graders on the Living Environment Regents exam for the past three years. In 2012 through 2015, the vast majority of students passed the Regents exam with a score of 65 or higher. As our 8th grade enrollment continues to grow and we backfill seats in upper grades and retaining students longer, we are happy to report that – although our scores have slightly declined – 88% of students passed the exam and received Regents credit during 8th grade.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4						
8	98%	38	96%	54	85%	65
All	98%	38	96%	54	88%	65

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district.

Method

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the local school district.

Results

Comparative data was not available for the past two years for NYS Science exams or Regents by districts.

2014-15 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4				
8	66%	66	N/A	N/A

Evaluation

At the time of this report, comparative NYS Science exam and NYS Regents exam data had not yet been released. Brownsville Collegiate will update this report when the data becomes available.

Additional Evidence

N/A

Science Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2012-13		2013-14		2014-2015	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4						
8	98%	Data not released	96%	Data not released	88%	Data not released
All	98%		96		88%	

Summary of the Science Goal

Brownsville Collegiate exceeded its one measureable science goal for the 2014-15 school year and feels confident that it will exceed the comparative goal once data is released on Community School District 23's Living Environment Regents performance.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at	Achieved

	least their second year will perform at proficiency on the New York State examination.	
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	N/A

Action Plan

BVC looks forward to continuing to build on the success of its first several years of Regents exam administration in the following ways:

- Leveraging centralize lesson planning within Uncommon’s Brooklyn middle schools to continue to build up the rigor of our curriculum
- Implementing new Science curricular materials from Pearson that incorporate far more writing and critical thinking than in the past.
- Continuing to utilize our building’s shared science lab space for all 8th grade classes to allow for more high quality laboratory experiences
- Align classroom lessons and materials to revised Scope & Sequence for science grades 5-8 that builds up to Regents preparation in 8th grade and also adds elements of Common Core standards so that this course is aligned to Common Core Regents expectations
- Revise assessments and scope and sequence for 5th-8th grade science to align all grades with Common Core science standards

NCLB

Goal 4: NCLB

The school will make Adequate Yearly Progress.

Goal 4: Absolute Measure

Under the state’s NCLB accountability system, the school’s Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

Method

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school’s status under the state’s No Child Left Behind (NCLB) accountability system.

Results

Brownsville Collegiate was designated a school In Good Standing under NCLB for the 2014-15 school year.

Evaluation

N/A

Additional Evidence

N/A

NCLB Status by Year

Year	Status
2012-13	Good Standing
2013-14	Good Standing
2014-15	Good Standing

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

(5) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma; and scoring 75 to meet the college and career readiness standard.¹³ This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

Results

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

**English Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁴**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	12	100%
2013	29	100%
2014	47	87% (Common Core English)

¹³ The statewide adaptation of the Common Core State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

¹⁴ Based on the highest score for each student on the English Regents exam

Evaluation

N/A

Additional Evidence

In its third year with a 9th grade cohort, Brownsville Collegiate made some progress towards the goal of having 75% of 10th pass three Regents exams within their first three years, and did see 100% of 10th and 11th grade students pass the English Regents.

English Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2012-2013		2013-2014		2014-2015	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	15	60%	12	75%	11	100%
2013	-	-	33	84%	29	100%
2014	-	-	-	-	47	87%

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

(S) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.

Method

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation with a Regents diploma (the college and career readiness standard).

Results

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

**English Regents Passing Rate with a Score of 65 (75) among Students
Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁵**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 (75)
2012	12	N/A
2013	29	N/A
2014	47	N/A

Evaluation

N/A

Additional Evidence

N/A

Goal 1: Absolute Measure

Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be its basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2012-13 English language arts AMO of **163**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4.

¹⁵ Based on the highest score for each student on the English Regents exam

Results

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

English Language Arts Accountability Performance Level (APL) For the 2009 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	?	?	?	?

$$PI = ? + ? + ? = ?$$

APL = ?

Evaluation

N/A.

Additional Evidence

N/A

Goal 1: Comparative Measure

(S) Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on a Regents mathematics exam or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.

Method

The Charter Schools Institute will conduct a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school's performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the school's actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other high schools with similar economically disadvantaged statistics produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available.

Results

Leave Blank

Goal 1: Comparative Measure

Each year, the percent to students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

(5) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.¹⁶

Results

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

English Regents Passing Rate with a Score of 65 of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District ¹⁷	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012				
2013				
2014			N/A	N/A

OR

Evaluation

N/A

Additional Evidence

N/A

¹⁶ The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

¹⁷ District results for the 2009 cohort are not yet available.

Goal 1: Growth Measure

(§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.

Method

This measure will examine the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it will have a mean growth percentile greater than 50.

The State Education Department has not yet developed the high school Growth Model.

Results

Leave Blank

Summary of the High School English Language Arts Goal¹⁸

This goal does not yet apply to Brownsville Collegiate since it had its first class of 9th graders in 2012-13. However, in its second administration of the Comprehensive English Regents Exam, 75% of students tested passed with a score of 65 or higher at the completion of their second year in the cohort. This indicates meets the goal of 75% of students passing this exam by completion of their fourth year in the cohort.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	N/A
	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents	N/A

¹⁸ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

	English exam by the completion of their fourth year in the cohort.	
	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A
Comparative	Each year, the percent to students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2011-12 school district results.)	N/A
	(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2011-12 school district results.)	
Growth	(§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.	N/A

Action Plan

Brownsville Collegiate, having just completed its second year serving high school grades, will continue to refine its English curriculum and determine ways to offer additional supports from staff and peers to students who struggle to reach this benchmark.

MATHEMATICS

Goal 2: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents in Geometry. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma; and scoring 80 to meet the college and career readiness standard.¹⁹ This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

Results

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

Mathematics Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort²⁰

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 (75)
2012	12	100%
2013	29	88%
2014	47	74% (Common Core Algebra I and/or Geometry)

Evaluation

N/A

¹⁹ The statewide adaptation of the Common Core State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

²⁰ Based on the highest score for each student on the Mathematics Regents exam

Additional Evidence

Even though this goal does not yet apply to Brownsville Collegiate, our students are showing strong progress towards this goal, with all students in only their second year cohort passing the mandatory mathematics Regents exams. We hope to continue to build on these strong results as students encounter more Regents exams in their high school career.

Mathematics Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	16	94%	15	80%	15	100%
2013			29	72%	29	88%
2014					47	74%
2012						

Goal 2: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

Method

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for graduation with a Regents diploma (the college and career readiness standard).

Results

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

**Mathematics Regents Passing Rate with a Score of 65 (80) among Students
Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²¹**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 (80)
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

Evaluation

N/A

Additional Evidence

N/A

Goal 2: Absolute Measure

Each year, the Accountability Performance Level (APL) on a Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be its basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2012-13 mathematics AMO of 142.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4.

Results

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

²¹ Based on the highest score for each student on the Mathematics Regents exam

**Mathematics Accountability Performance Level (APL)
For the 2009 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	?	?	?	?

$$\begin{array}{ccccccccccc}
 \text{PI} & = & ? & + & ? & + & ? & = & ? \\
 & & & & ? & + & ? & = & ? \\
 & & & & & & \text{APL} & = & ?
 \end{array}$$

Evaluation

N/A

Additional Evidence

N/A

Goal 2: Comparative Measure

(§) Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on a Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.

Method

The Charter Schools Institute will conduct a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school's performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the school's actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other high schools with similar economically disadvantaged statistics produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available.

Results

Leave Blank

Goal 2: Comparative Measure

Each year, the percent to students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

(S) Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.²²

Results

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

**Mathematics Regents Passing Rate with a Score of 65
of Fourth-Year Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District ²³	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012				
2013				
2014			N/A	N/A

OR

**Mathematics Accountability Performance Level (APL)
of Fourth-Year Accountability Cohorts by Charter School and School District²⁴**

Cohort	Charter School		School District ²⁵	
	APL	Cohort Size	APL	Cohort Size
2012	N/A	N/A	N/A	N/A
2013				
2014			N/A	N/A

²² The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

²³ District results for the 2009 cohort are not yet available.

²⁴ See page 38 above for an explanation of the APL.

²⁵ District results for the 2009 cohort are not yet available.

Evaluation

N/A

Additional Evidence

N/A

Goal 2: Growth Measure

(S) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.

Method

This measure will examine the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it will have a mean growth percentile greater than 50.

The State Education Department has not yet developed the high school Growth Model.

Results

Leave Blank

Summary of the High School Mathematics Goal²⁶

Although our oldest Brownsville Collegiate students only entered 9th grade in 2012-13, 100% have already met the goal of passing a New York State Regents mathematics exam. 94% of the 2012 Accountability Cohort passed the Integrated Algebra Regents in 2012: 56% with a Level 3 score and 31% passed with a Level 4 score. Additionally, 80% of the 2012 Accountability Cohort passed the Geometry Regents: 40% with a Level 3 score or higher and 20% passed with a Level 4 score. At the completion of their second cohort year, 100% of students had passed both the Integrated Algebra and Geometry Regents exams. Our students are already demonstrating competency in the understanding and application of mathematical computation and problem solving.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the	N/A

²⁶ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

	completion of their fourth year in the cohort.	
	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	N/A
	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on a New York State Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A
Comparative	Each year, the percent to students in the high school Accountability Cohort passing a New York State Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2011-12 school district results.)	N/A
	(§) Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2011-12 school district results.)	
Growth	(§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.	N/A

Action Plan

- Students will continue to receive 50-100 minutes of math instruction each day.
- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom instruction and provide feedback on instruction.
- The school's leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers.
- The school's leadership team will continue to review the effectiveness of the school's curriculum and make necessary revisions to increase student achievement.
- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.
- Brownsville Collegiate Charter School will continue to offer Regents/AP/SAT preparation classes on Saturdays beginning in the 9th grade.

- Brownsville Collegiate Charter School will continue to provide professional development before the school year, during the school year, and following the school year, during which teachers can review and discuss results.

SCIENCE

Goal 3: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

Method

New York State administers multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment Regents in 2011 to the 2012 cohort when they were in 8th grade. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Results

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort²⁷

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	N/A	N/A
2013	N/A	N/A
2014	10	100%

Evaluation

N/A

Additional Evidence

²⁷ Based on the highest score for each student on a science Regents exam

N/A

Goal 3: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

Results

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

**Science Regents Passing Rate
of the High School Total Cohort by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

Evaluation

N/A

SOCIAL STUDIES**Goal 4: Social Studies**

Students will demonstrate an understanding of key geographical, economic, and governmental concepts, as well as major historical ideas and developments in the United States, New York and the world.

Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

Method

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Results

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13). The school did not administer any Regents exams in social studies during the 2012-13 academic year.

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort²⁸

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

Evaluation

N/A

Additional Evidence

N/A

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012					10	100%

²⁸ Based on the highest score for each student on a science Regents exam

Goal 4: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

Results

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

**U.S. History Passing Rate
of the High School Total Cohort by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

Evaluation

N/A

Additional Evidence

The US History Regents was not administered to Brownsville Collegiate 9th graders this year.

Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

Method

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Results

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort²⁹

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	10	100%
2013	29	96%
2014	N/A	N/A

Evaluation

N/A

Additional Evidence

The Global History Regents was administered to students in the second year cohort. Eighty-three percent of these students passed the Global History Regents exam.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012			12	83%	10	100%
2013					29	96%

²⁹ Based on the highest score for each student on a science Regents exam

HIGH SCHOOL GRADUATION

GOAL 6: HIGH SCHOOL GRADUATION

Students will graduate from high school.

Goal 6: Absolute Measure

Each year, 75 percent of students in each cohort will pass their core academic subjects by the end of August and the school will promote them to the next grade.

(5) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

Promotion Policies

Scholars who receive a final failing grade (below a 70) for a class do not receive credit for the class. The final grade is based on individual quarter grades and a comprehensive subject-area test.

In subjects that earn 2.0 credits per year (English, Math, Science and History), a scholar who fails will be required to take an additional class to recover the lost credits. There are two ways this occurs, depending on how many classes a scholar is failing that academic year:

1. **One class:** The scholar can recover credit by taking an intensive summer school class in this subject at his/her expense and/or at the school if offered. In order to recover credit, the class must be approved by the school.
2. **Two or more classes:** A scholar is required to repeat the grade.

In subjects that require less than four years of credits (Foreign Language, Physical Education, Health and Electives), a scholar must make up the class in a subsequent school year after the school day, during the summer or another time the school deems appropriate (at his/her expense).

Seniors who fail a class but need the credit to graduate must take an intensive summer school class and cannot partake in commencement activities.

Given that Brownsville Collegiate has provided four tiers of scholar support throughout the school year –Weekly Progress Reports, Office Hours, Weekly Check-in Meetings with the Advisor, and Saturday School – summer coursework for all subjects is the responsibility of the family, both financially and logistically. Subject-area teachers will supply the directions and expectations for summer research projects.

Scholars who need summer remediation and do not fulfill all requirements will automatically be retained.

Graduation Credit Requirements:

- a) English: 4 years (8 credits)
- b) Math: 3-4 years (6-8 credits)
- c) Science: 4 years (8 credits)
- d) History: 4 years (8 credits)
- e) Foreign Language: 3 years (6 credits)
- f) Electives: 3 years (6 credits)
- g) Physical Education: 2 years (4 credits)

Results

Last year, all but one of our students in the twoBrownsville Collegiate cohorts – Accountability Cohort 2012 and 2013 – passed their academic classes and were promoted to the next grade.

Percent of Students Promoted by Cohort in 2014-2015

Cohort Designation	Number in Cohort	Percent promoted
2012	10	100%
2013	29	100%
2014	47	96%

Evaluation

The school met this measure, promoting 96% and 100% of students within our 2013 and 2012cohorts, well above the threshold of 75% of students within the cohort promoted.

Additional Evidence

N/A

Goal 6: Absolute Measure

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 on at least three different New York State Regents exams required for graduation.

Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2013, the 2011 cohort will have completed its second year.

Results

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

Evaluation

N/A

Additional Evidence

At the end of their first year in high school, the Brownsville Collegiate 2012 Accountability Cohort has already met this measure. Of the 15 students in the cohort, 12 (or 80% of students) have passed three Regents exams (Living Environment, Geometry and Integrated Algebra).

Goal 6: Absolute Measure

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

Method

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2009 cohort and graduated four years later and those who entered as members of the 2008 cohort and graduate five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer to complete their graduation requirements.

The school's graduation requirements appear above under the graduation goal's first measure pertaining to annual grade-by-grade promotion.

Results

N/A

Percent of Students in the Graduation Cohort who have Graduated After Four Years

Cohort Designation	Number in Cohort	Percent Graduating
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

Percent of Students in Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	Number in Cohort	Percent Graduating
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

Evaluation

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

Additional Evidence

N/A

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.

Method

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the local school district³⁰. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

³⁰ Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

Results

N/A

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to Local District

Cohort Designation	Charter School		School District ³¹	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

Evaluation

This measure does not yet apply, as 2012 is our oldest cohort of Brownsville Collegiate students (they entered 9th grade in 2012-13).

Additional Evidence

N/A

Summary of the High School Graduation Goal

In its second year with high school grades, Brownsville Collegiate achieved its goal of 75% of students in the cohort passing their core classes and being promoted to the next grade.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.	Achieved
	(§) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Not Applicable
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Not Applicable
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the	Not Applicable

³¹ District results for the 2009 cohort are not yet available.

	completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	
--	---	--

Action Plan

- Brownsville Collegiate will continue to use an academic model that is largely similar to that of grades 5-8, utilizing practices and approaches that have proven effective in producing significant academic gains at the highest-performing urban public schools in the country. Specifically, the high school will focus around:

- A College Preparatory Mission
- High Standards for Academics and Character
- A Highly Structured Learning Environment
- A Longer School Day and A Longer School Year
- A Focus on Accountability and Data-Driven Instruction
- A Faculty of Committed and Talented Leaders and Teachers

The school has developed a rigorous high school curriculum based on the New York State Learning Standards and the newly adopted Common Core Learning Standards with a special emphasis on preparing students for admission into and success in college. The school is structured so that students will meet the criteria for a Regents or Advanced Regents degree and will be accepted to at least one 4-year college.

- Quarterly Exams will continue to serve as a critical driver of classroom instruction and lesson planning for grades 9-12. The results will provide teachers with ongoing feedback on students' progress in meeting state standards so they know, at any moment, which students have mastered which skills and which students have not. Armed with this information, teachers will be better prepared to target instruction and make significant content adjustments throughout the year, without waiting for an end-of-year assessment that shows a student in need.
- Brownsville Collegiate Charter School will continue to administer Interim Assessments/Quarterly Exams on a quarterly basis in all five major subjects. During the 2015-16 school year, Brownsville Collegiate Charter School will modify Interim Assessments/Quarterly Exams, ensuring that they measure student progress with respect to the Common Core Learning Standards.
- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom instruction and provide feedback on instruction. The school's leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers.
- The school's leadership team will continue to review the effectiveness of the school's curriculum and making necessary revisions to increase student achievement.
- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.
- Brownsville Collegiate will continue to offer Regents/AP/SAT preparation classes on Saturdays beginning in the 9th grade.



Appendix B: Total Expenditures and Administrative Expenditures per Child

Last updated: 07/27/2015

Page 1

Charter School Name:

B. Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Total Expenditures	6482895
Line 2: Year End Per Pupil Count	395
Line 3: Divide Line 1 by Line 2	16412

2. Administrative Expenditures per Child

To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

- Do not include the FTE of personnel dedicated to administration of the instructional programs.
- Do not include Employee Benefit costs or expenditures in the above calculations.
- A template for the Schedule of Functional Expenses is provided on page 20 of the 2014-15 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2014-15 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Relevant Personnel Services Cost (Row)	737584
Line 2: Management and General Cost (Column)	622512
Line 3: Sum of Line 1 and Line 2	1360096
Line 4: Year End Per Pupil Count	395
Line 5: Divide Line 3 by the Year End Per Pupil Count	3443

Thank you.



GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

TEMPLATE TABS

1- GRAY tab contains the Instructions

Instructions	Provides description of tabs and input requirements.
------------------------------	--

2- BLUE tabs require input of information

1.) Name of School	Enter school name, contact information and academic year for the yearly budget and quarterly reports.
2.) Enrollment	Enter enrollment information on this tab. Use for inputting BOTH Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
3.) Staffing Plan	Enter staffing plan information on this tab. Use for inputting BOTH Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter >Average Wage, by Position Category, By Quarter
4.) Yearly Budget	Enter data in light blue cells. >Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Avg FTE and Personnel Costs for current year are populated based upon input on tab "3.) Staffing Plan." >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. >Budget Revisions, as necessary and approved by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
5.) Balance Sheet	Enter data in light blue cells. >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
6.) Quarterly Report	Enter data in light blue cells. >Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Avg FTE and Personnel Costs for current year are populated based upon input on tab "3.) Staffing Plan."
7.) Annual Report Requirement	Complete when submitting Actual Quarter 4.

CELL COLORS & GUIDANCE COMMENTS

 = Enter information into the light BLUE shaded cells.

 = Cells labeled in ORANGE containe guidance regarding the input of information.

 = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2014-15 Basic Tuition*	Final 2015-16 Basic Tuition*
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Charter Schools Institute
The State University of New York

ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

Brownsville Collegiate Charter School

Contact Name: Reva Gorelick
Contact Title: Associate Director of Finance
Contact Email: [REDACTED]
Contact Phone: [REDACTED]

Current Academic Year: 2015-16

Prior Academic Year: #NAME?

**BROWNSVILLE COLLEGIATE CHARTER
2015-16**

ENROLLMENT BY GRADES								
GRADES	K	1	2	3	4	5	6	7
INITIAL BUDGETED ENROLLMENT						87	87	78
TOTAL ENROLLMENT = 319								

ENROLLMENT BY DISTRICT								
		PRIOR YEAR ACTUAL	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER					
			QUARTER 1		QUARTER 2		QUARTER 3	
			Original	Revised	Original	Revised	Original	Revised
NUMBER OF SCHOOL DISTRICTS ENROLLED:		0	1	0	1	0	1	0
NUMBER OF STUDENTS ENROLLED:		0	319	0	319	0	319	0
			NOTE: IF there are NO Annual Budget revisions leave "Revised Budgeted Enrollment" Column(s) COME BLANK. IF "Revised Budgeted Enrollment" column is utilized, all cells in the entire column should be completed.					
		PRIOR YEAR #NAME? Actual Enrollment	ANNUAL BUDGET ENROLLMENT BY QUARTER					
			QUARTER 1		QUARTER 2		QUARTER 3	
			Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment
1 PRIMARY District	NYC CHANCELLOR'S OFFICE		319		319		319	
2 SECONDARY District	(Select from drop-down list)							
Other District 3	(Select from drop-down list)							
Other District 4	(Select from drop-down list)							
Other District 5	(Select from drop-down list)							
Other District 6	(Select from drop-down list)							
Other District 7	(Select from drop-down list)							
Other District 8	(Select from drop-down list)							
Other District 9	(Select from drop-down list)							
Other District 10	(Select from drop-down list)							
Other District 11	(Select from drop-down list)							
Other District 12	(Select from drop-down list)							
Other District 13	(Select from drop-down list)							
Other District 14	(Select from drop-down list)							
Other District 15	(Select from drop-down list)							
Other District 16	(Select from drop-down list)							
Other District 17	(Select from drop-down list)							
Other District 18	(Select from drop-down list)							
Other District 19	(Select from drop-down list)							
Other District 20	(Select from drop-down list)							
Other District 21	(Select from drop-down list)							
Other District 22	(Select from drop-down list)							
Other District 23	(Select from drop-down list)							
Other District 24	(Select from drop-down list)							
Other District 25	(Select from drop-down list)							
Other District 26	(Select from drop-down list)							
Other District 27	(Select from drop-down list)							
Other District 28	(Select from drop-down list)							
Other District 29	(Select from drop-down list)							
Other District 30	(Select from drop-down list)							
Other District 31	(Select from drop-down list)							
Other District 32	(Select from drop-down list)							
Other District 33	(Select from drop-down list)							
Other District 34	(Select from drop-down list)							
Other District 35	(Select from drop-down list)							
Other District 36	(Select from drop-down list)							
Other District 37	(Select from drop-down list)							
Other District 38	(Select from drop-down list)							
Other District 39	(Select from drop-down list)							
Other District 40	(Select from drop-down list)							
Other District 41	(Select from drop-down list)							
Other District 42	(Select from drop-down list)							
Other District 43	(Select from drop-down list)							
Other District 44	(Select from drop-down list)							
Other District 45	(Select from drop-down list)							
Other District 46	(Select from drop-down list)							
Other District 47	(Select from drop-down list)							
Other District 48	(Select from drop-down list)							
Other District 49	(Select from drop-down list)							
Other District 50	(Select from drop-down list)							

SCHOOL

8	9	10	11	12
67				

ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT				
QUARTER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Revised	Actual	Actual	Actual	Actual
0	0	0	0	0
0	0	0	0	0
COMPLETELY				
pleted.				
ACTUAL ENROLLMENT BY QUARTER				
QUARTER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Revised Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment

**BROWNSVILLE COLLEGIATE CHARTER
2015-16**

STAFFING PLAN - FULL TIME EQUIVALENT

***NOTE:** If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETE. IF the Revised Budget column IS utilized, the ENTIRE column should be completed for both the FTE and WAGES sections.

ADMINISTRATIVE PERSONNEL FTE		ANNUAL BUDGETED FTE						
*NOTE: Enter the number of FTE positions in the "blue" cells.		Q1		Q2		Q3		Q4
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original
Executive Management		1.0		1.0		1.0		1.0
Instructional Management		2.0		2.0		2.0		2.0
Deans, Directors & Coordinators		4.5		4.5		4.5		4.5
CFO / Director of Finance								
Operation / Business Manager								
Administrative Staff		1.0		1.0		1.0		1.0
TOTAL ADMINISTRATIVE STAFF	0.0	8.5	0.0	8.5	0.0	8.5	0.0	8.5
INSTRUCTIONAL PERSONNEL FTE		ANNUAL BUDGETED FTE						
*NOTE: Enter the number of FTE positions in the "blue" cells.		Q1		Q2		Q3		Q4
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original
Teachers - Regular		21.0		21.0		21.0		21.0
Teachers - SPED		3.0		3.0		3.0		3.0
Substitute Teachers								
Teaching Assistants		2.0		2.0		2.0		2.0
Specialty Teachers								
Aides								
Therapists & Counselors		1.0		1.0		1.0		1.0
Other		1.0		1.0		1.0		1.0
TOTAL INSTRUCTIONAL	0.0	28.0	0.0	28.0	0.0	28.0	0.0	28.0
NON-INSTRUCTIONAL PERSONNEL FTE		ANNUAL BUDGETED FTE						
*NOTE: Enter the number of FTE positions in the "blue" cells.		Q1		Q2		Q3		Q4
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original
Nurse								
Librarian								
Custodian								
Security								
Other		1.0		1.0		1.0		1.0
TOTAL NON-INSTRUCTIONAL	0.0	1.0	0.0	1.0	0.0	1.0	0.0	1.0
TOTAL PERSONNEL SERVICE FTE	0.0	37.5	0.0	37.5	0.0	37.5	0.0	37.5

STAFFING PLAN - WAGES

ADMINISTRATIVE PERSONNEL WAGES		ANNUAL BUDGETED WAGES						
*NOTE: Enter the average salary for each category in the "blue" cells.	PRIOR YEAR	Q1		Q2		Q3		Q
	2014-15	Original	Revised	Original	Revised	Original	Revised	Original
Executive Management	ACTUAL	100619.67		100619.67		100619.67		100619.67
Instructional Management		105060		105060		105060		105060
Deans, Directors & Coordinators		90092		90092		90092		90092
CFO / Director of Finance								
Operation / Business Manager								
Administrative Staff		50000		50000		50000		50000
INSTRUCTIONAL PERSONNEL WAGES		ANNUAL BUDGETED WAGES						
*NOTE: Enter the average salary for each category in the "blue" cells.	PRIOR YEAR	Q1		Q2		Q3		Q
	2014-15	Original	Revised	Original	Revised	Original	Revised	Original
Teachers - Regular	ACTUAL	71351.952381		71351.952381		71351.952381		71351.952381
Teachers - SPED		70865.666667		70865.666667		70865.666667		70865.666667
Substitute Teachers								
Teaching Assistants		53134		53134		53134		53134
Specialty Teachers		0		0		0		0
Aides								
Therapists & Counselors		72150		72150		72150		72150
Other		137900		137900		137900		137900
NON-INSTRUCTIONAL PERSONNEL WAGES		ANNUAL BUDGETED WAGES						
*NOTE: Enter the average salary for each category in the "blue" cells.	PRIOR YEAR	Q1		Q2		Q3		Q
	2014-15	Original	Revised	Original	Revised	Original	Revised	Original
Nurse	ACTUAL							
Librarian								
Custodian								
Security								
Other		56000		56000		56000		56000

FTE ("FTE")

TELY BLANK.
ctions.

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.

ADMINISTRATIVE PERSONNEL FTE		ACTUAL QUARTERLY FTE				Description of Assumptions
*NOTE: Enter the number of FTE positions in the "blue" cells.	4	Q1 Actual	Q2 Actual	Q3 Actual	Q4 Actual	
	Revised					
Executive Management						
Instructional Management						
Deans, Directors & Coordinators						
CFO / Director of Finance						
Operation / Business Manager						
Administrative Staff						
TOTAL ADMINISTRATIVE STAFF	0.0	0.0	0.0	0.0	0.0	
INSTRUCTIONAL PERSONNEL FTE		ACTUAL QUARTERLY FTE				Description of Assumptions
*NOTE: Enter the number of FTE positions in the "blue" cells.	4	Q1 Actual	Q2 Actual	Q3 Actual	Q4 Actual	
	Revised					
Teachers - Regular						
Teachers - SPED						
Substitute Teachers						
Teaching Assistants						
Specialty Teachers						
Aides						
Therapists & Counselors						
Other						
TOTAL INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0	
NON-INSTRUCTIONAL PERSONNEL FTE		ACTUAL QUARTERLY FTE				Description of Assumptions
*NOTE: Enter the number of FTE positions in the "blue" cells.	4	Q1 Actual	Q2 Actual	Q3 Actual	Q4 Actual	
	Revised					
Nurse						
Librarian						
Custodian						
Security						
Other						
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0	
TOTAL PERSONNEL SERVICE FTE	0.0	0.0	0.0	0.0	0.0	

SCHOOL

ADMINISTRATIVE PERSONNEL WAGES		ACTUAL QUARTERLY WAGES				Description of Assumptions
*NOTE: Enter the average salary for each category in the "blue" cells.	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Executive Management						
Instructional Management						
Deans, Directors & Coordinators						
CFO / Director of Finance						
Operation / Business Manager						
Administrative Staff						
INSTRUCTIONAL PERSONNEL WAGES		ACTUAL QUARTERLY WAGES				Description of Assumptions
*NOTE: Enter the average salary for each category in the "blue" cells.	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Teachers - Regular						
Teachers - SPED						
Substitute Teachers						
Teaching Assistants						
Specialty Teachers						
Aides						
Therapists & Counselors						
Other						
NON-INSTRUCTIONAL PERSONNEL WAGES		ACTUAL QUARTERLY WAGES				Description of Assumptions
*NOTE: Enter the average salary for each category in the "blue" cells.	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Nurse						
Librarian						
Custodian						
Security						
Other						

Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	-	1,238,491	#NAME?	#NAME?	1,238,491	#NAME?	#NAME?	1,238,491
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	319	-	-	319	-	-	319
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	#NAME?	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
REVENUE	NOTE* If there are NO budget revisions at the time of quarterly submittal leave 'REVISED BUDGET' column blank. If Revised Budget column is utilized, the entire column MUST be completed.							
REVENUES FROM STATE SOURCES	2015-16							
Per Pupil Revenue	Per Pupil Rate							
NYC CHANCELLOR'S OFFICE	#NAME?	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
ALL OTHER School Districts: (Weighted Avg)	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue		-	98,705	-	#NAME?	98,705	-	#NAME?
Grants		-						
Stimulus		-	-	-	#NAME?	-	-	#NAME?
DYCD (Department of Youth and Community Development)		-	-	-	#NAME?	-	-	#NAME?
Other		-	-	-	#NAME?	-	-	#NAME?
Other		-	-	-	#NAME?	-	-	#NAME?
TOTAL REVENUE FROM STATE SOURCES		-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs		-	5,129	-	#NAME?	5,129	-	#NAME?
Title I		-	26,653	-	#NAME?	26,653	-	#NAME?
Title Funding - Other		-	1,217	-	#NAME?	1,217	-	#NAME?
School Food Service (Free Lunch)		-	-	-	#NAME?	-	-	#NAME?
Grants		-						
Charter School Program (CSP) Planning & Implementation		-	-	-	#NAME?	-	-	#NAME?
Other		-	-	-	#NAME?	-	-	#NAME?
Other		-	-	-	#NAME?	-	-	#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES		-	32,998	-	#NAME?	32,998	-	#NAME?
LOCAL and OTHER REVENUE								
Contributions and Donations		-	-	-	#NAME?	-	-	#NAME?
Fundraising		-	-	-	#NAME?	-	-	#NAME?
Erate Reimbursement		-	20,153	-	#NAME?	20,153	-	#NAME?
Earnings on Investments		-	-	-	#NAME?	-	-	#NAME?
Interest Income		-	-	-	#NAME?	-	-	#NAME?
Food Service (Income from meals)		-	-	-	#NAME?	-	-	#NAME?
Text Book		-	-	-	#NAME?	-	-	#NAME?
OTHER		-	-	-	#NAME?	-	-	#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	20,153	-	#NAME?	20,153	-	#NAME?
TOTAL REVENUE		-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

BROWNSVILLE COLLEGIATE CHARTER S
Budget / Operating Plan
2015-16

Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	-	1,238,491	#NAME?	#NAME?	1,238,491	#NAME?	#NAME?	1,238,491
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	319	-	-	319	-	-	319
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	#NAME?	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions							
Executive Management	1.00	-	25,155	-	#NAME?	25,155	-	#NAME?
Instructional Management	2.00	-	52,530	-	#NAME?	52,530	-	#NAME?
Deans, Directors & Coordinators	4.50	-	101,354	-	#NAME?	101,354	-	#NAME?
CFO / Director of Finance	-	-	-	-	#NAME?	-	-	#NAME?
Operation / Business Manager	-	-	-	-	#NAME?	-	-	#NAME?
Administrative Staff	1.00	-	12,500	-	#NAME?	12,500	-	#NAME?
TOTAL ADMINISTRATIVE STAFF	8.50	-	191,538	-	#NAME?	191,538	-	#NAME?
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	21.00	-	374,598	-	#NAME?	374,598	-	#NAME?
Teachers - SPED	3.00	-	53,149	-	#NAME?	53,149	-	#NAME?
Substitute Teachers	-	-	-	-	#NAME?	-	-	#NAME?
Teaching Assistants	2.00	-	26,567	-	#NAME?	26,567	-	#NAME?
Specialty Teachers	-	-	-	-	#NAME?	-	-	#NAME?
Aides	-	-	-	-	#NAME?	-	-	#NAME?
Therapists & Counselors	1.00	-	18,038	-	#NAME?	18,038	-	#NAME?
Other	1.00	-	34,475	-	#NAME?	34,475	-	#NAME?
TOTAL INSTRUCTIONAL	28.00	-	506,827	-	#NAME?	506,827	-	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	#NAME?	-	-	#NAME?
Librarian	-	-	-	-	#NAME?	-	-	#NAME?
Custodian	-	-	-	-	#NAME?	-	-	#NAME?
Security	-	-	-	-	#NAME?	-	-	#NAME?
Other	1.00	-	14,000	-	#NAME?	14,000	-	#NAME?
TOTAL NON-INSTRUCTIONAL	1.00	-	14,000	-	#NAME?	14,000	-	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	37.50	-	712,365	-	#NAME?	712,365	-	#NAME?
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		-	57,694	-	#NAME?	57,694	-	#NAME?
Fringe / Employee Benefits		-	81,671	-	#NAME?	81,671	-	#NAME?
Retirement / Pension		-	-	-	#NAME?	-	-	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		-	139,365	-	#NAME?	139,365	-	#NAME?
TOTAL PERSONNEL SERVICE COSTS	37.50	-	851,730	-	#NAME?	851,730	-	#NAME?
CONTRACTED SERVICES								
Accounting / Audit		-	2,191	-	#NAME?	2,191	-	#NAME?
Legal		-	500	-	#NAME?	500	-	#NAME?
Management Company Fee		-	99,072	-	#NAME?	99,072	-	#NAME?
Nurse Services		-	-	-	#NAME?	-	-	#NAME?
Food Service / School Lunch		-	-	-	#NAME?	-	-	#NAME?
Payroll Services		-	2,359	-	#NAME?	2,359	-	#NAME?
Special Ed Services		-	1,250	-	#NAME?	1,250	-	#NAME?
Titlement Services (i.e. Title I)		-	-	-	#NAME?	-	-	#NAME?
Other Purchased / Professional / Consulting		-	9,631	-	#NAME?	9,631	-	#NAME?
TOTAL CONTRACTED SERVICES		-	115,002	-	#NAME?	115,002	-	#NAME?

[illegible]

		BROWNSVILLE COLLEGIATE CHARTER SCHOOL Budget / Operating Plan 2015-16							
Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	-	1,238,491	#NAME?	#NAME?	1,238,491	#NAME?	#NAME?	1,238,491	
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Actual Student Enrollment	-	319	-	-	319	-	-	319	
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31	
	#NAME?	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	
ENROLLMENT - *School Districts Are Linked To Above Entries*									
Number of Districts:	-	1	-	-	1	-	-	1	
NYC CHANCELLOR'S OFFICE	-	319	-	-	319	-	-	319	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	-	-	
TOTAL ENROLLMENT	-	319	-	-	319	-	-	319	
REVENUE PER PUPIL	-	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	
EXPENSES PER PUPIL	-	3,882	-	#NAME?	3,882	-	#NAME?	3,882	

	SCHOOL				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	1,238,491	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	-	319	-	-
	3rd Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
REVENUE	REVENUE' Column(s) COMPLETELY BLANK. MUST be completed.				
REVENUES FROM STATE SOURCES	2015-16				
Per Pupil Revenue	Per Pupil Rate				
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
ALL OTHER School Districts: (Weighted Avg)	#N/A	#N/A	#N/A	#N/A	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue	-	#NAME?	98,705	-	#NAME?
Grants	-	#NAME?	-	-	#NAME?
Stimulus	-	#NAME?	-	-	#NAME?
DYCD (Department of Youth and Community Development)	-	#NAME?	-	-	#NAME?
Other	-	#NAME?	-	-	#NAME?
Other	-	#NAME?	-	-	#NAME?
TOTAL REVENUE FROM STATE SOURCES	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING	-	#NAME?	5,129	-	#NAME?
IDEA Special Needs	-	#NAME?	26,653	-	#NAME?
Title I	-	#NAME?	1,217	-	#NAME?
Title Funding - Other	-	#NAME?	-	-	#NAME?
School Food Service (Free Lunch)	-	#NAME?	-	-	#NAME?
Grants	-	#NAME?	-	-	#NAME?
Charter School Program (CSP) Planning & Implementation	-	#NAME?	-	-	#NAME?
Other	-	#NAME?	-	-	#NAME?
Other	-	#NAME?	-	-	#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES	-	#NAME?	32,998	-	#NAME?
LOCAL and OTHER REVENUE	-	#NAME?	-	-	#NAME?
Contributions and Donations	-	#NAME?	-	-	#NAME?
Fundraising	-	#NAME?	20,153	-	#NAME?
Erate Reimbursement	-	#NAME?	-	-	#NAME?
Earnings on Investments	-	#NAME?	-	-	#NAME?
Interest Income	-	#NAME?	-	-	#NAME?
Food Service (Income from meals)	-	#NAME?	-	-	#NAME?
Text Book	-	#NAME?	-	-	#NAME?
OTHER	-	#NAME?	-	-	#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	#NAME?	20,153	-	#NAME?
TOTAL REVENUE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

		CHOOOL				
Total Revenue		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		#NAME?	#NAME?	1,238,491	#NAME?	#NAME?
Net Income		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment		-	-	319	-	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
		Revised Budget	Variance	Original Budget	Revised Budget	Variance
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions					
Executive Management	1.00	-	#NAME?	25,155	-	#NAME?
Instructional Management	2.00	-	#NAME?	52,530	-	#NAME?
Deans, Directors & Coordinators	4.50	-	#NAME?	101,354	-	#NAME?
CFO / Director of Finance	-	-	#NAME?	-	-	#NAME?
Operation / Business Manager	-	-	#NAME?	-	-	#NAME?
Administrative Staff	1.00	-	#NAME?	12,500	-	#NAME?
TOTAL ADMINISTRATIVE STAFF	8.50	-	#NAME?	191,538	-	#NAME?
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	21.00	-	#NAME?	374,598	-	#NAME?
Teachers - SPED	3.00	-	#NAME?	53,149	-	#NAME?
Substitute Teachers	-	-	#NAME?	-	-	#NAME?
Teaching Assistants	2.00	-	#NAME?	26,567	-	#NAME?
Specialty Teachers	-	-	#NAME?	-	-	#NAME?
Aides	-	-	#NAME?	-	-	#NAME?
Therapists & Counselors	1.00	-	#NAME?	18,038	-	#NAME?
Other	1.00	-	#NAME?	34,475	-	#NAME?
TOTAL INSTRUCTIONAL	28.00	-	#NAME?	506,827	-	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	#NAME?	-	-	#NAME?
Librarian	-	-	#NAME?	-	-	#NAME?
Custodian	-	-	#NAME?	-	-	#NAME?
Security	-	-	#NAME?	-	-	#NAME?
Other	1.00	-	#NAME?	14,000	-	#NAME?
TOTAL NON-INSTRUCTIONAL	1.00	-	#NAME?	14,000	-	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	37.50	-	#NAME?	712,365	-	#NAME?
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		-	#NAME?	57,694	-	#NAME?
Fringe / Employee Benefits		-	#NAME?	81,671	-	#NAME?
Retirement / Pension		-	#NAME?	-	-	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		-	#NAME?	139,365	-	#NAME?
TOTAL PERSONNEL SERVICE COSTS	37.50	-	#NAME?	851,730	-	#NAME?
CONTRACTED SERVICES						
Accounting / Audit		-	#NAME?	2,191	-	#NAME?
Legal		-	#NAME?	500	-	#NAME?
Management Company Fee		-	#NAME?	99,072	-	#NAME?
Nurse Services		-	#NAME?		-	#NAME?
Food Service / School Lunch		-	#NAME?		-	#NAME?
Payroll Services		-	#NAME?	2,359	-	#NAME?
Special Ed Services		-	#NAME?	1,250	-	#NAME?
Titlement Services (i.e. Title I)		-	#NAME?		-	#NAME?
Other Purchased / Professional / Consulting		-	#NAME?	9,631	-	#NAME?
TOTAL CONTRACTED SERVICES		-	#NAME?	115,002	-	#NAME?

	CHOOOL				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	1,238,491	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	-	319	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
SCHOOL OPERATIONS					
Board Expenses	-	#NAME?	125	-	#NAME?
Classroom / Teaching Supplies & Materials	-	#NAME?	10,225	-	#NAME?
Special Ed Supplies & Materials	-	#NAME?		-	#NAME?
Textbooks / Workbooks	-	#NAME?	-	-	#NAME?
Supplies & Materials other	-	#NAME?		-	#NAME?
Equipment / Furniture	-	#NAME?	3,014	-	#NAME?
Telephone	-	#NAME?	13,320	-	#NAME?
Technology	-	#NAME?	70,538	-	#NAME?
Student Testing & Assessment	-	#NAME?	3,441	-	#NAME?
Field Trips	-	#NAME?	37,813	-	#NAME?
Transportation (student)	-	#NAME?	1,625	-	#NAME?
Student Services - other	-	#NAME?	5,625	-	#NAME?
Office Expense	-	#NAME?	15,000	-	#NAME?
Staff Development	-	#NAME?	27,381	-	#NAME?
Staff Recruitment	-	#NAME?	2,950	-	#NAME?
Student Recruitment / Marketing	-	#NAME?	8,000	-	#NAME?
School Meals / Lunch	-	#NAME?		-	#NAME?
Travel (Staff)	-	#NAME?		-	#NAME?
Fundraising	-	#NAME?		-	#NAME?
Other	-	#NAME?	33,063	-	#NAME?
TOTAL SCHOOL OPERATIONS	-	#NAME?	232,120	-	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	-	#NAME?	12,138	-	#NAME?
Janitorial	-	#NAME?	1,250	-	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	-	#NAME?	25,250	-	#NAME?
Repairs & Maintenance	-	#NAME?	750	-	#NAME?
Equipment / Furniture	-	#NAME?	250	-	#NAME?
Security	-	#NAME?	-	-	#NAME?
Utilities	-	#NAME?	-	-	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	-	#NAME?	39,638	-	#NAME?
DEPRECIATION & AMORTIZATION	-	#NAME?	-	-	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	-	-	#NAME?
TOTAL EXPENSES	-	#NAME?	1,238,491	-	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

	SCHOOL				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	1,238,491	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	-	319	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
ENROLLMENT - *School Districts Are Linked To Above Entries*					
Number of Districts:	-	-	1	-	-
NYC CHANCELLOR'S OFFICE	-	-	319	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-
TOTAL ENROLLMENT	-	-	319	-	-
REVENUE PER PUPIL	-	#NAME?	#NAME?	-	#NAME?
EXPENSES PER PUPIL	-	#NAME?	3,882	-	#NAME?

BROWNSVILLE COLLEGIATE (				
Budget / Operatin				
2015-16				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	4,953,964	#NAME?	#NAME?	(4,953,964)
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment				
Total Year			VARIANCE	
Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
REVENUE				
REVENUES FROM STATE SOURCES				
Per Pupil Revenue	2015-16			
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
ALL OTHER School Districts: (Weighted Avg)	#N/A	#N/A	#NAME?	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue	394,820	#NAME?	#NAME?	394,820
Grants				
Stimulus	-	#NAME?	#NAME?	-
DYCD (Department of Youth and Community Development)	-	#NAME?	#NAME?	-
Other	-	#NAME?	#NAME?	-
Other	-	#NAME?	#NAME?	-
TOTAL REVENUE FROM STATE SOURCES	#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING				
IDEA Special Needs	20,515	#NAME?	#NAME?	20,515
Title I	106,610	#NAME?	#NAME?	106,610
Title Funding - Other	4,868	#NAME?	#NAME?	4,868
School Food Service (Free Lunch)	-	#NAME?	#NAME?	-
Grants				
Charter School Program (CSP) Planning & Implementation	-	#NAME?	#NAME?	-
Other	-	#NAME?	#NAME?	-
Other	-	#NAME?	#NAME?	-
TOTAL REVENUE FROM FEDERAL SOURCES	131,993	#NAME?	#NAME?	131,993
LOCAL and OTHER REVENUE				
Contributions and Donations	-	#NAME?	#NAME?	-
Fundraising	-	#NAME?	#NAME?	-
Erate Reimbursement	80,610	#NAME?	#NAME?	80,610
Earnings on Investments	-	#NAME?	#NAME?	-
Interest Income	-	#NAME?	#NAME?	-
Food Service (Income from meals)	-	#NAME?	#NAME?	-
Text Book	-	#NAME?	#NAME?	-
OTHER	-	#NAME?	#NAME?	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	80,610	#NAME?	#NAME?	80,610
TOTAL REVENUE	#NAME?	#NAME?	#NAME?	#NAME?

BROWNSVILLE COLLEGIATE (				
Budget / Operatin				
2015-16				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	4,953,964	#NAME?	#NAME?	(4,953,964)
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment				
Total Year			VARIANCE	
Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
EXPENSES				
ADMINISTRATIVE STAFF PERSONNEL COSTS				
	Avg. No. of Positions			
Executive Management	1.00	100,620	#NAME?	#NAME?
Instructional Management	2.00	210,120	#NAME?	#NAME?
Deans, Directors & Coordinators	4.50	405,414	#NAME?	#NAME?
CFO / Director of Finance	-	-	#NAME?	#NAME?
Operation / Business Manager	-	-	#NAME?	#NAME?
Administrative Staff	1.00	50,000	#NAME?	#NAME?
TOTAL ADMINISTRATIVE STAFF	8.50	766,154	#NAME?	#NAME?
INSTRUCTIONAL PERSONNEL COSTS				
Teachers - Regular	21.00	1,498,391	#NAME?	#NAME?
Teachers - SPED	3.00	212,597	#NAME?	#NAME?
Substitute Teachers	-	-	#NAME?	#NAME?
Teaching Assistants	2.00	106,268	#NAME?	#NAME?
Specialty Teachers	-	-	#NAME?	#NAME?
Aides	-	-	#NAME?	#NAME?
Therapists & Counselors	1.00	72,150	#NAME?	#NAME?
Other	1.00	137,900	#NAME?	#NAME?
TOTAL INSTRUCTIONAL	28.00	2,027,306	#NAME?	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS				
Nurse	-	-	#NAME?	#NAME?
Librarian	-	-	#NAME?	#NAME?
Custodian	-	-	#NAME?	#NAME?
Security	-	-	#NAME?	#NAME?
Other	1.00	56,000	#NAME?	#NAME?
TOTAL NON-INSTRUCTIONAL	1.00	56,000	#NAME?	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS				
	37.50	2,849,460	#NAME?	#NAME?
PAYROLL TAXES AND BENEFITS				
Payroll Taxes		230,776	#NAME?	#NAME?
Fringe / Employee Benefits		326,685	#NAME?	#NAME?
Retirement / Pension		-	#NAME?	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		557,461	#NAME?	#NAME?
TOTAL PERSONNEL SERVICE COSTS				
	37.50	3,406,921	#NAME?	#NAME?
CONTRACTED SERVICES				
Accounting / Audit		8,765	#NAME?	#NAME?
Legal		2,000	#NAME?	#NAME?
Management Company Fee		396,286	#NAME?	#NAME?
Nurse Services		-	#NAME?	#NAME?
Food Service / School Lunch		-	#NAME?	#NAME?
Payroll Services		9,435	#NAME?	#NAME?
Special Ed Services		5,000	#NAME?	#NAME?
Titlement Services (i.e. Title I)		-	#NAME?	#NAME?
Other Purchased / Professional / Consulting		38,523	#NAME?	#NAME?
TOTAL CONTRACTED SERVICES		460,009	#NAME?	#NAME?

BROWNSVILLE COLLEGIATE (					
Budget / Operatin					
2015-16					
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	4,953,964	#NAME?	#NAME?	(4,953,964)	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment					
Total Year			VARIANCE		
Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
SCHOOL OPERATIONS					
Board Expenses	500	#NAME?	#NAME?	(500)	#NAME?
Classroom / Teaching Supplies & Materials	40,900	#NAME?	#NAME?	(40,900)	#NAME?
Special Ed Supplies & Materials	-	#NAME?	#NAME?	-	#NAME?
Textbooks / Workbooks	-	#NAME?	#NAME?	-	#NAME?
Supplies & Materials other	-	#NAME?	#NAME?	-	#NAME?
Equipment / Furniture	12,057	#NAME?	#NAME?	(12,057)	#NAME?
Telephone	53,280	#NAME?	#NAME?	(53,280)	#NAME?
Technology	282,153	#NAME?	#NAME?	(282,153)	#NAME?
Student Testing & Assessment	13,765	#NAME?	#NAME?	(13,765)	#NAME?
Field Trips	151,250	#NAME?	#NAME?	(151,250)	#NAME?
Transportation (student)	6,500	#NAME?	#NAME?	(6,500)	#NAME?
Student Services - other	22,500	#NAME?	#NAME?	(22,500)	#NAME?
Office Expense	60,000	#NAME?	#NAME?	(60,000)	#NAME?
Staff Development	109,524	#NAME?	#NAME?	(109,524)	#NAME?
Staff Recruitment	11,800	#NAME?	#NAME?	(11,800)	#NAME?
Student Recruitment / Marketing	32,000	#NAME?	#NAME?	(32,000)	#NAME?
School Meals / Lunch	-	#NAME?	#NAME?	-	#NAME?
Travel (Staff)	-	#NAME?	#NAME?	-	#NAME?
Fundraising	-	#NAME?	#NAME?	-	#NAME?
Other	132,251	#NAME?	#NAME?	(132,251)	#NAME?
TOTAL SCHOOL OPERATIONS	928,480	#NAME?	#NAME?	(928,480)	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	48,554	#NAME?	#NAME?	(48,554)	#NAME?
Janitorial	5,000	#NAME?	#NAME?	(5,000)	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	101,000	#NAME?	#NAME?	(101,000)	#NAME?
Repairs & Maintenance	3,000	#NAME?	#NAME?	(3,000)	#NAME?
Equipment / Furniture	1,000	#NAME?	#NAME?	(1,000)	#NAME?
Security	-	#NAME?	#NAME?	-	#NAME?
Utilities	-	#NAME?	#NAME?	-	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	158,554	#NAME?	#NAME?	(158,554)	#NAME?
DEPRECIATION & AMORTIZATION					
	-	#NAME?	#NAME?	-	#NAME?
RESERVES / CONTINGENCY					
	-	#NAME?	#NAME?	-	#NAME?
TOTAL EXPENSES					
	4,953,964	#NAME?	#NAME?	(4,953,964)	#NAME?
NET INCOME					
	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

BROWNSVILLE COLLEGIATE (				
Budget / Operatin				
2015-16				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	4,953,964	#NAME?	#NAME?	(4,953,964)
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment				
	Total Year			VARIANCE
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget
ENROLLMENT - *School Districts Are Linked To Above Entries*				
Number of Districts:				
NYC CHANCELLOR'S OFFICE				
-				
-				
-				
-				
-				
-				
-				
-				
-				
-				
-				
ALL OTHER School Districts: (Weighted Avg)				
TOTAL ENROLLMENT				
REVENUE PER PUPIL				
EXPENSES PER PUPIL				

CHARTER SCHOOL
g Plan

Total Revenue
Total Expenses
Net Income
Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

REVENUE	
REVENUES FROM STATE SOURCES	2015-16
Per Pupil Revenue	Per Pupil Rate
NYC CHANCELLOR'S OFFICE	#NAME?
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
ALL OTHER School Districts: (Weighted Avg)	#N/A
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?
Special Education Revenue	
Grants	
Stimulus	
DYCD (Department of Youth and Community Development)	
Other	
Other	
TOTAL REVENUE FROM STATE SOURCES	
REVENUE FROM FEDERAL FUNDING	
IDEA Special Needs	
Title I	
Title Funding - Other	
School Food Service (Free Lunch)	
Grants	
Charter School Program (CSP) Planning & Implementation	
Other	
Other	
TOTAL REVENUE FROM FEDERAL SOURCES	
LOCAL and OTHER REVENUE	
Contributions and Donations	
Fundraising	
Erate Reimbursement	
Earnings on Investments	
Interest Income	
Food Service (Income from meals)	
Text Book	
OTHER	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	
TOTAL REVENUE	

CHARTER SCHOOL
g Plan

Total Revenue
Total Expenses
Net Income
Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions
Executive Management		1.00
Instructional Management		2.00
Deans, Directors & Coordinators		4.50
CFO / Director of Finance		-
Operation / Business Manager		-
Administrative Staff		1.00
TOTAL ADMINISTRATIVE STAFF		8.50
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular		21.00
Teachers - SPED		3.00
Substitute Teachers		-
Teaching Assistants		2.00
Specialty Teachers		-
Aides		-
Therapists & Counselors		1.00
Other		1.00
TOTAL INSTRUCTIONAL		28.00
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse		-
Librarian		-
Custodian		-
Security		-
Other		1.00
TOTAL NON-INSTRUCTIONAL		1.00
SUBTOTAL PERSONNEL SERVICE COSTS		37.50
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		
Fringe / Employee Benefits		
Retirement / Pension		
TOTAL PAYROLL TAXES AND BENEFITS		
TOTAL PERSONNEL SERVICE COSTS		37.50
CONTRACTED SERVICES		
Accounting / Audit		
Legal		
Management Company Fee		
Nurse Services		
Food Service / School Lunch		
Payroll Services		
Special Ed Services		
Titlement Services (i.e. Title I)		
Other Purchased / Professional / Consulting		
TOTAL CONTRACTED SERVICES		

CHARTER SCHOOL
g Plan

Total Revenue
Total Expenses
Net Income
Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

SCHOOL OPERATIONS
Board Expenses
Classroom / Teaching Supplies & Materials
Special Ed Supplies & Materials
Textbooks / Workbooks
Supplies & Materials other
Equipment / Furniture
Telephone
Technology
Student Testing & Assessment
Field Trips
Transportation (student)
Student Services - other
Office Expense
Staff Development
Staff Recruitment
Student Recruitment / Marketing
School Meals / Lunch
Travel (Staff)
Fundraising
Other
TOTAL SCHOOL OPERATIONS

FACILITY OPERATION & MAINTENANCE
Insurance
Janitorial
Building and Land Rent / Lease / Facility Finance Interest
Repairs & Maintenance
Equipment / Furniture
Security
Utilities
TOTAL FACILITY OPERATION & MAINTENANCE

DEPRECIATION & AMORTIZATION
RESERVES / CONTINGENCY

TOTAL EXPENSES

NET INCOME

		CHARTER SCHOOL g Plan
		DESCRIPTION OF ASSUMPTIONS
Total Revenue		
Total Expenses		
Net Income		
Actual Student Enrollment		
ENROLLMENT - *School Districts Are Linked To Above Entries*		
Number of Districts:		
NYC CHANCELLOR'S OFFICE		
-		
-		
-		
-		
-		
-		
-		
-		
-		
-		
-		
-		
ALL OTHER School Districts: (Weighted Avg)		
TOTAL ENROLLMENT		
REVENUE PER PUPIL		
EXPENSES PER PUPIL		

BROWNSVILLE COLLEGIATE CHARTER SCHOOL
BALANCE SHEET
2015-16

	<u>Prior Year</u>	<u>Q1</u>	<u>Q2</u>	<u>Q3</u>	<u>Q4</u>
	<u>#NAME?</u>	<u>As of 9/30</u>	<u>As of 12/31</u>	<u>As of 3/31</u>	<u>As of 6/30</u>
<u>ASSETS</u>					
<u>CURRENT ASSETS</u>					
Cash and cash equivalents	\$-	\$-	\$-	\$-	\$-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
TOTAL CURRENT ASSETS	-	-	-	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	-	-	-	-	-
<u>OTHER ASSETS</u>	-	-	-	-	-
TOTAL ASSETS	-	-	-	-	-
<u>LIABILITIES AND NET ASSETS</u>					
<u>CURRENT LIABILITIES</u>					
Accounts payable and accrued expenses	\$-	\$-	\$-	\$-	\$-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
TOTAL CURRENT LIABILITIES	-	-	-	-	-
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	-	-	-	-	-
TOTAL LIABILITIES	-	-	-	-	-
<u>NET ASSETS</u>					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-	-

BROWNSVILLE COLLEGIATE CHARTER SCHOOL

Budget / Operating Plan

2015-16

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	#NAME?	-	-	#NAME?	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual

EXPENSES

Quarter 0

No. of Positions

ADMINISTRATIVE STAFF PERSONNEL COSTS

Executive Management	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Instructional Management	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Deans, Directors & Coordinators	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
CFO / Director of Finance	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Operation / Business Manager	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Administrative Staff	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
TOTAL ADMINISTRATIVE STAFF	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Teachers - SPED	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Substitute Teachers	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Teaching Assistants	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Specialty Teachers	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Aides	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Therapists & Counselors	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Other	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
TOTAL INSTRUCTIONAL	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Librarian	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Custodian	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Security	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Other	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
TOTAL NON-INSTRUCTIONAL	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-

SUBTOTAL PERSONNEL SERVICE COSTS

#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
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PAYROLL TAXES AND BENEFITS

Payroll Taxes	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Fringe / Employee Benefits	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Retirement / Pension	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
TOTAL PAYROLL TAXES AND BENEFITS	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-

TOTAL PERSONNEL SERVICE COSTS

#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
--------	---	--------	--------	---	--------	--------	---

CONTRACTED SERVICES

Accounting / Audit	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Legal	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Management Company Fee	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Nurse Services	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Food Service / School Lunch	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Payroll Services	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Special Ed Services	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Titlement Services (i.e. Title I)	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Other Purchased / Professional / Consulting	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
TOTAL CONTRACTED SERVICES	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-

2015-16

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual

NYC CHANCELLOR'S OFFICE

TOTAL ENROLLMENT

-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
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-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
---	--------	--------	---	--------	--------	---

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	#NAME?	-	-	#NAME?	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		3rd Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
		Current Budget	Variance	Actual	Current Budget Variance
REVENUE					
REVENUES FROM STATE SOURCES					
Per Pupil Revenue	CY Per Pupil Rate				
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
ALL OTHER School Districts: (Count = 0)	#N/A	#NAME?	#NAME?	#N/A	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue		#NAME?	#NAME?	-	#NAME?
Grants					
Stimulus		#NAME?	#NAME?	-	#NAME?
DYCD (Department of Youth and Community Development)		#NAME?	#NAME?	-	#NAME?
Other		#NAME?	#NAME?	-	#NAME?
Other		#NAME?	#NAME?	-	#NAME?
TOTAL REVENUE FROM STATE SOURCES		#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING					
IDEA Special Needs		#NAME?	#NAME?	-	#NAME?
Title I		#NAME?	#NAME?	-	#NAME?
Title Funding - Other		#NAME?	#NAME?	-	#NAME?
School Food Service (Free Lunch)		#NAME?	#NAME?	-	#NAME?
Grants					
Charter School Program (CSP) Planning & Implementation		#NAME?	#NAME?	-	#NAME?
Other		#NAME?	#NAME?	-	#NAME?
Other		#NAME?	#NAME?	-	#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES		#NAME?	#NAME?	-	#NAME?
LOCAL and OTHER REVENUE					
Contributions and Donations		#NAME?	#NAME?	-	#NAME?
Fundraising		#NAME?	#NAME?	-	#NAME?
Erate Reimbursement		#NAME?	#NAME?	-	#NAME?
Earnings on Investments		#NAME?	#NAME?	-	#NAME?
Interest Income		#NAME?	#NAME?	-	#NAME?
Food Service (Income from meals)		#NAME?	#NAME?	-	#NAME?
Text Book		#NAME?	#NAME?	-	#NAME?
OTHER		#NAME?	#NAME?	-	#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		#NAME?	#NAME?	-	#NAME?
TOTAL REVENUE		#NAME?	#NAME?	#NAME?	#NAME?

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	#NAME?	-	-	#NAME?	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		3rd Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
		Current Budget	Variance	Actual	Current Budget Variance
EXPENSES					
		Quarter 0			
ADMINISTRATIVE STAFF PERSONNEL COSTS		No. of Positions			
Executive Management	#NAME?	#NAME?	#NAME?	-	#NAME? #NAME?
Instructional Management	#NAME?	#NAME?	#NAME?	-	#NAME? #NAME?
Deans, Directors & Coordinators	#NAME?	#NAME?	#NAME?	-	#NAME? #NAME?
CFO / Director of Finance	#NAME?	#NAME?	#NAME?	-	#NAME? #NAME?
Operation / Business Manager	#NAME?	#NAME?	#NAME?	-	#NAME? #NAME?
Administrative Staff	#NAME?	#NAME?	#NAME?	-	#NAME? #NAME?
TOTAL ADMINISTRATIVE STAFF	#NAME?	#NAME?	#NAME?	-	#NAME? #NAME?
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular	#NAME?	#NAME?	#NAME?	-	#NAME? #NAME?
Teachers - SPED	#NAME?	#NAME?	#NAME?	-	#NAME? #NAME?
Substitute Teachers	#NAME?	#NAME?	#NAME?	-	#NAME? #NAME?
Teaching Assistants	#NAME?	#NAME?	#NAME?	-	#NAME? #NAME?
Specialty Teachers	#NAME?	#NAME?	#NAME?	-	#NAME? #NAME?
Aides	#NAME?	#NAME?	#NAME?	-	#NAME? #NAME?
Therapists & Counselors	#NAME?	#NAME?	#NAME?	-	#NAME? #NAME?
Other	#NAME?	#NAME?	#NAME?	-	#NAME? #NAME?
TOTAL INSTRUCTIONAL	#NAME?	#NAME?	#NAME?	-	#NAME? #NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse	#NAME?	#NAME?	#NAME?	-	#NAME? #NAME?
Librarian	#NAME?	#NAME?	#NAME?	-	#NAME? #NAME?
Custodian	#NAME?	#NAME?	#NAME?	-	#NAME? #NAME?
Security	#NAME?	#NAME?	#NAME?	-	#NAME? #NAME?
Other	#NAME?	#NAME?	#NAME?	-	#NAME? #NAME?
TOTAL NON-INSTRUCTIONAL	#NAME?	#NAME?	#NAME?	-	#NAME? #NAME?
SUBTOTAL PERSONNEL SERVICE COSTS		#NAME?	#NAME?	-	#NAME? #NAME?
PAYROLL TAXES AND BENEFITS					
Payroll Taxes		#NAME?	#NAME?	-	#NAME? #NAME?
Fringe / Employee Benefits		#NAME?	#NAME?	-	#NAME? #NAME?
Retirement / Pension		#NAME?	#NAME?	-	#NAME? #NAME?
TOTAL PAYROLL TAXES AND BENEFITS		#NAME?	#NAME?	-	#NAME? #NAME?
TOTAL PERSONNEL SERVICE COSTS		#NAME?	#NAME?	-	#NAME? #NAME?
CONTRACTED SERVICES					
Accounting / Audit		#NAME?	#NAME?	-	#NAME? #NAME?
Legal		#NAME?	#NAME?	-	#NAME? #NAME?
Management Company Fee		#NAME?	#NAME?	-	#NAME? #NAME?
Nurse Services		#NAME?	#NAME?	-	#NAME? #NAME?
Food Service / School Lunch		#NAME?	#NAME?	-	#NAME? #NAME?
Payroll Services		#NAME?	#NAME?	-	#NAME? #NAME?
Special Ed Services		#NAME?	#NAME?	-	#NAME? #NAME?
Titlement Services (i.e. Title I)		#NAME?	#NAME?	-	#NAME? #NAME?
Other Purchased / Professional / Consulting		#NAME?	#NAME?	-	#NAME? #NAME?
TOTAL CONTRACTED SERVICES		#NAME?	#NAME?	-	#NAME? #NAME?

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	#NAME?	-	-	#NAME?	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		3rd Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
		Current Budget	Variance	Actual	Current Budget Variance
SCHOOL OPERATIONS					
Board Expenses	#NAME?	#NAME?	-	#NAME?	#NAME?
Classroom / Teaching Supplies & Materials	#NAME?	#NAME?	-	#NAME?	#NAME?
Special Ed Supplies & Materials	#NAME?	#NAME?	-	#NAME?	#NAME?
Textbooks / Workbooks	#NAME?	#NAME?	-	#NAME?	#NAME?
Supplies & Materials other	#NAME?	#NAME?	-	#NAME?	#NAME?
Equipment / Furniture	#NAME?	#NAME?	-	#NAME?	#NAME?
Telephone	#NAME?	#NAME?	-	#NAME?	#NAME?
Technology	#NAME?	#NAME?	-	#NAME?	#NAME?
Student Testing & Assessment	#NAME?	#NAME?	-	#NAME?	#NAME?
Field Trips	#NAME?	#NAME?	-	#NAME?	#NAME?
Transportation (student)	#NAME?	#NAME?	-	#NAME?	#NAME?
Student Services - other	#NAME?	#NAME?	-	#NAME?	#NAME?
Office Expense	#NAME?	#NAME?	-	#NAME?	#NAME?
Staff Development	#NAME?	#NAME?	-	#NAME?	#NAME?
Staff Recruitment	#NAME?	#NAME?	-	#NAME?	#NAME?
Student Recruitment / Marketing	#NAME?	#NAME?	-	#NAME?	#NAME?
School Meals / Lunch	#NAME?	#NAME?	-	#NAME?	#NAME?
Travel (Staff)	#NAME?	#NAME?	-	#NAME?	#NAME?
Fundraising	#NAME?	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL SCHOOL OPERATIONS	#NAME?	#NAME?	-	#NAME?	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	#NAME?	#NAME?	-	#NAME?	#NAME?
Janitorial	#NAME?	#NAME?	-	#NAME?	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	#NAME?	#NAME?	-	#NAME?	#NAME?
Repairs & Maintenance	#NAME?	#NAME?	-	#NAME?	#NAME?
Equipment / Furniture	#NAME?	#NAME?	-	#NAME?	#NAME?
Security	#NAME?	#NAME?	-	#NAME?	#NAME?
Utilities	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	#NAME?	#NAME?	-	#NAME?	#NAME?
DEPRECIATION & AMORTIZATION					
#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
RESERVES / CONTINGENCY					
#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL EXPENSES					
#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
NET INCOME					
#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	#NAME?	-	-	#NAME?	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		3rd Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
		Current Budget	Variance	Actual	Current Budget Variance
ENROLLMENT - *School Districts Are Linked To Above Entries*					
NYC CHANCELLOR'S OFFICE	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
ALL OTHER School Districts: (Count = 0)	#NAME?	-	-	#NAME?	-
TOTAL ENROLLMENT	#NAME?	-	-	#NAME?	-
REVENUE PER PUPIL	#NAME?	#NAME?	-	#NAME?	#NAME?
EXPENSES PER PUPIL	#NAME?	#NAME?	-	#NAME?	#NAME?

BROWNSVILLE COLLEGIATE CHARTER							
Budget / Operating Plan							
2015-16							
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	-	-			-	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				TOTALS AND VARIANCE ANALYSIS			
				Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Original Budget (Current Quarter)
				Current Budget	Current Budget - TY	Current Budget TY	Actual vs. Original Budget
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS				Quarter 0			
				No. of Positions			
Executive Management	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Instructional Management	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Deans, Directors & Coordinators	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
CFO / Director of Finance	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Operation / Business Manager	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Administrative Staff	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL ADMINISTRATIVE STAFF	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Teachers - SPED	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Substitute Teachers	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Teaching Assistants	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Specialty Teachers	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Aides	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Therapists & Counselors	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Other	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL INSTRUCTIONAL	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Librarian	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Custodian	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Security	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Other	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL NON-INSTRUCTIONAL	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS				#NAME?	#NAME?	#NAME?	#NAME?
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Fringe / Employee Benefits		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Retirement / Pension		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL PERSONNEL SERVICE COSTS				#NAME?	#NAME?	#NAME?	#NAME?
CONTRACTED SERVICES							
Accounting / Audit		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Legal		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Management Company Fee		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Nurse Services		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Food Service / School Lunch		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Payroll Services		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Ed Services		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Titlement Services (i.e. Title I)		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Other Purchased / Professional / Consulting		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL CONTRACTED SERVICES		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

2015-16

ENROLLMENT - *School Districts Are Linked To Above Entries*		* Enrollment Data Based on Last Actual Quarter Completed			
NYC CHANCELLOR'S OFFICE		-	-	-	-
-		-	-	-	-
-		-	-	-	-
-		-	-	-	-
-		-	-	-	-
-		-	-	-	-
-		-	-	-	-
-		-	-	-	-
-		-	-	-	-
-		-	-	-	-
-		-	-	-	-
-		-	-	-	-
-		-	-	-	-
-		-	-	-	-
-		-	-	-	-
-		-	-	-	-
ALL OTHER School Districts: (Count = 0)		-	-	-	-
TOTAL ENROLLMENT		-	-	-	-
REVENUE PER PUPIL		-	-	-	-
EXPENSES PER PUPIL		-	-	-	-

R SCHOOL				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	4,953,964	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment			-	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		\$		
		Actual vs. Original Budget - TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
REVENUE				
REVENUES FROM STATE SOURCES				
Per Pupil Revenue	CY Per Pupil Rate			
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
ALL OTHER School Districts: (Count = 0)	#N/A	#N/A	#NAME?	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue		394,820	#NAME?	#NAME?
Grants				
Stimulus		-	#NAME?	#NAME?
DYCD (Department of Youth and Community Development)		-	#NAME?	#NAME?
Other		-	#NAME?	#NAME?
Other		-	#NAME?	#NAME?
TOTAL REVENUE FROM STATE SOURCES		#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING				
IDEA Special Needs		20,515	#NAME?	#NAME?
Title I		106,610	#NAME?	#NAME?
Title Funding - Other		4,868	#NAME?	#NAME?
School Food Service (Free Lunch)		-	#NAME?	#NAME?
Grants				
Charter School Program (CSP) Planning & Implementation		-	#NAME?	#NAME?
Other		-	#NAME?	#NAME?
Other		-	#NAME?	#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES		131,993	#NAME?	#NAME?
LOCAL and OTHER REVENUE				
Contributions and Donations		-	#NAME?	#NAME?
Fundraising		-	#NAME?	#NAME?
Erate Reimbursement		80,610	#NAME?	#NAME?
Earnings on Investments		-	#NAME?	#NAME?
Interest Income		-	#NAME?	#NAME?
Food Service (Income from meals)		-	#NAME?	#NAME?
Text Book		-	#NAME?	#NAME?
OTHER		-	#NAME?	#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		80,610	#NAME?	#NAME?
TOTAL REVENUE		#NAME?	#NAME?	#NAME?

R SCHOOL				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	4,953,964	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment			-	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		\$		
		Actual vs. Original Budget - TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
EXPENSES				
		Quarter 0		
ADMINISTRATIVE STAFF PERSONNEL COSTS		No. of Positions		
Executive Management	#NAME?	100,620	#NAME?	#NAME?
Instructional Management	#NAME?	210,120	#NAME?	#NAME?
Deans, Directors & Coordinators	#NAME?	405,414	#NAME?	#NAME?
CFO / Director of Finance	#NAME?	-	#NAME?	#NAME?
Operation / Business Manager	#NAME?	-	#NAME?	#NAME?
Administrative Staff	#NAME?	50,000	#NAME?	#NAME?
TOTAL ADMINISTRATIVE STAFF	#NAME?	766,154	#NAME?	#NAME?
INSTRUCTIONAL PERSONNEL COSTS				
Teachers - Regular	#NAME?	1,498,391	#NAME?	#NAME?
Teachers - SPED	#NAME?	212,597	#NAME?	#NAME?
Substitute Teachers	#NAME?	-	#NAME?	#NAME?
Teaching Assistants	#NAME?	106,268	#NAME?	#NAME?
Specialty Teachers	#NAME?	-	#NAME?	#NAME?
Aides	#NAME?	-	#NAME?	#NAME?
Therapists & Counselors	#NAME?	72,150	#NAME?	#NAME?
Other	#NAME?	137,900	#NAME?	#NAME?
TOTAL INSTRUCTIONAL	#NAME?	2,027,306	#NAME?	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS				
Nurse	#NAME?	-	#NAME?	#NAME?
Librarian	#NAME?	-	#NAME?	#NAME?
Custodian	#NAME?	-	#NAME?	#NAME?
Security	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	56,000	#NAME?	#NAME?
TOTAL NON-INSTRUCTIONAL	#NAME?	56,000	#NAME?	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS		2,849,460	#NAME?	#NAME?
PAYROLL TAXES AND BENEFITS				
Payroll Taxes		230,776	#NAME?	#NAME?
Fringe / Employee Benefits		326,685	#NAME?	#NAME?
Retirement / Pension		-	#NAME?	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		557,461	#NAME?	#NAME?
TOTAL PERSONNEL SERVICE COSTS		3,406,921	#NAME?	#NAME?
CONTRACTED SERVICES				
Accounting / Audit		8,765	#NAME?	#NAME?
Legal		2,000	#NAME?	#NAME?
Management Company Fee		396,286	#NAME?	#NAME?
Nurse Services		-	#NAME?	#NAME?
Food Service / School Lunch		-	#NAME?	#NAME?
Payroll Services		9,435	#NAME?	#NAME?
Special Ed Services		5,000	#NAME?	#NAME?
Titlement Services (i.e. Title I)		-	#NAME?	#NAME?
Other Purchased / Professional / Consulting		38,523	#NAME?	#NAME?
TOTAL CONTRACTED SERVICES		460,009	#NAME?	#NAME?

R SCHOOL				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	4,953,964	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment			-	
5				
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed Actual vs. Original Budget TY PY Actual (PY TY / No. of COMPLETED Actual CY Quarters Actual CY vs. Actual PY				
SCHOOL OPERATIONS				
Board Expenses	500	#NAME?	#NAME?	#NAME?
Classroom / Teaching Supplies & Materials	40,900	#NAME?	#NAME?	#NAME?
Special Ed Supplies & Materials	-	#NAME?	#NAME?	#NAME?
Textbooks / Workbooks	-	#NAME?	#NAME?	#NAME?
Supplies & Materials other	-	#NAME?	#NAME?	#NAME?
Equipment / Furniture	12,057	#NAME?	#NAME?	#NAME?
Telephone	53,280	#NAME?	#NAME?	#NAME?
Technology	282,153	#NAME?	#NAME?	#NAME?
Student Testing & Assessment	13,765	#NAME?	#NAME?	#NAME?
Field Trips	151,250	#NAME?	#NAME?	#NAME?
Transportation (student)	6,500	#NAME?	#NAME?	#NAME?
Student Services - other	22,500	#NAME?	#NAME?	#NAME?
Office Expense	60,000	#NAME?	#NAME?	#NAME?
Staff Development	109,524	#NAME?	#NAME?	#NAME?
Staff Recruitment	11,800	#NAME?	#NAME?	#NAME?
Student Recruitment / Marketing	32,000	#NAME?	#NAME?	#NAME?
School Meals / Lunch	-	#NAME?	#NAME?	#NAME?
Travel (Staff)	-	#NAME?	#NAME?	#NAME?
Fundraising	-	#NAME?	#NAME?	#NAME?
Other	132,251	#NAME?	#NAME?	#NAME?
TOTAL SCHOOL OPERATIONS	928,480	#NAME?	#NAME?	#NAME?
FACILITY OPERATION & MAINTENANCE				
Insurance	48,554	#NAME?	#NAME?	#NAME?
Janitorial	5,000	#NAME?	#NAME?	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	101,000	#NAME?	#NAME?	#NAME?
Repairs & Maintenance	3,000	#NAME?	#NAME?	#NAME?
Equipment / Furniture	1,000	#NAME?	#NAME?	#NAME?
Security	-	#NAME?	#NAME?	#NAME?
Utilities	-	#NAME?	#NAME?	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	158,554	#NAME?	#NAME?	#NAME?
DEPRECIATION & AMORTIZATION	-	#NAME?	#NAME?	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	#NAME?	#NAME?
TOTAL EXPENSES	4,953,964	#NAME?	#NAME?	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?

R SCHOOL				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	4,953,964	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment			-	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		\$		
		Actual	PY Actual (PY	
		vs.	TY / No. of	
		Original	COMPLETED	
		Budget - TY	Actual CY	Actual CY
		Budget TY	Quarters	vs.
				Actual PY
ENROLLMENT - *School Districts Are Linked To Above Entries*				
NYC CHANCELLOR'S OFFICE			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
ALL OTHER School Districts: (Count = 0)			-	-
TOTAL ENROLLMENT			-	-
REVENUE PER PUPIL			-	-
EXPENSES PER PUPIL			-	-



Charter Schools Institute
The State University of New York

Annual Report Requirement
for SUNY Authorized Charter Schools
BROWNSVILLE COLLEGIATE CHARTER SCHOOL
2015-16

Administrative
expenditures per pupil:

\$0.00

Per NYS Statute

Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

***NOTE: THIS TAB ONLY NEEDS TO BE COMPLETED FOR Q4**

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Wednesday, October 28, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/1c>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	St. Claire	Gerald

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

5. *E-mail Address:

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

BROWNSVILLE COLLEGIATE CS (SUNY TRUSTEES) 332300860939

8. Select all positions you have held on the Board:

(check all that apply)

-
- Parent Representative
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

St Claire Gerald

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Friday, October 02, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/53>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	John	Greenstein

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

5. *E-mail Address:

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

BROWNSVILLE COLLEGIATE CS (SUNY TRUSTEES) 332300860939

8. Select all positions you have held on the Board:

(check all that apply)

-
- Other, please specify...: Finance Committee Head
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

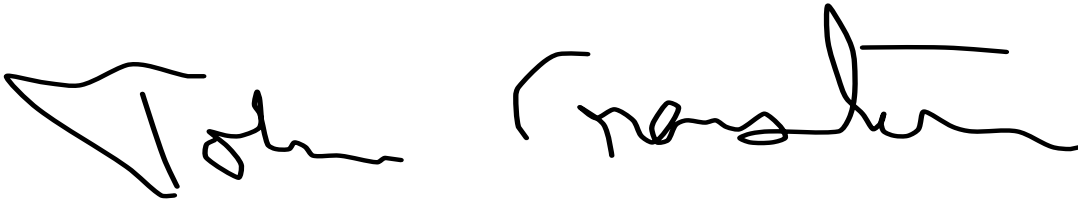
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Two handwritten signatures in black ink. The first signature on the left is stylized and appears to start with a large 'T'. The second signature on the right is more cursive and appears to start with a capital 'R'.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Thursday, October 15, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/11>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Robert	Howitt

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

5. *E-mail Address:

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

BROWNSVILLE COLLEGIATE CS (SUNY TRUSTEES) 332300860939

8. Select all positions you have held on the Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

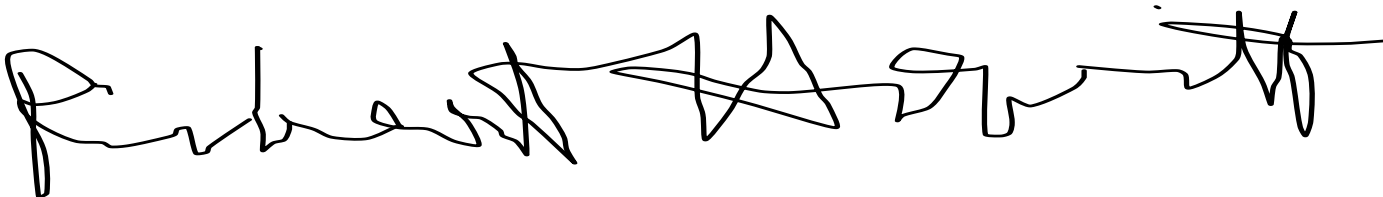
12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

(No response)

12a. 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, 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 and/or Immediate Family Member with Interest	Steps Taken to Avoid Conflict of Interest
1				
2				
3				
4				
5				

Signature of Trustee



Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Friday, October 02, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/1f>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Juie	Kennedy

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

5. *E-mail Address:

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

BROWNSVILLE COLLEGIATE CS (SUNY TRUSTEES) 332300860939

8. Select all positions you have held on the Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

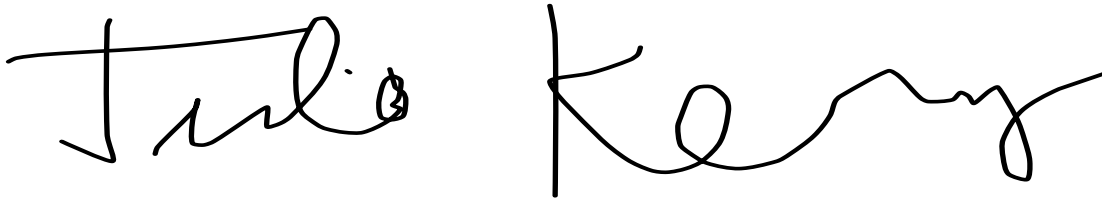
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Two handwritten signatures in black ink. The first signature on the left is stylized and appears to be 'Julia'. The second signature on the right is also stylized and appears to be 'Kenny'.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Saturday, October 03, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/b6>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	John	Kim

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

5. *E-mail Address:

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

Uncommon New York City Charter Schools (Ed Corp)

Bedford Stuyvesant Collegiate Charter School

Brooklyn East Collegiate Charter School

Brownsville Collegiate Charter School Excellence

Boys Charter School of Bedford Stuyvesant Excellence

Girls Charter School Kings Collegiate Charter School
Leadership Preparatory Bedford Stuyvesant Charter School
Leadership Preparatory Brownsville Charter School
Leadership Preparatory Canarsie Charter School
Leadership Preparatory Ocean Hill Charter School
Ocean Hill Collegiate Charter School

8. Select all positions you have held on the Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

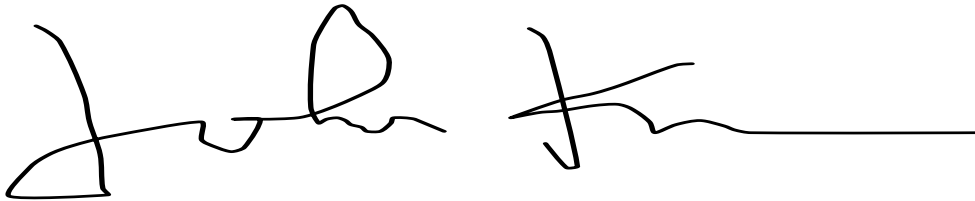
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of a series of loops and a long horizontal stroke at the end.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Sunday, October 11, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/a5>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Arvind	Krishnamurthy

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

Uncommon New York City Charter Schools (Ed Corp)

Bedford Stuyvesant Collegiate Charter School

Brooklyn East Collegiate Charter School

Brownsville Collegiate Charter School Excellence

Boys Charter School of Bedford Stuyvesant Excellence

Girls Charter School Kings Collegiate Charter School

Leadership Preparatory Bedford Stuyvesant Charter School

Leadership Preparatory Brownsville Charter School

Leadership Preparatory Canarsie Charter School

Leadership Preparatory Ocean Hill Charter School

Ocean Hill Collegiate Charter School

8. Select all positions you have held on the Board:

(check all that apply)

-
- Chair/President
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of a large, stylized 'A' followed by a long horizontal line and a small loop at the end.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Monday, October 05, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/fl>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	stuart	linde

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

5. *E-mail Address:

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

BROWNSVILLE COLLEGIATE CS (SUNY TRUSTEES) 332300860939

8. Select all positions you have held on the Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

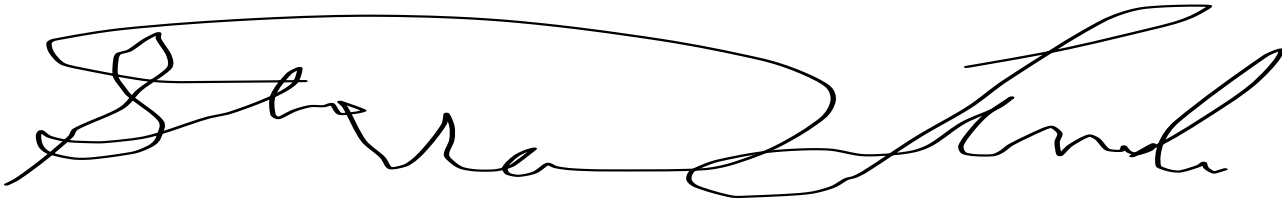
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "Steven A. Smith". The signature is fluid and cursive, with a large loop at the beginning and a long, sweeping tail.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Sunday, November 01, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/8e>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Linton	Mann III

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

5. *E-mail Address:

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

BROWNSVILLE COLLEGIATE CS (SUNY TRUSTEES) 332300860939

8. Select all positions you have held on the Board:

(check all that apply)

-
- Vice Chair/Vice President
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Linton

Moran

III

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Thursday, November 05, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/64>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Ekwutozia	Nwabuzor

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

5. *E-mail Address:

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

BROWNSVILLE COLLEGIATE CS (SUNY TRUSTEES) 332300860939

8. Select all positions you have held on the Board:

(check all that apply)

-
- Secretary
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of a series of loops and a long horizontal stroke extending to the right.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Monday, November 02, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/10>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Brett	Peiser

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

5. *E-mail Address:

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

Uncommon New York City Charter Schools (Ed Corp)

Bedford Stuyvesant Collegiate Charter School

Brooklyn East Collegiate Charter School

Brownsville Collegiate Charter School Excellence

Boys Charter School of Bedford Stuyvesant Excellence

Girls Charter School Kings Collegiate Charter School
Leadership Preparatory Bedford Stuyvesant Charter School
Leadership Preparatory Brownsville Charter School
Leadership Preparatory Canarsie Charter School
Leadership Preparatory Ocean Hill Charter School
Ocean Hill Collegiate Charter School

8. Select all positions you have held on the Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

Yes

10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.

[cmoeY.0] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Position Held	CEO
[cmoeY.1] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Responsibilities	I lead the organization.
[cmoeY.2] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Salary	250,000
[cmoeY.3] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Start Date	9/1/05

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

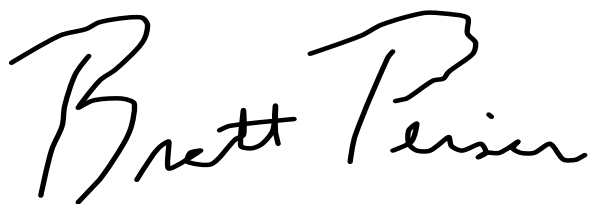
12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

Yes

12a. 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, 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 and/or Immediate Family Member with Interest	Steps Taken to Avoid Conflict of Interest
1	Uncommon Schools	I am the CEO of the schools' management organization.		Brett Peiser	I recuse myself from any conflicts of interest.
2					
3					
4					

Signature of Trustee

A handwritten signature in black ink that reads "Brett Peris". The signature is written in a cursive style with a large, stylized "B" and "P".

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Friday, November 06, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/34>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	eileen	shy

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

5. *E-mail Address:

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

BROWNSVILLE COLLEGIATE CS (SUNY TRUSTEES) 332300860939

8. Select all positions you have held on the Board:

(check all that apply)

-
- Other, please specify...
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

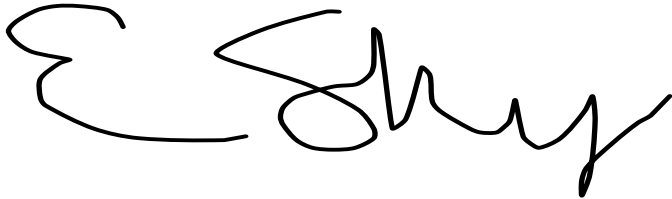
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to be 'E. Shuy', written in a cursive style.

Thank you.



Appendix F: BOT Membership Table

Created: 07/27/2015

Last updated: 07/30/2015

Page 1

1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	John Greenstein	[REDACTED]	Treasurer	Yes	Finance	Renewed for his 3rd term in June 2013, current term expires June 2016
2	Bob Howitt	[REDACTED]	Trustee/Member	Yes	Finance	Renewed for his 3rd term in June 2014, current term expires June 2017
3	Eileen Shy	[REDACTED]	Trustee/Member	Yes	Program/Organization Management	2 terms, elected July 2009, renewed June 2012, current term expires July 2015
4	Linton Mann III	[REDACTED]	Chair/Board President	Yes	Legal	2 terms, elected July 2009, renewed June 2012, current term expires July 2015
5	Julie Kennedy	[REDACTED]	Trustee/Member	Yes	Program	3 years; elected June 2012; current term expires July 2015
6	Stuart Linde	[REDACTED]	Trustee/Member	Yes	Finance	3 years elected Sept 2012, approved October 2012; current term expires Sep. 2015
7	Gerald St. Claire	[REDACTED]	Trustee/Member	Yes	Parent Representative; Organization Management	3 years elected Sept 2012, approved October 2012; current term expires Sep. 2015
8	Ian Sacks	[REDACTED]	Trustee/Member	Yes	Finance	2 years, Elected June 2013, approved October 2013, Term Expires July 2015

9	Ekwutozia Nwabuzor	██████████ ██	Trustee/Member	Yes	Legal	2 years, Elected June 2013, approved October 2013, Term Expires July 2015
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

2. Total Number of Members Joining Board during the 2014-15 school year

0

3. Total Number of Members Departing the Board during the 2014-15 school year

0

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

13

5. How many times did the Board meet during the 2014-15 school year?

5

6. How many times will the Board meet during the 2015-16 school year?

5

Thank you.

Plan for Meeting Enrollment and Retention Targets

As a public school, Brownsville Collegiate Charter School (Brownsville Collegiate) is open to children who are eligible under the laws of New York State for admission to a public school. The school follows all applicable state and federal laws in admitting students. Brownsville Collegiate does not discriminate on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion, or any other grounds that would be unlawful, in accordance with §2854(2) of the Education Law, the Americans With Disabilities Act, and to the extent permitted by Title IX of the Federal Civil Rights Act.

In accordance with the May 2010 amendments of the Education Law subdivision 2851(4), Brownsville Collegiate is committed to meeting and exceeding the enrollment targets prescribed by the SUNY Trustees for charter schools for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program.

Brownsville Collegiate is committed to attracting and retaining all students by offering a high-quality educational program, hiring and training highly-qualified teachers, and communicating regularly with families.

I. Outreach to Target Populations

In accordance with the May 2010 amendments to the Charter Schools Act, Brownsville Collegiate aims to meet and exceed the enrollment targets prescribed by the SUNY Trustees for charter schools and through extensive outreach, the school will attract students who reflect the demographics of its CSD, including students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program. In an effort to meet and exceed the SUNY enrollment targets, Brownsville Collegiate follows the measures below, among others, to recruit student applicants.

IIA. Overview of Recruitment Strategies

In alignment with our school's mission to serve all students from our surrounding communities, Brownsville Collegiate, in coordination with other schools within the Uncommon Schools New York City region, will go to great lengths to ensure that our student recruitment outreach efforts target students with disabilities, students who are English language learners and students who are eligible for free or reduced price lunches. Brownsville Collegiate and Uncommon Schools NYC will specifically target these high priority student groups, and will also continue to work to ensure that all NYC students have the information and access required to pursue an Uncommon education.

Specifically,

- All Uncommon Schools in New York City that will recruit new students will continue to work together on community outreach efforts. By combining our efforts and sharing information about all of our schools at one time, we will be able to reach far

more students in New York City than if our schools work independently. This has most effectively been achieved through a network-wide Community Day, in which all Uncommon Schools have come together to canvass across Brooklyn, while simultaneously partnering with community organizations to host book fairs in some of our biggest Community School Districts.

- Our schools will continue to use a combined application that will allow a family to apply to multiple Uncommon Schools with just one application. This will make it easier for a family to learn about and access all of our schools and allows our schools to reach a broader population of students.
- One of our largest efforts to reach prospective students will continue to be through multiple mailings that we will send out throughout the student recruitment season. The New York City Department of Education provides lists of students by current grade and zip code to Vanguard Direct, Inc. Uncommon Schools will choose the zip codes near our schools that have the highest number of FRPL and ELL students and then will partner with Vanguard to send a mailing to those families. The final list will include close to 20,000 families of rising Kindergarten or 5th grade students. The mailing will include an application in English and Spanish as well as our brochure and a self-addressed, stamped envelope to limit the barrier to return the completed application.
- Uncommon Schools NYC will continue to run both English and Spanish language ads in the New York City Housing Authority Journal. On their website, the NYCHA Journal says they are “hand-delivered to each of the 178,000 apartments in NYCHA’s 334 public housing developments throughout the five boroughs.” It will also be distributed to more than 10,000 NYCHA employees, and mailed to elected officials and community leaders. It is also available through email subscription.
- Uncommon Schools NYC will continue to run both English and Spanish language ads in the Brooklyn Family Magazine and El Diario – other publications with great readerships.
- Uncommon Schools NYC will continue to run advertisements for enrollment on buses with strategic routes throughout the CSDs we serve in Brooklyn.
- In order to reach a wider range of potential applicants, we have also launched turnstile advertisements at strategic subway stops like Broadway Junction and selected other highly trafficked subway stops for ads as well.

IIB. Recruitment of Students with Disabilities

In order to meet enrollment targets for students with disabilities, Brownsville Collegiate will target its outreach to the families of students with disabilities by focusing on recruiting efforts at organizations serving students with disabilities and creating recruiting materials that more explicitly target students with disabilities.

Specifically,

- Using a list created by NYSED, Brownsville Collegiate will continue to identify and target all preschools that are certified to offer services to students with disabilities in our school communities. Head Starts will be included in this search, as they are mandated to serve a student body with at least 10% students with disabilities. We will identify a list of preschools that are high priority for our schools due to their location and student population. These high priority sites will receive calls, visits, and recruitment materials for both elementary and middle school. In particular, Brownsville Collegiate will work with early childhood development centers in the Brownsville community, including Head Start centers.
- Uncommon Schools will continue to identify other Head Starts and daycares. While slightly farther away from our schools, each center will still receive a call from our admissions office to introduce Uncommon Schools NYC as well as to offer to have an Uncommon Schools NYC staff member visit the preschool in person to provide more information. These preschools will also receive a mailing that contains brochures, flyers and Kindergarten and 5th grade applications.
- Brownsville Collegiate will continue to reach out to schools in our CSD, and talk about the supports we offer students. Brownsville Collegiate will ask if they have any referrals for students that would benefit from our programmatic support.
- Brownsville Collegiate will continue to build strong connections with our Committee on Special Education and we will also ensure they know we are an option for students, should they wish to recommend students to join us.
- Brownsville Collegiate will reach out to related service agencies that we work with/have worked with in the past, and talk about the supports we offer students. We will ask if they have any clients they could recommend to apply.

To increase the likelihood that families of students with disabilities who receive recruiting materials will submit an application and to ensure that families of students with disabilities know that their students are eligible for our schools, we will continue to include language in all our recruiting materials to encourage families of students with disabilities to apply.

Specifically,

- We will ensure that all our outreach and application materials clearly state that all students, including those with disabilities, are eligible to apply. This language will appear on our enrollment websites, Kindergarten and 5th grade lottery applications, waitlist applications for all grades, the brochures that we will distribute to organizations and mail to 20,000 Brooklyn families, as well as in the presentations given at our information sessions.
- Our admissions brochure will continue to explicitly mention our high quality intervention programs that our schools offer of tutoring and small group instruction.
- Our admissions office and school based staff will continue to be trained on this question so that they could answer the concerns of any families of potential applicants with special needs who called in.
- We will create a one-page overview of Special Education Services at Uncommon Schools, providing families with information about our support services.

IIC. Recruitment of English Language Learner

In order to meet enrollment targets for students who are English language learners, Brownsville Collegiate will continue to put a strong emphasis on recruiting students who are English language learners, and particularly, given the neighborhood in which our school is located, Spanish-speaking populations. Brownsville Collegiate will continue to target its outreach efforts at organizations serving students and families who are English language learners and will continue translating all its student recruitment materials.

Specifically,

- To plan our outreach efforts, we will continue to use Census tract data to create maps showing the distributions of the populations of the top five most spoken languages after English. We will use these maps to locate the highest density areas of these non-English speaking populations near our schools.
- Using these maps, we will continue to create two community canvassing walks Brownsville Collegiate to take to travel through those neighborhoods. On the walks, school staff will visit local stores, organizations, and apartment buildings and hang flyers and leave brochures and applications in English and in Spanish at each location. In addition, school staff will talk to residents along the way (in English and in Spanish) to spread the word about our schools.
- We will continue to translate all our outreach materials that are distributed by our schools. Materials that will be produced and disseminated in English and Spanish will include our enrollment website and online lottery and waitlist applications, paper lottery applications, full color brochures and flyers, posters, informational packets, and tear away information sheets.
- We will continue to utilize the New York City Charter School Center's Common Application, which is available to families in six different languages.
- We will continue to identify high priority local community organizations to reach out to based on factors including location, age group served and proximity to high non-English speaking populations. Each organization will receive a call from our admissions office by a fluent Spanish speaking staff member and a mailing including brochures, flyers and applications in both English and Spanish.
- We will continue to meet with the Committee for Hispanic Children and Families, a non-profit referral service which helps Hispanic families find daycares, schools and enrichment programs for their students, to ensure that they are aware of our schools for an option for their families and provide them with outreach materials that they could share with the families that they serve.
- A Spanish speaking staff member will continue to be available at our admissions office by phone and email 40 hours a week. Not only will he/she be available to take incoming calls, he/she will also follow up with all Spanish speaking families to encourage them to send in documentation to qualify for all admissions preferences to ensure they had the best possible chance of acceptance into our schools.

- We will continue to take advantage of the DOE's Over-the-phone Interpretation Services, which allows our school staff members to communicate with a parent with the assistance of an interpreter on the phone. This service has increased our capacity to connect with families who speak a wider range of languages.

- Uncommon Schools NYC will continue to run Spanish language ads with El Diario – a Spanish publication with the largest readership increase than any other daily newspaper in New York.
- We also know that families of our current ELL students are our best resource to reach new ELL students. All families at our schools will continue to receive applications to distribute to family and friends in English and Spanish. Families of ELL students will continue to receive extra applications in Spanish. In addition, each school will continue to identify families of ELL students and families of non-ELL students where some Spanish is spoken at home who are interested in volunteering to support student admissions efforts. These families will meet with a school staff member to learn about a variety of ways that they can get the word out about our schools and distribute applications to others. These families will also be encouraged to speak at their churches, or other local organizations to spread the word about our schools.
- Uncommon Schools NYC will continue to run Google ads in Spanish so that families searching for information about schools in New York City in Spanish will see ads for our school and be directed to our Spanish webpages and applications.
- Each applicant, whether they are selected in the lottery or placed on the waitlist, will continue to receive a letter in both Spanish and English telling them the results of the lottery and the next steps to enrolling in the school.

IID. Recruitment of Students Eligible for Free and Reduced Price Lunch

In order to meet enrollment targets for students who are eligible for free and reduced price lunch, Brownsville Collegiate will continue to place a high priority on recruiting students who qualify for free and reduced price lunch. Brownsville Collegiate will focus its recruiting efforts at organizations serving students who are eligible for free and reduced price lunch, as well as conducting outreach in New York City Housing Authority housing developments.

Specifically,

- Similar to our strategy for reaching new ELL families, we believe that enlisting the help of the families of FRPL students who are currently in our schools, is one of the most effective ways of recruiting new FRPL students. All of our schools will continue to send home Kindergarten and 5th grade lottery applications with all their current students. In addition, schools will continue to ask families who are interested in volunteering further to assist with hanging flyers in their neighborhoods, participating in phone banks to local organizations, or speaking at churches or other organizations that they are involved with.
- Brownsville Collegiate will continue to work closely with a number of community organizations, in particular local Head Starts. Head Start programs are designed to serve low-income families, enrolling only families that meet income eligibility requirements.

We also know that many of our FRPL students currently reside in New York City Housing Authority sites. Brownsville Collegiate will continue to focus recruiting efforts on NYCHA sites.

Specifically,

- Each of our schools will be assigned at least one and in most cases several New York City Housing Authority sites that are within close proximity to their school. The school will then visit these sites to hang flyers, leave applications and speak with residents to ensure that residents of these locations are aware of our schools and have the necessary information and materials needed to apply.
- In particular, Brownsville Collegiate will continue to conduct outreach at neighboring NYCHA sites:

IIE. Year-Round Community Outreach

In addition to the many efforts outlined above, we plan to work to identify new organizations that can help us access these target populations. Beyond recruitment specific efforts, Uncommon Schools NYC will expand its community outreach efforts in all its school communities. Uncommon Schools NYC has recently restructured its External Relations team to take on two, full-time Community Engagement Coordinators. These Community Engagement Coordinators will be assisting in the development and implementation of a comprehensive community outreach strategy in order to improve our reach to targeted populations. Outreach and community development will be a year round priority for our schools, and we plan to hold more events to help inform school communities about the work that we are doing and the opportunities that exist within our schools. This includes partnering with local elected officials and community members and holding larger scale events that are open to the general public as well as the families that we serve directly.

II. Admissions

Brownsville Collegiate's admissions policy gives an absolute admissions preference to students who live within the school's CSD in an effort to enroll a student population that has a similar demographic to that of the CSD in which the school is located. First preference goes to siblings of students previously admitted to the school. Second preference is given to students living in the CSD in which the school is located. If space remains, students who reside outside Brownsville Collegiate's CSD are admitted.

Because Brownsville Collegiate will take extensive outreach efforts to get the word out to as many families as possible about the school and because the school will enroll predominately students who reside in the school's CSD, the demographics of students at Brownsville Collegiate should match that of the school's CSD.

III. Evaluation of Recruitment and Enrollment Efforts

Brownsville Collegiate is committed to serving all students and will actively monitor enrollment with respect to enrollment targets established by the SUNY Trustees. While the Uncommon NYC Regional Team will continue to help coordinate the recruitment process for all its Brooklyn schools and support each school in its efforts, the Director of Operation at Brownsville Collegiate will continue to be responsible for leading the recruitment and enrollment efforts. As a means of evaluating the efficacy of the school's recruitment and enrollment efforts at attracting these sub-

populations of students, Brownsville Collegiate will closely monitor admissions information during the enrollment period and after students have enrolled in the school.

For example, during the student recruitment season, Brownsville Collegiate will track the number of applications received by families who indicate their home language is not English and who complete the Spanish version of the application through our online enrollment database, SchoolMint. These numbers will provide good indicators as to whether or not the school's outreach efforts are reaching students who may be English Language Learners and enables the school to adjust outreach efforts during the recruitment season.

When students enroll in the school, Brownsville Collegiate will gather information about whether or not the students qualify for Free or Reduced Price Meals or qualify for Special Education services. The school will then compare these numbers to those of the Community School District and determine whether or not it will need to make modifications to community outreach efforts or admissions policies for the following year. Additionally, by examining the demographics of the entering Kindergarten and 5th grade classes, Brownsville Collegiate can determine if it is making progress toward meeting the proposed enrollment targets for the entire school population.

Uncommon Schools and Brownsville Collegiate will continue to document all student recruitment activities and is excited to continue tracking its progress and communication with families using our enrollment database system, SchoolMint.

In the fall of 2014, Uncommon NYC Regional Team launched a partnership with SchoolMint, an enrollment data base platform. This platform serves as an application management tool -- allowing parents to create an account and apply for multiple Uncommon schools at one time. It also provides various data reports, tracking systems, online enrollment, and communication platforms which allow the Brownsville Collegiate Operations Team to identify applicants, run their lottery, register new students, and follow up as necessary. The Regional Team is also working closely with the Uncommon Schools Product Solutions Team to ensure that our IT infrastructure aligns with SchoolMint requirements and so that the network can determine the partnership's efficacy for future years.

After executing its first lottery and student recruitment and enrollment season with SchoolMint, Uncommon Schools NYC saw a 21% increase in the number of applications received.

In addition, Brownsville Collegiate will continue to document its community outreach and admissions efforts each year by completing and submitting the Application and Admissions Summary each year.

If the school fails to meet or make progress toward meeting enrollment targets and outreach efforts do not reverse the trend, the school will consider altering its admissions policy to give enrollment preferences to certain demographic groups.

VI. Persistence

In accordance with our mission to prepare students for college, we want all of our students, including FRPL, ELL and students with disabilities, to stay with us through high school graduation. We will continue to analyze our data to ensure that we are serving students from these populations as effectively as all other students, and keeping them in our schools in the same numbers.

VII. Evaluation of Retention Efforts

Brownsville Collegiate's leadership team will continue to be responsible for regularly monitoring and overseeing the school's retention efforts and the performance of students in the three populations. Historically, high levels of persistence for these sub-populations are indicators that the school's strategy for retaining students is working. Brownsville Collegiate will continue to be committed to attracting and retaining all students by offering a high-quality educational program, hiring and training highly-qualified teachers, and communicating regularly with families. The Directors of Operations at Brownsville Collegiate will continue to actively monitor the enrollment and retention of students who are English language learners, students who qualify for free and reduced price lunch, and students with special needs. If the numbers do not reach or exceed the targets established by the SUNY Charter Schools Institute, the school will revisit its enrollment and retention practices.



Appendix I: Teacher and Administrator Attrition

Created: 07/27/2015

Last updated: 07/29/2015

Report changes in teacher and administrator staffing.

Page 1

Charter School Name:

Instructions for completing the Teacher and Administrator Attrition Tables

ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2014, the FTE for added staff from July 1, 2014 through June 30, 2015, and the FTE for any departed staff from July 1, 2014 through June 30, 2015 using the two tables provided.

2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	38	10	11

2013-14 Administrator Position Attrition Table

	FTE Administrator Positions On 6/30/2014	FTE Administrator Additions 7/1/14 – 6/30/15	FTE Administrator Departures 7/1/14 – 6/30/15
	9	5.3	3

Thank you