

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

**Office of Innovative School Models**

Charter Schools Office  
462 EBA  
Albany, New York 12234  
518-474-1762

***Charter School Annual Report***  
***2009 - 2010***

**Charter School Information and Cover Page**

**Name of Charter School** Brighter Choice Charter School for Girls

**Primary Address** 250 Central Avenue, Albany New York 12206

**Telephone** (518) 694-4100 **Fax** (518) 694-4123

**BEDS #** 010100860830

**District/CSD of Location** Albany City School District

**Charter Entity** State Education Department of New York

**Date School First Opened for Instruction** September 2002

**School Leader** Deah Burnham-Postiglione

**E-mail Address of School Leader** [REDACTED]

**President, Board of Trustees** Thomas Carroll

**E-mail Address and Phone Number of Board President** [REDACTED]

## ***General Instructions***

1. Read and follow all instructions. Please be sure to provide all requested information. Do not provide data that are not requested.
2. Questions regarding the completion of these forms should be directed to the appropriate program office:

For assistance with student/teacher attrition rates, call the Charter Schools Office at 518-474-1762.

For assistance with the audit forms, call the Office of Audit Services at 518-473-4516.

All audits for the 2009-10 school year are due to the Department by **5:00 p.m. on November 1, 2010**. Please ensure that they are sent in **electronic form** to both the Charter Schools Office at [charterschools@mail.nysed.gov](mailto:charterschools@mail.nysed.gov) and James Conway in the Office of Audit Services at [fsandals33@mail.nysed.gov](mailto:fsandals33@mail.nysed.gov). Please put "Audit Report" in the subject line of the e-mail.

3. Each person who was a member of a charter school's Board of Trustees during the 2009-10 school year must complete and submit the Disclosure of Financial Interest questionnaire.

4. Submit the annual report as a PDF file (except where otherwise noted) to the Charter Schools Office by **5:00 p.m. November 1, 2010** at [charterschools@mail.nysed.gov](mailto:charterschools@mail.nysed.gov). Please put "Annual Report" in the subject line of the e-mail. ***Faxed versions will not be accepted.*** The original signed Statement of Assurances must be sent to the Charter Schools Office at the address provided on the cover page above.

## ***Section I***

### **Student Assessment Data**

This section refers to the academic achievement of your students on all standardized tests, per your charter, including all State exams. For the State Assessment results in grades 3 - 8, please provide the percent of students scoring at Levels 1 – 4 on each State Assessment in English Language Arts and Mathematics. Longitudinal data are being requested back through the 2006-07 school year. If the school was not in operation during any of the previous years, or if it did not serve students in grades for which there was a State exam, please leave those rows blank or enter “NA.”

You must also provide data for grades 9-12 as well (as applicable).

*For all other standardized assessment results, provide the following information for each assessment, by grade, using the chart provided:*

1. the full name of each assessment (not an acronym). Include portfolios and any performance-based assessment as well;
2. the name of each sub-test that was given (if applicable);
3. the grade of the students being tested;
4. the date the assessment was given;
5. the number of students enrolled in the grade on the date the assessment was given;
6. the number of students who were absent on the date that the assessment was administered;
7. the number of students who were exempted from such assessment per their IEP;
8. the number of students who were exempted from such assessment as a result of their ELL status;
9. the number of students who were actually assessed (this figure must equal the number of students in the grade on the date the test was given minus those who were absent or exempted);
10. the score obtained for each grade level (be sure to indicate the type of score being reported, e.g., percentile, normal curve equivalent, percent passing);
11. if applicable, include the qualitative levels of the scores (e.g. percent passing with distinction, percent achieving mastery); and,
12. any other evaluative data that describe the performance of your students on the assessments given.

Complete a separate chart for each subtest.

*Student Assessment Data  
New York State Assessment Results  
Grades 3 – 8 ELA and Math  
2009-10 Annual Report*

**Grades 3 – 8 State ELA Assessments Results**

<i>Year of Test</i>	<b>Grade 3</b>				<b>Grade 4</b>				<b>Grade 5</b>				<b>Grade 6</b>				<b>Grade 7</b>				<b>Grade 8</b>			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
<b>2009-10 – All Students</b>	3	50	45	2	4	50	43	4																
<b>General Education Students</b>	4	51	44	2	4	50	43	0																
<b>Special Education Students</b>	0	33	67	0	n/a	n/a	n/a	n/a																
<b>2008-09 – All Students</b>	6	18	64	12	0	38	63	0																
<b>General Education Students</b>	3	19	66	13	0	33	67	0																
<b>Special Education Students</b>	<sup>100</sup> 0	0	0	0	0	67	33	0																
<b>2007-08 – All Students</b>	0	50	50	0	0	25	67	8																
<b>General Education Students</b>	0	43	57	0	0	25	67	8																
<b>Special Education Students</b>	0	<sup>100</sup> 0	0	0	n/a	n/a	n/a	n/a																
<b>2006-07 – All Students</b>	4	38	58	0	0	35	65	0																
<b>General Education Students</b>																								
<b>Special Education Students</b>																								

*New York State Assessment Results*

**Grades 3 – 8 State Math Assessments Results**

<i>Year of Test</i>	<b>Grade 3</b>				<b>Grade 4</b>				<b>Grade 5</b>				<b>Grade 6</b>				<b>Grade 7</b>				<b>Grade 8</b>			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
<b>2009-10 – All Students</b>	0	26	45	29	0	39	43	18																
<b>General Education Students</b>	0	24	45	31	0	39	43	18																
<b>Special Education Students</b>	0	67	33	0	n/a	n/a	n/a	n/a																
<b>2008-09 – All Students</b>	0	0	70	30	0	0	79	21																
<b>General Education Students</b>	0	0	69	31	0	0	76	24																
<b>Special Education Students</b>	0	0	100	0	0	0	100	0																
<b>2007-08 – All Students</b>	0	19	74	7	0	13	79	8																
<b>General Education Students</b>	0	13	79	8	0	9	83	9																
<b>Special Education Students</b>	0	67	33	0	0	100	0	0																
<b>2006-07 – All Students</b>	0	11	85	4	0	24	68	10																
<b>General Education Students</b>																								
<b>Special Education Students</b>																								

**New York State Assessment Results**

<i>Regents Exam</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>						
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>
<b>Comprehensive English</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Math A</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Math B</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Global History &amp; Geography</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>US History &amp; Gov't.</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															

*New York State Assessment Results*

	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>						
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>&lt;54</i>	<i>55- 64</i>	<i>65-84</i>	<i>&gt;85</i>		<i>&lt;54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>&lt;54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>
<b>Living Environment</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Phys. Setting/ Earth Science</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Phys. Setting/ Chemistry</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Phys. Setting/ Physics</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															

***New York State Assessment Results***

<b><i>Regents Exam</i></b>	<b><i>Year</i></b>	<b><i>All Students</i></b>				<b><i>General Education Students</i></b>				<b><i>Students with Disabilities</i></b>						
		<b><i>Total Tested</i></b>	<b><i>% Scoring:</i></b>				<b><i>Total Tested</i></b>	<b><i>% Scoring:</i></b>				<b><i>Total Tested</i></b>	<b><i>% Scoring at or above:</i></b>			
			<b><i>≤54</i></b>	<b><i>55- 64</i></b>	<b><i>65-84</i></b>	<b><i>≥85</i></b>		<b><i>≤54</i></b>	<b><i>55-64</i></b>	<b><i>65-84</i></b>	<b><i>≥85</i></b>		<b><i>≤54</i></b>	<b><i>55-64</i></b>	<b><i>65-84</i></b>	<b><i>≥ 85</i></b>
<b>Comp. French</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Comp. German</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Comp. Hebrew</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Comp. Italian</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Comp. Latin</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Comp. Spanish</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2005-06															

***New York State Assessment Results***

<b><i>Regents Competency Test</i></b>	<b><i>Year</i></b>	<b><i>All Students</i></b>				<b><i>General Education Students</i></b>				<b><i>Students with Disabilities</i></b>						
		<b><i>Total Tested</i></b>	<b><i>% Scoring:</i></b>				<b><i>Total Tested</i></b>	<b><i>% Scoring:</i></b>				<b><i>Total Tested</i></b>	<b><i>% Scoring at or above:</i></b>			
			<b><i>≤54</i></b>	<b><i>55- 64</i></b>	<b><i>65-84</i></b>	<b><i>≥85</i></b>		<b><i>≤54</i></b>	<b><i>55-64</i></b>	<b><i>65-84</i></b>	<b><i>≥85</i></b>		<b><i>≤54</i></b>	<b><i>55-64</i></b>	<b><i>65-84</i></b>	<b><i>≥ 85</i></b>
<b>Mathematics</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Science</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Reading</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Writing</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Global Studies</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>US History &amp; Gov't.</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															

*New York State Assessment Results*

<i>Second Language Proficiency Exams</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>								
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>					
			<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>		
<b>French</b>	<b>2009-10</b>																	
	2008-09																	
	2007-08																	
	2006-07																	
<b>German</b>	<b>2009-10</b>																	
	2008-09																	
	2007-08																	
	2006-07																	
<b>Italian</b>	<b>2009-10</b>																	
	2008-09																	
	2007-08																	
	2006-07																	
<b>Latin</b>	<b>2009-10</b>																	
	2008-09																	
	2007-08																	
	2006-07																	
<b>Spanish</b>	<b>2009-10</b>																	
	2008-09																	
	2007-08																	
	2006-07																	

**New York State Assessment Results**

<i>NYS English as a Second Language Achievement Test</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>							
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>				
			<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>	
<b>Listening &amp; Speaking (Gr. K-1)</b>	<b>2009-10</b>	<b>6</b>	<b>17</b>	<b>17</b>	<b>50</b>	<b>17</b>	<b>6</b>	<b>17</b>	<b>17</b>	<b>50</b>	<b>17</b>						
	2008-09	10	0	10	50	40	10	0	10	50	40						
	2007-08	13			85	15	13			85	15						
	2006-07																
<b>Reading &amp; Writing (Gr. K-1)</b>	<b>2009-10</b>	<b>6</b>	<b>33</b>	<b>17</b>	<b>17</b>	<b>33</b>	<b>6</b>	<b>33</b>	<b>17</b>	<b>17</b>	<b>33</b>						
	2008-09	10	10	20	30	40	10	10	20	30	40						
	2007-08	13	23	38	15	23	13	23	38	15	23						
	2006-07																
<b>Listening &amp; Speaking (Gr. 2-4)</b>	<b>2009-10</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>40</b>	<b>60</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>44</b>	<b>56</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	
	2008-09	5	0	20	60	20	4	0	25	50	25	1				100	
	2007-08	4			25	75	3				100	1				100	
	2006-07																
<b>Reading &amp; Writing (Gr. 2-4)</b>	<b>2009-10</b>	<b>10</b>	<b>10</b>	<b>30</b>	<b>50</b>	<b>10</b>	<b>9</b>	<b>11</b>	<b>33</b>	<b>44</b>	<b>11</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	
	2008-09	5	40	20	40	0	4	50	0	50	0	1			100		
	2007-08	4		100			3		100			1			100		
	2006-07																
<b>Listening &amp; Speaking (Gr. 5-6)</b>	<b>2009-10</b>																
	2008-09																
	2007-0-8																
	2006-07																
<b>Reading &amp; Writing (Gr. 5-6)</b>	<b>2009-10</b>																
	2008-09																
	2007-08																
	2006-07																

**New York State Assessment Results**

<i>NYS English as a Second Language Achievement Test</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>						
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>
<b>Listening &amp; Speaking (Gr. 7-8)</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Reading &amp; Writing (Gr. 7-8)</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Listening &amp; Speaking (Gr. 9-12)</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Reading &amp; Writing (Gr. 9-12)</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															

*New York State Alternate Assessment Results*

<i>NYS Alternate Assessments</i>	<i>Year</i>	<i>All Students</i>				
		<i>Total Tested</i>	<i>% Scoring:</i>			
			<i>L1</i>	<i>L2</i>	<i>L3</i>	<i>L4</i>
<b>Elementary Social Studies</b>	<b>2009-10</b>					
	2008-09					
	2007-08					
	2006-07					
<b>Middle Level Social Studies</b>	<b>2009-10</b>					
	2008-09					
	2007-08					
	2006-07					
<b>Secondary Level Social Studies</b>	<b>2009-10</b>					
	2008-09					
	2007-08					
	2006-07					
<b>Secondary Level Science</b>	<b>2009-10</b>					
	2008-09					
	2007-08					
	2006-07					

### *High School Completion Rates*

<i>High School Completion</i>	<i>Year</i>	<i>All Students</i>		<i>General Education Students</i>		<i>Students with Disabilities</i>	
		<i>Number Of Students</i>	<i>Percent Graduating</i>	<i>Number Of Students</i>	<i>Percent Graduating</i>	<i>Number Of Students</i>	<i>Percent Graduating</i>
<b>Total Graduates</b>	<b>2009-10</b>						
	2008-09						
	2007-08						
	2006-07						
<b>Rec'd. a Regents Diploma</b>	<b>2009-10</b>						
	2008-09						
	2007-08						
	2006-07						
<b>Rec'd. a Regents Diploma w/Adv. Designation</b>	<b>2009-10</b>						
	2008-09						
	2007-08						
	2006-07						
<b>Rec'd. IEP Diploma</b>	<b>2009-10</b>						
	2008-09						
	2007-08						
	2006-07						
<b>To 4-Year College</b>	<b>2009-10</b>						
	2008-09						
	2007-08						
	2006-07						
<b>To 2-Year College</b>	<b>2009-10</b>						
	2008-09						
	2007-08						
	2006-07						

<i>High School Completion</i>	<i>Year</i>	<i>All Students</i>		<i>General Education Students</i>		<i>Students with Disabilities</i>	
		<i>Number Of Students</i>	<i>Percent Of Graduates</i>	<i>Number Of Students</i>	<i>Percent Of Graduates</i>	<i>Number Of Students</i>	<i>Percent of Graduates</i>
<b>To Other Post-Secondary</b>	<b>2009-10</b>						
	2008-09						
	2007-08						
	2006-07						
<hr/>							
<b>Dropped Out</b>	<b>2009-10</b>						
	2008-09						
	2007-08						
	2006-07						
<hr/>							
<b>Entered Approved HS Equivalency Prep Program</b>	<b>2009-10</b>						
	2008-09						
	2007-08						
	2006-07						
<hr/>							
<b>Total Non-Completers</b>	<b>2009-10</b>						
	2008-09						
	2007-08						
	2006-07						
<hr/>							

**Other Student Assessment Data  
2009-10**

**Population:** total student population

**Name of Test: Terra Nova, 3<sup>rd</sup> edition**      **Subtest: Reading**

**2009-2010**

<b>Grade</b>	<b>Date of Test (DOT)</b>	<b># Enrolled in Grade on DOT</b>	<b># Absent in Grade on DOT</b>	<b># Exempted in Grade by IEP</b>	<b># Exempted in Grade by ELL Status</b>	<b># Students Assessed in Grade</b>	<b>Score NCE</b>	<b>Qualitative Level and Percent Attaining*</b>	<b>Other **</b>
K	1/20/10	37	0	0	0	37	33	n/a	n/a
K	6/08/10	40	0	0	0	40	46		
1	10/14/09	58	0	0	0	58	39		
1	6/08/10	56	0	0	0	56	47		
2	10/14/09	52	0	0	0	52	52		
2	6/08/10	50	0	0	0	50	55		
3	10/14/09	55	0	0	0	55	47		
3	6/08/10	58	0	0	0	58	45		
4	10/14/09	30	0	0	0	30	48		
4	6/08/10	28	0	0	0	28	52		

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

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

**Population: total student population**

**Name of Test: Terra Nova, 3<sup>rd</sup> edition**

**Subtest: Language**

**2009-2010**

<b>Grade</b>	<b>Date of Test (DOT)</b>	<b># Enrolled in Grade on DOT</b>	<b># Absent in Grade on DOT</b>	<b># Exempted in Grade by IEP</b>	<b># Exempted in Grade by ELL Status</b>	<b># Students Assessed in Grade</b>	<b>Score NCE</b>	<b>Qualitative Level and Percent Attaining*</b>	<b>Other **</b>
3	10/14/09	55	0	0	0	55	49	n/a	n/a
3	6/08/10	58	0	0	0	58	50		
4	10/14/09	30	0	0	0	30	52		
4	6/08/10	28	0	0	0	28	61		

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

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

**Population: total student population**

**Name of Test: Terra Nova, 3<sup>rd</sup> edition**

**Subtest: Math**

**2009-2010**

<b>Grade</b>	<b>Date of Test (DOT)</b>	<b># Enrolled in Grade on DOT</b>	<b># Absent in Grade on DOT</b>	<b># Exempted in Grade by IEP</b>	<b># Exempted in Grade by ELL Status</b>	<b># Students Assessed in Grade</b>	<b>Score NCE</b>	<b>Qualitative Level and Percent Attaining*</b>	<b>Other **</b>
K	1/20/10	37	0	0	0	37	34	n/a	n/a
K	6/08/10	40	0	0	0	40	42		
1	10/14/09	58	0	0	0	58	34		
1	6/08/10	56	0	0	0	56	39		
2	10/14/09	52	0	0	0	52	43		
2	6/08/10	50	0	0	0	50	40		
3	10/14/09	55	0	0	0	55	53		
3	6/08/10	58	0	0	0	58	56		
4	10/14/09	30	0	0	0	30	43		
4	6/08/10	28	0	0	0	28	47		

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

**Progress Toward Goal Attainment**

Using the table provided below, state each goal as listed in your approved charter, and provide a narrative that describes the type and amount of progress made toward attaining that goal. Provide specific examples, and indicate the measures that were used to determine such progress. These measures must also be the same as those listed in your approved charter. If the goal has not been met, describe why you think it was not met, and the efforts that you will undertake in the following year to attain it.

Charter schools authorized by the Trustees of the State University of New York may attach a copy of their Accountability Plan and a report of the progress made towards meeting the goals and objectives described in the Plan.

**Progress Toward Goal Attainment  
2009-10**

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used to Indicate Attainment of the Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
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**School Year: 2009-2010**

**Academic Measures**

**Goal #1:** *Students at Brighter Choice will meet and exceed state standards for mastery of skills and content knowledge in reading and mathematics.*

**Objective A:** By the end of school year 2009-2010, 70% of Brighter Choice’s students who have been continuously enrolled at the school since kindergarten will attain a score of Level 3 or Level 4 on the New York State English language arts exam in each grade for which such tests are administered.

**Objective B:** By the end of school year 2009-2010, 70% of Brighter Choice’s students who have been continuously enrolled at the school since kindergarten will attain a score of Level 3 or Level 4 on the mathematics exam in each grade for which such tests are administered.

**Observed Level of Attainment for Goal #1/Objective A: 40%**

**Measure Used to Indicate Attainment of Goal #1/Objective A: New York State Assessment Results**

**Was Goal/Objective #1 Attained? No**

**Explanation if Goal #1/Objective A: Was Not Met:** As a result of the new cut score for proficiency, fewer students met or exceeded the New York State English Proficiency standards in 2010 than in previous years. Without a change and using the 650 cut score as the benchmark for the past five years, the passing percentage would have been an 80% pass in 3<sup>rd</sup> grade and a 100% pass in 4<sup>th</sup> grade. We recognize the need to meet or exceed these new proficiency standards and have a plan in place to do so. We are increasing the rigor of our academic program by ensuring collaboration of staff members across grade levels using weekly scheduled planning times, continuing to hold effective monthly professional development, implementing a stronger Academic Intervention Support program, having a more refined RtI process, which involves using curriculum-based measurements as an on-going progress monitoring tool, and using data from internal assessments. Instead of a six week interval assessment cycle, diagnostic testing happens on a bi-weekly basis. Teachers get results sooner and can form small groups for tutoring, remediation or enrichment.

**Observed Level of Attainment for Goal #1/Objective B:** 72% pass rate

**Measure Used to Indicate Attainment of Goal #1/Objective B:** New York State Assessment Results

Was Goal/Objective #1 Attained? YES

**Explanation if Goal #1/Objective B: Was Not Met:** N/A

**Non-Academic Measures**

**Student Conduct**

**Goal #2:** *Brighter Choice will instill in its students an understanding of appropriate student conduct, and will build a community in which students demonstrate those virtues in their daily behavior.*

**Objective A:** By June 2010, 80 percent of all students will be able to adequately recite the key elements of the school's behavior code.

**Objective B:** By June 2010, a panel of qualified outside observers will visit the school without advanced warning and will conclude that, on average, students "always" or "usually" demonstrate the key elements of the school's behavior code in their daily interactions (on a scale of: always, usually, occasionally, rarely, never.)

**Objective C:** By June 2010, 80% of parents responding to a yearly parent survey will grade the school's effectiveness in holding students to high behavioral standards at the B level or higher on a scale of A to F.

**Observed Level of Attainment for Goal #2/Objective A:** 94% of all students were able to adequately recite the key elements of the school's behavior code.

**Measure Used to Indicate Attainment of Goal #2/Objective A:** Oral Performance or Written Performance

**Was Goal/Objective #1 Attained?** Yes

**Explanation if Goal #2/Objective A: Was Not Met:** N/A

**Observed Level of Attainment for Goal #2/Objective B:** Qualified outside observers concluded that, on average, students “always” or “usually” demonstrated the key elements of the school’s behavior code in their daily interactions.

The Emotional Intelligence program continues to build a strong sense of community and students are able to self-regulate their feelings which in turn allows for a stronger school culture.

Erica Cervine, regional liaison from the state education department, conducted an informal interview and observation and commented on the strong school culture, mentioned how she was very impressed with the students and expressed her enjoyment of visiting the school.

Glenn Liebeck,, director of school leadership for the New York Charter School Association, has conducted several informal, unannounced observations. From his observations, he was extremely impressed with the culture and felt nothing needed to be changed at this time. He also noted that girls are very aware of the school’s expectations behaviorally and academically. Procedures and routines were tight and he felt that our school was a model school for other schools to see in regards to culture.

**Measure Used to Indicate Attainment of Goal #2/Objective B:** Formal Evaluation of School Culture and Discipline

**Was Goal/Objective #2 Attained?** Yes.

**Explanation if Goal #2/Objective B: Was Not Met:** N/A

**Observed Level of Attainment for Goal #2/Objective C:** 99% of parents responding to a yearly parent survey, graded the school’s effectiveness in holding students to high behavioral standards at the B level or higher on a scale of A to F.

**Measure Used to Indicate Attainment of Goal #2/Objective C:** Parent Survey

**Was Goal/Objective #2 Attained?** Yes

**Explanation if Goal #2/Objective C: Was Not Met:** N/A

**Non-Academic Measures**

## Community Support

**Goal #3:** *Brighter Choice demonstrates community approval and support sufficient to ensure the school's long-term viability and effectiveness.*

**Objective A:** By June 2010, in an annual survey, 80% of parents of Brighter Choice students will rate the school at the B level or higher (on a scale of A to F) in terms of the overall quality of the education received by children and the overall effectiveness of teachers.

**Objective B:** By June 2010, the school will demonstrate community support for the school by filling 100 percent of available seats in school year 2009-2010. Further, the school will maintain a waiting list during that school year equal to at least 10% of the overall number of approved seats in the school during each academic year.

**Objective C:** By June 2010, Brighter Choice will demonstrate it has helped foster low student turnover by documenting that 80% of students enrolled at Brighter Choice during school year 2008-09 (as of July 1, 2009) re-enrolled and were in attendance in school year 2009-10 (as of October 1, 2009), exclusive of those students who moved out of the City of Albany.

**Objective D:** By June 2010, Brighter Choice will demonstrate the support of parents and the larger community by ensuring that average daily attendance exceeds an average of 90% over the course of school year 2009-10.

**Observed Level of Attainment for Goal #3/Objective A:** In an annual survey, 100% of parents of Brighter Choice students will rate the school at the B level or higher (on a scale of A to F) in terms of the overall quality of the education received by children and the overall effectiveness of teachers.

**Measure Used to Indicate Attainment of Goal #3/Objective A:** Parent Survey

**Was Goal/Objective #1 Attained?** Yes

**Explanation if Goal #3/Objective A: Was Not Met:** N/A

**Observed Level of Attainment for Goal #3/Objective B:** During the 2009-2010 school year, Brighter Choice Charter School for Girls maintained a full enrollment of 234 students, with a waitlist of 72 total students.

**Measure Used to Indicate Attainment of Goal #3/Objective B:** Enrollment and Waiting List Calculations

**Was Goal/Objective #2 Attained?** Yes

**Explanation if Goal #3/Objective B: Was Not Met:** N/A

**Observed Level of Attainment for Goal #3/Objective C:** 95% re-enrollment

**Measure Used to Indicate Attainment of Goal #3/Objective C:** Re-enrollment rate calculations

**Was Goal/Objective #2 Attained?** Yes

**Explanation if Goal #3/Objective C: Was Not Met:** N/A

**Observed Level of Attainment for Goal #3/Objective D:** 94% Attendance Average for the 2009-2010 School Year

**Measure Used to Indicate Attainment of Goal #3/Objective D:** attendance reports

**Was Goal/Objective #2 Attained?** Yes

**Explanation if Goal #3/Objective D: Was Not Met:** N/A

## *Section II*

### *Charter School Student and Teacher Attrition Rates*

#### **Instructions**

Separate tables are included for students and teachers. For students, please provide the total **number** who left for the reasons identified in the table. Then provide the highest number of students enrolled during the course of the year. Using that enrollment figure and the total number of students who left during the year (July 1 – June 30), calculate the percent of students who left the school each year (2006-07 through 2009-10). Do not provide averages or FTEs.

For teachers, provide the total number of classroom teachers (e.g., grades K-6, or secondary subject matter classroom teachers). Do not include guidance counselors, social workers, etc. Do not provide FTEs. A part-time teacher is counted as one teacher. If one person teaches more than one subject area, count them once. Also provide the number of special area teachers (e.g., music, technology, special education). Again, count each such teacher only once. Then, provide the total number of teachers who were retained at the end of each school year. For example, if you had seven classroom teachers (e.g., one each K-6) and three special area teachers (for a total of ten teachers), and three were let go (or otherwise decided not to return in 2010-11) at the end of the 2009-10 school year, your teacher attrition rate would be 30 percent. A teacher on leave is not counted toward the attrition rate.

If you have any questions, please call the Charter School Office at 518-474-1762.

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

	<b>2009-10</b>	<b>2008-09</b>	<b>2007-08</b>	<b>2006-07</b>
Number of students leaving for lack of transportation	3	0	2	0
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	6	8	11	5
Number of students leaving for more restrictive special education setting	0	1	0	0
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	4	8	8	2
Number leaving for other reasons (undetermined)	3	1	1	1
Total number of students leaving.	16	18	22	8
Highest Number Enrolled (July 1 – June 30)	234	234	195	147
<b>Total Percent Attrition</b>	<b>7%</b>	<b>8%</b>	<b>11%</b>	<b>5%</b>

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

	<b>2009-10</b>	<b>2008-09</b>	<b>2007-08</b>	<b>2006-07</b>
Number of Classroom Teachers	17	14	11	14
Number of Special Area Teachers	3	5	2	3
Total Number of Teachers	20	19	13	17
Total Number of Teachers Leaving	3	2	2	5
<b>Total Percent Attrition</b>	<b>15%</b>	<b>10.5%</b>	<b>15%</b>	<b>29%</b>

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

### Section III

## Guidelines for Audits of the Financial Statements of Charter Schools

The New York charter schools act of nineteen hundred ninety-eight requires that a charter school “shall be subject to the financial audits, the audit procedures, and the audit requirements set forth in the charter. Such procedures and standards shall be applied consistent with generally accepted accounting and audit standards. Independent fiscal audits shall be required at least once annually.”

These guidelines are provided to assist charter schools in New York State and their auditors through the annual audit process. The guidelines are also intended to provide some uniformity in the reporting by charter schools and to assist the Board of Regents in meeting its responsibilities for ensuring accountability over public funds and for reporting annually to the Governor and Legislature on the status of charter schools.

Each audit should meet the following minimum standards:

#### Audit Requirements:

- ❑ An independent and licensed Certified Public Accountant or Public Accountant should perform the audit.
- ❑ The audits should be conducted in accordance with generally accepted auditing standards and Government Auditing Standards, issued by the Comptroller General of the United States.
- ❑ If the charter school spends **\$500,000** or more in federal awards during the fiscal year, an independent audit as prescribed in the federal Office of Management and Budget Circular A-133 must also be completed and filed with the federal government and the State Education Department.

#### Reporting Requirements:

- ❑ The sample format for the financial statements is provided in accordance with Section 2851 of the Education Law.
- ❑ The financial statements should be prepared on the accrual basis of accounting in accordance with generally accepted accounting principles for not-for-profit organizations.
- ❑ All statements required by Financial Accounting Standards Board (FASB) Statement No. 117, *Financial Statements of Not-for-Profit Organizations*, should be presented including a Statement of Financial Position, Statement of Activities and Statement of Cash Flows. Required note disclosures and others that are deemed appropriate should be included.
- ❑ A supplemental schedule of functional expenses, in a format consistent with the attached, should be included and subject to the auditing procedures applied in the audit of the general purpose financial statements. Such supplemental schedule is not a required part of the general purpose financial statements and should be included for the purposes of additional analysis.
- ❑ When applicable, the auditor should prepare and submit a management letter. A copy of the management letter should be submitted with the financial statements along with the school’s corrective action plan to address any weaknesses identified in the report or the management letter.
- ❑ Reports (the independent auditor’s report on the financial statements, report on compliance, report on internal control over financial reporting, management letter, and federal Single Audit, if applicable)

must be submitted in electronic form within 120 days of the end of the charter school fiscal year to the following addresses:

State Education Department  
Office of Audit Services  
89 Washington Avenue Room 524 EB  
Albany, New York 12234  
[fsandals33@mail.nysed.gov](mailto:fsandals33@mail.nysed.gov)

State Education Department  
Charter School Office  
89 Washington Avenue Room 462 EBA  
Albany, New York 12234  
[charterschools@mail.nysed.gov](mailto:charterschools@mail.nysed.gov)

## ***SAMPLE FINANCIAL STATEMENTS***

Sample financial statements are provided for illustrative purposes. Charter schools and their auditors should consult applicable standards when determining the specific requirements that apply to their schools. The auditor should not consider these examples to be all-inclusive or a substitute for professional judgment.

The following sample financial statements are attached:

- Statement of Financial Position
- Statement of Activities
- Statement of Cash Flows
- Schedule of Functional Expenses

Explanations are provided below for certain key terms included in the sample financial statements:

### **Revenue:**

#### **Public School District:**

**Revenue - Resident Student Enrollment** - Revenue from public school districts based on resident students attending the charter school and each district's adjusted expense per student or the agreed upon amount per student.

**Revenue - Students with Disabilities** - Revenue from public school districts for aid attributable to special education services or programs provided by the charter school to a student with a disability enrolled in the charter school.

**Other Revenue from Public School Districts** - Revenues from public school districts other than those defined above.

**State Grants:** Report state funded grants or other apportionments received directly from the State of New York.

**Federal Grants:** Report federal funded grants or other apportionments received directly from the federal government or through the State of New York.

**Private Grants:** Report privately funded grants or other apportionments received.

### **Program Service Expenses:**

**Regular Education:** Report instructional activities involving the teaching of students, instructional supervision, developing and utilizing learning materials and related services in the classroom or learning environment.

**Special Education:** Report instructional activities involving the teaching of students with Individualized Education Programs, or those receiving special education services, instructional supervision, developing and utilizing learning materials and related services in the classroom or learning environment.

**Other Program:** Services other than instructional provided to students, i.e., community services, health services, food services, athletic services, music and theatre arts, and other student activities.

### **Supporting Service Expenses:**

**Management and General:** Activities related to the overall management and direction of the school that are not identifiable with a particular program or fundraising activity. Management and general expenses typically include the organization oversight, board expenses, business management, record keeping, budgeting, financing and other administrative activities.

**Fundraising:** Activities related to publicizing and conducting fund-raising campaigns, maintaining donor mailing lists, conducting special fund-raising events, activities involved in the solicitation of contributions from individuals, foundations, government agencies, etc.

### **Schedule of Functional Expenses:**

The schedule of functional expenses must present, in reasonable detail, the nature of the expenses incurred in each category of program and supporting services reported in the activity statement. The sample schedule shows the typical level of detail expected. Charter schools are encouraged to add additional categories if it will enhance the reader's understanding of the schedule. Likewise, classifications not used, or not material to the school's presentation, may be eliminated.

If not otherwise presented, charter schools employing management companies should obtain and provide in note disclosure a breakdown of contracted services fees in a similar format to the schedule of functional expenses to facilitate comparisons among districts.

**Note on Allocation of Expenses:** Charter schools must use allocation methods that are fair and reasonable. Such allocation methods, as well as the statistical basis used to calculate allocation percentages, should be documented and retained for review upon audit. Salaries of employees who perform tasks for more than one program must be allocated among all programs for which they work. The cost of supplies that are purchased for distribution among multiple programs must be allocated among these programs if direct charges are not possible. Allocation percentages should be reviewed, at a minimum, on an annual basis and adjusted as necessary.

**BRIGHTER CHOICE CHARTER SCHOOL FOR GIRLS**

**STATEMENTS OF FINANCIAL POSITION**

ASSETS	June 30,	
	2010	2009
<b>CURRENT ASSETS</b>		
Cash	\$ 236,758	\$ 479,878
Accounts receivable	16,584	11,774
Federal and state aid receivable	38,554	1,602
Due from other governments	73,148	84,895
Due from others	4,130	8,982
Total current assets	369,174	587,131
<b>PROPERTY AND EQUIPMENT, net</b>		
Land	110,000	110,000
Building	7,578,457	7,578,457
Furniture and equipment	385,612	368,139
Textbooks	50,386	50,386
	8,124,455	8,106,982
Less accumulated depreciation	1,183,208	926,173
	6,941,247	7,180,809
<b>OTHER ASSETS</b>		
Financing costs, net	333,220	345,676
Bond trust accounts, restricted	850,523	818,563
	1,183,743	1,164,239
	<b>\$ 8,494,164</b>	<b>\$ 8,932,179</b>
<b>LIABILITIES AND NET DEFICIT</b>		
<b>CURRENT LIABILITIES</b>		
Current portion of bonded mortgage payable	\$ 140,000	\$ 25,000
Accounts payable	52,891	56,551
Accrued liabilities	297,835	285,493
Due to other governments	19,670	-
Deferred revenue	35,015	20,679
Total current liabilities	545,411	387,723
<b>LONG-TERM LIABILITIES</b>		
Bonded mortgage payable	9,025,000	9,165,000
Bonded mortgage premium	108,239	110,197
	9,133,239	9,275,197
<b>COMMITMENTS AND CONTINGENCIES</b>		
<b>NET DEFICIT</b>	(1,184,486)	(730,741)
	<b>\$ 8,494,164</b>	<b>\$ 8,932,179</b>

The accompanying Notes to Financial Statements are an integral part of these statements.

**BRIGHTER CHOICE CHARTER SCHOOL FOR GIRLS**

**STATEMENTS OF ACTIVITIES**

	<b>Years Ended June 30,</b>	
	<b>2010</b>	<b>2009</b>
<b>REVENUE AND OTHER SUPPORT</b>		
Student enrollment	\$ 2,655,460	\$ 2,655,890
State aid	13,873	13,060
Federal aid	554,509	463,561
Contributions	23,250	22,500
Interest	689	11,440
Rental revenue	15,250	-
Other revenue	28,018	24,103
Total revenue and other support	<u>3,291,049</u>	<u>3,190,554</u>
<b>EXPENSES</b>		
Program services		
Regular education	1,434,449	1,419,484
Special education	180,700	126,837
Other programs	<u>640,247</u>	<u>588,469</u>
Total program services	2,255,396	2,134,790
Management and general	<u>1,489,398</u>	<u>1,367,402</u>
Total expenses	<u>3,744,794</u>	<u>3,502,192</u>
<b>CHANGE IN NET ASSETS</b>	<b>(453,745)</b>	<b>(311,638)</b>
<b>NET DEFICIT, beginning of year</b>	<u>(730,741)</u>	<u>(419,103)</u>
<b>NET DEFICIT, end of year</b>	<u><b>\$ (1,184,486)</b></u>	<u><b>\$ (730,741)</b></u>

The accompanying Notes to Financial Statements are an integral part of these statements.

**BRIGHTER CHOICE CHARTER SCHOOL FOR GIRLS**

**STATEMENTS OF CASH FLOWS**

	<u>Years Ended June 30,</u>	
	<u>2010</u>	<u>2009</u>
<b>CASH FLOWS PROVIDED (USED) BY OPERATING ACTIVITIES</b>		
Change in net assets	\$ (453,745)	\$ (311,638)
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities		
Depreciation	257,035	255,540
Amortization of financing costs	12,456	12,456
Amortization of bonded mortgage premium	(1,958)	(1,867)
Bad debts	26,225	2,360
(Increase) decrease in		
Accounts receivable	(4,810)	2,618
Federal and state aid receivable	(36,952)	26,793
Due from other governments	(14,478)	(63,162)
Due from other	4,852	(6,409)
Prepaid expenses	-	17,604
Increase (decrease) in		
Accounts payable	(3,660)	2,044
Accrued liabilities	12,342	48,778
Due to other governments	19,670	-
Deferred revenue	14,336	20,679
	<u>(168,687)</u>	<u>5,796</u>
<b>CASH FLOWS USED BY INVESTING ACTIVITIES</b>		
Purchase of property and equipment	<u>(17,473)</u>	<u>(38,598)</u>
<b>CASH FLOWS PROVIDED (USED) BY FINANCING ACTIVITIES</b>		
Principal payments on bonded mortgage payable	(25,000)	(55,000)
Disbursements from bond trust accounts	484,840	555,990
Deposits to bond trust accounts	(516,800)	(410,869)
	<u>(56,960)</u>	<u>90,121</u>
<b>Net increase (decrease) in cash</b>	<b>(243,120)</b>	<b>57,319</b>
<b>CASH, beginning of year</b>	<u>479,878</u>	<u>422,559</u>
<b>CASH, end of year</b>	<u><b>\$ 236,758</b></u>	<u><b>\$ 479,878</b></u>
<b>SUPPLEMENTAL INFORMATION</b>		
Cash paid for interest	\$ 453,472	\$ 458,730

The accompanying Notes to Financial Statements are an integral part of these statements.

**BRIGHTER CHOICE CHARTER SCHOOL FOR GIRLS**

**FUNCTIONAL EXPENSES**

**Year Ended June 30, 2010**  
**(with comparative totals for 2009)**

	Program Services			Supporting Services	2010 Totals	2009 Totals
	Regular Education	Special Education	Other Program	Management and General		
Salaries	\$ 870,413	\$ 102,839	\$ 39,448	\$ 533,091	\$ 1,545,791	\$ 1,465,757
Employee benefits	239,109	28,251	10,837	146,444	424,641	358,870
	<u>1,109,522</u>	<u>131,090</u>	<u>50,285</u>	<u>679,535</u>	<u>1,970,432</u>	<u>1,824,627</u>
Accounting	-	-	-	37,650	37,650	32,058
Amortization	-	-	-	12,456	12,456	12,456
Bad debt	-	-	-	26,225	26,225	2,360
Consultants	-	20,515	-	15,263	35,778	19,834
Contracted services						
School lunch program	-	-	351,106	-	351,106	317,897
Other	55,851	13,060	34,118	38,952	141,981	145,855
Field trips	9,712	-	-	-	9,712	6,497
Insurance	-	-	-	23,592	23,592	11,757
Interest	-	-	-	453,097	453,097	456,038
Legal	-	-	-	811	811	359
Maintenance and repairs	19,315	1,924	11,799	11,639	44,677	42,913
Printing and postage	-	-	-	20,247	20,247	16,116
Public relations	-	-	-	6,555	6,555	2,989
Small equipment	4,809	-	-	4,775	9,584	7,839
Supplies and materials	18,922	-	340	24,354	43,616	54,532
Student services	24,043	-	-	-	24,043	50,787
Student uniforms	9,088	-	-	-	9,088	9,111
Staff development	41,533	-	-	-	41,533	20,646
Telephone	-	-	-	48,895	48,895	45,119
Transportation	-	-	106,065	-	106,065	68,461
Utilities	30,530	3,041	18,650	18,395	70,616	98,401
Expenses from operations	<u>1,323,325</u>	<u>169,630</u>	<u>572,363</u>	<u>1,422,441</u>	<u>3,487,759</u>	<u>3,246,652</u>
Depreciation	111,124	11,070	67,884	66,957	257,035	255,540
<b>Total expenses</b>	<b><u>\$ 1,434,449</u></b>	<b><u>\$ 180,700</u></b>	<b><u>\$ 640,247</u></b>	<b><u>\$ 1,489,398</u></b>	<b><u>\$ 3,744,794</u></b>	<b><u>\$ 3,502,192</u></b>

**Section IV**

**Disclosure of Financial Interest by a Charter School Trustee**

**Annual Report 2009-10**

**Name (print):** *Thomas W. Carroll*

**Name of Charter School:** **Brighter Choice Charter School for Girls**

**Charter Entity:** **NYS Board of Regents**

**Home Address:**

[REDACTED]

**Business Address:**

[REDACTED]

**Daytime Phone:**

[REDACTED]

**E-Mail Address:**

[REDACTED]

1. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):  
Chairman & Founder, 2002 - present

\_\_\_\_\_

\_\_\_\_\_

2. Is the trustee an employee of the School? \_\_\_Yes X No

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Is the trustee an employee or agent of the management company? \_\_\_Yes X No

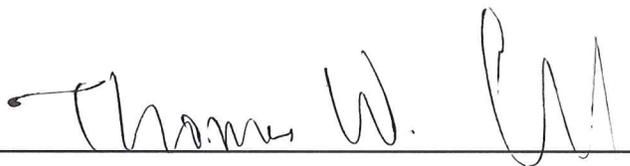
5. Is the trustee an employee or agent of any institutional partner of the School? \_\_\_Yes X No

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

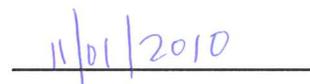
<b>Date(s)</b>	<b>Nature of Financial Interest/Transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to yourself</b>
None			

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

<b>Organization Conducting Business with the School</b>	<b>Nature of Business Conducted</b>	<b>Approximate Value of the Business Conducted</b>	<b>Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest</b>
Brighter Choice Charter Middle School for Girls	Rent	\$50,000	I serve as Chair of Brighter Choice Charter Middle School for Girls, which is paying rent for one transitional year to Brighter Choice Charter School for Girls



**Signature**



**Date**

Section IV

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

Name (print) M. Christian Bender

Name of Charter School Brighter Choice Charter School for Girls

Charter Entity SED/NY Regents

Home Address 

Business Address 

Daytime Phone 

E-Mail Address 

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

Vice Chair since charter issued

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

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

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

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

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

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



Signature

10.14.10

Date

*Section IV*

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

Name (print) Margarita S. Mayo

Name of Charter School The Brighter Choice Charter School for Girls

Charter Entity SED / Regents

Home Address 

Business Address 

Daytime Phone 

E-Mail Address 

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

just board member

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

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

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

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

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

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

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

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

Margarita S. Mayo  
**Signature**

10/13/10  
**Date**

Section IV

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

Name (print) Karen B. Moreau

Name of Charter School Brighter Choice Charter School for Girls

Charter Entity Brighter Choice Foundation / SED

Home Address 

Business Address 

Daytime Phone 

E-Mail Address 

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

Trustee (board member) - current

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

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

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

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

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

<b>Organization Conducting Business with the School</b>	<b>Nature of Business Conducted</b>	<b>Approximate Value of the Business Conducted</b>	<b>Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest</b>
<i>none</i>			

*Karl B. Mann*  
 Signature

*10/25/10*  
 Date

*Section IV*

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

Name (print) Joanne McElroy-Moore

Name of Charter School Brighter Choice Charter School for Girls

Charter Entity SED/NY Regents

Home Address 

Business Address W/A

Daytime Phone 

E-Mail Address 

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

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

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

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

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

Joanne McElroy Moore  
*Signature*

10/15/10  
*Date*

*Section IV*

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

Name (print) Wendy Berry

Name of Charter School Brighter Choice Charter School for Girls

Charter Entity SED / NY Regents

Home Address 

Business Address \_\_\_\_\_

Daytime Phone 

E-Mail Address 

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

Treasurer - resigned June 2010  
\_\_\_\_\_  
\_\_\_\_\_

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

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

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

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

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

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

*Kendall Berg*

**Signature**

10/17/10

**Date**

Section IV

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

Name (print) Peter Murphy

Name of Charter School Brighter Choice Charter School for Girls

Charter Entity SED/NY Regents

Home Address [REDACTED]

Business Address [REDACTED]

Daytime Phone [REDACTED]

E-Mail Address [REDACTED]

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

Secretary 2002-2010, April 2010 resigned

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

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
2009-10	<p>NYCSA membership dues</p> <hr/> <p>Employee of NYCSA</p>	<p>Did not participate in any discussion or vote on School membership decision to join and pay dues</p>	<p>N/A</p>

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

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
NY Charter Schools Assoc	Membership Dues	\$10/student equivalent vote	Peter Murphy

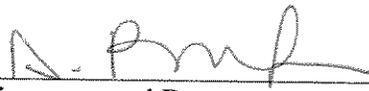
Peter Murphy  
*Peter Murphy*  
 Signature

10-18-10  
 Date

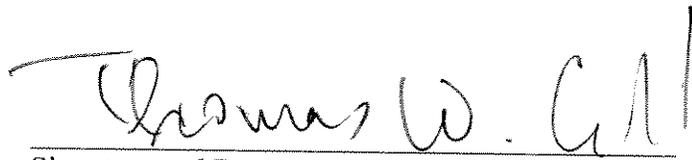
*Statement of Assurances*

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

Deah Burnham  
Print Name, School Leader

 11/1/10  
Signature and Date

THOMAS W. CARROLL  
Print Name, President, Board of Trustees

 11/1/10  
Signature and Date