

**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** The Bronx Charter School for Children

**Primary Address** 388 Willis Avenue

Bronx, NY 10454

**Telephone** (718) 402-3300 **Fax** (718) 402-3258

**BEDS #** 320700860852

**District/CSD of Location** District 7

**Charter Entity** Board of Regents

**Date School First Opened for Instruction** September 1, 2004

**School Leader** Kristina Jelinek

(print name)

**E-mail Address of School Leader** kjelinek@tbcsc.org

**President, Board of Trustees** Eleanor Sypher

(print name)

**E-mail Address and Phone Number of Board President** 

### ***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**

Year of Test	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2009-10 – All Students	12%	45%	30%	12%	9%	63%	26%	2%	17%	50%	30%	3%												
General Education Students	10%	45%	31%	14%	9%	60%	29%	2%	14%	53%	30%	4%												
Special Education Students	25%	50%	25%	0%	14%	86%	0%	0%	33%	33%	33%	0%												
2008-09 – All Students	2%	39%	58%	2%	0%	11%	89%	0%	0%	26%	72%	2%												
General Education Students	0%	38%	60%	2%	0%	9%	91%	0%	0%	24%	73%	2%												
Special Education Students	13%	50%	38%	0%	0%	22%	78%	0%	0%	38%	63%	0%												
2007-08 – All Students	0%	37%	52%	11%	2%	39%	58%	2%																
General Education Students	0%	33%	55%	12%	0%	37%	62%	2%																
Special Education Students	0%	80%	20%	0%	10%	50%	40%	0%																
2006-07 – All Students	5%	20%	70%	6%																				
General Education Students	11%	37%	52%	0%																				
Special Education Students	30%	60%	10%	0%																				

**New York State Assessment Results**

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

<b>Year of Test</b>	<b>Grade 3</b>				<b>Grade 4</b>				<b>Grade 5</b>				<b>Grade 6</b>				<b>Grade 7</b>				<b>0</b>			
	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>																
<b>2009-10 – All Students</b>	6%	38%	44%	12%	2%	60%	32%	6%	2%	48%	38%	12%												
<b>General Education Students</b>	3%	40%	43%	14%	0%	59%	34%	7%	0%	44%	42%	14%												
<b>Special Education Students</b>	25%	25%	50%	0%	14%	71%	14%	0%	11%	78%	11%	0%												
<b>2008-09 – All Students</b>	0%	9%	77%	14%	0%	2%	58%	40%	2%	19%	72%	8%												
<b>General Education Students</b>	0%	90%	77%	14%	0%	0%	57%	43%	0%	14%	80%	7%												
<b>Special Education Students</b>	0%	14%	71%	14%	0%	11%	67%	22%	11%	44%	33%	11%												
<b>2007-08 – All Students</b>	0%	6%	74%	20%	5%	31%	56%	8%																
<b>General Education Students</b>	0%	5%	73%	22%	0%	26%	64%	10%																
<b>Special Education Students</b>	0%	17%	83%	0%	27%	55%	18%	0%																
<b>2006-07 – All Students</b>	5%	20%	70%	6%																				
<b>General Education Students</b>	2%	18%	73%	7%																				
<b>Special Education Students</b>	20%	30%	50%	0%																				

**New York State Assessment Results**

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

*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>	2009-10	28	0%	4%	46%	50%	25	0%	4%	44%	52%	3	0%	0%	67%	33%
	2008-09	23	0%	13%	39%	48%	19	0%	11%	32%	58%	4	0%	25%	75%	0%
	2007-08	21	0%	14%	52%	33%	21	0%	14%	52%	33%	0	0%	0%	0%	0%
	2006-07	12	0%	0%	75%	17%	10	0%	0%	80%	20%	2	0%	0%	50%	0%
<b>Reading &amp; Writing (Gr. K-1)</b>	2009-10	28	4%	36%	29%	32%	25	4%	32%	28%	36%	3	0%	67%	33%	0%
	2008-09	23	17%	26%	22%	35%	19	16%	16%	26%	42%	4	25%	75%	0%	0%
	2007-08	21	14%	33%	33%	19%	21	14%	33%	33%	19%	0	0%	0%	0%	0%
	2006-07	12	17%	67%	0%	8%	10	20%	70%	0%	10%	2	0%	50%	0%	0%
<b>Listening &amp; Speaking (Gr. 2-4)</b>	2009-10	13	0%	0%	15%	85%	12	0%	0%	17%	83%	1	0%	0%	0%	100%
	2008-09	15	0%	0%	7%	93%	14	0%	0%	7%	93%	1	0%	0%	0%	100%
	2007-08	13	0%	0%	31%	69%	12	0%	0%	25%	75%	1	0%	0%	100%	0%
	2006-07	6	0%	0%	67%	33%	6	0%	0%	67%	33%	0	0%	0%	0%	0%
<b>Reading &amp; Writing (Gr. 2-4)</b>	2009-10	13	0%	8%	54%	38%	12	0%	8%	50%	42%	1	0%	0%	100%	0%
	2008-09	15	0%	0%	47%	53%	14	0%	0%	50%	50%	1	0%	0%	0%	100%
	2007-08	13	0%	23%	23%	54%	12	0%	17%	25%	58%	1	0%	100%	0%	0%
	2006-07	6	0%	33%	67%	0%	6	0%	33%	67%	0%	0	0%	0%	0%	0%
<b>Listening &amp; Speaking (Gr. 5-6)</b>	2009-10	5	0%	0%	0%	100%	5	0%	0%	0%	100%	0	0%	0%	0%	0%
	2008-09	2	0%	0%	50%	50%	1	0%	0%	0%	100%	1	0%	0%	100%	0%
	2007-0-8															
	2006-07															
<b>Reading &amp; Writing (Gr. 5-6)</b>	2009-10	5	0%	0%	40%	60%	5	0%	0%	40%	60%	0	0%	0%	0%	0%
	2008-09	2	0%	0%	100%	0%	1	0%	0%	100%	0%	1	0%	0%	100%	0%
	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>																
	<b>2008-09</b>																
	<b>2007-08</b>																
	<b>2006-07</b>																
<b>Reading &amp; Writing (Gr. 7-8)</b>	<b>2009-10</b>																
	<b>2008-09</b>																
	<b>2007-08</b>																
	<b>2006-07</b>																
<b>Listening &amp; Speaking (Gr. 9-12)</b>	<b>2009-10</b>																
	<b>2008-09</b>																
	<b>2007-08</b>																
	<b>2006-07</b>																
<b>Reading &amp; Writing (Gr. 9-12)</b>	<b>2009-10</b>																
	<b>2008-09</b>																
	<b>2007-08</b>																
	<b>2006-07</b>																

*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</b>	<b>2009-10</b>	<b>65</b>	<b>8%</b>	<b>11%</b>	<b>60%</b>	<b>22%</b>
<b>Social Studies</b>	2008-09	53	9%	19%	62%	9%
	2007-08					
	2006-07					
<b>Middle Level</b>	<b>2009-10</b>					
<b>Social Studies</b>	2008-09					
	2007-08					
	2006-07					
<b>Secondary Level</b>	<b>2009-10</b>					
<b>Social Studies</b>	2008-09					
	2007-08					
	2006-07					
<b>Secondary Level</b>	<b>2009-10</b>					
<b>Science</b>	2008-09					
	2007-08					
	2006-07					

**High School Completion Rates**

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

**Other Student Assessment Data  
2009-10**

Name of Test: TerraNova

Subtest: Reading

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (NCE)	Qualitative Level and Percent Attaining**	Other ***
K	6/2/10	66	1	N/A	N/A	65	49.7 NCE	N/A	N/A
1	6/2/10	66	0	N/A	N/A	66	43.2 NCE	N/A	N/A
2	6/2/10	66	0	N/A	N/A	66	48.3 NCE	N/A	N/A
3	6/2/10	66	1	N/A	N/A	65	46.2 NCE	N/A	N/A
4	6/2/10	65	0	N/A	N/A	65	44.2 NCE	N/A	N/A
5	6/2/10	66	0	N/A	N/A	66	44.7 NCE	N/A	N/A

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

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

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

**Other Student Assessment Data  
2009-10**

Name of Test: TerraNova

Subtest: Math

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining**	Other ***
K	6/3/10	66	1	N/A	N/A	65	53.9 NCE	N/A	N/A
1	6/3/10	66	0	N/A	N/A	66	46.8 NCE	N/A	N/A
2	6/3/10	66	0	N/A	N/A	66	50.2 NCE	N/A	N/A
3	6/3/10	66	1	N/A	N/A	65	51.9 NCE	N/A	N/A
4	6/3/10	65	0	N/A	N/A	65	46.2 NCE	N/A	N/A
5	6/3/10	66	0	N/A	N/A	66	50.9 NCE	N/A	N/A

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

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

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

### **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**

Table 1

Progress Toward Goals

Charter School Name: The Bronx Charter School for Children

School Year: 2009 - 2010

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
<b>GOAL I: BCSC STUDENTS WILL DEMONSTRATE PROFICIENCY IN LITERACY SKILLS</b>				
<p><b>Measure 1.1.</b> Each year, 75 % of third, 75% of fourth and 75% of fifth grade students who are enrolled on the test date and were enrolled on or before the first day of the month two years prior to the current year's test administration will perform at or above Level 3 on the NYS ELA assessment.</p>	<p>3<sup>rd</sup> grade: 42%</p> <p>4<sup>th</sup> grade: 28%</p> <p>5<sup>th</sup> grade: 33%</p>	<p>NYS ELA Assessment</p>	<p>N</p> <p>N</p> <p>N</p>	<p>Test analysis reveals the following areas of weakness: critical thinking and reading non-fiction. In response, BCSC has:</p> <ul style="list-style-type: none"> <li>• implemented a new, more comprehensive formative reading assessment (DRA 2) for the 2010 – 2011 school year</li> <li>• designed a system of Diagnostic Reading Assessment (DRA) score analysis and a structure for planning instruction based on DRA data</li> <li>• implemented a new writing curriculum (WriteSource) for the 2010 – 2011 school year</li> <li>• developed systems to identify student needs early in the</li> </ul>

				<p>school year (as soon as August) using NYS assessment scores, DRA scores, and comprehensive assessment of skills for students new to the school</p> <ul style="list-style-type: none"> <li>• implemented the Integrated Co-Teaching model in two classrooms</li> <li>• designed a professional development program focused on development of classroom assessment techniques including: sessions, modeled lessons, observations, and feedback on criteria setting with an Instructional Strategies consultant, as well as item analysis work with our Assessment Coordinator</li> <li>• identified funding and developed structures to hire 4 teaching assistants to work with skills groups in grades 3, 4, and 5</li> </ul>
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<b>Measure 1.2.</b> Each year, the BCSC's aggregate Performance Index on the NYS ELA assessment will meet its Annual Measurable Objective set forth in the NYS No Child Left Behind (NCLB) accountability system.	157	NYS Performance Index applied to NYS ELA assessment	Y	
<b>Measure 2.1.</b> Each year, the gap between the percentage of third, fourth and fifth grade cohorts who perform at or above Level 3 and the 75 % goal on the NYS ELA assessment will be reduced by one-half when compared to this gap between the previous year's percentage at or above Level 3 and the 75 % goal. If a grade-level cohort exceeds 75 % at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.	3 <sup>rd</sup> grade: -14% 4 <sup>th</sup> grade: -63.8% 5 <sup>th</sup> grade: -47%	14 percentage points  63.8 percentage points  47 percentage points	N  N  N	We are taking the steps stated above to meet this goal measure.
<b>Measure 2.2.</b> Each year, the percent of students who perform at or above Level 3 on the NYS ELA assessment in each tested grade will be greater than that of Community School District 7 and the citywide average.	3 <sup>rd</sup> grade (42%): +11.5% over CSD 7 -4.5% below NYC 4 <sup>th</sup> grade (28%) +1.4% over CSD 7 -17.6% below NYC 5 <sup>th</sup> grade (33%) +6.9% over CSD 7 -13.2% below NYC	NYC ELA scores for BCSC, CSD 7, and NYC	Y/N  Y/N  Y/N	Although we met our goal to exceed CSD 7 results, we are taking the steps stated above (in row 1) to meet our goal measure of exceeding NYC results on the ELA.
<b>Measure 2.3.</b> Conditional upon the data for similar schools being made available to BCSC, each year, the percent of students performing at or above Level 3 on the NYS ELA exam in each tested grade will place the school in the top quartile of all similar schools, based on the similar school categories generated by the New York State Education Department and the New York City Department of Education.		Similar school data was not provided by the NYC DOE		BCSC will submit an addendum to the NYSED when/ if similar school data is received.
<b>Measure 3.1.</b> Each year, the gap between the NCE of student cohorts at each grade level and an NCE of 50 (signifying appropriate grade level) on the Reading Total subtest of the <i>TerraNova</i> will be reduced by one-half when compared to the gap between the same students' NCE in the prior year and the NCE goal of 50. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show at least an increase in the current year.	K (49.7): -1 NCE 1 <sup>st</sup> grade (43.2): -5.2 NCE 2 <sup>nd</sup> grade (48.3): +6.3 NCE 3 <sup>rd</sup> grade (46.2): -3.2 NCE 4 <sup>th</sup> grade (44.2): -3.9 NCE 5 <sup>th</sup> grade (50.9)		Y  N  Y  N  N  N/A	We are taking the steps stated above to meet this goal measure.

Table 2

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met
<b>GOAL II: BCSC STUDENTS WILL DEMONSTRATE PROFICIENCY IN THE UNDERSTANDING AND APPLICATION OF MATHEMATICAL SKILLS AND CONCEPTS</b>				
Measure 1.1. Each year, 75% of third, 75% of fourth and 75% of fifth grade students who are enrolled on the test date and were enrolled on or before the first day of the month two years prior to the current year's test administration will perform at or above Level 3 on the NYS Math assessment.	3 <sup>rd</sup> grade: 56% 4 <sup>th</sup> grade: 38% 5 <sup>th</sup> grade: 50%	NYS Math Assessment	N  N  N	Test analysis reveals word problems as an area of weakness. In response, BCSC has: <ul style="list-style-type: none"> <li>• mapped out our math curriculum</li> <li>• initiated an internal comprehensive review</li> </ul>

				<p>of our math curriculum to ensure its alignment with current NYS math standards</p> <ul style="list-style-type: none"> <li>• initiated an internal comprehensive review of our math curriculum to ensure its alignment to the new core standards</li> <li>• doubled the amount of time that our math coach spends conferring, observing, and modeling for teachers</li> <li>• developed systems to identify student needs early in the school year (as soon as August) using NYS assessment scores, DRA scores, and comprehensive assessment of skills for students new to the school</li> <li>• implemented the Integrated Co- Teaching model in two classrooms</li> <li>• designed a professional development program focused on development of classroom assessment techniques including: sessions, modeled lessons, observations, and feedback on criteria setting with an Instructional Strategies consultant, as well as item analysis work with</li> </ul>
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				our Assessment Coordinator <ul style="list-style-type: none"> <li>identified funding and developed structures to hire 4 teaching assistants to work with skills groups in grades 3, 4, and 5</li> </ul>
Measure 1.2. Each year, the BCSC's aggregate Performance Index on the NYS Math assessment will meet its Annual Measurable Objective set forth in the NYS No Child Left Behind (NCLB) accountability system.	191	NYS Performance Index applied to NYS Math Assessment	Y	
Measure 2.1. Each year, the gap between the percentage of third, fourth and fifth grade cohorts who perform at or above Level 3 and the 75 % goal on the NYS Math assessment will be reduced by one-half when compared to this gap between the previous year's percentage at or above Level 3 and the 75 % goal. If a grade-level cohort exceeds 75 % at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.	3 <sup>rd</sup> grade: -35%	35 percentage points	N	We are taking the steps stated above to meet this goal measure.
	4 <sup>th</sup> grade: -62%	62 percentage points	N	
	5 <sup>th</sup> grade: -33%	33 percentage points	N	
Measure 2.2. Each year, the percent of students who perform at or above Level 3 on the NYS Math assessment in each tested grade will be greater than that of Community School District 7 and the citywide average.	3 <sup>rd</sup> grade (56%) +19.8% over CSD 7 +1.7% over NYC	NYC Math scores for BCSC, CSD 7, and NYC	Y/Y	We are taking the steps stated above to meet this goal measure.
	4 <sup>th</sup> grade (38%) +1.4% over CSD 7 -20.4% below NYC		Y/N	
	5 <sup>th</sup> grade (50%) +9.2% over CSD 7 -9.7% below NYC		Y/N	
Measure 2.3. Conditional upon the data for similar schools being made available to BCSC, each year, the percent of students performing at or above Level 3 on the NYS Math exam in each tested grade will place the school in the top quartile of all similar schools, based on the similar school categories generated by the New York State Education Department and the New York City Department of Education.		Similar school data was not provided by the NYC DOE		BCSC will submit an addendum to the NYSED when/ if similar school data is received
Measure 3.1. Each year, the gap between the NCE of student cohorts at each grade level and an NCE of 50 (signifying appropriate grade level) on the Math Total subtest of the <i>TerraNova</i> will be reduced by one-half when compared to the gap between the same students' NCE in the prior year and the NCE goal of 50. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show at least an increase in the current year.	K (53.9): +13.7 NCE	Yes		We are taking the steps stated above to meet this goal measure.
	1 <sup>st</sup> grade (46.8): -7.8 NCE	No		
	2 <sup>nd</sup> grade (50.2): -1.2 NCE	No		
	3 <sup>rd</sup> grade (51.9):	No		

	-1.7 NCE 4 <sup>th</sup> grade (46.2): -4.7 NCE 5 <sup>th</sup> grade (50.9)	No		
		N/A		

Table 3

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met
<b>GOAL III: BCSC STUDENTS WILL DEMONSTRATE PROFICIENCY IN SCIENCE</b>				
Measure 1.1. In the 2008-09 school year (Year 1), 70 % of fourth grade students who are enrolled on the test date and were enrolled on or before the first day of the month two years prior to the current year's test administration will perform at or above Level 3 on the NYS Science assessment.	N/A			
Measure 1.2. In the 2009-13 school years (Years 2-5), 75 % of fourth grade students who are enrolled on the test date and were enrolled on or before the first day of the month two years prior to the current year's test administration will perform at or above Level 3 on the NYS Science assessment.	89%	NYS Elementary Social Studies Assessment	Y	
Measure 2.1. Each year, the percent of students who perform at or above Level 3 on the NYS Science assessment in each tested grade will be greater than that of Community School District 7 and the citywide average.		This data has not yet been published by NYC DOE.		BCSC will submit an addendum to the NYSED when/ if this data is received

Table 4

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Goal/Objective: Desired Level of Attainment
<b>GOAL IV: BCSC STUDENTS WILL DEMONSTRATE PROFICIENCY IN SOCIAL STUDIES</b>				
Measure 1.1. In the 2009-10 school year (Year 1), 70 % of fifth grade students who are enrolled on the test date and were enrolled on or before the first day of the month two years prior to the current year's test administration will perform at or above Level 3 on the NYS SS assessment.	82%	NYS Elementary Social Studies Assessment	Y	
Measure 1.2. In the 2010-13 school years (Years 2-5), 75 % of fourth grade students who are enrolled on the test date and were enrolled on or before the first day of the month two years prior to the current year's test administration will perform at or above Level 3 on the NYS SS assessment.	N/A	NYS Elementary Social Studies Assessment	N/A	This goal will not be in effect until 2010 – 2011.
Measure 2.1. Each year, the percent of students who perform at or above Level 3 on the NYS SS assessment in each tested grade will be greater than that of Community School District 7 and the citywide average.	82% +24% over CSD 7 +5% over NYC	NYC SS scores for BCSC, CSD 7, and NYC	Y	

Table 5

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met
<b>GOAL V: BCSC WILL BE IN "GOOD STANDING" EACH YEAR.</b>				
Under the NYS No Child Left Behind accountability system, the School's Accountability Status will be "Good Standing" each year.	"In Good Standing"	NYS Assessments for 2008 - 2009	Y	

Table 6

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met
<b>GOAL VI: THE BCSC WILL ACHIEVE HIGH RATES OF STUDENT ATTENDANCE AND ENROLLMENT, AND LOW LEVELS OF STUDENT ATTRITION.</b>				
<i>Measure 1.1: Annual rates of student attendance.</i> Measure 1.1. Each year, the BCSC will achieve a student attendance rate of at least 95 %.	95.3%	95.3%	Y	
<i>Measure 2.1</i> Each year, the BCSC will achieve an enrollment rate of at least 95 %. (The enrollment rate is defined as the total full time equivalent (FTE) of students enrolled for the school year divided by the enrollment capacity for said school year.)	99%	Enrollment rate	Y	
<i>Measure 3.1:</i> Each year, the BCSC will achieve a student attrition rate of no more than 10 %. (The attrition rate will be measured as the percent of students who are enrolled on the first day of each school year that are no longer enrolled on the last day of the school year.)	8.8%	Attrition Rate	Y	

Table 7

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
<b>GOAL VII: THE BCSC WILL ACHIEVE HIGH LEVELS OF PARENT/GUARDIAN SATISFACTION AND INVOLVEMENT</b>				
Measure 1.1. Each year, at least 80% of parents/guardians will complete the annual BCSC Parent/Guardian Survey.	84%	Annual Parent/ Guardian Survey	Y	

Measure 1.2. Each year, at least 80% of the parents/guardians who complete the annual BCSC Parent/Guardian Survey will express satisfaction with the BCSC by indicating a positive response to each of the survey items related to satisfaction.	96%	Annual Parent/Guardian Survey	Y	
Measure 1.3. Each year, the BCSC will reduce the gap by one-half (if it exists) between the percentage of parents/guardians that express satisfaction in the prior year and the 80 % goal.	96%	Annual Parent/Guardian Survey	Y	
Measure 2.1. Each year, at least 90% of all parents/guardians will attend each parent/teacher conference <sup>3</sup> . (Parent/teacher conferences are held twice a year—at the end of Trimester 1 and Trimester 2.)	98%	Trimester 1: 97% Trimester 2: 99%	Y	

Table 8

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
<b>GOAL VIII: THE BCSC WILL ACHIEVE HIGH LEVELS OF STAFF SATISFACTION.</b>				
Measure 1.1. Each year, staff members will express satisfaction with the BCSC, based on the results from the annual Staff Survey, in which at least 80 % of all staff provide a positive response to each of the survey items related to satisfaction.	80% or greater on 11 indicators  Less than 80% on 8 indicators	Annual Staff Survey	Y  N	We have made adjustments to our teacher evaluation process and professional development plan to more actively support the needs of teachers at our school, including more frequent monitoring of instructional practice, regular feedback sessions, and goal setting.
Measure 1.2. Each year, the BCSC will reduce the gap by one-half (if it exists) between the percentage of staff members that express satisfaction in the prior year and the 80 % goal.	Reduced the gap on 1 out of 9 indicators	Annual Staff Survey	N	Please see above.
Measure 2.1. Each year, the BCSC will achieve a staff attrition rate of no more than 15%.	33%			

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Table 9

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
<b>GOAL IX: THE BCSC WILL MEET ALL LEGAL REQUIREMENTS AND RESPONSIBILITIES</b>				
Measure 1. Each year, the BCSC will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and the federal Family Educational Rights and Privacy Act.	Full compliance	The BCSC is in full compliance with all laws, rules, regulations, and contract terms.	Y	

Table 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)	Goal/Objective: Desired Level of Attainment
<b>GOAL X: THE BCSC WILL MAKE RESPONSIBLE FINANCIAL DECISIONS AND DEMONSTRATE SOUND FISCAL PRACTICES AND MANAGEMENT</b>				
<i>Measure 1:</i> Each year, the BCSC will undergo an independent financial audit that will result in an unqualified opinion and no major findings. (A finding will be determined to be "major" if it indicates a deliberate act of wrongdoing, reckless conduct or causes a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the continued operation of the school.)	Clean audit	2009 Audit	Y	

<b><i>Measure 2:</i></b> Each year, the BCSC will operate on a balanced budget <sup>1</sup> and maintain a stable cash flow. (A budget for the upcoming fiscal year will be considered “balanced” if revenues equal or exceed expenditures as of May 31 of each year.)	Balanced budget and stable cash flow (in financials reflected through 10/31/10)	Budget approved by BCSC BOT and NYSED	Y	

## *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**

	2009-10	2008-09	2007-08	2006-07
Number of students leaving for lack of transportation	0	1	1	0
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	7	6	10	9
Number of students leaving for more restrictive special education setting	1	5	0	1
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	27	24	17	16
Number leaving for other reasons (undetermined)	0	0	0	0
Total number of students leaving.	35	36	28	26
Highest Number Enrolled (July 1 – June 30)	396	383	330	264
<b>Total Percent Attrition</b>	<b>8.8%</b>	<b>9.40%</b>	<b>8.48%</b>	<b>9.84%</b>

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

	2009-10	2008-09	2007-08	2006-07
Number of Classroom Teachers	22	26	22	16
Number of Special Area Teachers	11	11	8	5
Total Number of Teachers	33	37	30	21
Total Number of Teachers Leaving	11	14	13	11
<b>Total Percent Attrition</b>	<b>33%</b>	<b>38%</b>	<b>43%</b>	<b>52%</b>

	2009-10	2008-09	2007-08	2006-07
Number of teachers leaving for geographic reasons (out of state/relocation)	1	0	0	0
Number of teachers leaving to take a position in a school district	1	0	0	0
Number of teachers leaving to take a position in another charter school	3	0	0	0
Number of teachers not retained	4	6	0	0
Number of teachers leaving for other reasons (or undetermined)	2	8	13	11

### 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)

Section IV

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

Name (print) Shawn Rosado  
Name of Charter School Bronx Charter School  
Charter Entity NY STATE EDUCATION DEPT



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

President FSA

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

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

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

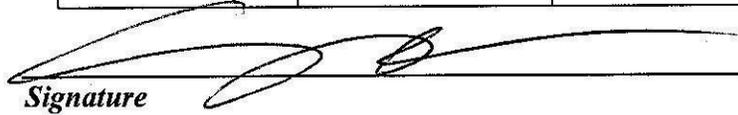
5. Is the trustee an employee or agent of any institutional partner of the School? \_\_\_ Yes  No

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

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

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

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

  
 \_\_\_\_\_  
*Signature*

12/10/10  
 \_\_\_\_\_  
*Date*

State of New York  
 County of Bronx

Subscribed and sworn before me this 10 day of December, 2010  
 By Shawn Rosado

  
 \_\_\_\_\_  
 Notary Public

WILLIAM E. SEITER  
 NOTARY PUBLIC-STATE OF NEW YORK  
 No. 01SE6221333  
 Qualified in Bronx County  
 My Commission Expires May 24, 2014

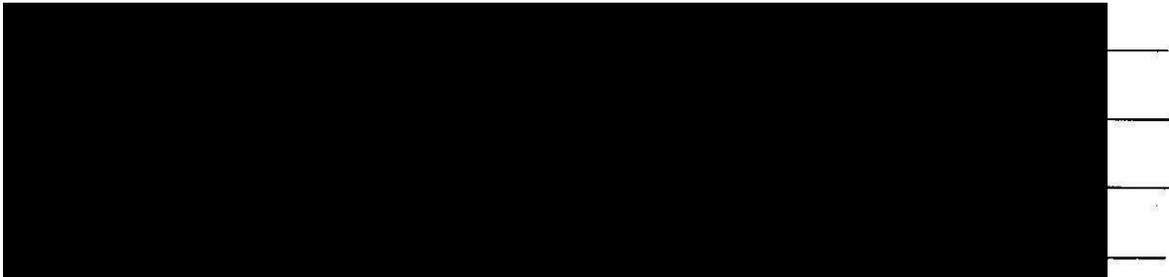
Section IV

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

Name (print) MARK BRAZIER

Name of Charter School BRONX CHARTER SCHOOL FOR CHILDREN

Charter Entity \_\_\_\_\_



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

JAN-2010 → PRESENT - FINANCE COMMITTEE  
MAY 2010 → PRESENT - GOVERNANCE COMMITTEE

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

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

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

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

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

<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>
<hr/>	None	<hr/>	<hr/>

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		

Mark Brazier  
 Signature

12/8/10  
 Date

State of New York  
 County of Bronx

Subscribed and sworn before me this 8 day of December, 2010  
 By Mark Brazier

William E. Seiter  
 Notary Public

WILLIAM E. SEITER  
 NOTARY PUBLIC-STATE OF NEW YORK  
 No. 01SE6221333  
 Qualified in Bronx County  
 My Commission Expires May 24, 2014

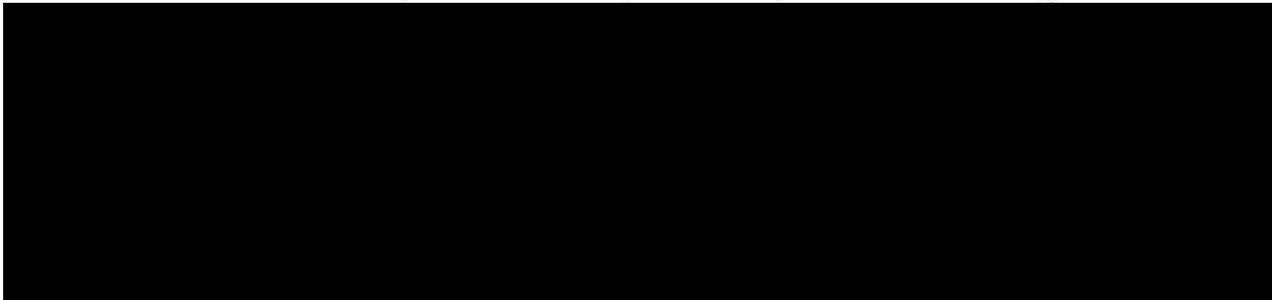
Section IV

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

Name (print) Liz Russell

Name of Charter School Brink Charter School

Charter Entity \_\_\_\_\_



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

committee chair

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

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

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

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

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

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

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

Baron Reisser  
Signature

12-9-10  
Date

State of New York  
County of Bronx

Subscribed and sworn before me this 9 day of December, 2010  
By Liz Kusel

William E. Seiter  
Notary Public

WILLIAM E. SEITER  
NOTARY PUBLIC-STATE OF NEW YORK  
No. 01SE6221333  
Qualified in Bronx County  
My Commission Expires May 24, 2014

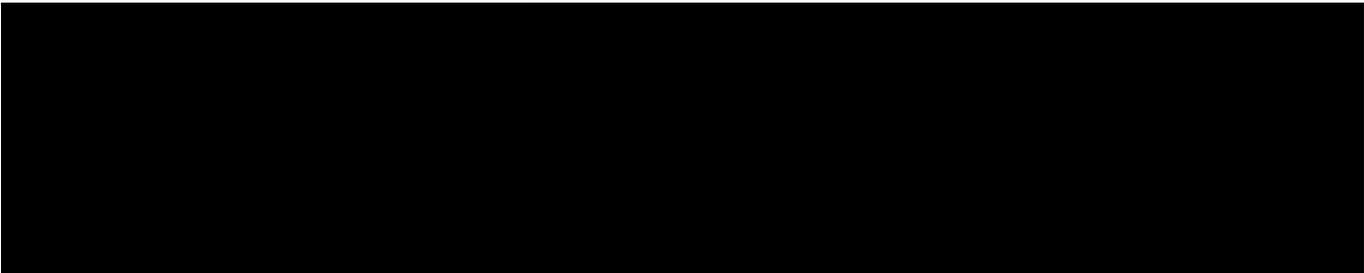
Section IV

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

Name (print) JANE ETHELBERG ROSEN

Name of Charter School THE BRONX CHARTER SCHOOL FOR CHILDREN

Charter Entity SED



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

SECRETARY OF BOARD (2003-2010); CHAIR OF BOARD  
ACADEMIC COMMITTEE (2005-2010); CHAIR OF FACILITIES  
COMMITTEE (2005-2010)

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

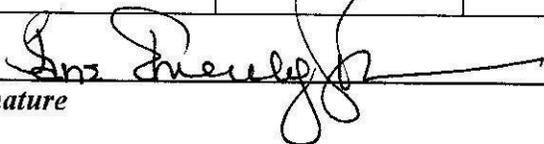
5. Is the trustee an employee or agent of any institutional partner of the School? \_\_\_ Yes  No

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
	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

12-09-10  
Date

State of New York  
County of Bronx

Subscribed and sworn before me this 9 day of December, 2010  
By Jane Ehrenberg Rosen

  
Notary Public

WILLIAM E. SEITER  
NOTARY PUBLIC-STATE OF NEW YORK  
No. 01SE6221333  
Qualified in Bronx County  
My Commission Expires May 24, 2014

Section IV

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

Name (print) GLEANOR SYPHER

Name of Charter School BRONX CHARTER SCHOOL FOR CHILDREN

Charter Entity ~~BR~~ SKD



1. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):  
PRESIDENT; CHAIR OF FUNDRAISING & GOVERNANCE COMMITTEES

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.

**NONE**

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**.

**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

Clement K. Szyper  
Signature

12/9/10  
Date

State of New York  
County of Bronx

Subscribed and sworn before me this 9 day of December, 2010  
By Eleanor K Szyper

William E. Seiter  
Notary Public

WILLIAM E. SEITER  
NOTARY PUBLIC-STATE OF NEW YORK  
No. 01SE6221333  
Qualified in Bronx County  
My Commission Expires May 24, 2014

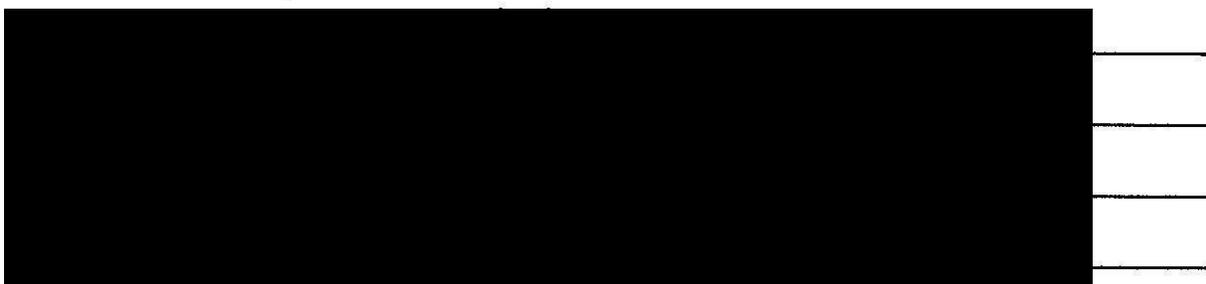
**Section IV**

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

Name (print) The Rev. Bertram Bennett

Name of Charter School Bronx Charter School for Children

Charter Entity \_\_\_\_\_



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

Facilities Committee

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

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

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

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

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

<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.

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		

The Rev. Bertram Bennett  
Signature

12/9/10  
Date

State of New York  
County of Bronx

Subscribed and sworn before me this 9 day of December, 2010  
By The Rev. Bertram Bennett

William E. Seiter  
Notary Public

WILLIAM E. SEITER  
NOTARY PUBLIC-STATE OF NEW YORK  
No. 01SE6221333  
Qualified in Bronx County  
My Commission Expires May 24, 2014

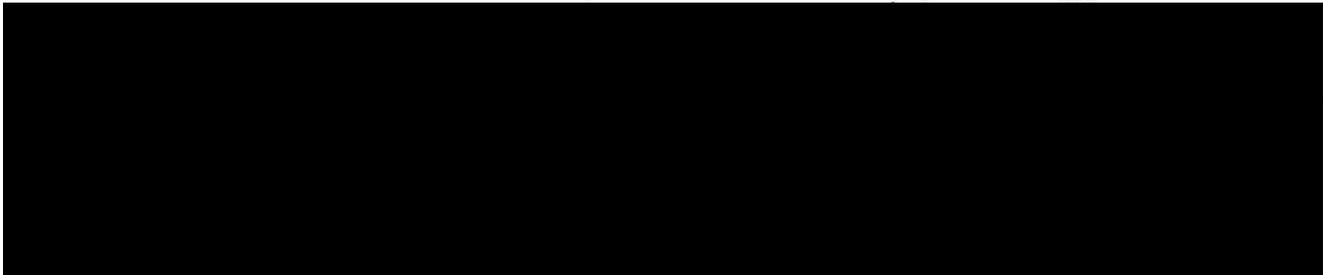
*Section IV*

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

Name (print) Laurence Slous

Name of Charter School Bronx Charter School For Children

Charter Entity \_\_\_\_\_



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

Board Member since  
V.P. since

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

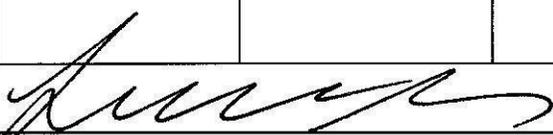
5. Is the trustee an employee or agent of any institutional partner of the School? \_\_\_ Yes  No

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**.

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

12/9/10  
 \_\_\_\_\_  
 Date

State of New York  
 County of Bronx

Subscribed and sworn before me this 9 day of December, 2010  
 By Laurence Stas

  
 \_\_\_\_\_  
 Notary Public

WILLIAM E. SEITER  
 NOTARY PUBLIC-STATE OF NEW YORK  
 No. 01SE6221333  
 Qualified in Bronx County  
 My Commission Expires May 24, 2014

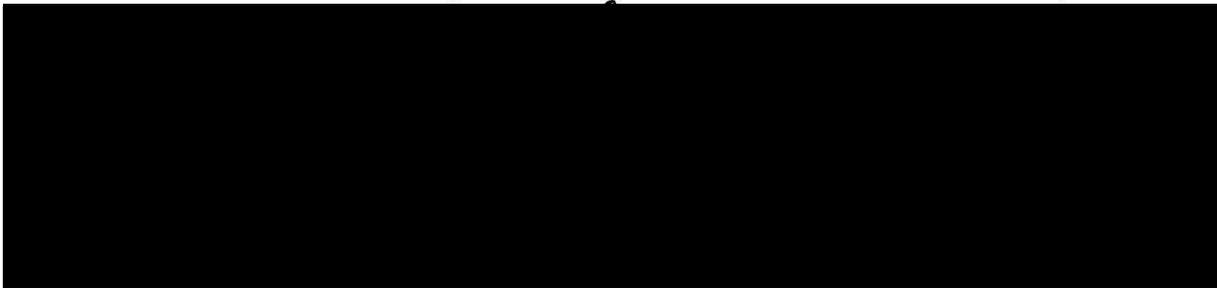
Section IV

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

Name (print) BRUCE M. GREENWALD

Name of Charter School THE BRONX CHARTER SCHOOL FOR CHILDREN

Charter Entity \_\_\_\_\_



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

TREASURER; CHAIR, FINANCE COM, MEMBER FACILITIES COMM

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

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

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

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

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

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

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

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

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

Bruce M. Greenwald  
Signature

12/8/10  
Date

State of New York  
County of Bronx

Subscribed and sworn before me this 9 day of December, 2010  
By Bruce M. Greenwald

William E. Seiter  
Notary Public

WILLIAM E. SEITER  
NOTARY PUBLIC-STATE OF NEW YORK  
No. 01SE6221333  
Qualified in Bronx County  
My Commission Expires May 24, 2014

*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.

KRISTINA JELINEK  
Print Name, School Leader

*K. Jelinek* 12/22/10  
Signature and Date

ELEANOR SYDNER  
Print Name, President, Board of Trustees

*Eleanor Synder, Dec. 22, 2010*  
Signature and Date