



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

Created: 07/06/2015

Last updated: 07/30/2015

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

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1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

BROOKLYN EXCELSIOR CS (SUNY TRUSTEES) 331600860847

2. CHARTER AUTHORIZER

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

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 16

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	856 Quincy Avenue, Brooklyn, NY 11221	718-246-5681	718-246-5864	

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Adam Stevens
Title	Principal
Emergency Phone Number (###-###-####)	

5. SCHOOL WEB ADDRESS (URL)

brooklynexcelsiorcharterschool.org

6. DATE OF INITIAL CHARTER

2002-02-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2003-09-01 00:00:00

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

710

9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7, 8
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10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

	Yes/No	Name of CMO/EMO
	Yes	National Heritage Academies (NHA)

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

	Name	Work Phone	Alternate Phone	Email Address	Contact this individual also in emergencies
CEO (e.g., network superintendent)	Chip Hurlburt	877-223-6402		[REDACTED]	No
CFO (e.g., network CFO)	Steve Conley	877-223-6402		[REDACTED]	No
Compliance Contact	Jason Starr	877-223-6402		[REDACTED]	No
Complaint Contact	Jason Starr	877-223-6402		[REDACTED]	No

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11. FACILITIES

Will the School maintain or operate multiple sites?

	No, just one site.
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12. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	856 Quincy Avenue, Brooklyn, NY 11221	718-246-5681	CSD 16	K-8	Yes	Rent/Lease
Site 2						
Site 3						

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Adam Stevens	718-246-5681	██████████	██████████
Operational Leader				
Compliance Contact				
Complaint Contact				

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

No

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

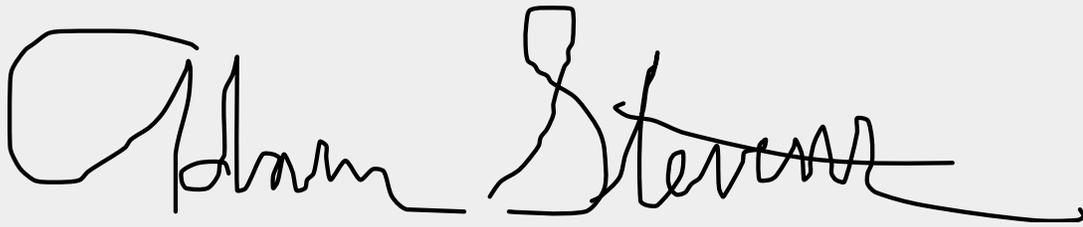
Joey Dreitzler, Board Relations Coordinator

16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check YES if you agree and use the mouse on your PC or the stylus on your mobile device to sign your name).

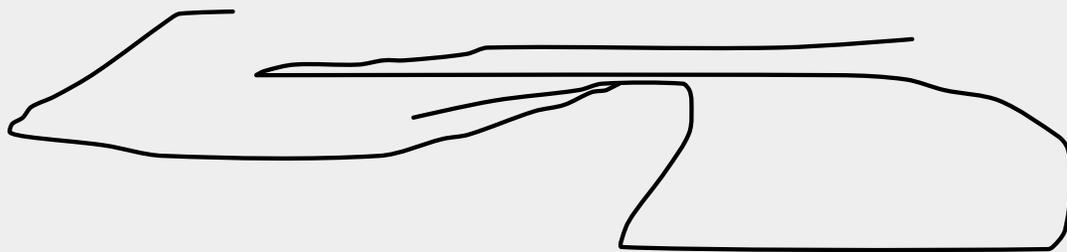
Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature reads "Adam Stevens" in a cursive style. The first letter 'A' is large and loops back. The 'S' is tall and narrow. The 'T' is a simple vertical stroke. The 'E' is a series of three loops. The 'V' is a simple V-shape. The 'S' at the end is a simple curve.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is highly stylized and abstract, consisting of several overlapping horizontal and diagonal lines that form a shape resembling a stylized 'A' or 'S'.

Thank you.



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

Last updated: 07/16/2015

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Charter School Name:

1. NEW YORK STATE REPORT CARD

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

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

<http://data.nysed.gov/reportcard.php?year=2014&instid=800000056456>



BROOKLYN EXCELSIOR

A PUBLIC CHARTER SCHOOL MANAGED
BY NATIONAL HERITAGE ACADEMIES

**BROOKLYN EXCELSIOR
CHARTER SCHOOL
2014-15 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2015

By the
Brooklyn Excelsior Charter School
Board of Trustees
856 Quincy Street
Brooklyn, NY 11221

National Heritage Academies prepared this 2014-15 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee's Name	Board Position
Rudyard Ceres	Treasurer
Stephanie Cuba	Vice President
Mark Mannion	Trustee
Corey Martin	President
Carol Schulhof	Trustee
Omar Wasow	Secretary

Adam Stevens served as the school's principal from August 2013 to August 2015.

INTRODUCTION

Brooklyn Excelsior is committed to providing a high-quality education to all of its students. We believe that all students can achieve success. We have designed an educational program that is intended to ensure that all students are prepared to enter a rigorous high school programming. The ultimate goal is to keep students on the college-readiness trajectory established through the school's K-8 educational program.

Since opening in fall 2003, we have not wavered from our original mission: *“Working in partnership with parents and the community, Brooklyn Excelsior will offer a challenging character-based education by providing a strong curriculum and an atmosphere of high expectations.”*

We started in 2003 by serving 206 students in grades K-4, and we have added one grade level each year. In fall 2015, we will serve 707 students in grades K-8, of whom 89 percent qualify for free or reduced price lunch.

From the beginning, we have consistently and faithfully adhered to the key design elements of our educational program, which are outlined below.

- **Academic Excellence:** A quality K-8 education sets the critical foundation for a student's success in high school, college, and beyond. Our goal is to ensure that every student is on a college-readiness trajectory as a result of our educational program. With that in mind, the curriculum is designed to meet state standards and equip students with specific skills and knowledge they need to master each content area at each grade level.
- **Student Responsibility:** We strongly believe that children thrive in an environment where they clearly understand what is expected of them, and after putting forth their best effort, they can see and take pride in the results. At Brooklyn Excelsior, students learn that their best effort is vital to their academic success. Our teachers strive to consistently reinforce the importance of students' responsibility for their education and accountability for their actions.
- **Character Development:** We believe that teaching virtues is integral to the development of children and to preparedness for high school and college. For this reason, we have made character development through a Moral Focus curriculum an essential component of educational programming at Brooklyn Excelsior. We believe that great schools aim to develop both a student's heart and mind, so our character development curriculum builds on the virtues of prudence, justice, temperance, and fortitude. Through a focus on character development, students establish and maintain strong personal character while also developing the qualities necessary to achieve academic success and become good citizens.
- **Parental Partnerships:** Our commitment is to foster strong partnerships with parents, which, in turn, help children be more successful. We believe parents understand the important role they play in ensuring their child's academic success and value being treated as partners.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12	61	77	78	78	77	78	93	93	85	-	-	-	-	720
2012-13	71	77	81	80	83	81	78	86	89	-	-	-	-	726
2013-14	64	80	74	81	84	78	72	82	90	-	-	-	-	705
2014-15	79	80	84	80	86	72	75	74	77	-	-	-	-	707

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will be proficient in English Language Arts

Background

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement a curricular program, including a robust system of assessment, which is built around the Common Core Learning Standards (CCLS) and aligns with our mission¹.

The school has implemented new curricular tools to better support implementation of the state's Common Core standards in English language arts.

- In the 2013-14 school year, we used these tools in middle school. We purchased Holt Literature for grades six and above.
- In the 2014-15 school year, we used Reading Street in grades K-5.

Extensive professional development has been provided to our teachers to support their effective use of these new tools in the classroom. We will continue to provide our staff with training and support through this transition.

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program English language arts assessment to students in third through eighth grade in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

¹ When the school opened in fall 2003, the curriculum was built around the New York State Learning Standards. It has since been updated to reflect the State's adoption of the Common Core Learning Standards for ELA and math.

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

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
3	78	0	0	0	78
4	83	1	0	1	84
5	71	0	0	0	71
6	80	0	0	0	80
7	72	0	0	0	72
8	75	0	0	0	75
All	459	1	0	1	460

Results

In 2014-15 17 percent of students enrolled for two+ years at Brooklyn Excelsior were proficient on the state exam compared to 16 percent school wide.

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

Grade	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	15.4%	78	14.8%	61
4	14.5%	83	14.5%	69
5	14.1%	71	15.9%	63
6	12.5%	80	14.8%	61
7	22.2%	72	23.1%	65
8	20.0%	75	19.4%	72
All	16.3%	459	17.1%	391

Evaluation

Brooklyn Excelsior did not meet this measure. With only 17 percent of students in at least their second year achieving at or above the Level 3, Brooklyn Excelsior was below the 75 percent threshold.

Additional Evidence

Year over year the percentage of students proficient in ELA decreased four percentage points.

² Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	29%	62	29%	72	15%	61
4	18%	67	33%	69	15%	69
5	31%	70	12%	65	16%	63
6	13%	67	19%	67	15%	61
7	10%	81	15%	73	23%	65
8	17%	87	16%	83	19%	72
All	19%	434	21%	429	17%	391

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index ("PLI") value that equals or exceeds the 2014-15 English language arts AMO of 97. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.³

Results

Brooklyn Excelsior did not meet this measure.

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

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	38.1	45.5	13.7	2.6

$$\begin{array}{rclclclcl}
 \text{PI} & = & 45.5 & + & 13.7 & + & 2.6 & = & 61.9 \\
 & & & & 13.7 & + & 2.6 & = & \underline{16.3} \\
 & & & & & & \text{PLI} & = & \underline{78.2}
 \end{array}$$

³ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Evaluation

Brooklyn Excelsior did not meet the AMO goal of 97. With a PLI score of 78, Brooklyn Excelsior fell 19 points short of this goal.

Goal 1: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁴

Results

17.1 percent of Brooklyn Excelsior students scored at or above Level 3 on the New York State ELA exam, compared to 17.0 percent of students enrolled in district public schools. Brooklyn Excelsior students outperformed district public school students in three of the six grade levels as well as in the aggregate.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least Second Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	14.8%	61	17.8%	630
4	14.5%	69	25.1%	645
5	15.9%	63	11.0%	583
6	14.8%	61	15.1%	451
7	23.1%	65	13.6%	530
8	19.4%	72	18.1%	530
All	17.1%	391	17.0%	3369

Evaluation

Brooklyn Excelsior met this measure. The percent of students in at least their second year at Brooklyn Excelsior who performed at or above Level 3 on the New York State ELA exam was 0.1 percentage points higher than that of the district public schools.

⁴ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

Additional Evidence

Brooklyn Excelsior has consistently outperformed the local district on the New York State ELA exam over the past three years.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	29%	14%	29%	22%	14.8%	17.8%
4	18%	19%	33%	20%	14.5%	25.1%
5	31%	17%	12%	17%	15.9%	11.0%
6	13%	9%	19%	10%	14.8%	15.1%
7	10%	11%	15%	12%	23.1%	13.6%
8	17%	10%	16%	13%	19.4%	18.1%
All	19%	13%	21%	16%	17.1%	17.0%

Goal 1: Comparative Measure

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

Method

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

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

Results

In 2013-14 Brooklyn Excelsior did not meet this measure, achieving an Effect Size of 0.12 which is slightly higher than expected.

2013-14 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	92.6	81	27	19.0	8.0	0.62
4	92.9	81	29	19.4	9.6	0.74
5	88.5	80	12	17.6	-5.6	-0.48
6	91.7	75	17	13.9	3.1	0.26
7	85.2	79	14	16.5	-2.5	-0.22
8	91.1	87	15	17.4	-2.4	-0.20
All	90.3	483	19.0	17.3	1.7	0.12

School's Overall Comparative Performance:
Slightly higher than expected

Evaluation

Brooklyn Excelsior did not meet this measure. The school did have a positive effect size, however it was lower than the 0.3 threshold.

Additional Evidence

While Brooklyn Excelsior did not meet this measure in 2012-13 or 2013-14, their effect size was positive, just not above the 0.3 threshold.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	3-8	77.0%	498	56.2	37.7	1.17
2012-13	3-8	86.3%	491	19.8	170	0.28
2013-14	3-8	90.3%	483	19.0	17.3	0.12

Goal 1: Growth Measure⁵

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

⁵ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

Method

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

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.⁶

Results

Brooklyn Excelsior did not meet this measure in 2013-14.

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

Grade	Mean Growth Percentile	
	School	Statewide Median
4	44.5	50.0
5	42.5	50.0
6	37.5	50.0
7	45	50.0
8	44	50.0
All	43	50.0

Evaluation

Brooklyn Excelsior has not consistently met this measure, missing the target in 2013-14 by 7 MGP points. In 2011-12, the school met this measure with a MGP of 50.5, but missed this target in 2012-13.

Summary of the English Language Arts Goal

While Brooklyn Excelsior has not met all of its ELA goals, it has demonstrated progress towards meeting its goals.

⁶ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

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

Action Plan

Based on our analysis of performance against charter goals and other available data, we are implementing the following improvements to our educational program:

- *Update our curricular tools.* As previously mentioned, new curricular tools are being implemented to better support implementation of the state's Common Core standards in ELA. We have given our teachers extensive professional development to help them use these new tools effectively. We will continue offering this training and support through this transition.
- *Modify our assessment strategy.* In the first four years of our charter term, we administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) three times per year in language usage, math, and reading. Over time, our program of assessment has evolved as we strive to meet the demands of New York's career- and college-readiness standards. For this reason, we will adjust assessment practices to better serve students. In our intensified approach, we will:
 - Administer the NWEA MAP in the fall and spring in reading.
 - In 2015-16, we will adopt a formative assessment framework in grades K-8 in ELA that is aligned to the state's Common Core Learning Standards. These assessments will provide common benchmarking data to ensure that students are mastering the essential knowledge they need to be successful on the NYSTP.
 - Administer the Ready New York Common Core assessments by Curriculum Associates in grades 2-8 as a mock NYSTP assessment. Results will be closely analyzed to determine what instructional adjustments should be made prior to the NYSTP administration in the spring.
- *Implement flexible groupings during workshop.* Teachers will offer differentiated instruction through regularly scheduled workshop sessions and flexible grouping – approaches designed to meet each student's individual learning needs.

- *Provide extended day/year academic intervention.* Students will have the opportunity to attend after-school and summer-learning programs. These sessions will emphasize an intensified approach to intervention that focuses on fewer high-priority reading skills. Additionally, we will continue to partner with the READ Alliance to provide one-on-one tutoring to students in grades K-1, as well as students in grade two who demonstrate academic need for the program.

MATHEMATICS

Goal 2: Mathematics

Students will be proficient in mathematics.

Background

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement a curricular program, including a robust system of assessment, which is built around the Common Core Learning Standards (CCLS) and aligns with our mission⁷.

We are implementing new curricular tools to better support implementation of the state's Common Core standards in math.

- In the 2013-14 school year, we purchased Big Ideas Math for grades six and above.
- In the 2015-16 school year, we will implement Math Expressions in grades K-5.

Extensive professional development has been provided to our teachers to support their effective use of these new tools in the classroom. We will continue to provide our staff with training and support through this transition.

Goal 2: Absolute Measure

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

Method

The school administered the New York State Testing Program mathematics assessment to students in third through eighth grade in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

⁷ When the school opened in fall 2003, the curriculum was built around the New York State Learning Standards. It has since been updated to reflect the State's adoption of the Common Core Learning Standards for ELA and math.

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

Grade	Total Tested	Not Tested ⁸			Total Enrolled
		IEP	ELL	Absent	
3	78	0	0	0	78
4	84	0	0	0	84
5	71	0	0	0	71
6	80	0	0	0	80
7	72	0	0	0	72
8	75	0	0	0	75
All	460	0	0	0	460

Results

In 2014-15 20 percent of students enrolled in Brooklyn Excelsior for at least their second year scored at or above Level 3 on the New York State math exam.

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

Grade	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	16.7%	78	18.0%	61
4	19.0%	84	18.6%	70
5	33.8%	71	34.9%	63
6	17.5%	80	19.7%	61
7	20.8%	72	23.1%	65
8	6.7%	75	6.9%	72
All	<u>18.9%</u>	<u>460</u>	<u>19.9%</u>	<u>392</u>

Evaluation

With 20 percent of students in at least their second year achieving at or above the Level 3, Brooklyn Excelsior did not meet this measure.

Additional Evidence

Year over year the percentage of students proficient in math decreased by nine percentage points.

⁸ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	35%	62	35%	72	18%	61
4	18%	67	35%	69	19%	70
5	30%	70	37%	65	35%	63
6	16%	67	43%	65	20%	61
7	14%	81	14%	73	23%	65
8	8%	87	0%*	57	7%	72
All	19%	434	28%	401	20%	392

* Does not include eighth grade students who passed the algebra regents

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 mathematics AMO of 94. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁹

Results

Brooklyn Excelsior did not meet this measure.

Mathematics 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	44.8	36.3	15.7	3.3

$$\begin{array}{rclclclcl}
 \text{PI} & = & 36.3 & + & 15.7 & + & 3.3 & = & 55.3 \\
 & & & & 15.7 & + & 3.3 & = & \underline{19.0} \\
 & & & & & & \text{PLI} & = & 74.3
 \end{array}$$

⁹ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Evaluation

Brooklyn Excelsior did not meet the AMO goal of 94. With a PLI score of 74, Brooklyn Excelsior fell just 20 points short of this goal.

Goal 2: Comparative Measure

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

Method

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.¹⁰

Results

In 2014-15 20 percent of Brooklyn Excelsior two+ year students scored at or above Level 3 on the New York State math exam, compared to 17 percent of students enrolled in district public schools. Brooklyn Excelsior students outperformed district public school students in three of the six grade levels as well as in the aggregate.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least Second Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	18.0%	61	23.1%	629
4	18.6%	70	22.3%	647
5	34.9%	63	16.4%	578
6	19.7%	61	12.2%	444
7	23.1%	65	10.8%	528
8	6.9%	72	10.9%	515
All	19.9%	392	16.5%	3341

Evaluation

Brooklyn Excelsior met this measure. The percent of students in at least their second year at Brooklyn Excelsior who performed at or above Level 3 on the New York State math exam was 3.5 percentage points higher than that of the local district.

¹⁰ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

Additional Evidence

Brooklyn Excelsior has consistently outperformed the local district on the New York State math exam over the past three years.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	35%	14%	35%	21%	18%	23%
4	18%	25%	35%	20%	19%	22%
5	30%	17%	37%	16%	35%	16%
6	16%	8%	43%	12%	20%	12%
7	14%	4%	14%	7%	23%	11%
8	8%	6%	0%*	7%	7%	11%
All	19%	13%	28%	14%	20%	17%

* Does not include eighth grade students who passed the algebra regents

Goal 2: Comparative Measure

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

Method

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

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

Results

In 2013-14 Brooklyn Excelsior did not meet this measure, achieving an Effect Size of 0.15 which is slightly higher than expected.

2013-14 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	92.6	81	32	27.5	4.5	0.26
4	92.9	80	35	26.7	8.3	0.45
5	88.5	80	30	25.8	4.2	0.23
6	91.7	73	40	20.6	19.4	1.04
7	85.2	79	13	18.2	-5.2	-0.32
8	91.1	61	0*	13.9	-13.9	-0.93
All	90.3	454	25.9	22.5	3.4	0.15

School's Overall Comparative Performance:
Slightly higher than expected

*Does not include eighth grade students who took and passed the Algebra Regents Exam

Evaluation

Brooklyn Excelsior did not meet this measure in 2013-14. The school had an Effect Size of 0.15 which is slightly higher than expected, but not above the threshold of 0.3.

Additional Evidence

While Brooklyn Excelsior did not meet this measure in 2013-14, their comparative performance rating in 2011-12 was higher than expected to a large degree, and their Effect Size the last two years has been positive.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	3-8	52%	499	69.6	49.8	0.97
2012-13	3-8	86%	491	19.4	18.4	0.06
2013-14	3-8	90%	454	25.9	22.5	0.15

Goal 2: Growth Measure¹¹

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

¹¹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

Method

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

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.¹²

Results

Brooklyn Excelsior did not meet this measure in 2013-14.

2013-14 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	45.5	50.0
5	57.5	50.0
6	56	50.0
7	29.5	50.0
8	35	50.0
All	<u>44.5</u>	50.0

Evaluation

Brooklyn Excelsior has not consistently met this measure.

¹² Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12 ¹³	2012-13	2013-14	Statewide Median
4		31	45.5	50.0
5		40	57.5	50.0
6		46	56	50.0
7		29.5	29.5	50.0
8		36	35	50.0
All	<u>48.7</u>	<u>36.5</u>	<u>44.5</u>	<u>50.0</u>

Summary of the Mathematics Goal

Brooklyn Excelsior has met one of its five math goals.

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

Action Plan

Based on our analysis of performance against charter goals and other available data, we are implementing the following improvements to our educational program:

- *Update our curricular tools.* As previously mentioned, new curricular tools are being implemented to better support implementation of the state's Common Core standards in math. We have given our teachers extensive professional development to help them use these new tools effectively. We will continue offering this training and support through this transition.

¹³ Grade level results not available.

- *Modify our assessment strategy.* In the first four years of our charter term, we administered the Northwest Evaluation Association’s (NWEA) Measures of Academic Progress (MAP) three times per year in language usage, math, and reading. Over time, our program of assessment has evolved as we strive to meet the demands of New York's career- and college-readiness standards. For this reason, we will adjust assessment practices to better serve students. In our intensified approach, we will:
 - Administer the NWEA MAP in the fall and spring in math.
 - In 2015-16, we will adopt a formative assessment framework in grades K-8 in math that is aligned to the state’s Common Core Learning Standards. These assessments will provide common benchmarking data to ensure that students are mastering the essential knowledge they need to be successful on the NYSTP.
 - Administer the Ready New York Common Core assessments by Curriculum Associates in grades 2-8 as a mock NYSTP assessment. Results will be closely analyzed to determine what instructional adjustments should be made prior to the NYSTP administration in the spring.
- *Implement flexible groupings during workshop.* Teachers will offer differentiated instruction through regularly scheduled workshop sessions and flexible grouping – approaches designed to meet each student’s individual learning needs.
- *Provide extended day/year academic intervention.* Students will have the opportunity to attend after-school and summer-learning programs.

SCIENCE

Goal 3: Science

Students will be proficient in Science.

Background

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. As such, we implement a rigorous curricular program, including a robust system of assessment, which is built around the New York State Learning Standards (NYSLs) for science and aligns with our mission. Staff is provided with professional development to support the implementation of the school’s science curriculum.

Goal 3: Absolute Measure

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

Method

The school administered the New York State Testing Program science assessment to students in fourth and eighth grade in spring 2015. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

Results

In 2014-15, 63 percent of students in their second year at Brooklyn Excelsior scored at or above Level 3.

Charter School Performance on 2014-15 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least Second Year		All Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	95.6%	69	92.8%	83
8	32.4%	71	31.1%	74

Evaluation

Brooklyn Excelsior did not meet this measure. With 64 percent of students scoring at or above Level 3, the school missed the absolute measure by 11 percentage points. Brooklyn Excelsior met this measure for fourth grade students,.

Additional Evidence

Brooklyn Excelsior has not met this measure for the last two years.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2012-13		2013-14		2014-15	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	98%	65	97%	69	95.6%	69
8	83%	87	54%	83	32.4%	71
All	90%	152	74%	152	63.6%	140

Goal 3: Comparative Measure

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

Method

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

Results

Brooklyn Excelsior achieved a proficiency rate of 64 percent in science. Data for the district public schools is not yet available. Therefore, we are unable to compare Brooklyn Excelsior scores to those of the district schools.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least Second Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	95.6%	69	n/a	n/a
8	32.4%	71	n/a	n/a
All	63.6%	140	n/a	n/a

Evaluation

Because data for district public schools has not yet been released, we are unable to determine if the school met this measure.

Additional Evidence

Because data for district public schools has not yet been released, we are unable to determine if the school met this measure. However, the school has met this measure for three of the past four years.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	98%	86%	97%	78%	96%	n/a
8	83%	34%	54%	31%	32%	n/a
All	90%	61%	74%	55%	64%	n/a

Summary of the Science Goal

Because data for district public schools has not yet been released, we are unable to determine if the school met this measure. However, the school has met this measure for three of the past four years.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Did Not Achieve
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	n/a

Action Plan

- We will continue to implement the workshop model in order to differentiate instruction for our students as well as implement programs and engage organizations that enhance our students' positive development. We will increase ELL support, encourage the use of CST packets, and increase our special education services.
- We have implemented the workshop model this year which we will continue to institute in order to meet students' needs. We will also continue to provide enrichment opportunities for students.
- We will be implementing test prep in second grade. Paraprofessional schedules will support students in classes with greatest need.
- The school uses differentiated instruction by implementing regularly-scheduled workshop sessions and flexible grouping in order to meet each student's individual learning needs.
- The school supports and encourages staff to arrange for field trips that enhance students' understanding of science concepts such as visiting science museums.

NCLB

Goal 4: NCLB

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

Goal 4: Absolute Measure

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

Method

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

Results

Brooklyn Excelsior is a school in good standing.

NCLB Status by Year

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

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

Not applicable. Brooklyn Excelsior does not serve high school grades.

APPENDIX B: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal 5: Attendance

Each year, the school will average a student attendance rate at or above 93 percent.

Method

The student attendance rate is determined using the school's Average Daily Attendance during the 2014-2015 school year.

Results

For 2014-2015, the student attendance rate for Brooklyn Excelsior Charter School was 93.4 percent.

Evaluation

Brooklyn Excelsior met this goal. With an attendance rate of 93.4 percent, Brooklyn Excelsior Charter School met the stated measure.

Goal 6: Financial Compliance

Each year, the school will receive an unqualified audit from an independent certified public accounting firm hired by the board.

Method

Brooklyn Excelsior Charter School's Board of Trustees will retain an independent certified public accounting firm to review the school's financial transactions.

Results

The results of this goal are to be determined. Brooklyn Excelsior Charter School received an unqualified audit from an independent certified public accounting firm for the school year ending in 2014 and expects to receive one for the school year ending in 2015. The unqualified audit will be submitted by November 1, 2015.

Evaluation

The evaluation of this goal is yet to be determined.

Goal 7: Financial Compliance

Each year, the school will maintain a positive cash flow as measured using financial statements and the annual audit report.

Method

Brooklyn Excelsior Charter School will retain an independent certified accounting firm to review the school's financial transactions.

Results

Brooklyn Excelsior Charter School maintained a positive fund balance for the school year ending in 2015.

Evaluation

Brooklyn Excelsior Charter School met this measure by maintaining a positive fund balance for the school year ending in 2015.

Goal 8: Management Partner Evaluation

Each year, the school's Board of Trustees will assess the performance of its education management partner. The review will be used to identify the management partner's successes and opportunities to improve its future performance, as well as ensure the Board and management partner's relationship is effectively serving the school.

Method

The Brooklyn Excelsior Charter School Board of Trustees will assess the performance of its education management partner.

Results

The Board of Trustees completed an evaluation of NHA and was given an additional survey to evaluate its education management partner during the 2014-2015 school year.

Evaluation

Brooklyn Excelsior Charter School met this measure by assessing the performance of its education management partner.

Goal 9: Legal Obligations and Compliance

Each year, the school's Board of Trustees will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.

Method

Throughout the school year, the Board of Trustees are presented with a number of issues which require legal review. Policies, documents, and issues are shared with the Board's independent legal counsel for analysis and recommendations.

Results

The Board appointed its legal counsel during its annual meeting. The Board's legal counsel thoroughly reviewed all issues and provided the Board with timely and thoughtful responses to aid in its decision-making.

Evaluation

The Board successfully met this measure in 2014-15.



Appendix B: Total Expenditures and Administrative Expenditures per Child

Last updated: 07/23/2015

Page 1

Charter School Name:

B. Financial Information

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

1. Total Expenditures Per Child

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

Line 1: Total Expenditures	11290229
Line 2: Year End Per Pupil Count	710
Line 3: Divide Line 1 by Line 2	15902

2. Administrative Expenditures per Child

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

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

Please note the following:

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

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

Line 1: Relevant Personnel Services Cost (Row)	479017
Line 2: Management and General Cost (Column)	2911820
Line 3: Sum of Line 1 and Line 2	3390837
Line 4: Year End Per Pupil Count	710
Line 5: Divide Line 3 by the Year End Per Pupil Count	4776

Thank you.



Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

Charter School Name:	Brooklyn Excelsior Charter School
Audit Period:	2014-15
Prior Period:	2013-14
Report Due Date:	Sunday, November 01, 2015
Date Submitted:	October 29, 2015
School Fiscal Contact Name:	Jeff Ratuszny
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Plante & Moran, PLLC
School Audit Contact Name:	Michael Lamfers
School Audit Contact Email:	michael.lamfers@plantemoran.com
School Audit Contact Phone:	616-643-4099

The following items are required to be included:

- .. The independent auditor's report on financial statements and notes.
- .. Excel template file containing the Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets.
- .. Reports on internal controls over financial reporting and on compliance.

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$500,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

Item	If not included, state the reason(s) below (<i>if not applicable fill in "N/A"</i>):
Management Letter	A written management letter was not issued; Audit conclusion letter to those charged with governance attached.
Management Letter Response	A written management letter was not issued.
Form 990	Form 990 has been extended and will be filed with the IRS not later than February 15, 2016
Federal Single Audit (A-133) ¹	Included
Corrective Action Plan	N/A

Please also send an ELECTRONIC copy of: 1.) This transmittal form; 2.) Audited Financial Report; and if applicable 3.) Management Letter and Response; 4.) Federal Single Audit (A-133) ONLY to the following offices via email. A copy of the Excel file containing the four schedules Does NOT need to be included.

NYS Education Department Public School Choice Programs 89 Washington Avenue Room 462 EBA Albany, New York 12234 charterschools@mail.nysed.gov	NYS Education Department Office of Audit Services 89 Washington Avenue Room 524 EBA Albany, New York 12234 FSandA133@mail.nysed.gov
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¹ [A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to the current "OMB Circ](#)

BROOKLYN EXCELSIOR CHARTER SCHOOL
Statement of Financial Position
#NAME?

ASSETS	2014-15
<u>CURRENT ASSETS</u>	
Cash and cash equivalents	104686
Grants and contracts receivable	269800
Accounts receivables	0
Prepaid expenses	0
Contributions and other receivables	0
TOTAL CURRENT ASSETS	374,486
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	67771
<u>OTHER ASSETS</u>	0
TOTAL ASSETS	442,257
<u>LIABILITIES AND NET ASSETS</u>	
<u>CURRENT LIABILITIES</u>	
Accounts payable and accrued expenses	1120
Accrued payroll and benefits	0
Deferred Revenue	29422
Current maturities of long-term debt	0
Short Term Debt - Bonds, Notes Payable	0
Other	321972
TOTAL CURRENT LIABILITIES	352,514
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	0
TOTAL LIABILITIES	<u>352,514</u>
<u>NET ASSETS</u>	
Unrestricted	89743
Temporarily restricted	0
TOTAL NET ASSETS	<u>89,743</u>
TOTAL LIABILITIES AND NET ASSETS	442,257

BROOKLYN EXCELSIOR CHAR
Statement of Financial P
#NAME?

<u>ASSETS</u>	<u>2013-14</u>	<u>IOI</u> nu
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	121496	
Grants and contracts receivable	274964	
Accounts receivables	0	
Prepaid expenses	0	
Contributions and other receivables	0	
TOTAL CURRENT ASSETS	396,460	
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	79108	
<u>OTHER ASSETS</u>	0	
TOTAL ASSETS	475,568	
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	1120	
Accrued payroll and benefits	0	
Deferred Revenue	18080	
Current maturities of long-term debt	0	
Short Term Debt - Bonds, Notes Payable	0	
Other	332192	
TOTAL CURRENT LIABILITIES	351,392	
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	0	
TOTAL LIABILITIES	<u>351,392</u>	
<u>NET ASSETS</u>		
Unrestricted	124176	
Temporarily restricted	0	
TOTAL NET ASSETS	<u>124,176</u>	
TOTAL LIABILITIES AND NET ASSETS	475,568	

BROOKLYN EXCELSIOR CHARTER SCHOOL

Statement of Activities

#NAME?

	2014-15		Total
	Unrestricted	Temporarily Restricted	
REVENUE, GAINS AND OTHER SUPPORT			
Public School District			
Resident Student Enrollment	9749210	\$-	\$9,749,210
Students with disabilities	470922	-	470,922
Grants and Contracts			
State and local	0	-	-
Federal - Title and IDEA	529450	-	529,450
Federal - Other	0	-	-
Other	31412	-	31,412
Food Service/Child Nutrition Program	431895	-	<u>431,895</u>
TOTAL REVENUE, GAINS AND OTHER SUPPORT	11,212,889	-	11,212,889
EXPENSES			
Program Services			
Regular Education	7886458	\$-	\$7,886,458
Special Education	493466	-	493,466
Other Programs	0	-	-
Total Program Services	8,379,924	-	8,379,924
Management and general	2909176	-	2,909,176
Fundraising		-	-
TOTAL OPERATING EXPENSES	11,289,100	-	11,289,100
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	(76,211)	-	(76,211)
SUPPORT AND OTHER REVENUE			
Contributions			
Foundations	0	\$-	\$-
Individuals	0	-	-
Corporations	0	-	-
Fundraising	0	-	-
Interest income	0	-	-
Miscellaneous income	41778	-	41,778
Net assets released from restriction	0	-	-
TOTAL SUPPORT AND OTHER REVENUE	41,778	-	41,778
CHANGE IN NET ASSETS	(34,433)	-	(34,433)
NET ASSETS BEGINNING OF YEAR	124176	-	124,176
PRIOR YEAR/PERIOD ADJUSTMENTS	0	-	-
NET ASSETS END OF YEAR	\$89,743	\$-	\$89,743

2013-14	IOI
	nu
Total	

9553173
308242
0
529597
0
0
365153
10,756,165

7984297
377300
0
8,361,597
2395228
0
10,756,825

(660)

0
0
0
0
0

1536
0
1,536

876

123300
0

\$124,176

BROOKLYN EXCELSIOR CHARTER SCHOOL
Statement of Cash Flows
#NAME?

	2014-15	2013-14
		*Please briefly explain any
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	-34433	876
Revenues from School Districts	0	0
Accounts Receivable	0	0
Due from School Districts	0	0
Depreciation	11337	13652
Grants Receivable	5164	-199468
Due from NYS	0	0
Grant revenues	0	0
Prepaid Expenses	0	0
Accounts Payable	0	-93
Accrued Expenses	0	0
Accrued Liabilities	0	0
Contributions and fund-raising activities	0	0
Miscellaneous sources	0	0
Deferred Revenue	11342	13480
Interest payments	0	0
Other	-10220	185990
Other	0	0
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$(16,810)	\$14,437
CASH FLOWS - INVESTING ACTIVITIES	\$	\$
Purchase of equipment	0	-1185
Other	0	0
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$-	\$(1,185)
CASH FLOWS - FINANCING ACTIVITIES	\$	\$
Principal payments on long-term debt	0	0
Other	0	0
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$-	\$-
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$(16,810)	\$13,252
Cash at beginning of year	121496	108244
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$104,686	\$121,496

101
nu

BROOKLYN EXCELSIOR CHARTER SCHOOL
Statement of Functional Expenses
#NAME?

		2014-15				
		Program Services				S
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fund-raising
		\$	\$	\$	\$	\$
Personnel Services Costs						
Administrative Staff Personnel	7.7	479017	0	-	479,017	-
Instructional Personnel	53.1	2364101	289821	-	2,653,922	-
Non-Instructional Personnel	1	83216	0	-	83,216	-
Total Salaries and Staff	61.80	2,926,334	289,821	-	3,216,155	-
Fringe Benefits & Payroll Taxes		740475	68423	-	808,898	-
Retirement		47860	3583	-	51,443	-
Management Company Fees		0	0	-	-	-
Legal Service		11739	0	-	11,739	-
Accounting / Audit Services		10404	0	-	10,404	-
Other Purchased / Professional / Consulting Services		11500	128365	-	139,865	-
Building and Land Rent / Lease / Facility Finance Interest		2388318	0	-	2,388,318	-
Repairs & Maintenance		340063	0	-	340,063	-
Insurance		40430	0	-	40,430	-
Utilities		226035	0	-	226,035	-
Supplies / Materials		199954	1545	-	201,499	-
Equipment / Furnishings		155247	0	-	155,247	-
Staff Development		105122	1729	-	106,851	-
Marketing / Recruitment		15303	0	-	15,303	-
Technology		47105	0	-	47,105	-
Food Service		446540	0	-	446,540	-
Student Services		34173	0	-	34,173	-
Office Expense		50890	0	-	50,890	-
Depreciation		11337	0	-	11,337	-
OTHER		77629	0	-	<u>77,629</u>	-
Total Expenses		\$7,886,458	\$493,466	\$-	\$8,379,924	\$-

				2013-14
Supporting Services				
Management and General	Total	Total		
\$	\$	\$	\$	
0	-	479,017	462,148	
0	-	2,653,922	254,898	
0	-	83,216	125,058	
-	-	3,216,155	3,136,195	
0	-	808,898	718,050	
0	-	51,443	51,458	
0	-	-	824,259	
0	-	11,739	10,084	
304,688	304,688	315,092	286,349	
829,083	829,083	968,948	0	
0	-	2,388,318	264,049	
326,13	32,613	372,676	275,028	
0	-	40,430	38,702	
0	-	226,035	188,674	
0	-	201,499	414,675	
0	-	155,247	137,588	
13,432	13,432	120,283	82,212	
223,347	223,347	238,650	212,357	
376,381	376,381	423,486	357,339	
0	-	446,540	404,855	
118,874	118,874	153,047	142,976	
50,596	50,596	101,486	97,808	
0	-	11,337	13,652	
960,162	<u>960,162</u>	<u>1,037,791</u>	724,067	
\$2,909,176	\$2,909,176	\$11,289,100	\$10,756,825	



Audited Financial Statement Checklist

Last updated: 10/29/2015

Page 1

Charter School Name:

1. Please check each item that is included in the 2014-15 Audited Financial Statement submitted for your charter school.

	Yes/No
Audited Financial Statements (including report on compliance and report on internal control over financial reporting)	Yes
Single Audit (if applicable)	Yes
CSP Agreed Upon Procedures (if applicable)	Not Applicable
Management Letter	Not Applicable
Report on Extracurricular Student Activity Accounts (if applicable)	Not Applicable
Corrective Action Plans for any Findings	No

2. Please indicated if there is a finding(s) noted in any of the following sections of your charter school's 2014-15 Audited Financial Statement.

	Yes/No
Report on Compliance	No
Report on Internal Control over Financial Reporting	No
Single Audit	No
CSP Agreed Upon Procedures Report	Not Applicable
Management Letter	No

Thank you.



Appendix E: Disclosure of Financial Interest Form

Last updated: 10/27/2015

Page 1

All trustees who served on an education corporation governing one or more charter schools during the 2014-2015 school year must complete the form in Appendix E (Disclosure of Financial Interest Form). [The Disclosure of Financial Interest Forms are due on November 1, 2015. A link to a safe and secure form that each Trustee must complete by the November 1, 2015 deadline will be provide here by September 1, 2015 or sooner.](#)

ALL charter schools or merged education corporations must complete the Board of Trustees Membership Table within the online portal in Appendix F (Board of Trustees Membership Table). The Board of Trustees Membership Table must be submitted by August 1, 2015.

Regents-authorized charter schools must upload a complete set of board of trustee Meeting Minutes from July 2014-June 2015 into Appendix G (Board Minutes). Board of Trustee Meeting Minutes must be submitted by August 1, 2015.

Yes, each member of the school's Board of Trustees will receive a link to the Disclosure of Financial Interest Form.

Yes

Thank you.



Appendix F: BOT Membership Table

Last updated: 07/21/2015

Page 1

1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Rudyard Ceres	[REDACTED]	Treasurer	Yes		Number of terms served: 2 Length of each term: 2 – Three year term Date of Election: September 2011 Expiration of Term: June 2017
2	Stephanie Cuba	[REDACTED]	Vice Chair/Vice President	Yes		Number of terms served: 3 Length of each term: 3 – Three year term Date of Election: March 2007 Expiration of Term: June 2016
3	Mark Mannion	[REDACTED]	Trustee/Member	Yes		Number of terms served: 2 Length of each term: 2 – Three year term Date of Election: September 2011 Expiration of Term: June 2017
4	Corey Martin	[REDACTED]	Chair/Board President	Yes		Number of terms served: 3 Length of each term: 1- Two year term 2 - Three year term Date of Election: May 2008 Expiration of Term: June 2016
5	Carol Schulhof	[REDACTED]	Trustee/Member	Yes		Number of terms served: 4 Length of each term: 3 – Three year terms, 1 – One year term Date of Election: November 2006 Expiration of Term: June 2016

6	Omar Wasow		Secretary	Yes		Number of terms served: 5 Length of each term: 5 – Three year terms Date of Election: September 2002 Expiration of Term: June 2017
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

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

0

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

0

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

9

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

6

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

6

Thank you.

Brooklyn Excelsior Charter School Enrollment and Retention Plan

Brooklyn Excelsior Charter School understands the need to enroll and retain specific student populations in numbers comparable to the NYC, CSD #16 school district. With full enrollment and a waiting list, meeting the targets for students with disabilities (SWD), English language learners (ELL) and students who qualify for free and reduced price lunch (FRL) is a challenge. Currently, we are meeting the enrollment target for the FRL category and the retention targets for the FRL, SWD, and ELL categories. We are not yet meeting our ELL or SWD enrollment target. Below is a summary of our current enrollment and retention numbers compared to the targets.

2014-15				
Subgroup	<i>Enrollment Effective Target¹</i>	Actual Enrollment	<i>Retention Effective Target²</i>	Actual Retention
FRL	92.0%	93.2% N = 662	78.5%	91.2% N = 604
ELL	3.1%	2.3% N = 16	56.5%	68.8% N = 11
SWD	17.1%	14.4% N = 102	70.9%	86.3% N = 88

ELL Recruitment Efforts

In order to make progress toward our ELL enrollment targets, we have implemented the following strategies (and will continue to do so in the coming school year):

- Advertisements and notifications were placed in the following publications: La Voz Hispana, Haiti Observateur, V Novom Svete, Weekly Sada – E Pakistan, World Journal, and Weekly Bangalee. In these publications, we specifically mentioned that the school provides services to students for whom English is their second language.
- Fliers were distributed in English, Arabic, Bengali, French, Haitian, and Spanish to families throughout the community including daycare centers, grocery stores, community centers, and churches inviting families to attend the Enrollment Information Meeting.
- Host an Enrollment Information Meeting for all parents interested in the school and provided student applications available in a number of languages: Arabic, Bengali, Chinese, English, Haitian Creole, Italian, Korean, Polish, Russian, Spanish, and Urdu. At the enrollment meetings, information regarding the ELL Program and its ability to meet the needs of ELL students was provided. We provided ELL families with strategies to help their children in school, specific English Language Development (ELD) strategies for such parents.
- To ensure the retention of accepted students, and in compliance with federal requirements to identify potential ELL students, these children completed a “Home Language Questionnaire”, with information from the survey ensuring that each child for who English is a second language was provided the services he/she needed to succeed in school.

¹ Source: <http://www.p12.nysed.gov/psc/documents/EnrollmentTargetsCalculator.xls> Based on district data (CSD 16) for 710 students in grades K-8 using the Effective Target.

² Source: <http://www.p12.nysed.gov/psc/documents/PotentialRetentionTargetsCalculator.xls> Based on district data (CSD 16) for 710 students in grades K-8 using the Effective Target.

- Marketing materials that describe general school information and ELL and Special Education programs available in English and Spanish, and other languages as requested.

SWD Recruitment Efforts

We are committed to recruiting students with special learning needs and with disabilities and students who qualify for free and reduced price lunch.

Brochures, which describe our special education programming, have been distributed throughout the community; including daycare centers, grocery stores, community centers, and churches inviting families to attend the Enrollment Information Meeting. In order to reach the families of special needs students, we utilize many of the networks that already exist in the community. Brooklyn Excelsior's Strategic Marketing Coordinator will continue to build relationships with support organizations to gain familiarity with the services they provide (so that we might recommend their support services to the families of accepted or interested students) and to familiarize these organizations with our school and special education program (so that they may recommend our school to the families they serve). We know that most families hear about our school by word-of-mouth and we believe that a relationship with these organizations lays the groundwork for informal communications and referrals. In addition, we will continue to work with these organizations to distribute information about our school, our special education program, and our enrollment procedures.

All special needs students (FRL, ELL, and SWD) are made aware of our school's programs through open meetings during the year. The school's parent meetings clearly identify that we offer a free and appropriate education (FAPE) to all our students in the Least Restrictive Environment. Furthermore, the school has an established relationship with the Committee for Special Education (CSE) for children under its guise and has made materials and applications to Brooklyn Excelsior available for distribution to interested parents. We invite parents to meet with the school's Special Education Team and the CSE to develop an Individual Education Plan (IEP) for the child or to work within the parameters of the plan already in place from the child's previous school.

We will continue to monitor the efficacy of our special student populations recruitment and enrollment efforts by carefully tracking student enrollment numbers. Through our robust data warehouse, we collect detailed information on trends in at-risk student populations, report to the Board on enrollment trends, and adjust the marketing strategy, as needed, to ensure that parents of these children know that Brooklyn Excelsior is dedicated to serving their children's needs.

Retention Efforts – All Special Student Populations

We believe a key recruitment and retention strategy for our special needs students is the high-quality educational program that we provide and the intentional caring culture that we have established, as well as our parent involvement initiatives.

- *Culture and Climate:* We have a school climate and culture that focus purposefully on caring for each student as a family cares for its children. We believe our school-wide behavior and classroom management practices –which we refer to as *Behave with Care* – help attract and retain special needs students. Our Behave with Care program is built on research-based programs for reinforcing positive behaviors, setting clear expectations, and building teacher-student relationships and peer relationships.
- *Parent Involvement:* To ensure our families feel connected to the school, we implemented several parent involvement strategies, including, but not limited to:

- Newsletters - Regular newsletters from the principal and teachers are distributed to parents. Important information regarding school-wide performance, initiatives, and programs are included in the newsletter.
- Social media - We have an excellent website, which gives parents quick and easy access to general information on the school as well as specific information about their children. In addition, we make cautious, appropriate use of Facebook and other social media sites to form connections between school leaders and parents. Parents without access to the internet can use the computer and internet available at the school.
- Classroom Communication - Teachers frequently send home communications for parents so that they know about everything from weekly schedules to educational goals for students. Teachers also share regular progress reports – via letter, online communication via the school’s AtSchool gradebook system, phone calls, and/or in-person meetings. These communications focus on each student's academic progress and performance.
- Conferences - Parent-teacher conferences are conducted twice each year. These conferences ensure that dedicated time is set aside for each parent to engage and interact with classroom teachers and discuss the progress of his or her child. As needed, staff may also conduct home visits. Each year, we conduct a family orientation at the end of the summer so new and enrolled families can meet the principal, their child's teacher and classmates, and other school staff. We believe these early contacts help establish and sustain a healthy rapport with parents.
- Parent Room - In order to help parents feel at home in the school and to encourage their presence in their child's education, the school building provides a dedicated parent room. This room gives parents a place to gather and build relationships with one another, discuss matters of mutual interest, grow more comfortable with the school, and take some ownership of the school.



Appendix I: Teacher and Administrator Attrition

Last updated: 07/23/2015

Report changes in teacher and administrator staffing.

Page 1

Charter School Name:

Instructions for completing the Teacher and Administrator Attrition Tables

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

2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	38	24	25

2013-14 Administrator Position Attrition Table

	FTE Administrator Positions On 6/30/2014	FTE Administrator Additions 7/1/14 – 6/30/15	FTE Administrator Departures 7/1/14 – 6/30/15
	4	3	3

Thank you

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

Created Tuesday, October 06, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/23ac628b709b8e1f07>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Carol	Schulhof

2. *Your Home Address:

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

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

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

No, I am not.

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

BROOKLYN EXCELSIOR CS (SUNY TRUSTEES) 331600860847

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

(check all that apply)

-
- Other, please specify...: Chair of Assessment and Curriculum committee
-

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

No

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

No

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

No

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

No

Signature of Trustee

Thank you.

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

Created Thursday, October 22, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/2b230d707ba416842>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Omar	Wasow

2. *Your Home Address:

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

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

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

No, I am not.

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

BROOKLYN EXCELSIOR CS (SUNY TRUSTEES) 331600860847

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

(check all that apply)

-
- Chair/President
-
- Vice Chair/Vice President
-
- Secretary

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

No

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

No

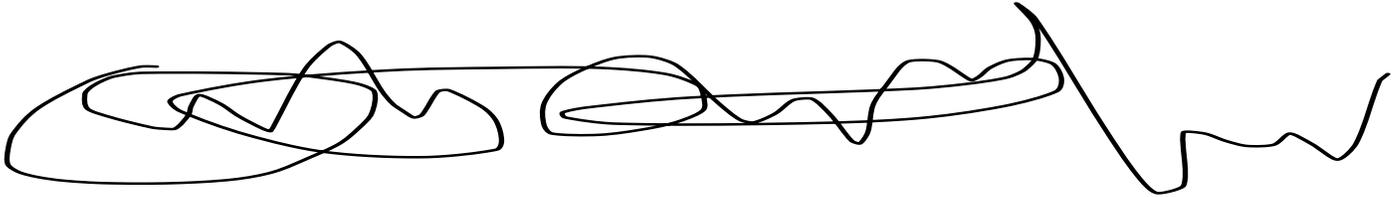
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke, followed by a vertical line and a wavy tail.

Thank you.

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

Created Monday, October 26, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/a4f6bd5117a1a68c7a>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Corey	Martin

2. *Your Home Address:

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

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

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

No, I am not.

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

BROOKLYN EXCELSIOR CS (SUNY TRUSTEES) 331600860847

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

(check all that apply)

-
- Chair/President
-

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

No

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

No

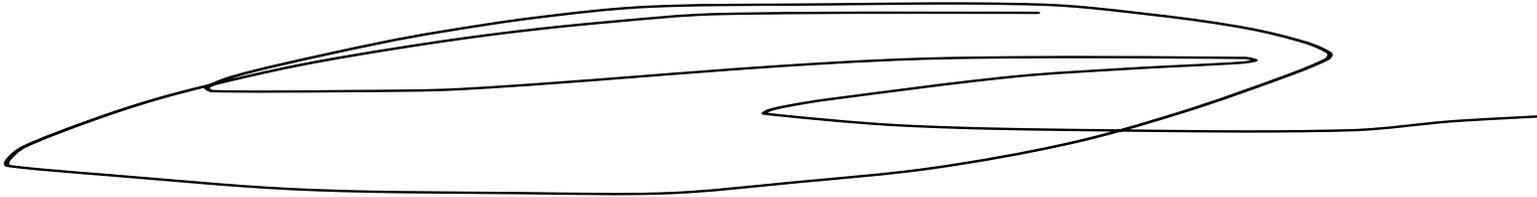
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

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

Thank you.

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

Created Tuesday, October 27, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/0263307cd12c2bfc23>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Mark	Mannion

2. *Your Home Address:

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

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

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

No, I am not.

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

BROOKLYN EXCELSIOR CS (SUNY TRUSTEES) 331600860847

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

(check all that apply)

-
- Other, please specify...: Curriculum
-

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

No

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

No

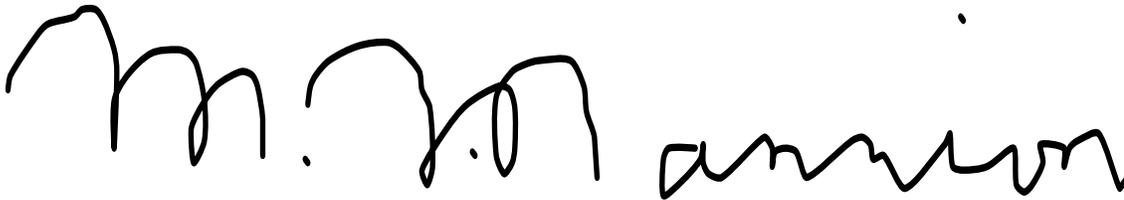
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "M. J. Amador". The signature is written in a cursive style with a large initial "M" and a distinct "A" at the end.

Thank you.

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

Created Wednesday, October 21, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/e9338b8b27c108070>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Stephanie	Cuba

2. *Your Home Address:

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

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

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

No, I am not.

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

BROOKLYN EXCELSIOR CS (SUNY TRUSTEES) 331600860847

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

(check all that apply)

-
- Vice Chair/Vice President
-

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

No

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

No

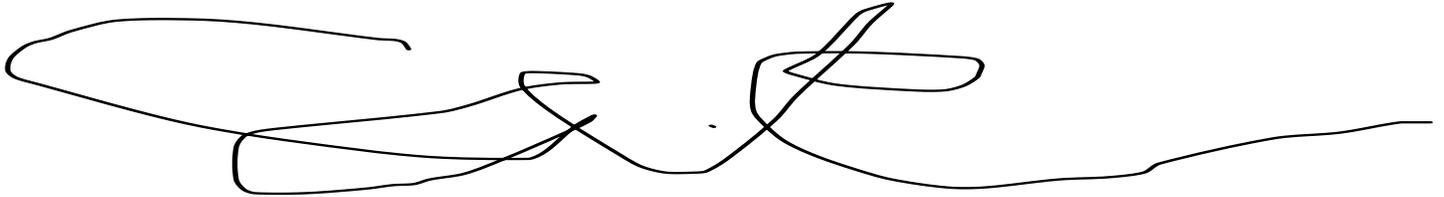
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

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

Thank you.