



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

Created: 07/07/2015

Last updated: 07/31/2015

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

Page 1

1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

BROOKLYN DREAMS CS (SUNY TRUSTEES) 332200860978

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 22

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	259 Parkville Ave., Brooklyn, NY 11230	718-859-8400	347-586-0347	

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Letta Belle
Title	Principal
Emergency Phone Number (###-###-####)	

5. SCHOOL WEB ADDRESS (URL)

brooklyndreamscharterschool.org

6. DATE OF INITIAL CHARTER

2010-03-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2010-09-01 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.

580

9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7
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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				No
CFO (e.g., network CFO)	Steve Conley				No
Compliance Contact	Jason Starr				No
Complaint Contact	Jason Starr				No

Page 2

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)	259 Parkville Ave., Brooklyn, NY 11230	718-859-8400	CSD 22	K-7	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	Letta Belle			
Operational Leader				
Compliance Contact				
Complaint Contact				

Page 3

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).

Yes

14a. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Other	The Brooklyn Dreams Charter School Board, in response to the invitation from the Charter Schools Institute of SUNY, to extend the current charter until the conclusion of the academic year, after due consideration moved to petition for this additional time, which would enable the charter's life to be right-sized and simultaneous with the end of the school year.	9-10-2014	
2				
3				
4				
5				

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 "Jetta Belle" in a cursive, flowing script.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature reads "Rudy J. Conti" in a cursive, flowing script.

Thank you.



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

Last updated: 07/16/2015

Page 1

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=800000068331>



BROOKLYN DREAMS

A PUBLIC CHARTER SCHOOL MANAGED
BY NATIONAL HERITAGE ACADEMIES

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

Submitted to the SUNY Charter Schools Institute on:

September 15, 2015

By the
Brooklyn Dreams Charter School
Board of Trustees
259 Parkville Avenue
Brooklyn, NY 11230

On behalf of the school's Board of Trustees, National Heritage Academies prepared this 2014-15 Accountability Progress Report.

Trustee's Name	Board Position
Tamara Charles	Trustee <ul style="list-style-type: none"> • Education Committee • Finance Committee
Richard Conti	President
Michael Leit	Treasurer <ul style="list-style-type: none"> • Audit/Compliance Committee • Finance Committee
Michele Morais-Weekes	Secretary <ul style="list-style-type: none"> • Education Committee • Audit/Compliance Committee
Katherine O'Neill	Trustee <ul style="list-style-type: none"> • Education Committee
Joanne M. Oplustil	Vice President <ul style="list-style-type: none"> • Finance Committee
Michelle Scotto	Trustee <ul style="list-style-type: none"> • Audit/Compliance Committee

Letta Belle has served as the school's principal since July 2012.

INTRODUCTION

Since Brooklyn Dreams Charter School opened in fall 2010, we have not wavered from our original mission:

“To offer the families of Brooklyn a school with a culture that values integrity, academic excellence, and accountability, where all students are given the opportunity for success in high school, college, and beyond by offering an academically rigorous and challenging K-8 educational program.”

We started in 2010 by serving 196 students in grades K-3, and we have added one grade level each year. In the 2014-15 school year, we served 564 students in grades K-7¹, of whom 87 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.

- **Character Development.** We continue to believe that great schools develop both a student’s heart and mind. Our character program is designed to support parents’ efforts to teach strong character at home by reinforcing and modeling traditional human virtues, such as compassion and respect.
- **Academic Excellence.** We work intentionally to create a culture of academic excellence by providing students with a challenging learning environment. By providing an academically rigorous program, we believe that students will have the opportunity to achieve academic excellence and acquire the knowledge and skills necessary to thrive in high school, college, and beyond.
- **Accountability.** At Brooklyn Dreams, staff, students, and parents are accountable for both their actions and results.
 - *Staff* – Multiple data points are collected and analyzed to monitor the quality of the educational program at the school level, grade level, classroom level, and student level. Using data to drive instruction, we are able to hold teachers accountable for student learning results.
 - *Students* – We encourage our students to take an active role in their education. Students are taught to act responsibly and take accountability for their learning.
 - *Parents* – We encourage parents and families to be involved in their child’s education because we recognize that parental involvement is a key indicator of student success. We work purposely to involve parents in their child’s education because it is crucial to maintaining the school culture we desire.

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	40	51	50	52	52	-	-	-	-	-	-	-	-	245
2012-13	75	73	77	73	52	53	-	-	-	-	-	-	-	403
2013-14	66	78	79	78	76	51	51	-	-	-	-	-	-	479
2014-15	80	77	79	76	78	76	52	46	-	-	-	-	-	564

¹ Consistent with the original charter, Brooklyn Dreams is expected to reach full capacity in the 2017-18 school year by serving 704 students in grades K-8.

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students will be proficient in English Language Arts (ELA).

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 mission².

It is important to note that in spring 2013, the NYSTP changed significantly: For the first time, New York measured student learning using the new Common Core Learning Standards. This change created a new baseline for student academic performance – and significantly changed how the state defines proficiency. Like many schools across the state, Brooklyn Dreams' absolute proficiency changed as defined by this assessment.

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 seventh 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).

² When the school opened in fall 2010, 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 ³			Total Enrolled
		IEP	ELL	Absent	
3	78	1	0	2	80
4	77	0	0	1	78
5	73	0	0	7	80
6	51	0	0	2	53
7	50	0	0	1	51
All	329	1	0	13	342

Results

In 2014-15, 26 percent of students in at least their second year at Brooklyn Dreams achieved Level 3 or higher on the 2014-15 New York State ELA Exam.

**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	28.2%	78	31.3%	67
4	28.6%	77	28.6%	70
5	17.8%	73	18.5%	65
6	33.3%	51	35.7%	42
7	16.0%	50	17.5%	40
All	24.9%	329	26.4%	284

Evaluation

Brooklyn Dreams did not meet this measure in 2014-15. However, the school increased the percentage of students scoring proficient by eight percentage points over 2013-14.

³ 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%	45	20%	69	31%	67
4	16%	43	22%	64	29%	70
5	10%	48	15%	47	18%	65
6	-	-	11%	46	36%	42
7	-	-	-	-	17%	40
8	-	-	-	-	-	-
All	18%	136	18%	226	26%	284

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 200.⁴

Results

Brooklyn Dream's did not meet the overall AMO target of 97 for 2014-15.

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
	36.2	38.9	19.1	5.8

$$\begin{array}{rclclclcl}
 \text{PI} & = & 38.9 & + & 19.1 & + & 5.8 & = & 63.8 \\
 & & & & 19.1 & + & 5.8 & = & \underline{24.9} \\
 & & & & & & \text{PLI} & = & 88.7
 \end{array}$$

⁴ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Evaluation

Brooklyn Dreams did not meet the AMO target for 2014-15, however they did improve three PLI points over 2013-14.

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.⁵

Results

In 2014-15, 26 percent of Brooklyn Dreams students scored at or above Level 3 on the New York State ELA exam, compared to 35 percent of students enrolled in district public schools.

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	31.3%	67	35.1%	2,781
4	28.6%	70	35.7%	2,743
5	18.5%	65	33.4%	2,617
6	35.7%	42	35.3%	2,144
7	17.5%	40	32.8%	2,221
8	--	--	--	--
All	26.4%	284	34.5%	12,506

Evaluation

Brooklyn Dreams did not meet this threshold in 2014-15. While 35 percent of the local school district's students were at Levels 3 and 4, 26 percent of the Brooklyn Dreams two year+ students were proficient. However, it is important to note that in 2014-15, Brooklyn Dreams narrowed the gap by seven percentage points over the previous year.

⁵ 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](#).

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%	32%	20%	35%	31%	35%
4	16%	34%	22%	37%	29%	36%
5	10%	35%	15%	35%	18%	33%
6	-	-	11%	30%	36%	35%
7	-	-	-	-	17%	33%
8	-	-	-	-	-	--
All	18%	33%	18%	34%	26%	35%

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 Dreams achieved an Effect Size of -0.08 which is just below the threshold for performing "As 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	83.5	79	22	22.1	-0.1	-0.01
4	93.1	72	20	19.3	0.7	0.05
5	90.4	52	15	16.9	-1.9	-0.17
6	92.2	51	10	13.7	-3.7	-0.31
7	--	--	--	--	--	--
8	--	--	--	--	--	--
All	89.4	254	17.6	18.6	-1.0	-0.08

School's Overall Comparative Performance:
Lower than expected

Evaluation

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

Additional Evidence

While the Effect Size in 2013-14 was lower than expected, for both 2012-13 and 2013-14 the school has been within 0.10 of performing 'As Expected'.

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	3-4	76.7%	102	39.8	42.9	-0.19
2012-13	3-5	82.4%	179	20.1	20.4	-0.03
2013-14	3-6	89.4%	254	17.6	18.6	-0.08

Goal 1: Growth Measure⁶

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.

⁶ 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.⁷

Results

In 2013-14 Brooklyn Dreams had a Mean Growth Percentile (MGP) that was below the state average of 50.

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

Grade	Mean Growth Percentile	
	School	Statewide Median
4	43.5	50.0
5	44	50.0
6	48.5	50.0
7	--	50.0
8	--	50.0
All	45	50.0

Evaluation

The school did not meet this measure with the school aggregate and all grade levels performing below the state average for growth.

Summary of the English Language Arts Goal

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

⁷ 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.	Did Not Achieve
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

All students will be proficient in math.

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 mission⁸.

It is important to note that in spring 2013, the NYSTP changed significantly: For the first time, New York measured student learning using the new Common Core Learning Standards. This change created a new baseline for student academic performance – and significantly changed how the state defines proficiency. Like many schools across the state, Brooklyn Dreams' absolute proficiency changed as defined by this assessment.

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 seventh 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.

⁸ When the school opened in fall 2010, 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 ⁹			Total Enrolled
		IEP	ELL	Absent	
3	78	1	0	2	80
4	77	0	0	2	79
5	73	0	0	7	80
6	51	0	0	2	53
7	50	0	0	1	51
8	-	-	-	-	-
All	329	1	0	14	343

Results

At Brooklyn Dreams, 40 percent of students who attended the school for two or more years were proficient.

**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	57.7%	78	59.7%	67
4	42.9%	77	41.4%	70
5	35.6%	73	33.8%	65
6	39.2%	51	38.1%	42
7	20.0%	50	17.5%	40
8	-	-	-	-
All	40.7%	329	40.1%	284

Evaluation

Brooklyn Dreams did not meet this measure with 40 percent of returning students scoring proficient on the state test.

Additional Evidence

Brooklyn Dreams is making progress toward this goal, with the percent of students proficient rising ten percentage points over the last two years.

⁹ 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	56%	45	48%	69	60%	67
4	28%	43	38%	64	41%	70
5	8%	48	38%	47	34%	65
6	-	-	28%	46	38%	42
7	-	-	-	-	18%	40
8	-	-	-	-	-	-
All	30%	136	39%	226	40%	284

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 200.¹⁰

Results

Brooklyn Dream's met the overall AMO target of 94 for 2014-15.

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
	28.0	31.3	21.9	18.8

$$\begin{array}{rclclcl}
 \text{PI} & = & 31.3 & + & 21.9 & + & 18.8 & = & 72.0 \\
 & & & & 21.9 & + & 18.8 & = & \underline{40.7} \\
 & & & & & & \text{PLI} & = & 112.7
 \end{array}$$

Evaluation

Brooklyn Dream's met this measure with a score of 113 compared to a target of 94.

¹⁰ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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.¹¹

Results

Brooklyn Dreams came very close to meeting the proficiency level of the local district, falling one percentage point short at 40 percent vs. 41 percent.

**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	59.7%	67	44.1%	2,829
4	41.4%	70	43.1%	2,795
5	33.8%	65	45.8%	2,640
6	38.1%	42	37.1%	2,167
7	17.5%	40	34.5%	2,230
8	-	-	-	-
All	40.1%	284	41.4%	12661

Evaluation

Returning students at Brooklyn Dreams did not have a proficiency level above the local district, falling one percentage point short at 40 percent vs. 41 percent.

Additional Evidence

While Brooklyn Dreams did not outperform the local district, they have been moving closer, reducing the gap from eight percentage points in 2012-13, to four percentage points in 2013-14, to one percentage point in 2014-15.

¹¹ 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](#).

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	56%	37%	48%	43%	60%	44%
4	28%	42%	38%	45%	41%	43%
5	8%	35%	38%	46%	34%	46%
6	-	-	28%	36%	38%	37%
7	-	-	-	-	18%	35%
8	-	-	-	-	-	-
All	30%	38%	39%	43%	40%	41%

Goal 2: Comparative Measure

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

Method

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

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

Results

The overall school Effect Size for 2013-14 is 'higher than expected to a meaningful degree'. Furthermore all grade levels had a positive Effect Size showing that gains are widespread across the school and not concentrated in one particular area.

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	83.5	79	47	31.2	15.8	0.86
4	93.1	73	33	26.6	6.4	0.35
5	90.4	52	41	25.1	15.9	0.90
6	92.2	51	28	20.4	7.6	0.41
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	89.4	255	38.0	26.5	11.5	0.63

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

Evaluation

The school met this measure with an Effect Size of 0.63.

Additional Evidence

The Effect Size in 2013-14 was 'higher than expected to a meaningful degree', and there has been a marked improvement in this metric over the last four years indicating that the school is moving in the right direction.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	3-4	76.7%	103	55.3	52.8	0.13
2012-13	3-5	82.4%	179	35.6	23.6	0.69
2013-14	3-6	89.4%	255	38.0	26.5	0.63

Goal 2: Growth Measure¹²

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.

¹² 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.¹³

Results

Growth in 2013-14 was below the state average in the aggregate. Looking at individual grade levels sixth grade was above the state average while fourth and fifth grade were below the state average.

2013-14 Mathematics Mean Growth Percentile (MGP) by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	24	50.0
5	46	50.0
6	66	50.0
7	-	50.0
8	-	50.0
All	42	50.0

Evaluation

In 2013-14 Brooklyn Dreams did not meet this measure with a MGP of 42, which is below the state average of 50.

¹³ 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 ¹⁴	2012-13	2013-14	Statewide Median
4		53	24	50.0
5		53.5	46	50.0
6		-	66	50.0
7		-	-	50.0
8		-	-	50.0
All	n/a	53	42	50.0

Summary of the Mathematics Goal

Brooklyn Dreams has met two 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.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Did Not Achieve
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Did Not Achieve

¹⁴ Grade level results not available.

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.
- *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 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

At Brooklyn Dreams, 81 percent of students were proficient on the science test in 2014-15.

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 Charter School Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	81.4%	70	80.8%	78
8	-	-	-	-

Evaluation

Brooklyn Dreams met this goal with 81 percent of two+ year students being proficient on the state test. Currently the school only has grades K-7, so no eighth grade students were tested.

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	1	50	85%	66	81.4%	70
8	-	-	-	-	-	-
All	100%	50	85%	66	81.4%	70

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 Dreams achieved a proficiency rate of 81 percent in science for 2014-15. Data for the local district is not yet available.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	81.4%	70	n/a	n/a
8	-	-	n/a	n/a

Evaluation

Brooklyn Dreams met this goal with 81 percent of two+ year students being proficient on the state test. Currently the school only has grades K-7, so no eighth grade students were tested.

Additional Evidence

In 2014-15 science proficiency at Brooklyn Dreams was down from 2013-14, but was still above the goal of 75 percent proficient

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	100%	91%	85%	87%	81.4%	n/a
8	-	-	-	-	-	-
All	100%	91%	85%	87%	81.4%	n/a

Summary of the Science Goal

Brooklyn Dreams has met at least one of its science goals.

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.	Achieved
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.	Did Not Achieve

Action Plan

Teachers will continue with implementation of the scope and sequence for science instruction. Professional development will be offered, as needed, to support the implementation of our science program.

NCLB

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 Dreams is in good standing for the 2014-15 school year.

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 Dreams does not serve high school grades.

APPENDIX B: OPTIONAL GOALS

Goal 5: National Norm Referenced Assessment

Goal 5: Growth Measure

The school will be above average (>50 percent) for students making growth (combination of reading, math, and language usage).

Method

The school administered the Northwest Evaluation Association (NWEA) Primary Grade Assessment (PGA) to grades K-1 and the NWEA Measure of Academic Performance (MAP) to grades two through seven in reading, language usage, and mathematics in the fall, winter and spring of the 2014-15 school year.

Results

Brooklyn Dreams met this goal with 54 percent of students making growth. However, growth in grades two, three, five and six were below target.

Grade	Cohort Size	Percent Meeting NWEA Typical Growth
		2014-15
K	81	81%
1	77	70%
2	80	30%
3	80	44%
4	79	53%
5	80	48%
6	53	47%
7	53	52%
All	583	54%

Evaluation

Brooklyn Dreams met this goal in the aggregate, but had four grades with < 50 percent of students making growth, indicating that learning gains are not distributed evenly across the school.

Goal 5: Attainment Measure

The median percentile for students in the spring of their third year will be = 50 (combination of reading, math, and language usage) by the spring of their third year.

Method

The school administered the NWEA reading, language usage, and mathematics in the fall, winter and spring of the 2014-15 school year.

Results

Brooklyn Dreams met this goal with a median RIT score percentile of 61 for students in at least their third year at the school.

Grade	Median RIT Score Percentile
2	67
3	68
4	59
5	61
6	57
7	54
All	61

Evaluation

Brooklyn Dreams met this goal overall, and in every grade level for 2014-15.

Goal 5: Comparative Measure

The school will meet or exceed the growth of comparable students (using NWEA GRD) for 17 of 24 comparison categories by the third year, e.g. grade two reading is one category, grade three reading is another category, etc. Typical numbers of categories by the third year would be 24.

Method

The school administered the NWEA reading, language usage, and mathematics in the fall, winter and spring of the 2014-15 school year.

Results

Grade	Math	Reading
2	71%	73%
3	82%	88%
4	122%	86%
5	113%	60%
6	100%	33%
7	120%	83%

Evaluation

Brooklyn Dreams did not meet this goal. Four of the 12 comparison categories had a median rate of growth over 100 percent.

Goal 5: Performance Measure

Each year, more than 50 percent of students in grades K-2 who have been enrolled at Brooklyn Dreams Charter School on BEDS day for at least two consecutive years will perform at or above the fiftieth percentile nationally on the spring administration of the NWEA reading and mathematics assessment.

Method

The school administered the NWEA reading, language usage, and mathematics in the fall, winter and spring of the 2014-15 school year.

Results

Grade	> 50th Percentile	# Tested
K	67%	3
1	79%	72
2	64%	74
All	71%	149

Evaluation

Brooklyn Dreams met this goal with 71 percent of K-2 students that are in at least their second year scoring at or above the fiftieth percentile.

Goal 6: Student Attendance. Each year, Brooklyn Dreams Charter School will have a daily student attendance rate of at least 95 percent.

Method

The student attendance rate is determined using the school's Average Daily Attendance during the 2014-15 school year.

Results

For 2014-2015, the student attendance rate for Brooklyn Dreams Charter School was 93.6 percent.

Evaluation

Brooklyn Dreams did not meet this goal. With an attendance rate of 93.6 percent, Brooklyn Dreams Charter School did not meet the stated measure.

Goal 7: Legal Obligations. Each year, Brooklyn Dream Charter School 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 federal Family Educational Rights and Privacy Act.

Method

In consultation with its legal counsel, Brooklyn Dreams Charter School will be in compliance with all applicable state and federal laws, rules, and regulations.

Results

In consultation with its legal counsel, Brooklyn Dreams Charter School was in full compliance with all applicable state and federal laws, rules, and regulations.

Evaluation

Brooklyn Dreams met this goal by being compliant with all applicable state and federal laws, rules, and regulations.

Goal 8: Enrollment Stability. Each year, student enrollment will be within 20 percent of full enrollment as defined in Brooklyn Dreams Charter School's contract.

Method

Using student enrollment on BEDS Count Day, a comparison is made to the full enrollment as defined in the school's Charter contract.

Results

In comparison to full enrollment as defined in its charter school contract, Brooklyn Dreams Charter School's enrollment was 98 percent.

Evaluation

Brooklyn Dreams met this goal with an enrollment of 98 percent when compared to full enrollment as defined in its contract.

Goal 9: Financial Compliance. Upon completion of Brooklyn Dreams Charter School's first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.

Method

Brooklyn Dreams Charter School will retain an independent certified accounting firm to review the school's financial transactions during the 2014-15 school year.

Results

Brooklyn Dreams has contracted with an independent certified public accounting firm to complete an audit of the 2014-15 school year. This audit is in process and will be submitted to the Institute on or before November 1, 2015.

Evaluation

Brooklyn Dreams has contracted with an independent certified public accounting firm to complete an audit of the 2014-15 school year. This audit is in process and will be submitted to the Institute on or before November 1, 2015.

Goal 10: Financial Compliance. Financial Viability: Each year, Brooklyn Dreams Charter School will operate on a balanced budget and maintain a stable cash flow.

Method

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

Results

Brooklyn Dreams Charter School maintained a stable cash flow for the school year ending in 2015.

Evaluation

Brooklyn Dreams met this goal by maintaining a stable cash flow for the school year ending in 2015.

Goal 11: Parent Satisfaction. Each year, parents will express overall satisfaction with the school's program, based on the school's Parent Survey in which at least 50% of all parents respond, among which at least 80 percent or respondents will be satisfied.

Method

Using the school's annual Parent survey, parental satisfaction with the school's program will be assessed.

Results

During 2014-15, 276 parents responded to the Parent survey. Of the total responses, 86 percent of parents expressed satisfaction with the school's program.

Evaluation

Brooklyn Dreams met this goal and increased parent satisfaction by eight percentage points over the prior year.

Below is a summary of the response rate, as well as the overall parent satisfaction survey results, for each year of the charter term.

Year	Satisfaction	Response Count
Spring 2015	86%	276
Spring 2014	78%	264
Spring 2013	91%	401
Spring 2012	95%	215
Spring 2011	95%	163

Goal 12: Staff Satisfaction and Retention. Each year, at least 70 percent of teachers will express overall satisfaction with school leadership and professional development opportunities as determined by a school administered survey. Brooklyn Dreams Charter School will only have met this goal if 50 percent or more teachers participate in the survey.

Method

Using the school's annual survey, teacher satisfaction with the school's leadership and professional development is assessed.

Results

During 2014-15, the majority (n=40) of the school's teachers responded to the school's annual survey.

- In the last year, I have had opportunities at work to learn and grow.
 - 73 percent of staff expressed satisfaction with this question.
- I am satisfied with my relationship with the Dean(s).
 - 69 percent of staff expressed satisfaction with this question.
- My Principal or Manager is fair.
 - 63 percent of staff expressed satisfaction with this question.

Evaluation

Brooklyn Dreams Charter School partially met this goal with the majority of teachers responding to the teacher survey and 73 percent of respondents expressing satisfaction with their opportunities to learn and grow. However, 69 percent expressed satisfaction with their Dean and 63 percent expressed satisfaction with the Principal.

Goal 12: Student Satisfaction. Brooklyn Dreams Charter School will have students in grades six and higher participate, each year, in the NYCDOE Learning Environment Survey. Students will express satisfaction with Brooklyn Dreams Charter School as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect.

Method

Using the NYCDOE Learning Environment Survey, student satisfaction with Brooklyn Dreams Charter School will be assessed.

Results

Only one student completed the survey; therefore, results are not available.

Evaluation

Only one student completed the survey; therefore, results are not available.



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	8777177
Line 2: Year End Per Pupil Count	580
Line 3: Divide Line 1 by Line 2	15133

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)	520283
Line 2: Management and General Cost (Column)	1337921
Line 3: Sum of Line 1 and Line 2	1858204
Line 4: Year End Per Pupil Count	580
Line 5: Divide Line 3 by the Year End Per Pupil Count	3204

Thank you.



**GENERAL INSTRUCTIONS FOR
ANNUAL BUDGET/QUARTERLY REPORT**

TEMPLATE TABS

1- GRAY tab contains the Instructions

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

2- BLUE tabs require input of information

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

CELL COLORS & GUIDANCE COMMENTS

 = Enter information into the light BLUE shaded cells.

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

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

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

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

ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

Brooklyn Dreams Charter School

Contact Name: Rebecca Joyner
Contact Title: Business Analyst Manager
Contact Email: [REDACTED]
Contact Phone: [REDACTED]

Current Academic Year: 2015-16

Prior Academic Year: #NAME?

ENROLLMENT BY GRADES								
GRADES	K	1	2	3	4	5	6	7
INITIAL BUDGETED ENROLLMENT	80	78	78	78	78	78	74	52
TOTAL ENROLLMENT = 644								

ENROLLMENT BY DISTRICT

	PRIOR YEAR ACTUAL	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER						
		QUARTER 1		QUARTER 2		QUARTER 3		QUAR
		Original	Revised	Original	Revised	Original	Revised	Original
NUMBER OF SCHOOL DISTRICTS ENROLLED:	0	1	0	1	0	1	0	1
NUMBER OF STUDENTS ENROLLED:	0	644	0	644	0	644	0	644

NOTE:
IF there are NO Annual Budget revisions leave "Revised Budgeted Enrollment" Column(s) COME BLANK.
IF "Revised Budgeted Enrollment" column is utilized, all cells in the entire column should be com

	PRIOR YEAR #NAME? Actual Enrollment	ANNUAL BUDGET ENROLLMENT BY QUARTER						
		QUARTER 1		QUARTER 2		QUARTER 3		QUAR
		Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment
1 PRIMARY District		644		644		644		644

PRIMARY/OTHER	DISTRICT NAME(S)
1 PRIMARY District	NYC CHANCELLOR'S OFFICE
2 SECONDARY District	(Select from drop-down list)
Other District 3	(Select from drop-down list)
Other District 4	(Select from drop-down list)
Other District 5	(Select from drop-down list)
Other District 6	(Select from drop-down list)
Other District 7	(Select from drop-down list)
Other District 8	(Select from drop-down list)
Other District 9	(Select from drop-down list)
Other District 10	(Select from drop-down list)
Other District 11	(Select from drop-down list)
Other District 12	(Select from drop-down list)
Other District 13	(Select from drop-down list)
Other District 14	(Select from drop-down list)
Other District 15	(Select from drop-down list)
Other District 16	(Select from drop-down list)
Other District 17	(Select from drop-down list)
Other District 18	(Select from drop-down list)
Other District 19	(Select from drop-down list)
Other District 20	(Select from drop-down list)
Other District 21	(Select from drop-down list)
Other District 22	(Select from drop-down list)
Other District 23	(Select from drop-down list)
Other District 24	(Select from drop-down list)
Other District 25	(Select from drop-down list)
Other District 26	(Select from drop-down list)
Other District 27	(Select from drop-down list)
Other District 28	(Select from drop-down list)
Other District 29	(Select from drop-down list)
Other District 30	(Select from drop-down list)
Other District 31	(Select from drop-down list)
Other District 32	(Select from drop-down list)
Other District 33	(Select from drop-down list)
Other District 34	(Select from drop-down list)
Other District 35	(Select from drop-down list)
Other District 36	(Select from drop-down list)
Other District 37	(Select from drop-down list)
Other District 38	(Select from drop-down list)
Other District 39	(Select from drop-down list)
Other District 40	(Select from drop-down list)
Other District 41	(Select from drop-down list)
Other District 42	(Select from drop-down list)
Other District 43	(Select from drop-down list)
Other District 44	(Select from drop-down list)
Other District 45	(Select from drop-down list)
Other District 46	(Select from drop-down list)
Other District 47	(Select from drop-down list)
Other District 48	(Select from drop-down list)
Other District 49	(Select from drop-down list)
Other District 50	(Select from drop-down list)

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8	9	10	11	12
48				

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

STAFFING PLAN - FULL TIME EQUIVALENT

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

ADMINISTRATIVE PERSONNEL FTE		PRIOR YEAR 2014-15 ACTUAL	ANNUAL BUDGETED FTE						
*NOTE: Enter the number of FTE positions in the "blue" cells.			Q1		Q2		Q3		Q4
			Original	Revised	Original	Revised	Original	Revised	Original
Executive Management									
Instructional Management			1.0		1.0		1.0		1.0
Deans, Directors & Coordinators			4.0		4.0		4.0		4.0
CFO / Director of Finance									
Operation / Business Manager									
Administrative Staff			3.4		3.4		3.4		3.4
TOTAL ADMINISTRATIVE STAFF		0.0	8.4	0.0	8.4	0.0	8.4	0.0	8.4
INSTRUCTIONAL PERSONNEL FTE		PRIOR YEAR 2014-15 ACTUAL	ANNUAL BUDGETED FTE						
*NOTE: Enter the number of FTE positions in the "blue" cells.			Q1		Q2		Q3		Q4
			Original	Revised	Original	Revised	Original	Revised	Original
Teachers - Regular			32.8		32.8		32.8		32.8
Teachers - SPED			9.0		9.0		9.0		9.0
Substitute Teachers			1.0		1.0		1.0		1.0
Teaching Assistants									
Specialty Teachers			3.5		3.5		3.5		3.5
Aides			1.9		1.9		1.9		1.9
Therapists & Counselors			2.0		2.0		2.0		2.0
Other									
TOTAL INSTRUCTIONAL		0.0	50.2	0.0	50.2	0.0	50.2	0.0	50.2
NON-INSTRUCTIONAL PERSONNEL FTE		PRIOR YEAR 2014-15 ACTUAL	ANNUAL BUDGETED FTE						
*NOTE: Enter the number of FTE positions in the "blue" cells.			Q1		Q2		Q3		Q4
			Original	Revised	Original	Revised	Original	Revised	Original
Nurse									
Librarian			1.0		1.0		1.0		1.0
Custodian									
Security									
Other									
TOTAL NON-INSTRUCTIONAL		0.0	1.0	0.0	1.0	0.0	1.0	0.0	1.0
TOTAL PERSONNEL SERVICE FTE		0.0	59.6	0.0	59.6	0.0	59.6	0.0	59.6

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

BROOKLYN DREAMS CHARTER SCHC
Budget / Operating Plan
2015-16

Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	644	-	-	644	-	-	644
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	#NAME?	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions							
Executive Management	-	-	-	#NAME?	-	-	#NAME?	-
Instructional Management	1.00	-	#NAME?	-	#NAME?	-	#NAME?	#NAME?
Deans, Directors & Coordinators	4.00	-	#NAME?	-	#NAME?	-	#NAME?	#NAME?
CFO / Director of Finance	-	-	-	#NAME?	-	-	#NAME?	-
Operation / Business Manager	-	-	-	#NAME?	-	-	#NAME?	-
Administrative Staff	3.38	-	#NAME?	-	#NAME?	-	#NAME?	#NAME?
TOTAL ADMINISTRATIVE STAFF	8.38	-	#NAME?	-	#NAME?	-	#NAME?	#NAME?
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	32.83	-	#NAME?	-	#NAME?	-	#NAME?	#NAME?
Teachers - SPED	9.00	-	#NAME?	-	#NAME?	-	#NAME?	#NAME?
Substitute Teachers	1.00	-	#NAME?	-	#NAME?	-	#NAME?	#NAME?
Teaching Assistants	-	-	-	#NAME?	-	-	#NAME?	-
Specialty Teachers	3.50	-	#NAME?	-	#NAME?	-	#NAME?	#NAME?
Aides	1.88	-	#NAME?	-	#NAME?	-	#NAME?	#NAME?
Therapists & Counselors	2.00	-	#NAME?	-	#NAME?	-	#NAME?	#NAME?
Other	-	-	-	#NAME?	-	-	#NAME?	-
TOTAL INSTRUCTIONAL	50.21	-	#NAME?	-	#NAME?	-	#NAME?	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	#NAME?	-	-	#NAME?	-
Librarian	1.00	-	#NAME?	-	#NAME?	-	#NAME?	#NAME?
Custodian	-	-	-	#NAME?	-	-	#NAME?	-
Security	-	-	-	#NAME?	-	-	#NAME?	-
Other	-	-	-	#NAME?	-	-	#NAME?	-
TOTAL NON-INSTRUCTIONAL	1.00	-	#NAME?	-	#NAME?	-	#NAME?	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	59.59	-	#NAME?	-	#NAME?	-	#NAME?	#NAME?
PAYROLL TAXES AND BENEFITS								
Payroll Taxes	-	-	#NAME?	-	#NAME?	-	#NAME?	#NAME?
Fringe / Employee Benefits	-	-	#NAME?	-	#NAME?	-	#NAME?	#NAME?
Retirement / Pension	-	-	#NAME?	-	#NAME?	-	#NAME?	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS	-	-	#NAME?	-	#NAME?	-	#NAME?	#NAME?
TOTAL PERSONNEL SERVICE COSTS	59.59	-	#NAME?	-	#NAME?	-	#NAME?	#NAME?
CONTRACTED SERVICES								
Accounting / Audit	-	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Legal	-	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Management Company Fee	-	-	-	#NAME?	-	-	#NAME?	-
Nurse Services	-	-	-	#NAME?	-	-	#NAME?	-
Food Service / School Lunch	-	-	-	#NAME?	-	-	#NAME?	-
Payroll Services	-	-	-	#NAME?	-	-	#NAME?	-
Special Ed Services	-	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Titlement Services (i.e. Title I)	-	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Other Purchased / Professional / Consulting	-	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL CONTRACTED SERVICES	-	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?

		POL				
Total Revenue		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Net Income		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment		-	-	644	-	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
		Revised Budget	Variance	Original Budget	Revised Budget	Variance
REVENUE		SED' Column(s) COMPLETELY BLANK. ST be completed.				
REVENUES FROM STATE SOURCES						
Per Pupil Revenue	2015-16 Per Pupil Rate					
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
ALL OTHER School Districts: (Weighted Avg)	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue		-	#NAME?	#NAME?	-	#NAME?
Grants						
Stimulus		-	#NAME?	-	-	#NAME?
DYCD (Department of Youth and Community Development)		-	#NAME?	-	-	#NAME?
Other		-	#NAME?	-	-	#NAME?
Other		-	#NAME?	-	-	#NAME?
TOTAL REVENUE FROM STATE SOURCES		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		-	#NAME?	#NAME?	-	#NAME?
Title I		-	#NAME?	#NAME?	-	#NAME?
Title Funding - Other		-	#NAME?	#NAME?	-	#NAME?
School Food Service (Free Lunch)		-	#NAME?	#NAME?	-	#NAME?
Grants						
Charter School Program (CSP) Planning & Implementation		-	#NAME?	-	-	#NAME?
Other		-	#NAME?	-	-	#NAME?
Other		-	#NAME?	-	-	#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES		-	#NAME?	#NAME?	-	#NAME?
LOCAL and OTHER REVENUE						
Contributions and Donations		-	#NAME?	-	-	#NAME?
Fundraising		-	#NAME?	-	-	#NAME?
Erate Reimbursement		-	#NAME?	-	-	#NAME?
Earnings on Investments		-	#NAME?	-	-	#NAME?
Interest Income		-	#NAME?	-	-	#NAME?
Food Service (Income from meals)		-	#NAME?	#NAME?	-	#NAME?
Text Book		-	#NAME?	-	-	#NAME?
OTHER		-	#NAME?	#NAME?	-	#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	#NAME?	#NAME?	-	#NAME?
TOTAL REVENUE		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

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Total Revenue		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Net Income		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment		-	-	644	-	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
		Revised Budget	Variance	Original Budget	Revised Budget	Variance
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions					
Executive Management	-	-	#NAME?	-	-	#NAME?
Instructional Management	1.00	-	#NAME?	#NAME?	-	#NAME?
Deans, Directors & Coordinators	4.00	-	#NAME?	#NAME?	-	#NAME?
CFO / Director of Finance	-	-	#NAME?	-	-	#NAME?
Operation / Business Manager	-	-	#NAME?	-	-	#NAME?
Administrative Staff	3.38	-	#NAME?	#NAME?	-	#NAME?
TOTAL ADMINISTRATIVE STAFF	8.38	-	#NAME?	#NAME?	-	#NAME?
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	32.83	-	#NAME?	#NAME?	-	#NAME?
Teachers - SPED	9.00	-	#NAME?	#NAME?	-	#NAME?
Substitute Teachers	1.00	-	#NAME?	#NAME?	-	#NAME?
Teaching Assistants	-	-	#NAME?	-	-	#NAME?
Specialty Teachers	3.50	-	#NAME?	#NAME?	-	#NAME?
Aides	1.88	-	#NAME?	#NAME?	-	#NAME?
Therapists & Counselors	2.00	-	#NAME?	#NAME?	-	#NAME?
Other	-	-	#NAME?	-	-	#NAME?
TOTAL INSTRUCTIONAL	50.21	-	#NAME?	#NAME?	-	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	#NAME?	-	-	#NAME?
Librarian	1.00	-	#NAME?	#NAME?	-	#NAME?
Custodian	-	-	#NAME?	-	-	#NAME?
Security	-	-	#NAME?	-	-	#NAME?
Other	-	-	#NAME?	-	-	#NAME?
TOTAL NON-INSTRUCTIONAL	1.00	-	#NAME?	#NAME?	-	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	59.59	-	#NAME?	#NAME?	-	#NAME?
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		-	#NAME?	#NAME?	-	#NAME?
Fringe / Employee Benefits		-	#NAME?	#NAME?	-	#NAME?
Retirement / Pension		-	#NAME?	#NAME?	-	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		-	#NAME?	#NAME?	-	#NAME?
TOTAL PERSONNEL SERVICE COSTS	59.59	-	#NAME?	#NAME?	-	#NAME?
CONTRACTED SERVICES						
		-	#NAME?	#NAME?	-	#NAME?
Accounting / Audit		-	#NAME?	#NAME?	-	#NAME?
Legal		-	#NAME?	#NAME?	-	#NAME?
Management Company Fee		-	#NAME?	-	-	#NAME?
Nurse Services		-	#NAME?	-	-	#NAME?
Food Service / School Lunch		-	#NAME?	-	-	#NAME?
Payroll Services		-	#NAME?	-	-	#NAME?
Special Ed Services		-	#NAME?	#NAME?	-	#NAME?
Titlement Services (i.e. Title I)		-	#NAME?	#NAME?	-	#NAME?
		-	#NAME?	#NAME?	-	#NAME?
Other Purchased / Professional / Consulting		-	#NAME?	#NAME?	-	#NAME?
TOTAL CONTRACTED SERVICES		-	#NAME?	#NAME?	-	#NAME?

POL					
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	-	644	-	-
Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30			
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
SCHOOL OPERATIONS					
Board Expenses	-	#NAME?	-	-	#NAME?
Classroom / Teaching Supplies & Materials	-	#NAME?	#NAME?	-	#NAME?
Special Ed Supplies & Materials	-	#NAME?	#NAME?	-	#NAME?
Textbooks / Workbooks	-	#NAME?	#NAME?	-	#NAME?
Supplies & Materials other	-	#NAME?	#NAME?	-	#NAME?
Equipment / Furniture	-	#NAME?	#NAME?	-	#NAME?
Telephone	-	#NAME?	-	-	#NAME?
Technology	-	#NAME?	#NAME?	-	#NAME?
Student Testing & Assessment	-	#NAME?	#NAME?	-	#NAME?
Field Trips	-	#NAME?	#NAME?	-	#NAME?
Transportation (student)	-	#NAME?	-	-	#NAME?
Student Services - other	-	#NAME?	-	-	#NAME?
Office Expense	-	#NAME?	#NAME?	-	#NAME?
Staff Development	-	#NAME?	#NAME?	-	#NAME?
Staff Recruitment	-	#NAME?	#NAME?	-	#NAME?
Student Recruitment / Marketing	-	#NAME?	#NAME?	-	#NAME?
School Meals / Lunch	-	#NAME?	#NAME?	-	#NAME?
Travel (Staff)	-	#NAME?	#NAME?	-	#NAME?
Fundraising	-	#NAME?	-	-	#NAME?
	-	#NAME?	#NAME?	-	#NAME?
Other					
TOTAL SCHOOL OPERATIONS	-	#NAME?	#NAME?	-	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	-	#NAME?	#NAME?	-	#NAME?
Janitorial	-	#NAME?	#NAME?	-	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	-	#NAME?	#NAME?	-	#NAME?
Repairs & Maintenance	-	#NAME?	#NAME?	-	#NAME?
Equipment / Furniture	-	#NAME?	#NAME?	-	#NAME?
Security	-	#NAME?	-	-	#NAME?
Utilities	-	#NAME?	#NAME?	-	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	-	#NAME?	#NAME?	-	#NAME?
DEPRECIATION & AMORTIZATION	-	#NAME?	-	-	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	-	-	#NAME?
TOTAL EXPENSES	-	#NAME?	#NAME?	-	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

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Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	-	644	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
ENROLLMENT - *School Districts Are Linked To Above Entries*					
Number of Districts:	-	-	1	-	-
NYC CHANCELLOR'S OFFICE	-	-	644	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-
TOTAL ENROLLMENT	-	-	644	-	-
REVENUE PER PUPIL	-	#NAME?	#NAME?	-	#NAME?
EXPENSES PER PUPIL	-	#NAME?	#NAME?	-	#NAME?

BROOKLYN DREAMS CHA
Budget / Operatin
2015-16

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

BROOKLYN DREAMS CHA
Budget / Operatin
2015-16

	#NAME?					
	#NAME?					
	#NAME?					
		Total Year			VARIANCE	
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
Total Revenue						
Total Expenses						
Net Income						
Actual Student Enrollment						
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions					
Executive Management	-	-	#NAME?	#NAME?	-	#NAME?
Instructional Management	1.00	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Deans, Directors & Coordinators	4.00	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
CFO / Director of Finance	-	-	#NAME?	#NAME?	-	#NAME?
Operation / Business Manager	-	-	#NAME?	#NAME?	-	#NAME?
Administrative Staff	3.38	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL ADMINISTRATIVE STAFF	8.38	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	32.83	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Teachers - SPED	9.00	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Substitute Teachers	1.00	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Teaching Assistants	-	-	#NAME?	#NAME?	-	#NAME?
Specialty Teachers	3.50	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Aides	1.88	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Therapists & Counselors	2.00	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Other	-	-	#NAME?	#NAME?	-	#NAME?
TOTAL INSTRUCTIONAL	50.21	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	#NAME?	#NAME?	-	#NAME?
Librarian	1.00	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Custodian	-	-	#NAME?	#NAME?	-	#NAME?
Security	-	-	#NAME?	#NAME?	-	#NAME?
Other	-	-	#NAME?	#NAME?	-	#NAME?
TOTAL NON-INSTRUCTIONAL	1.00	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	59.59	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Fringe / Employee Benefits		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Retirement / Pension		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL PERSONNEL SERVICE COSTS	59.59	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
CONTRACTED SERVICES						
		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Accounting / Audit		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Legal		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Management Company Fee		-	#NAME?	#NAME?	-	#NAME?
Nurse Services		-	#NAME?	#NAME?	-	#NAME?
Food Service / School Lunch		-	#NAME?	#NAME?	-	#NAME?
Payroll Services		-	#NAME?	#NAME?	-	#NAME?
Special Ed Services		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Titlement Services (i.e. Title I)		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Other Purchased / Professional / Consulting		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL CONTRACTED SERVICES		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

BROOKLYN DREAMS CHA
Budget / Operatin
2015-16

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
SCHOOL OPERATIONS					
Board Expenses	35,000	#NAME?	#NAME?	(35,000)	#NAME?
Classroom / Teaching Supplies & Materials	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Ed Supplies & Materials	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Textbooks / Workbooks	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Supplies & Materials other	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Equipment / Furniture	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Telephone	-	#NAME?	#NAME?	-	#NAME?
Technology	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Student Testing & Assessment	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Field Trips	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Transportation (student)	-	#NAME?	#NAME?	-	#NAME?
Student Services - other	-	#NAME?	#NAME?	-	#NAME?
Office Expense	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Staff Development	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Staff Recruitment	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Student Recruitment / Marketing	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
School Meals / Lunch	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Travel (Staff)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Fundraising	-	#NAME?	#NAME?	-	#NAME?
	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Other					
TOTAL SCHOOL OPERATIONS	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Janitorial	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Repairs & Maintenance	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Equipment / Furniture	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Security	-	#NAME?	#NAME?	-	#NAME?
Utilities	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
DEPRECIATION & AMORTIZATION	-	#NAME?	#NAME?	-	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	#NAME?	-	#NAME?
TOTAL EXPENSES	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

RTER SCHOOL

g Plan

Total Revenue
Total Expenses
Net Income
Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions
Executive Management	-
Instructional Management	1.00
Deans, Directors & Coordinators	4.00
CFO / Director of Finance	-
Operation / Business Manager	-
Administrative Staff	3.38
TOTAL ADMINISTRATIVE STAFF	8.38

INSTRUCTIONAL PERSONNEL COSTS	
Teachers - Regular	32.83
Teachers - SPED	9.00
Substitute Teachers	1.00
Teaching Assistants	-
Specialty Teachers	3.50
Aides	1.88
Therapists & Counselors	2.00
Other	-
TOTAL INSTRUCTIONAL	50.21

NON-INSTRUCTIONAL PERSONNEL COSTS	
Nurse	-
Librarian	1.00
Custodian	-
Security	-
Other	-
TOTAL NON-INSTRUCTIONAL	1.00

SUBTOTAL PERSONNEL SERVICE COSTS	59.59
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PAYROLL TAXES AND BENEFITS	
Payroll Taxes	
Fringe / Employee Benefits	
Retirement / Pension	
TOTAL PAYROLL TAXES AND BENEFITS	
TOTAL PERSONNEL SERVICE COSTS	59.59

CONTRACTED SERVICES

- Accounting / Audit
- Legal
- Management Company Fee
- Nurse Services
- Food Service / School Lunch
- Payroll Services
- Special Ed Services
- Titlement Services (i.e. Title I)

Other Purchased / Professional / Consulting
TOTAL CONTRACTED SERVICES

This is a contracted service in the janitorial line below. No security costs are budgeted for the school.

The Shared Service Cost Allocation is the amount allocated to schools for centralized services. To support our schools, NHA's Service Center is a full-service office that provides critical components of school operations. The annual audit cost is \$10,400.

The Shared Service Cost Allocation is the amount allocated to schools for centralized services. To support our schools, NHA's Service Center is a full-service office that provides critical components of school operations.

RTER SCHOOL

g Plan

Total Revenue
Total Expenses
Net Income
Actual Student Enrollment
SCHOOL OPERATIONS
Board Expenses
Classroom / Teaching Supplies & Materials
Special Ed Supplies & Materials
Textbooks / Workbooks
Supplies & Materials other
Equipment / Furniture
Telephone
Technology
Student Testing & Assessment
Field Trips
Transportation (student)
Student Services - other
Office Expense
Staff Development
Staff Recruitment
Student Recruitment / Marketing
School Meals / Lunch
Travel (Staff)
Fundraising
Other
TOTAL SCHOOL OPERATIONS
FACILITY OPERATION & MAINTENANCE
Insurance
Janitorial
Building and Land Rent / Lease / Facility Finance Interest
Repairs & Maintenance
Equipment / Furniture
Security
Utilities
TOTAL FACILITY OPERATION & MAINTENANCE
DEPRECIATION & AMORTIZATION
RESERVES / CONTINGENCY
TOTAL EXPENSES
NET INCOME

DESCRIPTION OF ASSUMPTIONS

Discretionary board expenses

The Shared Service Cost Allocation is the amount allocated to schools for centralized services. To support our schools, NHA's Service Center is a full-service office that provides critical components of school operations.

Property taxes = 50,004, building rent = 2,354,749

**BROOKLYN DREAMS CHARTER SCHOOL
BALANCE SHEET
2015-16**

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

BROOKLYN DREAMS CHARTER SCHOOL

Budget / Operating Plan

2015-16

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

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

EXPENSES

		Quarter 0					
		No. of Positions					
ADMINISTRATIVE STAFF PERSONNEL COSTS							
Executive Management	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Instructional Management	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Deans, Directors & Coordinators	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
CFO / Director of Finance	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Operation / Business Manager	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Administrative Staff	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL ADMINISTRATIVE STAFF	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Teachers - SPED	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Substitute Teachers	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Teaching Assistants	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Specialty Teachers	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Aides	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Therapists & Counselors	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL INSTRUCTIONAL	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Librarian	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Custodian	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Security	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL NON-INSTRUCTIONAL	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS							
#NAME?	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Fringe / Employee Benefits	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Retirement / Pension	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL PERSONNEL SERVICE COSTS							
#NAME?	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
CONTRACTED SERVICES							
Accounting / Audit	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Legal	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Management Company Fee	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Nurse Services	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Food Service / School Lunch	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Payroll Services	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Special Ed Services	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Titlement Services (i.e. Title I)	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Other Purchased / Professional / Consulting	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL CONTRACTED SERVICES	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?

BROOKLYN DREAMS CHARTER SCHOOL

Budget / Operating Plan

2015-16

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

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

ENROLLMENT - *School Districts Are Linked To Above Entries*

NYC CHANCELLOR'S OFFICE	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
ALL OTHER School Districts: (Count = 0)	-	#NAME?	-	-	#NAME?	-	-
TOTAL ENROLLMENT	-	#NAME?	-	-	#NAME?	-	-
REVENUE PER PUPIL	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
EXPENSES PER PUPIL	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-

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

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance

EXPENSES		Quarter 0							
		No. of Positions							
ADMINISTRATIVE STAFF PERSONNEL COSTS									
Executive Management	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?			
Instructional Management	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?			
Deans, Directors & Coordinators	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?			
CFO / Director of Finance	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?			
Operation / Business Manager	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?			
Administrative Staff	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?			
TOTAL ADMINISTRATIVE STAFF	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?			
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?			
Teachers - SPED	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?			
Substitute Teachers	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?			
Teaching Assistants	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?			
Specialty Teachers	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?			
Aides	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?			
Therapists & Counselors	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?			
Other	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?			
TOTAL INSTRUCTIONAL	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?			
NON-INSTRUCTIONAL PERSONNEL COSTS									
Nurse	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?			
Librarian	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?			
Custodian	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?			
Security	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?			
Other	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?			
TOTAL NON-INSTRUCTIONAL	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?			
SUBTOTAL PERSONNEL SERVICE COSTS									
	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?			
PAYROLL TAXES AND BENEFITS									
Payroll Taxes	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?			
Fringe / Employee Benefits	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?			
Retirement / Pension	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?			
TOTAL PAYROLL TAXES AND BENEFITS	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?			
TOTAL PERSONNEL SERVICE COSTS									
	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?			
CONTRACTED SERVICES									
Accounting / Audit	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?			
Legal	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?			
Management Company Fee	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?			
Nurse Services	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?			
Food Service / School Lunch	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?			
Payroll Services	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?			
Special Ed Services	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?			
Titlement Services (i.e. Title I)	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?			
Other Purchased / Professional / Consulting	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?			
TOTAL CONTRACTED SERVICES	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?			

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

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

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	3rd Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance

ENROLLMENT - *School Districts Are Linked To Above Entries*					
NYC CHANCELLOR'S OFFICE	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
ALL OTHER School Districts: (Count = 0)	#NAME?	-	-	#NAME?	-
TOTAL ENROLLMENT	#NAME?	-	-	#NAME?	-
REVENUE PER PUPIL	#NAME?	#NAME?	-	#NAME?	#NAME?
EXPENSES PER PUPIL	#NAME?	#NAME?	-	#NAME?	#NAME?

SCHOOL

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

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	5		FY Actual (FY	
	Original Budget - TY	Actual vs. Original Budget TY	COMPLETED Actual CY Quarters	Actual CY vs. Actual PY

EXPENSES		Quarter 0			
		No. of Positions			
ADMINISTRATIVE STAFF PERSONNEL COSTS					
Executive Management	#NAME?	-	#NAME?	#NAME?	#NAME?
Instructional Management	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Deans, Directors & Coordinators	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
CFO / Director of Finance	#NAME?	-	#NAME?	#NAME?	#NAME?
Operation / Business Manager	#NAME?	-	#NAME?	#NAME?	#NAME?
Administrative Staff	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL ADMINISTRATIVE STAFF	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Teachers - SPED	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Substitute Teachers	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Teaching Assistants	#NAME?	-	#NAME?	#NAME?	#NAME?
Specialty Teachers	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Aides	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Therapists & Counselors	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Other	#NAME?	-	#NAME?	#NAME?	#NAME?
TOTAL INSTRUCTIONAL	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse	#NAME?	-	#NAME?	#NAME?	#NAME?
Librarian	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Custodian	#NAME?	-	#NAME?	#NAME?	#NAME?
Security	#NAME?	-	#NAME?	#NAME?	#NAME?
Other	#NAME?	-	#NAME?	#NAME?	#NAME?
TOTAL NON-INSTRUCTIONAL	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS		#NAME?	#NAME?	#NAME?	#NAME?
PAYROLL TAXES AND BENEFITS					
Payroll Taxes	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Fringe / Employee Benefits	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Retirement / Pension	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL PERSONNEL SERVICE COSTS		#NAME?	#NAME?	#NAME?	#NAME?
CONTRACTED SERVICES					
Accounting / Audit	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Legal	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Management Company Fee		-	#NAME?	#NAME?	#NAME?
Nurse Services		-	#NAME?	#NAME?	#NAME?
Food Service / School Lunch		-	#NAME?	#NAME?	#NAME?
Payroll Services		-	#NAME?	#NAME?	#NAME?
Special Ed Services	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Titlement Services (i.e. Title I)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Other Purchased / Professional / Consulting	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL CONTRACTED SERVICES	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

SCHOOL

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment			-	
\$				
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
		Budget - TY	Budget TY	Actual PY
SCHOOL OPERATIONS				
Board Expenses	35,000	#NAME?	#NAME?	#NAME?
Classroom / Teaching Supplies & Materials	#NAME?	#NAME?	#NAME?	#NAME?
Special Ed Supplies & Materials	#NAME?	#NAME?	#NAME?	#NAME?
Textbooks / Workbooks	#NAME?	#NAME?	#NAME?	#NAME?
Supplies & Materials other	#NAME?	#NAME?	#NAME?	#NAME?
Equipment / Furniture	#NAME?	#NAME?	#NAME?	#NAME?
Telephone	-	#NAME?	#NAME?	#NAME?
Technology	#NAME?	#NAME?	#NAME?	#NAME?
Student Testing & Assessment	#NAME?	#NAME?	#NAME?	#NAME?
Field Trips	#NAME?	#NAME?	#NAME?	#NAME?
Transportation (student)	-	#NAME?	#NAME?	#NAME?
Student Services - other	-	#NAME?	#NAME?	#NAME?
Office Expense	#NAME?	#NAME?	#NAME?	#NAME?
Staff Development	#NAME?	#NAME?	#NAME?	#NAME?
Staff Recruitment	#NAME?	#NAME?	#NAME?	#NAME?
Student Recruitment / Marketing	#NAME?	#NAME?	#NAME?	#NAME?
School Meals / Lunch	#NAME?	#NAME?	#NAME?	#NAME?
Travel (Staff)	#NAME?	#NAME?	#NAME?	#NAME?
Fundraising	-	#NAME?	#NAME?	#NAME?
Other	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL SCHOOL OPERATIONS	#NAME?	#NAME?	#NAME?	#NAME?
FACILITY OPERATION & MAINTENANCE				
Insurance	#NAME?	#NAME?	#NAME?	#NAME?
Janitorial	#NAME?	#NAME?	#NAME?	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	#NAME?	#NAME?	#NAME?	#NAME?
Repairs & Maintenance	#NAME?	#NAME?	#NAME?	#NAME?
Equipment / Furniture	#NAME?	#NAME?	#NAME?	#NAME?
Security	-	#NAME?	#NAME?	#NAME?
Utilities	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	#NAME?	#NAME?	#NAME?	#NAME?
DEPRECIATION & AMORTIZATION	-	#NAME?	#NAME?	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	#NAME?	#NAME?
TOTAL EXPENSES	#NAME?	#NAME?	#NAME?	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?



Charter Schools Institute
The State University of New York

Annual Report Requirement
for SUNY Authorized Charter Schools
BROOKLYN DREAMS CHARTER SCHOOL
2015-16

Administrative expenditures per pupil: \$0.00

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

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



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

Charter School Name:	Brooklyn Dreams 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:	
School Fiscal Contact Phone:	
School Audit Firm Name:	Plante & Moran, PLLC
School Audit Contact Name:	Michael Lamfers
School Audit Contact Email:	
School Audit Contact Phone:	

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 "NIA"</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 no 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
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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 DREAMS CHARTER SCHOOL
Statement of Financial Position
#NAME?

<u>ASSETS</u>	<u>2014-15</u>
<u>CURRENT ASSETS</u>	
Cash and cash equivalents	108499
Grants and contracts receivable	256276
Accounts receivables	0
Prepaid expenses	0
Contributions and other receivables	0
TOTAL CURRENT ASSETS	364,775
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	18100
<u>OTHER ASSETS</u>	0
TOTAL ASSETS	382,875
<u>LIABILITIES AND NET ASSETS</u>	
<u>CURRENT LIABILITIES</u>	
Accounts payable and accrued expenses	0
Accrued payroll and benefits	0
Deferred Revenue	1402
Current maturities of long-term debt	0
Short Term Debt - Bonds, Notes Payable	0
Other	329900
TOTAL CURRENT LIABILITIES	331,302
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	0
TOTAL LIABILITIES	<u>331,302</u>
<u>NET ASSETS</u>	
Unrestricted	51573
Temporarily restricted	0
TOTAL NET ASSETS	<u>51,573</u>
TOTAL LIABILITIES AND NET ASSETS	382,875

BROOKLYN DREAMS CHARTI
Statement of Financial P
#NAME?

<u>ASSETS</u>	<u>2013-14</u>	<u>IOI</u>
		nu
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	97974	
Grants and contracts receivable	183534	
Accounts receivables	0	
Prepaid expenses	0	
Contributions and other receivables	0	
TOTAL CURRENT ASSETS	281,508	
 <u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	 21812	
 <u>OTHER ASSETS</u>	 0	
TOTAL ASSETS	303,320	
 <u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	0	
Accrued payroll and benefits	0	
Deferred Revenue	16174	
Current maturities of long-term debt	0	
Short Term Debt - Bonds, Notes Payable	0	
Other	242363	
TOTAL CURRENT LIABILITIES	258,537	
 <u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	 0	
TOTAL LIABILITIES	<u>258,537</u>	
 <u>NET ASSETS</u>		
Unrestricted	44783	
Temporarily restricted	0	
TOTAL NET ASSETS	<u>44,783</u>	
TOTAL LIABILITIES AND NET ASSETS	303,320	

BROOKLYN DREAMS CHARTER SCHOOL

Statement of Activities

#NAME?

	2014-15		Total
	Unrestricted	Temporarily Restricted	
REVENUE, GAINS AND OTHER SUPPORT			
Public School District			
Resident Student Enrollment	7784113	\$-	\$7,784,113
Students with disabilities	355622	-	355,622
Grants and Contracts			
State and local	0	-	-
Federal - Title and IDEA	311420	-	311,420
Federal - Other	0	-	-
Other	0	-	-
Food Service/Child Nutrition Program	317942	-	<u>317,942</u>
TOTAL REVENUE, GAINS AND OTHER SUPPORT	8,769,097	-	8,769,097
EXPENSES			
Program Services			
Regular Education	6948676	\$-	\$6,948,676
Special Education	493593	-	493,593
Other Programs	0	-	-
Total Program Services	7,442,269	-	7,442,269
Management and general	1336000	-	1,336,000
Fundraising		-	-
TOTAL OPERATING EXPENSES	8,778,269	-	8,778,269
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	(9,172)	-	(9,172)
SUPPORT AND OTHER REVENUE			
Contributions			
Foundations	0	\$-	\$-
Individuals	0	-	-
Corporations	0	-	-
Fundraising	0	-	-
Interest income	0	-	-
Miscellaneous income	15962	-	15,962
Net assets released from restriction	0	-	-
TOTAL SUPPORT AND OTHER REVENUE	15,962	-	15,962
CHANGE IN NET ASSETS	6,790	-	6,790
NET ASSETS BEGINNING OF YEAR	44783	-	44,783
PRIOR YEAR/PERIOD ADJUSTMENTS	0	-	-
NET ASSETS END OF YEAR	\$51,573	\$-	\$51,573

2013-14	IOI
	nu
Total	

6647560
183742
0
261762
0
0
256830
7,349,894

6303149
407919
0
6,711,068
660719
0
7,371,787
(21,893)

0
0
0
0
0
23683
0
23,683
1,790
42993
0
\$44,783

BROOKLYN DREAMS CHARTER SCHOOL
Statement of Cash Flows
#NAME?

	<u>2014-15</u>	<u>2013-14</u>
		*Please briefly explain any
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	6790	1790
Revenues from School Districts	0	0
Accounts Receivable	0	0
Due from School Districts	0	0
Depreciation	3712	2904
Grants Receivable	-72742	-94574
Due from NYS	0	0
Grant revenues	0	0
Prepaid Expenses	0	0
Accounts Payable	0	0
Accrued Expenses	0	0
Accrued Liabilities	0	0
Contributions and fund-raising activities	0	0
Miscellaneous sources	0	0
Deferred Revenue	-14772	15319
Interest payments	0	0
Other	87537	79249
Other	0	0
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$10,525	\$4,688
CASH FLOWS - INVESTING ACTIVITIES	\$	\$
Purchase of equipment	0	-985
Other	0	0
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$-	\$(985)
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	\$10,525	\$3,703
Cash at beginning of year	97974	94271
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$108,499	\$97,974

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BROOKLYN DREAMS 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	8.4	520283	0	-	520,283	-	-
Instructional Personnel	50.2	2006400	279282	-	2,285,682	-	-
Non-Instructional Personnel	1	9517	0	-	9,517	-	-
Total Salaries and Staff	59.60	2,536,200	279,282	-	2,815,482	-	-
Fringe Benefits & Payroll Taxes		576848	97074	-	673,922	-	-
Retirement		37348	4579	-	41,927	-	-
Management Company Fees		0	0	-	-	-	-
Legal Service		18852	0	-	18,852	-	-
Accounting / Audit Services		10404	0	-	10,404	-	-
Other Purchased / Professional / Consulting Services		12250	105503	-	117,753	-	-
Building and Land Rent / Lease / Facility Finance Interest		2364757	0	-	2,364,757	-	-
Repairs & Maintenance		238906	0	-	238,906	-	-
Insurance		37801	0	-	37,801	-	-
Utilities		140869	0	-	140,869	-	-
Supplies / Materials		241008	4245	-	245,253	-	-
Equipment / Furnishings		123716	1539	-	125,255	-	-
Staff Development		77860	1371	-	79,231	-	-
Marketing / Recruitment		15443	0	-	15,443	-	-
Technology		43511	0	-	43,511	-	-
Food Service		357367	0	-	357,367	-	-
Student Services		29317	0	-	29,317	-	-
Office Expense		27926	0	-	27,926	-	-
Depreciation		3712	0	-	3,712	-	-
OTHER		54581	0	-	54,581	-	-
Total Expenses		\$6,948,676	\$493,593	\$-	\$7,442,269	\$-	\$-

				2013-14
Supporting Services				
Management and General	Total	Total		
\$	\$	\$	\$	
0	-	520,283	427,698	
0	-	2,285,682	1,900,214	
0	-	9,517	5,904	
-	-	2,815,482	2,386,960	
0	-	673,922	525,023	
0	-	41,927	35,959	
0	-	-	0	
0	-	18,852	5,325	
151,292	151,292	161,696	87,085	
365,185	365,185	482,938	312,755	
0	-	2,364,757	2,364,757	
16,194	16,194	255,100	224,083	
0	-	37,801	34,272	
0	-	140,869	128,341	
0	-	245,253	221,407	
0	-	125,255	127,809	
6,669	6,669	85,900	78,443	
110,902	110,902	126,345	59,038	
153,517	153,517	197,028	106,344	
0	-	357,367	305,066	
59,027	59,027	88,344	73,088	
20,637	20,637	48,563	44,393	
0	-	3,712	2,904	
452,577	<u>452,577</u>	<u>507,158</u>	248,735	
\$1,336,000	\$1,336,000	\$8,778,269	\$7,371,787	



Audited Financial Statement Checklist

Created: 10/01/2015

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

Created: 09/02/2015

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

Created: 07/16/2015

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	Tamara Charles		Trustee/Member	Yes		Number of terms served: 2 Length of each term: 1 - Two year term, 1 - Three year term Date of Election: September 2013 Expiration of Term: June 2018
2	Richard Conti		Chair/Board President	Yes		Number of terms served: 2 Length of each term: 2 - Three year term Date of Election: April 2010 Expiration of Term: June 2016
3	Michael Leit		Treasurer	Yes		Number of terms served: 2 Length of each term: 1 - Two year term, 1 - Three year term Date of Election: September 2013 Expiration of Term: June 2018
4	Michele Morais-Weekes		Secretary	Yes		Number of terms served: 2 Length of each term: 1 - One year term 1 - Three year term Date of Election: January 2012 Expiration of Term: June 2016
5	Katherine O'Neill		Trustee/Member	Yes		Number of terms served: 2 Length of each term: 2 - Three year term Date of Election: April 2011 Expiration of Term: June 2017

6	Joanne M. Oplustil		Vice Chair/Vice President	Yes		Number of terms served: 3 Length of each term: 1 – One year term 2 – Three year term Date of Election: April 2010 Expiration of Term: June 2017
7	Michelle Scotto		Trustee/Member	Yes		Number of terms served: 2 Length of each term: 1 – Two Year Term, 1 – Three year term Date of Election: September 2013 Expiration of Term: June 2018
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?

11

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

9

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

9

Thank you.

Brooklyn Dreams Charter School Enrollment and Retention Plan

Brooklyn Dreams understands the need to enroll and retain specific student populations in numbers comparable to the NYC CSD #22 school district. Because we have full enrollment and a waiting list, meeting the targets for students with disabilities (SWD), English language learners (ELL) and students who qualify for free or reduced price lunch (FRL) is a challenge. However, Brooklyn Dreams is currently **exceeding the enrollment target for the FRL and SWD categories and the retention targets for the FRL, SWD, and ELL categories**. We are not yet meeting our ELL 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	84.5%	87.2% N = 506	87.1%	95.1% N = 481
ELL	15.5%	8.5% N = 49	79.5%	77.6% N = 38
SWD	14.0%	21.0% N = 122	83.5%	94.3% N = 115

ELL Recruitment Efforts

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

- Advertisements and notifications have been 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 Arabic, Chinese, English, Creole, Hindi, Russian, Spanish, and Urdu to families throughout the community. Distribution sites included daycare centers, grocery stores, community centers, and churches. These fliers invited families to attend the Enrollment Information Meeting.
- An Enrollment Information Meeting was hosted for all parents interested in the school and we provided student applications 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, the school asked these families to complete a “Home

¹ Source: <http://www.p12.nysed.gov/psc/documents/EnrollmentTargetsCalculator.xls> Based on district data (CSD 22) for 580 students in grades K-7 using the Effective Target.

² Source: <http://www.p12.nysed.gov/psc/documents/PotentialRetentionTargetsCalculator.xls> Based on district data (CSD 22) for 580 students in grades K-7 using the Effective Target.

Language Questionnaire.” Information from this survey ensures that each child for whom English is a second language is provided the services he/she needed to succeed in school.

- Marketing materials that describe general school information and ELL and Special Education programs available in English and Spanish, and other languages as requested.
- Brooklyn Dream’s staff have participated in professional development to provide staff members with tools that they can implement in the classroom to better meet the needs of their English Language Learners.

FRL and SWD Recruitment Efforts

Because we are exceeding our FRL and SWD enrollment targets, our recruitment efforts are focused mainly on attracting ELL students. However, we remain committed to recruiting students with special learning needs and with disabilities as well as students who qualify for free or reduced price lunch.

Brochures that describe our special education programming have been distributed throughout the community. In order to reach the families of special needs students, we utilize many networks that already exist in the community. Brooklyn Dreams’ Strategic Marketing Coordinator will continue to build relationships with support organizations to gain familiarity with the services they provide. We do this both so we can recommend their support services to the families of accepted or interested students and so these organizations know about our school and its 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 indicate 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 Dreams 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 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 Dreams is dedicated to serving their children’s needs.

Retention Efforts – All Special Student Populations

We believe several core elements of our school culture function as linchpins of our recruitment and retention strategy for our special needs students. These elements include the high-quality educational program that we provide, the caring culture that we have established, and our many 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 that our families feel connected to the school, we have implemented several parent involvement strategies, including
 - Newsletters: Regular newsletters from the principal and teachers are distributed to parents. Important information regarding school-wide performance, initiatives, and programs is 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
	28	16	11

2013-14 Administrator Position Attrition Table

	FTE Administrator Positions On 6/30/2014	FTE Administrator Additions 7/1/14 – 6/30/15	FTE Administrator Departures 7/1/14 – 6/30/15
	4	2	1

Thank you

October 21, 2015

To the Board of Directors
Brooklyn Dreams Charter School

We have audited the financial statements of Brooklyn Dreams Charter School (the "School") as of and for the year ended June 30, 2015 and have issued our report thereon dated October 21, 2015. Professional standards require that we provide you with the following information related to our audit.

Our Responsibility Under U.S. Generally Accepted Auditing Standards

As stated in our engagement letter dated February 18, 2015, our responsibility, as described by professional standards, is to express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the financial statements does not relieve you or management of your responsibilities. Our responsibility is to plan and perform the audit to obtain reasonable, but not absolute, assurance that the financial statements are free of material misstatement.

As part of our audit, we considered the internal control of Brooklyn Dreams Charter School. Such considerations were solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures specifically to identify such matters.

Our audit of Brooklyn Dreams Charter School's financial statements has also been conducted in accordance with *Government Auditing Standards*, issued by the Comptroller General of the United States. Under *Government Auditing Standards*, we are obligated to communicate certain matters that come to our attention related to our audit to those responsible for the governance of Brooklyn Dreams Charter School, including compliance with certain provisions of laws, regulations, contracts, grant agreements, certain instances of error or fraud, illegal acts applicable to government agencies, and significant deficiencies in internal control that we identify during our audit. Toward this end, we issued a separate letter dated October 21, 2015 regarding our consideration of Brooklyn Dreams Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements.

Planned Scope and Timing of the Audit

We performed the audit according to the planned scope and timing previously communicated to you in our letter about planning matters dated May 27, 2015.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. In accordance with the terms of our engagement letter, we will advise management about the appropriateness of accounting policies and their application. The significant accounting policies used by Brooklyn Dreams Charter School are described in Note 2 to the financial statements.

No new accounting policies were adopted and the application of existing policies was not changed during fiscal year 2015.

We noted no transactions entered into by the School during the year for which there is a lack of authoritative guidance or consensus.

We noted no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected.

There were no significant balances, amounts, or disclosures in the financial statements based on sensitive management estimates.

The disclosures in the financial statements are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Disagreements with Management

For the purpose of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report.

We are pleased to report that no such disagreements arose during the course of our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. We did not detect any misstatements as a result of audit procedures.

Significant Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, business conditions affecting the School, and business plans and strategies that may affect the risks of material misstatement with management each year prior to our retention as the School's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition of our retention.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated October 21, 2015.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the School's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Recommendations and Related Information

In accordance with the Charter School Audit Guide as issued by the New York State Education Department, the School must maintain an up-to-date certificate of occupancy. The School did not maintain an up-to-date certificate of occupancy in accordance with the charter agreement and section 2851(2)(j) of the New York Education Law for the year ended June 30, 2015.

To the Board of Directors
Brooklyn Dreams Charter School

October 21, 2015

As of October 21, 2015, the School has a temporary certificate of occupancy. We recommend the board of directors and management continue to correspond with the State of New York and assist, where appropriate, in maintaining appropriate occupancy documentation to be in compliance with charter agreement and the New York Education Laws.

This information is intended solely for the use of the board of directors and management of Brooklyn Dreams Charter School and is not intended to be and should not be used by anyone other than these specified parties.

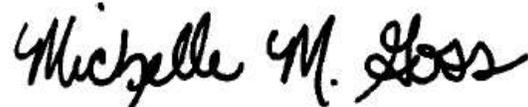
We welcome any questions you may have regarding the following communications and we would be willing to discuss any of these or other questions that you might have at your convenience.

Very truly yours,

Plante & Moran, PLLC



Michael A. Lamfers, CPA
Partner



Michelle M. Goss, CPA
Partner

BROOKLYN DREAMS CHARTER SCHOOL



Financial Statements, Additional
Information, and Federal Awards
Supplemental Information as of and for the
Years Ended June 30, 2015 and 2014, and
Independent Auditor's Reports

BROOKLYN DREAMS CHARTER SCHOOL

TABLE OF CONTENTS

	Page
INDEPENDENT AUDITOR'S REPORT	1–2
FINANCIAL STATEMENTS AS OF AND FOR THE YEAR ENDED JUNE 30, 2015 AND 2014:	
Statement of Financial Position	3
Statement of Activities and Change in Net Assets	4
Statement of Cash Flows	5
Notes to Financial Statements	6–9
ADDITIONAL INFORMATION —	10
Schedule of Functional Expenses	11
REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS	12–13
SUPPLEMENTAL INFORMATION —	14
REPORT ON COMPLIANCE FOR THE MAJOR FEDERAL PROGRAM; REPORT ON INTERNAL CONTROL OVER COMPLIANCE	15–16
Schedule of Expenditures of Federal Awards	17
Notes to Schedule of Expenditure of Federal Awards	18
Schedule of Findings and Questioned Costs	19

Independent Auditor's Report

To the Board of Directors
Brooklyn Dreams Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Brooklyn Dreams Charter School (the "School"), which comprise the statement of financial position as of June 30, 2015 and 2014 and the related statements of activities and changes in net assets and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Brooklyn Dreams Charter School as of June 30, 2015 and 2014 and the results of its operations and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

To the Board of Directors
Brooklyn Dreams Charter School

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements that collectively comprise Brooklyn Dreams Charter School's financial statements. The schedule of expenditures of federal awards, as identified in the table of contents, and supplemental schedule of functional expenses, as identified in the table of contents, are presented for the purpose of additional analysis and are not a required part of the financial statements.

The schedule of expenditures of federal awards is the responsibility of management and was derived from and relates to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the financial statements as a whole.

The supplemental schedule of functional expenses has not been subjected to the auditing procedures applied in the audit of the financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 21, 2015 on our consideration of Brooklyn Dreams Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Brooklyn Dreams Charter School's internal control over financial reporting and compliance.

Plante & Moreau, PLLC

October 21, 2015

BROOKLYN DREAMS CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION JUNE 30, 2015 AND 2014

	2015	2014
ASSETS		
CURRENT ASSETS:		
Cash	\$ 108,499	\$ 97,974
Due from governmental revenue sources	<u>256,276</u>	<u>183,534</u>
Total current assets	<u>364,775</u>	<u>281,508</u>
NON-CURRENT ASSETS:		
Capital assets	29,040	29,040
Less accumulated depreciation	<u>(10,940)</u>	<u>(7,228)</u>
Total capital assets, net of accumulated depreciation	<u>18,100</u>	<u>21,812</u>
TOTAL	<u>\$ 382,875</u>	<u>\$ 303,320</u>
LIABILITIES AND NET ASSETS		
LIABILITIES:		
Deferred revenue	\$ 1,402	\$ 16,174
Contracted service fee payable	<u>329,900</u>	<u>242,363</u>
Total liabilities	<u>331,302</u>	<u>258,537</u>
NET ASSETS:		
Unrestricted and undesignated	<u>51,573</u>	<u>44,783</u>
TOTAL	<u>\$ 382,875</u>	<u>\$ 303,320</u>

See notes to financial statements.

BROOKLYN DREAMS CHARTER SCHOOL

STATEMENT OF ACTIVITIES AND CHANGE IN NET ASSETS YEARS ENDED JUNE 30, 2015 AND 2014

	2015	2014
REVENUES, GAINS AND OTHER SUPPORT:		
State aid	\$ 7,784,113	\$6,647,560
Other state sources	365,720	192,275
Federal sources	606,531	494,162
Private sources	<u>28,695</u>	<u>39,580</u>
Total revenues, gains and other support	8,785,059	7,373,577
EXPENSES:		
Contracted service fee	8,774,557	7,368,883
Depreciation	<u>3,712</u>	<u>2,904</u>
Total expenses	<u>8,778,269</u>	<u>7,371,787</u>
CHANGE IN UNRESTRICTED NET ASSETS	6,790	1,790
NET ASSETS:		
Beginning of year	<u>44,783</u>	<u>42,993</u>
End of year	<u>\$ 51,573</u>	<u>\$ 44,783</u>

See notes to financial statements.

BROOKLYN DREAMS CHARTER SCHOOL

STATEMENT OF CASH FLOWS YEARS ENDED JUNE 30, 2015 AND 2014

	2015	2014
CASH FLOWS PROVIDED BY OPERATING ACTIVITIES:		
State aid	\$ 7,783,057	\$ 6,629,177
Other state sources	350,543	207,452
Federal sources	534,846	417,970
Private sources	29,099	39,723
Payments for services rendered	<u>(8,687,020)</u>	<u>(7,289,634)</u>
Net cash provided by operating activities	<u>10,525</u>	<u>4,688</u>
CASH FLOWS USED IN INVESTING ACTIVITIES:		
Purchase of other equipment	<u>-</u>	<u>(985)</u>
NET INCREASE IN CASH	10,525	3,703
CASH — Beginning of year	<u>97,974</u>	<u>94,271</u>
CASH — End of year	<u>\$ 108,499</u>	<u>\$ 97,974</u>
RECONCILIATION OF CHANGE IN NET ASSETS TO NET CASH PROVIDED BY OPERATING ACTIVITIES:		
Change in net assets	\$ 6,790	\$ 1,790
Depreciation	3,712	2,904
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Change in due from governmental revenue sources	(72,742)	(94,574)
Change in deferred revenue	(14,772)	15,319
Change in contracted service fee payable	<u>87,537</u>	<u>79,249</u>
NET CASH PROVIDED BY OPERATING ACTIVITIES	<u>\$ 10,525</u>	<u>\$ 4,688</u>

See notes to financial statements.

BROOKLYN DREAMS CHARTER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS AS OF AND FOR THE YEARS ENDED JUNE 30, 2015 AND 2014

1. NATURE OF OPERATIONS

Brooklyn Dreams Charter School (the "School") is a public charter school as defined by Article 56 of the New York State Education Law which provides education based on rigorous teaching methods, parental involvement, student responsibility, and basic moral values. The School operates under a charter approved by the State University of New York Charter Schools Institute, which is responsible for oversight of the School's operations. The charter expired March 30, 2015 and has been renewed through March 30, 2018. The School provides education, at no cost to the parent, to students in kindergarten through the seventh grade. Enrollment is open to all appropriately aged children without regard to gender, ethnic background, disability, and/or religious affiliation. The School is exempt from federal income tax under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3).

The School's primary source of revenue is provided by the State of New York and consists of an amount per student multiplied by weighted average student counts. The state revenue is recognized ratably over the school year and was funded through payments from July 2014 through May 2015 for the year ended June 30, 2015.

The Board of Trustees of the School has entered into a management agreement (the "agreement") with National Heritage Academies, Inc. (NHA) which requires NHA to provide administration, strategic planning and all labor, materials, equipment, and supervision necessary for the provision of educational services to students. As part of the consideration received under the agreement, NHA also provides the facility in which the School operates. The agreement will continue until termination or expiration of the charter, unless at least 90 days written notice of intent to terminate or renegotiate is given by either the School or NHA.

Under the terms of the agreement, NHA receives as remuneration for its services an amount equal to the total revenue received by the School from all revenue sources and NHA pays the Board of Directors an amount equal to the lesser of two percent of state per pupil aid or \$35,000. These funds are property of the School and may be used by the School at the discretion of the board.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting — The financial statements have been prepared in accordance with Section 2851 of the Education Law of the State of New York which requires such statements to be prepared on the accrual basis of accounting in accordance with generally accepted accounting principles accepted in the United States of America for not-for-profit organizations.

Estimates — The preparation of financial statements in conformity with accounting

principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Cash — Cash as of June 30, 2015 and 2014 represents bank deposits which are covered by federal depository insurance.

Deferred Revenue — Deferred revenue as of June 30, 2015 and 2014 consists of funds received for services which have not yet been performed.

Contracted Service Fee Payable — Contracted service fee payable represents a timing difference between funds received from governmental sources and amounts payable to NHA in accordance with the services agreement.

Capital Assets — Capital assets, which include other equipment, are reported at historical cost. Capital assets are defined by the School as assets with an initial individual cost of more than \$2,000 and an estimated useful life in excess of one year.

Other equipment is depreciated using the straight-line method over useful lives of 3–10 years.

The Financial Statements — The financial statements are presented as follows:

Net assets and changes therein are classified and reported as follows:

- *Unrestricted Net Assets* — Net assets which are not subject to donor imposed or governmental stipulations.

Revenues and contributions are reported as follows:

- Revenues, gains and other support are reported as increases in unrestricted net assets unless use of the related assets is limited by donor-imposed or governmental restrictions. Expenses are reported as decreases in unrestricted net assets. Other assets or liabilities are reported as increases or decreases in unrestricted net assets unless their use is restricted by explicit donor stipulation or governmental restriction. Expiration of temporary restrictions on net assets (i.e., the donor-stipulated purposes has been fulfilled and/or the stipulated time period has elapsed) are reported as reclassifications between the applicable classes of net assets.
- Revenue is recorded when earned, regardless of the timing of related cash flows. Grants are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Income Taxes — The School operates as a nonprofit organization that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code. The School has received notification from the Internal Revenue Service (IRS) that they are considered exempt from Federal income tax under Section 501(c)(3) of the internal revenue code.

The School has evaluated its position regarding the accounting for uncertain income tax

positions and does not believe that it has any material uncertain tax positions. The School recognizes the effect of income tax positions only if the positions are more likely than not of being sustained. Recognized income tax positions are recorded at the largest amount that is greater than 50% likely of being realized upon settlement with a taxing authority that has full knowledge of all relevant information. The determination of whether or not a tax position has met the more-likely-than-not recognition threshold considers the facts, circumstances and other information available at the reporting date and is subject to management's judgment. Changes in the recognition or measurement are reflected in the period in which the change in judgment occurs. The School is subject to routine audits by taxing jurisdictions; however, there are currently no audits for any tax periods in progress. Management believes it is no longer subject to income tax examinations prior to June 30, 2012.

3. RISK MANAGEMENT

The School is exposed to various risks of loss related to general liability. Commercial insurance policies to cover certain risks of loss have been obtained. There have been no significant reductions in insurance coverage during fiscal year 2015 or 2014, and claims did not exceed coverage less retained risk deductible amounts in the past fiscal year.

4. CONTINGENCIES

The School has received proceeds from several federal and state grants. Periodic audits of these grants are required and certain costs may be questioned as not being appropriate expenditures under the grant agreements. Such audits could result in the refund of grant monies to the grantor agencies. Management believes that any required refunds will be immaterial. No provision has been made in the accompanying financial statements for the refund of grant monies.

5. CAPITAL ASSETS

Capital asset activity of the school was as follows:

Year ended June 30, 2015	<u>Beginning Balance</u>	<u>Additions</u>	<u>Disposals</u>	<u>Ending Balance</u>
Equipment	\$ 29,040	\$ -	\$ -	\$ 29,040
Total capital assets at historical cost	<u>29,040</u>	<u>-</u>	<u>-</u>	<u>29,040</u>
Less accumulated depreciation — equipment	<u>7,228</u>	<u>3,712</u>	<u>-</u>	<u>10,940</u>
Total accumulated depreciation	<u>7,228</u>	<u>3,712</u>	<u>-</u>	<u>10,940</u>
Total capital asset activity, net	<u>\$ 21,812</u>	<u>\$ (3,712)</u>	<u>\$ -</u>	<u>\$ 18,100</u>

Year ended June 30, 2014	<u>Beginning Balance</u>	<u>Additions</u>	<u>Disposals</u>	<u>Ending Balance</u>
Equipment	\$ 28,055	\$ 985	\$ -	\$ 29,040
Total capital assets at historical cost	<u>28,055</u>	<u>985</u>	<u>-</u>	<u>29,040</u>
Less accumulated depreciation — equipment	<u>4,324</u>	<u>2,904</u>	<u>-</u>	<u>7,228</u>
Total accumulated depreciation	<u>4,324</u>	<u>2,904</u>	<u>-</u>	<u>7,228</u>
Total capital asset activity, net	<u>\$ 23,731</u>	<u>\$ (1,919)</u>	<u>\$ -</u>	<u>\$ 21,812</u>

6. OPERATING LEASE

The School has entered into a sublease agreement with NHA for a facility to house the School. The lease term is from July 1, 2014 through June 30, 2015. Annual rental payments required by the lease are \$2,354,748 payable in twelve monthly payments of \$196,229. This lease is automatically renewed on a year-to-year basis unless a notice of non-renewal is provided by either the Academy or NHA.

The School subsequently renewed the sublease with NHA for the period of July 1, 2015 through June 30, 2016, at the same rental rate.

7. FUNCTIONAL EXPENSES

The School provides a comprehensive education programs to enrolled students. Expenses incurred for these programs and other expenses are as follows:

	2015	2014
Program services:		
Regular education	\$ 6,944,964	\$ 6,300,244
Special education	493,593	407,919
Supporting services — management and general	<u>1,336,000</u>	<u>660,720</u>
Total contracted service fee	8,774,557	7,368,883
Depreciation Expense	<u>3,712</u>	<u>2,904</u>
Total Expenses	<u>\$ 8,778,269</u>	<u>\$ 7,371,787</u>

8. SUBSEQUENT EVENTS

Events or transactions for the year ended June 30, 2015 have been evaluated through October 21, 2015, the date the financial statements were available to be issued. The financial statements and the notes thereto do not reflect events or transactions after this date.

* * * * *

ADDITIONAL INFORMATION

BROOKLYN DREAMS CHARTER SCHOOL

SCHEDULE OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2015 WITH COMPARATIVE INFORMATION FOR THE YEAR ENDED JUNE 30, 2014

	No. of Positions	2015							2014	
		Program Services				Supporting Services			Total	Total
		Regular Education	Special Education	Other Education	Total	Fund- raising	Management and General	Total		
Personnel Services Costs										
Administrative Staff Personnel	-	\$ 520,283	\$ -	\$ -	\$ 520,283	\$ -	\$ -	\$ -	\$ 520,283	\$ 427,698
Instructional Personnel	-	2,006,400	279,282	-	2,285,682	-	-	-	2,285,682	1,900,202
Non-Instructional Personnel	-	9,517	-	-	9,517	-	-	-	9,517	59,059
Total Salaries and Staff	-	2,536,200	279,282	-	2,815,482	-	-	-	2,815,482	2,386,959
Fringe Benefits & Payroll Taxes		576,848	97,074	-	673,922	-	-	-	673,922	525,023
Retirement		37,348	4,579	-	41,927	-	-	-	41,927	35,959
Management Company Fees		-	-	-	-	-	-	-	-	-
Legal Service		18,852	-	-	18,852	-	-	-	18,852	5,325
Accounting / Audit Services		10,404	-	-	10,404	-	151,292	151,292	161,696	87,085
Other Purchased / Professional / Consulting Services		12,250	105,503	-	117,753	-	365,185	365,185	482,938	312,755
Building and Land Rent / Lease		2,364,757	-	-	2,364,757	-	-	-	2,364,757	2,364,758
Repairs & Maintenance		238,906	-	-	238,906	-	16,194	16,194	255,100	224,083
Insurance		37,801	-	-	37,801	-	-	-	37,801	34,272
Utilities		140,869	-	-	140,869	-	-	-	140,869	128,341
Supplies / Materials		241,008	4,245	-	245,253	-	-	-	245,253	221,407
Equipment / Furnishings		123,716	1,539	-	125,255	-	-	-	125,255	128,794
Staff Development		77,860	1,371	-	79,231	-	6,669	6,669	85,900	78,443
Marketing / Recruitment		15,443	-	-	15,443	-	110,902	110,902	126,345	59,038
Technology		43,511	-	-	43,511	-	153,517	153,517	197,028	106,344
Food Service		357,367	-	-	357,367	-	-	-	357,367	305,066
Student Services		29,317	-	-	29,317	-	59,027	59,027	88,344	73,088
Office Expense		27,926	-	-	27,926	-	20,637	20,637	48,563	44,393
Depreciation		3,712	-	-	3,712	-	-	-	3,712	2,904
OTHER		54,581	-	-	54,581	-	452,577	452,577	507,158	247,750
Total Expenses		\$6,948,676	\$493,593	\$ -	\$7,442,269	\$ -	\$ 1,336,000	\$1,336,000	\$8,778,269	\$7,371,787

Report on Internal Control Over Financial Reporting and on Compliance
and Other Matters Based on an Audit of Financial Statements
Performed in Accordance with *Government Auditing Standards*

Independent Auditor's Report

To Management and the Board of Directors
Brooklyn Dreams Charter School

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the basic financial statements of Brooklyn Dreams Charter School (the "School"), which comprise the statement of financial position as of June 30, 2015 and the related statements of activities and changes in net assets and cash flows for the year then ended, and the related notes to the basic financial statements, and have issued our report thereon dated October 21, 2015.

Internal Control Over Financial Reporting

In planning and performing our audit of the basic financial statements, we considered Brooklyn Dreams Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the basic financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected, on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

To Management and the Board of Directors
Brooklyn Dreams Charter School

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Brooklyn Dreams Charter School's basic financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Plante & Moran, PLLC

Grand Rapids, Michigan
October 21, 2015

SUPPLEMENTAL INFORMATION

Report on Compliance for the Major Federal Program;
Report on Internal Control Over Compliance

Independent Auditor's Report

To the Board of Directors
Brooklyn Dreams Charter School

Report on Compliance for the Major Federal Program

We have audited Brooklyn Dreams Charter School's (the "School") compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement that could have a direct and material effect on its major federal program for the year ended June 30, 2015. Brooklyn Dreams Charter School's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal program.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for Brooklyn Dreams Charter School's major federal program based on our audit of the types of compliance requirements referred to above.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Brooklyn Dreams Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Brooklyn Dreams Charter School's compliance.

To the Board of Directors
Brooklyn Dreams Charter School

Opinion on the Major Federal Program

In our opinion, Brooklyn Dreams Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2015.

Report on Internal Control Over Compliance

Management of Brooklyn Dreams Charter School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Brooklyn Dreams Charter School's internal control over compliance with the types of requirements that could have a direct and material effect on its major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for the major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

Plante & Moran, PLLC

Grand Rapids, Michigan
October 21, 2015

BROOKLYN DREAMS CHARTER SCHOOL

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS YEAR ENDED JUNE 30, 2015

Federal Grantor/Pass-Through Grantor/ Program or Cluster Title	Federal CFDA Number	State/Pass- through Grantor's Number	Expenditures
Child Nutrition Cluster			
U.S. Department of Agriculture—			
Passed through New York State Education Department:			
National School Breakfast Program	10.553		\$ 105,394
National School Lunch Program	10.555		<u>189,718</u>
Total U.S. Department of Agriculture			295,112
U.S. Department of Education:			
Passed through New York State Education Department:			
Title I, Grants to Local Educational Agencies	84.010	0021144765	36,039
		0021154765	<u>213,814</u>
Total Title I, Grants to Local Education Agencies			249,853
Title II, Improving Teacher Quality	84.367	0147144765	1,304
		0147154765	<u>11,278</u>
Total Title II, Improving Teacher Quality			12,582
Passed through New York City Department of Education—			
IDEA Cluster - IDEA, Part B	84.027	2015	<u>48,984</u>
Total U.S. Department of Education			<u>311,419</u>
TOTAL FEDERAL ASSISTANCE			<u>\$ 606,531</u>

Brooklyn Dreams Charter School

Notes to Schedule of Expenditures of Federal Awards Year Ended June 30, 2015

Note 1 - Basis of Presentation and Significant Accounting Policies

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal grant activity of Brooklyn Dreams Charter School under programs of the federal government for the year ended June 30, 2015. Expenditures reported on the Schedule are reported on the same basis of accounting as the financial statements, although the basis for determining when federal awards are expended is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. In addition, expenditures reported on the Schedule are recognized following the cost principles contained in OMB Circular A-87, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Therefore, some amounts presented in this Schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

Because the Schedule presents only a selected portion of the operations of Brooklyn Dreams Charter School, it is not intended to and does not present the financial position, changes in net assets or cash flows, if applicable, of Brooklyn Dreams Charter School. Pass-through entity identifying numbers are presented where available.

Note 2 - Grant Auditor Report

Management has utilized the Federal/State Grant Payments - End of Year Report as published by the New York State Education Department in preparing the schedule of expenditures of federal awards. Unreconciled differences, if any, have been disclosed to the auditor.

Brooklyn Dreams Charter School

Schedule of Findings and Questioned Costs Year Ended June 30, 2015

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? _____ Yes X No
- Significant deficiency(ies) identified that are not considered to be material weaknesses? _____ Yes X None reported

Noncompliance material to financial statements noted? _____ Yes X No

Federal Awards

Internal control over major programs:

- Material weakness(es) identified? _____ Yes X No
- Significant deficiency(ies) identified that are not considered to be material weaknesses? _____ Yes X None reported

Type of auditor's report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with Section 510(a) of Circular A-133? _____ Yes X No

Identification of major programs:

<u>CFDA Numbers</u>	<u>Name of Federal Program or Cluster</u>
84.010	Title 1, Part A
10.553, 10.555	Child Nutrition Cluster

Dollar threshold used to distinguish between type A and type B programs: \$300,000

Auditee qualified as low-risk auditee? _____ Yes X No

Section II - Financial Statement Audit Findings

None

Section III - Federal Program Audit Findings

None

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

Created Wednesday, October 07, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/0d04055e8ca17b946>

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	Richard	Conti

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

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

No, I am not.

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

BROOKLYN DREAMS CS (SUNY TRUSTEES) 332200860978

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

(check all that apply)

-
- Chair/President
-

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink that reads "Richard J. Conti". The signature is written in a cursive style with a large initial 'R' and a distinct 'C'.

Thank you.

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

Created Wednesday, October 07, 2015

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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	Michael	Leit

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

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

No, I am not.

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

BROOKLYN DREAMS CS (SUNY TRUSTEES) 332200860978

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

(check all that apply)

- Treasurer
-

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of a series of connected loops and lines, extending across the width of the page.

Thank you.

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

Created Monday, October 19, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/5e049ee9b98f313a06>

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	joanne	oplustil

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

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

No, I am not.

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

BROOKLYN DREAMS CS (SUNY TRUSTEES) 332200860978

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

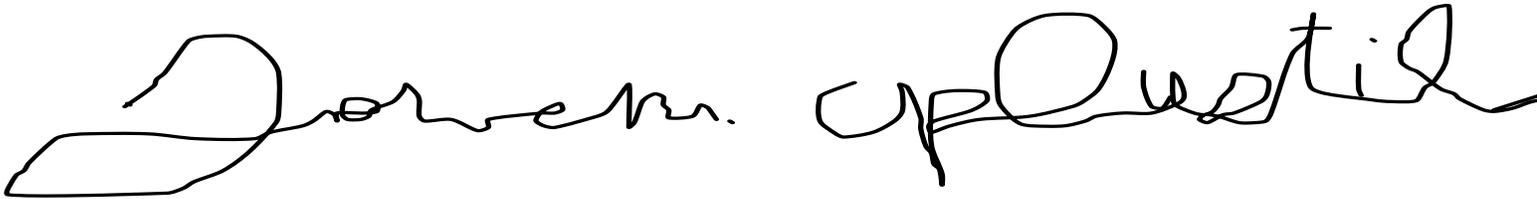
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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

Two handwritten signatures in black ink. The first signature is on the left and the second is on the right. Both are cursive and somewhat stylized.

Thank you.

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

Created Tuesday, October 20, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/85c602d10753bada6>

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	Katherine	O'Neill

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

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

No, I am not.

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

BROOKLYN DREAMS CS (SUNY TRUSTEES) 332200860978

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

(check all that apply)

-
- Other, please specify...: trustee
-

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

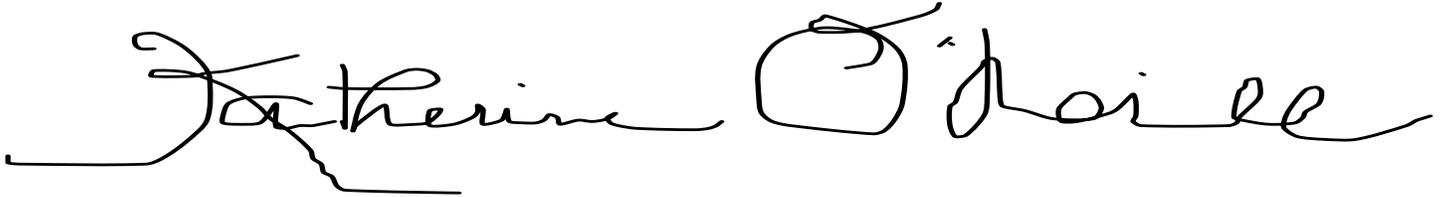
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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 that reads "Katherine O'Daile". The signature is written in a cursive style with a large, looped initial 'K' and a distinct 'O' in the middle name.

Thank you.

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

Created Tuesday, October 20, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/8eb14e1497c7f1ee31>

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	Michele	Scotto

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

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

No, I am not.

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

BROOKLYN DREAMS CS (SUNY TRUSTEES) 332200860978

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

(check all that apply)

(No response)

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

No

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

No

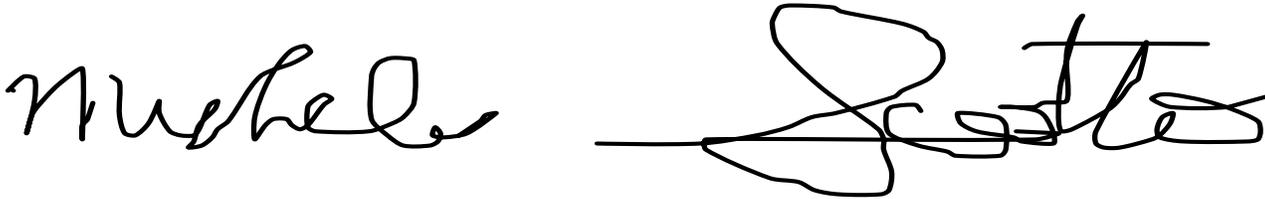
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

Two handwritten signatures in black ink. The signature on the left is cursive and appears to read 'M. White'. The signature on the right is also cursive and appears to read 'J. Smith'.

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/4dd98b81244a106bb>

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	Michael	Leit

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

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

No, I am not.

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

BROOKLYN DREAMS CS (SUNY TRUSTEES) 332200860978

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

(check all that apply)

- Treasurer
-

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

No

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

No

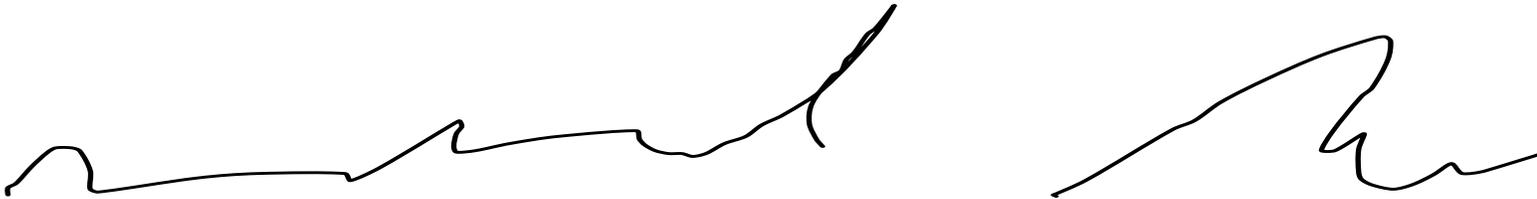
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

Two handwritten signatures in black ink. The first signature is on the left and the second is on the right. Both are cursive and somewhat stylized.

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/e5fbce5442460e424c>

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	Michele	Morais-Weekes

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

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

No, I am not.

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

BROOKLYN DREAMS CS (SUNY TRUSTEES) 332200860978

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

(check all that apply)

- Secretary
-

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

No

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

No

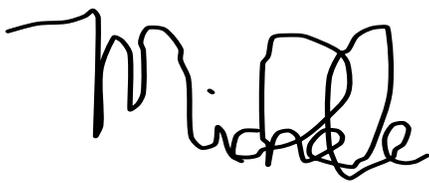
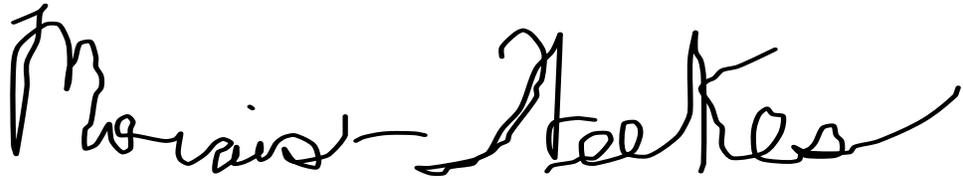
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink that reads "Michael". The letters are cursive and somewhat stylized.A handwritten signature in black ink that reads "Morris Hester". The signature is written in a cursive, flowing style.

Thank you.

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

Created Wednesday, October 21, 2015

Updated Thursday, October 22, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/211990e53ce613cd5>

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	Tamara	Charles

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

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5. *E-mail Address:

--

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

No, I am not.

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

BROOKLYN DREAMS CS (SUNY TRUSTEES) 332200860978

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

(check all that apply)

-
- Other, please specify...: Education 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

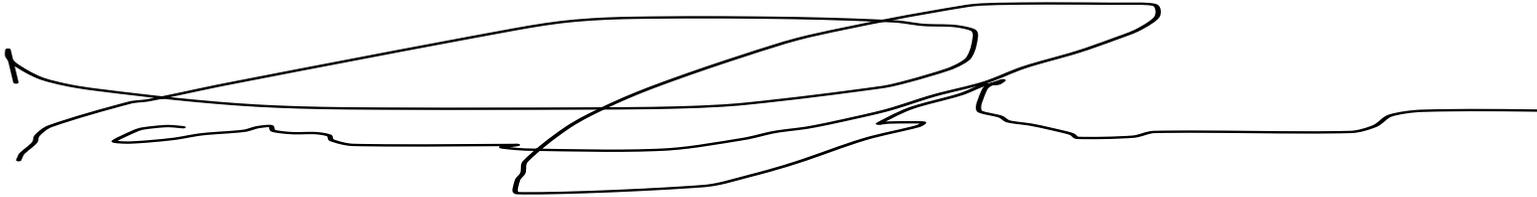
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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

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

Thank you.