



# Entry 1 School Information

Last updated: 08/01/2016

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## Page 1

### **a. SCHOOL NAME AND BEDS#**

(Select name from the drop down menu)

BRONX CS FOR EXCELLENCE (SUNY TRUSTEES) 321100860859

### **b. CHARTER AUTHORIZER**

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

SUNY-Authorized Charter School

### **c. DISTRICT / CSD OF LOCATION**

NYC CSD 11

### **d1. SCHOOL INFORMATION**

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	1960 Benedict Avenue Bronx NY 10462	718-828-7301	718-828-7302	

### **d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES**

Contact Name	Charlene Reid
Title	Chief Executive Officer

Emergency Phone Number (###-###-####)

**e. SCHOOL WEB ADDRESS (URL)**

[www.bronxexcellence.org](http://www.bronxexcellence.org)

**f. DATE OF INITIAL CHARTER**

07/2003

**g. DATE FIRST OPENED FOR INSTRUCTION**

08/2004

**i. TOTAL ENROLLMENT ON JUNE 30, 2016**

773

**j. GRADES SERVED IN SCHOOL YEAR 2015-16**

Check all that apply

Grades Served

K, 1, 2, 3, 4, 5, 6, 7

**k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

Yes

**k2. NAME OF CMO/EMO AND ADDRESS**

NAME OF CMO/EMO

Excellence Community Schools Inc.

PHYSICAL STREET ADDRESS

2090 7th Ave, Suite 605

CITY

New York

STATE	NY
ZIP CODE	10027
EMAIL ADDRESS	(No response)

## Page 2

### I1. FACILITIES

Does the school maintain or operate multiple sites?


	Yes, 2 sites
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### I2. SCHOOL SITES

Please list the sites where the school will operate for the upcoming school year.

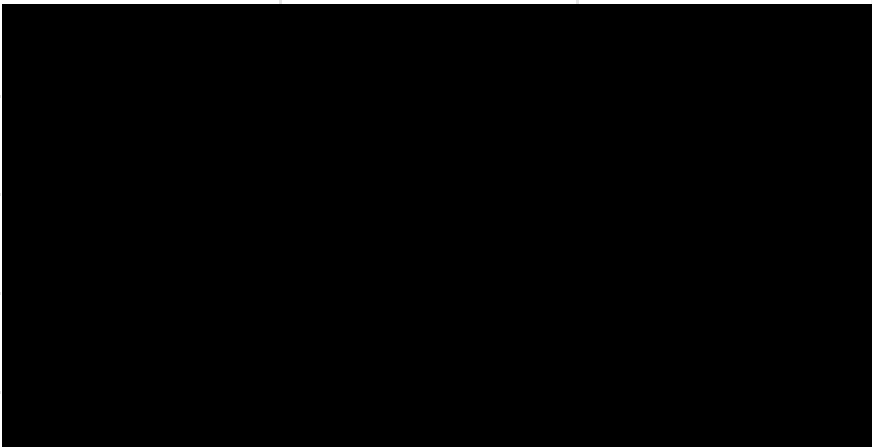
	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	1960 Benedict Avenue Bronx NY 10462	718-828-7301	BRONX (TOTAL)	K-4	Yes	Own
Site 2	1804 Holland Avenue Bronx NY 10462	718-892-1276	BRONX (TOTAL)	5-8	Yes	Rent/Lease
Site 3						

#### I2a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Adije Okpo			
Operational Leader	Monica Rios			
Compliance Contact	Monica Rios			

Complaint Contact	Adije Okpo	718-828-7301	347-482-4511	<a href="http://ence.org">ence.org</a>
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### 13. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Charlene Reid			
Operational Leader	Monica Rios			
Compliance Contact	Monica Rios			
Complaint Contact	Charlene Reid			

### Page 3

**n1. Were there any revisions to the school's charter during the 2015-16 school year? (Please include approved or pending material and non-material charter revisions).**

No

### **o. Name and Position of Individual(s) Who Completed the 2015-16 Annual Report.**

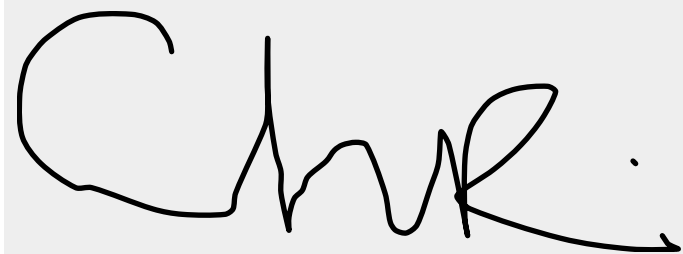
Charlene Reid, CEO; Aleisha Rodriguez, Principal; Adije Okpo, Assistant Principal; Monica Rios, Regional Director of School Operations

**p. 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 then use the mouse on your PC or the stylist on your mobile device to sign your name).**

**Responses Selected:**

Yes

**Signature, Head of Charter School**

A handwritten signature in black ink, appearing to be 'Chvr.', on a light gray background.

**Signature, President of the Board of Trustees**

A handwritten signature in black ink, appearing to be 'Stacy Lamm', on a light gray background.

**Date**

2016/08/01

**Thank you.**



# Entry 2 Link

Last updated: 08/01/2016

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## Page 1

### 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).

<https://data.nysed.gov/profile.php?instid=800000056707>



Expecting Excellence  
From Our Children

# **Bronx Charter School for Excellence**

## **2015-16 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 23, 2016

By: Charlene Reid, Executive Director

Aleisha Rodriguez Burgos, Elementary Principal

Dawn Dean, Middle School Principal

Adije Okpo, Elementary School Assistant Principal

Monica Rios, Regional Director of School Operations

1960 Benedict Avenue, Bronx NY 10462

718-828-7301

## INTRODUCTION

Charlene Reid, Executive Director, Aleisha Rodriguez Burgos, Elementary Principal, Dawn Dean, Middle Principal, Adije Okpo, Elementary Assistant Principal, Monica Rios, Regional Director of School Operations, prepared this 2015-2016 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Stacey Lauren	Board Chair, Finance Committee, Education and Accountability Committee, Executive Committee
Mardi Schecter	Vice Chair, Secretary, Executive Committee
Deidre Flynn	Treasurer, Finance Committee, Executive Committee
Joyce Frost	Vice President, Finance Committee, Executive Committee
Tanya Osborne	Board (Member) Parent Association

**Charlene Reid has served as the school leader since 2007.**



## INTRODUCTION

Opening in August 2004, Bronx Charter School for Excellence began an important and exciting public school alternative to serve children in the Parkchester section of the Bronx and its surrounding neighborhoods. In keeping with its original charter, the school grew one grade each year until it served Kindergarten through eighth grade. During the 2015-2016 school year served roughly 773 children in grades K-8.

The mission of the Bronx Charter School for Excellence is to prepare young people to compete for admission to and succeed in top public, private and parochial high schools by cultivating their intellectual, artistic, social, emotional and ethical development. The school accomplishes this by constantly striving to create a supportive and caring environment that at all times has high expectations of its students and offers a challenging and rigorous academic curriculum.

The demographics of the population served by BCSE are as follows:

Black (non Hispanic)	43.6%
Hispanic	34.4%
American Indian, Alaskan, Asian or Pacific Islander	21.9%
White	.1%

In addition, 75% of our students are eligible for free or reduced lunch.

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	56	56	56	56	58	56	50	50						438
2012-13	82	56	56	56	56	56	55	51	49					517
2013-14	84	84	56	56	56	56	56	56	50					554
2014-15	84	84	85	84	84	56	56	55	55					643
2015-16	91	90	90	90	90	90	90	90	52					

# ENGLISH LANGUAGE ARTS

## Goal 1: English Language Arts

Students will become proficient readers of the English Language.

### BACKGROUND

During the 2015-2016 academic year, Bronx Charter School for Excellence implemented a high quality comprehensive English Language Arts curriculum that is aligned to New York State's Common Core Learning Standards for K through 8<sup>th</sup> grades. The balanced reading program provides for students the foundation needed to become proficient readers. The reading program has balanced components that provide skills and knowledge to understand how phonemes are connected to print; ability to decode words; ability to read fluently; background knowledge and vocabulary to foster comprehension; development of active strategies to construct meaning from print; and development and maintenance of a motivation to read. Harcourt *Journeys* was used in K through 5<sup>th</sup> grades. This program is grounded in techniques and lessons that support explicit and systematic instruction and offers a platform for on-going professional development for teachers in the critical elements and methods of instruction for phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies. The program also includes an assessment component that provides appropriate measures for screening, progress monitoring and achievement outcome. This program is supplemented with Guided Reading and Literature Circles based on student learning needs. Students are regularly exposed to authentic texts and provided guided instruction at their frustration levels. Teachers use multiple levels of Bloom's Taxonomy question stems to promote critical thinking. Additionally, instructional staff utilized modules from EngageNY which provide resources in alignment to the New York State Common Core Standards. All instructional staff participated in professional development workshops and ongoing modeling throughout the academic year to enhance their instructional skills.

The implementation of our reading program is effective because of the instructional strategy of uninterrupted, consistent daily flexible reading groups that focus support in a smaller group for struggling readers while offering enrichment activities for students who are proficient and advanced readers. Our writing program employs the basic components of Writing Workshop. Bronx Charter School for Excellence utilizes the writing workshop model for students to experience processed and craft writing. The Writing Workshop provides time for students to develop their writing fluency; to learn to communicate effectively; develop students' knowledge of the English written language system, with an emphasis on syntax and discourse; to understand the connections between reading and writing to develop writers; to understand and be able to write across various genres; and to develop a love of writing. All instructional staff participated in professional development, modeling, and Peer Learning Communities (PLCs) throughout the academic year.

The middle school program will continue this work with our scholars as they progress through their academic career. Ninety minutes are allocated for ELA each day, with a minimum of 50 minutes devoted to reading. For reading, a published program is used in concert with award winning

novels.\* The Harcourt *Collections* program was used this year in grades six through eight, and is directly aligned with New York State’s Common Core Learning Standards to help ensure accurate content delivery and support in preparation for the NYS ELA assessment given in each grade. A wide variety of genres, word study/vocabulary enrichment, differentiated material and connections to the Writers Workshop allow for balanced instruction. In addition, each unit begins with essential questions that usher students from knowledge and understanding to synthesis and evaluation. The award winning novels are directly tied to broader concepts and themes taught in other disciplines. Therefore, not only are reading engagement and stamina increased, but so are the connections that allow scholars to make better meaning and sense of the world around them. A minimum of 4 novels are taught each year.

The Writers Workshop builds upon the writing that scholars produced in the elementary years. Narrative, persuasive, informational and poetic writing are developed through the writing process to create substantive, craft rich pieces. However, there is an added emphasis on functional writings due to their prevalence in the academic world. To meet this need, Writers Workshop is taught for a minimum of 45 minutes each day, of which at least one period per week will focus on explicit grammar, usage, or mechanics instruction.

#### Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above 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 (“ELA”) assessment to students in 3rd through 8th grade in April 2016. 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).

2015 16 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	89	0	0	0	0	89
4	90	0	0	0	0	90
5	90	0	0	0	0	90
6	89	0	0	0	1	90
7	90	0	0	0	0	90
8	52	0	0	0	1	53

<sup>1</sup> 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.

All	500	0	0	0	2	502
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## RESULTS

The following table presents the New York State ELA test results for all students tested and for those students enrolled in at least their second year. Of the 89 students tested in Grade 3, 82 were enrolled in at least their second year. Of the 82 continuously enrolled 3<sup>rd</sup> graders, 60.0% performed at or above a Scale Score of 320 on the New York State English Language Arts examination. Of the 90 students tested in Grade 4, 77 were enrolled in at least their second year. Of the 77 continuously enrolled 4<sup>th</sup> graders, 75.3% performed at or above a Scale Score of 320 on the New York State English Language Arts examination. Of the 90 students tested in Grade 5, 80 were enrolled in at least their second year. Of the 80 continuously enrolled 5<sup>th</sup> graders, 61.3% performed at or above a Scale Score of 320 on the New York State English Language Arts examination. Of the 90 students tested in Grade 6, 52 were enrolled in at least their second year. Of the 52 continuously enrolled 6<sup>th</sup> graders, 75.0% performed at or above a Scale Score of 320 on the New York State English Language Arts examination. Of the 90 students tested in Grade 7, 52 were enrolled in at least their second year. Of the 52 continuously enrolled 7<sup>th</sup> graders, 71.1% performed at or above a Scale Score of 318 on the New York State English Language Arts examination. Of the 52 students tested in Grade 8, 52 were enrolled in at least their second year. Of the 52 continuously enrolled 8<sup>th</sup> graders, 65.4% performed at or above a scale score of 316 on the New York State English Language Arts examination.

Performance on 2015 16 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	60.0	89	60.0	82
4	73.3	90	75.3	77
5	60.0	90	61.3	80
6	70.8	90	75.0	52
7	57.8	90	71.1	52
8	65.4	52	65.4	52
All	64.4	500	67.3	395

## EVALUATION

Based on the results of the 2015 English Language Arts exam for 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade, Bronx Charter School for Excellence did not meet its objective for this outcome measure. In grades 3,5,6,7, and 8, less than 75% of students who were enrolled in at least their second year performed at or above the State's Performance Levels of Levels 3 and 4. On the 3<sup>rd</sup> grade, our students did not meet the measure by 15.0 percentage points, our 4<sup>th</sup> graders exceeded the measure by 0.3 percentage points, the 5<sup>th</sup> graders did not meet the measure by 13.7 percentage points, our 6<sup>th</sup> graders did meet the measure with exactly 75.0 points, our 7<sup>th</sup> grade cohort did not meet the

measure by 3.9 percentage points, and our 8<sup>th</sup> graders did not meet the measure by 9.6 percentage points. Overall, Bronx Charter School for Excellence did not meet the outcome measure by 7.7 percentage points in English Language Arts. Bronx Charter School for Excellence has increased its overall performance for grade 3 through 8 by 20.6 percentage points from the previous year.

## ADDITIONAL EVIDENCE

The 2013-2014 year reflects overall performance at 50.9 percent. The 2014-2015 academic year data reflects proficiency levels using the state’s published cut-scores. BCSE’s students demonstrated that 47.7 percent were at or above proficiency levels. Due to the revised NYS 3-8 Common Core-aligned testing program, exams were reconstructed, causing a state-wide drop in student achievement scores. For the 2015-2016 school year, Bronx Charter School for Excellence demonstrated 67.3 percent proficiency in English Language Arts, which is 19.6 percentage points higher than the previous 2014-2015 school year. Since the 2013-2014 school year, there has been an increase of 16.4 percentage points.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	61.8	55	38.0	52	60.2	83
4	76.4	51	69.0	56	75.3	77
5	34.5	55	50.9	53	61.3	80
6	49.1	53	40.7	54	75.0	52
7	46.3	54	35.0	55	69.8	53
8	38.0	318	52.5	55	65.4	52
All	50.9	318	47.7	325	67.3	397

### 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 PLI value that equals or exceeds the 2015-16 English language arts AMO of **104**. 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.<sup>2</sup>

## RESULTS

Of the 397 students tested, 30.2% attained Level 2, 46.9% attained Level 3 and 20.4% attained a Level 4. The attained aggregate Performance Index on the English Language Arts exam was 164.8.

English Language Arts 2015-16 Performance Level Index									
Number in Cohort	Percent of Students at Each Performance Level								
	Level 1	Level 2	Level 3	Level 4					
	2.5	30.2	46.9	20.4					
	PI	=	30.2	+	46.9	+	20.4	=	97.5
					46.9	+	20.4	=	67.3
							PLI	=	164.8

## EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

New York State's NCLB 2013-2014 target Annual English language Arts Measurable Objective for Grades 3 through 8 is 104. Since our attained aggregate performance index value was 164.8, we met our objective for this outcome measure, by a margin of 60.8 points.

### 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.<sup>3</sup>

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

<sup>3</sup> 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](#).

## RESULTS

The following table presents the results for Grades 3 through 8 along with the aggregate data. Bronx Charter School for Excellence's percentage for 3<sup>rd</sup> grade was 60.2 % compared to District 11's 32%, 4<sup>th</sup> grade was 75.3% compared to District 11's 32%, 5<sup>th</sup> grade was 61.3% compared to District 11's 24% , 6<sup>th</sup> grade was 75.0% compared to District 11's 23%, 7<sup>th</sup> grade was 69.8% compared to District 11's 29.0%, and 8<sup>th</sup> grade was 65.4% compared to District 11's 33%. Grades 3 through 8 outperformed District 11 by 38.5% with a percentage of 67.3% compared to 28.8%.

2015 16 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 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	60.0	82	32	3232
4	75.3	77	32	3139
5	61.3	80	24	3203
6	75.0	52	23	2858
7	71.1	52	29	2907
8	65.4	52	33	3015
All	67.3	395	28.8	18,354

## EVALUATION

The percentages of students at Level 3 or above enrolled in at least two years at Bronx Charter School for Excellence surpassed the aggregate district performance for all students in District 11 in 3<sup>rd</sup> through 8<sup>th</sup> grade by a difference of 38.5 percentage points. Individually, 28.0 percentage points difference on the 3<sup>rd</sup> grade, 43.3 percentage points in 4<sup>th</sup> grade, 37.3 percentage points in 5<sup>th</sup> grade, 52.0 percentage points in 6<sup>th</sup> grade, 42.1 percentage points in 7<sup>th</sup> grade, and 32.4 percentage points in 8<sup>th</sup> grade. Based on these results, Bronx Charter School for Excellence met its objective for this outcome measure.

## ADDITIONAL EVIDENCE

In 2013-2014, the District was outperformed by 31.2 percentage points. In 2014-2015, Bronx Charter School for Excellence continued to outperform District 11 by 28.4 percentage points. In 2015-2016, Bronx Charter School for Excellence outperformed the District by 38.5 percentage points.

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 Scoring at or Above Proficiency Compared to Local District Students
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	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	61.8	23	38.0	21.8	60.2	32
4	76.4	23	69.0	11.1	75.3	32
5	34.5	19	50.9	20.3	61.3	24
6	49.1	18	40.7	19.7	75.0	23
7	46.3	16	35.0	19.0	69.8	29
8	38.0	19	52.5	24.0	65.4	33
All	50.9	19.7	47.7	19.3	67.3	28.8

### 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 SUNY Charter Schools Institute (“Institute”) conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. 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 concentration of economically disadvantaged students. The difference between the school’s 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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

## RESULTS

As noted in the following table, the obtained Effect Size for the English Language Arts exam in 2014-2015 academic year was 1.73 for grades 3 through 8. Grade 3 had an Effect Size of 0.66, grade 4 had an Effect Size of 3.14, grade 5 had an Effect Size of 2.41, grade 6 had an effect size of 1.28, grade 7 had an effect size of 1.08, and grade 8 had an effect size of 1.67.

2014 15 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	<b>77.1</b>	<b>84</b>	<b>33</b>	<b>23.4</b>	<b>9.6</b>	<b>0.66</b>
4	<b>77.4</b>	<b>84</b>	<b>64</b>	<b>23.1</b>	<b>40.9</b>	<b>3.14</b>



5	74.5	55	53	21.3	31.7	2.41
6	74.5	56	41	21.8	19.2	1.28
7	76.4	55	35	19.0	16.0	1.08
8	76.4	55	53	24.3	28.7	1.67
All	76.2	389	46.8	22.3	24.5	1.73

<b>School's Overall Comparative Performance:</b>
<b><i>Higher than expected to a large degree.</i></b>

## EVALUATION

Since the requirement was 0.3, and an Effect Size was attained for Grades 3 through 8 of 1.73, Bronx Charter School for Excellence met its objective for this outcome. The measure exceeded by 1.43 and was higher than expected to a large degree.

## ADDITIONAL EVIDENCE

Displayed in the table below is the data for Grades 3 through 8. As stated above, Bronx Charter School for Excellence met its objective for this outcome measure for 3<sup>rd</sup> through 8<sup>h</sup> grade ELA exams in 2014-2015 by outperforming the predicted measure by 24.5 percentage points. Bronx Charter School for Excellence performed higher than the predicted percent of students at Level 3 and 4 during the 2013-2014 academic year by 29.2 percentage points and by 25.9 in 2012-2013 compared to similar schools statewide.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	3-8	82.1	323	44.9	19.0	2.17
2013-14	3-8	75.5	330	51.7	22.5	2.02
2014-15	3-8	76.2	389	46.8	22.3	1.08

### Goal 1: Growth Measure<sup>4</sup>

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.

<sup>4</sup> 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 2014-15 and also have a state exam score from 2013-14 including students who were retained in the same grade. Students with the same 2013-14 score are ranked by their 2014-15 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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.<sup>5</sup>

## RESULTS

In 2014-2015, the 4<sup>th</sup> grade cohort had a mean growth percentile of 65.2, 5<sup>th</sup> grade had a mean growth percentile of 30.4, 6<sup>th</sup> grade had a mean growth percentile of 66.2, 7<sup>th</sup> grade had a mean growth percentile of 40.1, and 8<sup>th</sup> grade had a mean growth percentile of 59.1. Overall, the school's mean growth percentile was 53.3, which is 3.3 percent above the statewide median.

2014-15 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	65.2	50.0
5	30.4	50.0
6	66.2	50.0
7	40.1	50.0
8	59.1	50.0
All	<b>53.3</b>	50.0

## EVALUATION

Bronx Charter School for Excellence had an overall mean growth percentile of 53.3, meeting the measure with 3.3 percent above the statewide median.

## ADDITIONAL EVIDENCE

Bronx Charter School for Excellence had an overall mean in 4<sup>th</sup> grade of 58.5 in 2012-2013, 58.3 in 2013-2014, and 65.2 in 2014-15, exceeding the statewide median for all three years. Bronx Charter School for Excellence had an overall mean in 5<sup>th</sup> grade of 29.5 in 2012-2013, 31.1 in 2013-2014, and 30.4 in 2014-15, which was below the statewide median. In 2012-2013, the 6<sup>th</sup> grade had a mean growth percentile of 56.5, 55.6 in 2013-2014, and 66.2 in 2014-15, which exceeded the statewide median for all three years. Seventh grade had a mean growth percentile of 60 in 2012-2013, 62.9 in 2013-2014, and 40.1 in

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<sup>5</sup> Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

2014-15, which exceeded the statewide median for the first two years. In 2012-2013, 8<sup>th</sup> grade had a mean growth percentile of 50.5, which exceeded the state median, had a mean growth percentile of 48.9 in 2013-2014, which was below the statewide median, and had a mean growth percentile of 59.1 in 2014-15. Overall, Bronx Charter School for Excellence had a mean growth percentile of 51.0 in 2012-2013, 51.4 in 2013-2014, and 53.3 in 2014-15, which exceeded the statewide median for all three years.

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

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	Statewide Median
4	58.5	58.3	65.2	50.0
5	29.5	31.1	30.4	50.0
6	56.5	55.6	66.2	50.0
7	60	62.9	40.1	50.0
8	50.5	48.9	59.1	50.0
All	51.0	51.4	53.3	50.0

## SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

As delineated in the following table, Bronx Charter School for Excellence met 4 out of 5 outcome measures for Goal 1. Overall, the school did not meet proficiency in English Language Arts at Bronx Charter School for Excellence. Although the school did not meet proficiency for this goal, the overall performance of students in grades 3-8, the school was 19.6 percentage points higher than the previous year, demonstrating significant improvement. The school's aggregate Performance Level Index (PLI) on the state English language arts exam met this year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system. Bronx Charter School for Excellence did achieve the measure of performing greater than students in the same grades in the local school district. Additionally, the school has also achieved the measure of exceeding its predicted level of performance on the ELA exam by an Effect Size of 0.3 or above to a large degree. 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 is above the state's unadjusted median growth percentile. Bronx Charter School for Excellence will continue to strive to meet its English Language Arts goal of students becoming proficient readers of the English language.

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.	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 English language arts exam will be greater than that of students in the same tested	Achieved

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

## ACTION PLAN

Bronx Charter School for Excellence will continue the following steps to improve particular areas within curriculum and instruction while continuing to strive for high academic performance through specific enhancements of the overall English Language Arts program. These steps will allow us to meet Goal 1:

1. We will prioritize our professional development for all teachers with a strong focus on the Common Core Learning Standards. The Common Core Standards will be analyzed and emphasized in all discipline areas and grade levels. The Leadership Team will work closely with all grade level teams on internalizing the Common Core standards and understanding the shift in planning and instructional delivery. We will continue to focus on the 6 shifts including:

- Balancing Informational and Literary Texts
- Knowledge in the Disciplines
- Staircase of Complexity
- Text-Based Answers
- Writing from Sources
- Academic Vocabulary

School leadership will collaborate with grade level teams to revise curriculum maps and units that are in complete alignment with the Common Core Standards and emphasize academic language rigor. Writing will take place in all discipline areas.

2. Our early childhood classes will get more support from the Leadership team, the Principal and additional support staff identifying students who need early intervention/prevention in the areas of Literacy within the first few weeks of school. Supplemental instructional materials will be given to support an intervention program to meet their needs. An extra block of literacy intervention will be given to these students. Students who receive early intervention will be monitored on a weekly basis for short term goal improvement.

Our upper grade classes will get more support from the Leadership team in identifying students who need intervention and support in the areas of Literacy during the first two weeks of school. Supplemental instructional materials will be given to support an intervention through a push in or pull out program. For the few upper grade students who still need support with phonics and fluency, they will receive an extra literacy intervention block to support their improvement in these areas. Extra resources will also be provided for 5th through 8th grade students to improve their literacy learning by integrating literacy with Social Studies and Science to ensure emphasis on the Common Core Standards. Students will have access to more classic literature and a rigorous writing program.

3. We will prioritize our professional development for early childhood teachers with more time devoted to addressing the needs of the struggling, proficient and advanced readers. Since Bronx Charter School for Excellence teaches reading through a daily cycle of whole group instruction to flexible reading groups within the entire grade, most of the improvement will take place during the flexible reading group sessions.

4. We will prioritize our professional development for upper grade teachers with more time devoted in the area of guided reading and literature circles, with a strong emphasis on building effective reading comprehension strategies and critical thinking techniques.

In addition to the stated improvements, Bronx Charter School for Excellence will continue to maintain and implement important components of its overall English Language Arts program such as:

- Daily uninterrupted reading block (8:40-10:20) in Kindergarten through fifth grade, with 3 hour reading and social studies integrated blocks in sixth through Eighth grade
- Daily explicit reading instruction increased from 90 minutes to 100 minutes
- Daily one hour flexible reading groups
- Differentiated curriculum, instruction, assessment and staff development
- Co-teaching and modeling cycles with master teachers and leadership team
- Collaborative unit and lesson planning
- Weekly, Monthly and Quarterly analysis of assessments
- Monitoring of lesson plans
- Formal and informal lesson observations

# MATHEMATICS

## Goal 2: Mathematics

BCSE students will demonstrate steady progress in the understanding and application of mathematical skills.

### BACKGROUND

During the 2015-2016 school year, Bronx Charter School for Excellence used a program that has the core tenets of mathematical instruction (i.e. computational, procedural and conceptual) to support and enable success with authentic problem solving activities. The Math in Focus program with problem solving as the center of math learning and concepts taught with a concrete–pictorial–abstract learning progression through real-world, hands-on experience is a program that focuses on making connections and unpacking mathematical skills and concepts. Our enriched curriculum supports the goals of the Common Core State Standards for Mathematics, is research-based and focuses on classroom learning, discussion, and practice while balancing conceptual understanding, visual learning, and problem solving. On a daily basis students are asked to demonstrate their mastery of basic concepts so that these skills can move to a level of automaticity, allowing more time to be spent on robust and challenging mathematical questions. Our focus is on making our students fluent in mathematics as evidenced by their ability to tackle concepts from a variety of angles. Both programs were supported with resources from EngageNY to align to the Common Core standards. All grades are expected to master both content and mathematical processes appropriate for their age/grade.

Our assessments include unit-based quizzes and tests that check progress for proficiency in skills and concepts connected to the Common Core standards. We also use simple and multi-step constructed responses and project based learning to assess mastery of skills and concepts.

In addition to preparing for school-based exams and New York State standardized tests, it is our intention that many students will be able to progress to algebra completion by the end of eighth grade. In order to achieve this, students are required to achieve mastery in the building blocks of algebra beginning in sixth grade. Assessments and teacher anecdotes are used to determine which students should enroll in advanced coursework beginning in the seventh grade to prepare. This allows for increased access to advanced high school and college courses.

This year our professional development focused on looking closely at the Common Core standards by attending professional development sessions and examining sample tasks offered by New York State and other educational agencies and organizations.

### 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.

## 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 3rd through 8<sup>th</sup> grade in April 2016. 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.

2015 16	State	Mathematics				Exam
Number of Students Tested and Not Tested						
Grade	Total Tested	Not Tested <sup>6</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	89	0	0	0	0	89
4	90	0	0	0	0	90
5	89	0	0	0	0	89
6	89	0	0	0	1	90
7	90	0	0	0	0	90
8	52	0	0	0	1	53
All	499	0	0	0	2	501

## RESULTS

The following table presents the New York State mathematics test results for all students tested and for those students enrolled in at least their second year. *Of the 89 students tested in Grade 3, 82 were enrolled in at least their second year. Of the 82 continuously enrolled 3<sup>rd</sup> graders, 76.8% performed at or above Proficiency on the New York State mathematics examination. Of the 90 students tested in Grade 4, 77 were enrolled in at least their second year. Of the 77 continuously enrolled 4<sup>th</sup> graders, 53.7% performed at or above Proficiency on the New York State mathematics examination. Of the 89 students tested in Grade 5, 79 were enrolled in at least their second year. Of the 79 continuously enrolled 5<sup>th</sup> graders, 69.6% performed at or Proficiency on the New York State mathematics examination.*

Of the 89 students tested in Grade 6, 89 were enrolled in at least their second year. Of the 52 continuously enrolled 6<sup>th</sup> graders, 94.1% performed at or above Proficiency on the New York State mathematics examination. Of the 90 students tested in Grade 7<sup>th</sup>, 52 were enrolled in at least their second year. Of the continuously enrolled 7<sup>th</sup> graders, 61.5% performed at or above Proficiency on

<sup>6</sup> 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.

the New York State mathematics examination. Of the 52 students tested in Grade 8, 52 were enrolled in at least their second year. Of the 52 continuously enrolled 8<sup>th</sup> graders, 65.3% performed at or above Proficiency on the New York State mathematics examination.

Performance on 2015 16 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	75.3	89	76.8%	82
4	60.0	90	53.7%	77
5	67.4	89	69.6%	79
6	92.1	89	94.1%	52
7	54.4	90	61.5%	52
8	65.4	52	65.3%	52
All	69.3	499	70.1%	394

### Evaluation

Based on the results of the 2015 mathematics exam for 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade, Bronx Charter School for Excellence did not meet its objective for this outcome measure except for 3<sup>rd</sup> and 6<sup>th</sup> grade. The 3<sup>rd</sup> grade has 76.8 scoring Proficient which is 1.8 percentage points higher than the 75 percent goal. The 6<sup>th</sup> grade has 94.1 scoring Proficient which is 19.1 percentage points higher than the 75 percent goal. In grades 4,5,7,and 8 less than 75% of students who were enrolled in at least their second year performed at or above Proficient. Bronx Charter School for Excellence 4th graders fell short of the measure by 21.3 percentage points, 5<sup>th</sup> graders fell short of the measure by 5.4 percentage points, our 7<sup>th</sup> graders fell short of the measure by 19.5 percentage points, and our 8<sup>th</sup> graders fell short of the measure by 9.7 percentage points. While Bronx Charter School for Excellence was unable to meet the outcome measure, we saw an average increase overall of 17% due to better preparedness and an instructional shift that were fully aligned to the Common Core standards.

### Additional Evidence

Between 2009-2014, students testing in at least their second year maintained 98 percent proficiency or higher on the New York State mathematics using the states Time Adjusted Level 3 scores. Third and 4<sup>th</sup> grade maintained 100 percent for all 3 years. However, due to the shift towards the Common Core standards dramatically shifted the baseline for proficiency and Time Adjusted Scores are not available. Subsequently, during the current Accountability Period, Bronx Charter School for Excellence at best-made progress towards a high level of performance.

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the school's instructional program.



Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the school's instructional program.

#### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	68.5%	54	57%	56	76.8%	82
4	90.0%	50	76%	56	53.7%	77
5	68.5%	54	57.1%	54	69.6%	79
6	56.6%	53	72.2%	54	94.1%	52
7	65.4%	52	38.2%	55	61.5%	52
8	52.1%	48	67.3%	55	65.3%	52
All	66.9%	311	59.8%	330	70.1%	394

#### 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 PLI value that equals or exceeds the 2015-16 mathematics AMO of 101. 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.<sup>7</sup>

## RESULTS

Of the 394 students tested, 4.8% attained a Level 1, 29.6% attained a Level 2, 31.9% attained a Level 3, and 35.0% attained Level 4. The attained aggregate Performance Index on the mathematics exam was 163.4

#### Mathematics 2015-16 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	4.8	29.6	31.9	35.0

<sup>7</sup> In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

$$\begin{array}{rclclcl}
 \text{PI} & = & 29.6 & + & 31.9 & + & 35.0 & = & 96.5 \\
 & & & & 31.9 & + & 35.0 & = & \underline{66.9} \\
 & & & & & & \text{PLI} & = & 163.4
 \end{array}$$

## EVALUATION

New York State's NCLB 2015-2016 target Mathematics Measurable Objective for Grades 3 through 8 is 94. Since our attained aggregate performance index value was 163.4, we met our objective for this outcome measure by a margin of 69.4% points.

### Goal 2: Comparative Measure

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

## METHOD

A school compares 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.<sup>8</sup>

## RESULTS

The following table presents the results for Grades 3 through 8 along with the aggregate data. Bronx Charter School for Excellence's percentage for 3<sup>rd</sup> grade was 75.3% compared to District 11's %. The 4<sup>th</sup> grade was 60.0% compared to District 11's %. The 5<sup>th</sup> grade students were at 67.4% compared to District 11's %. The 6<sup>th</sup> grade students were at 92.1% compared to District 11's %. The 7<sup>th</sup> grade students were at 54.4% compared to District 11's %. The 8<sup>th</sup> grade students were at 65.4% compared to District 11's %. All grades outperformed District 11 with a percentage of 69.3% compared to %.

2015 16 State Mathematics Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	76.8%	82	30%	3,277
4	53.7%	77	31%	3,166
5	69.6%	79	27%	3,222

<sup>8</sup> 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](#).

6	94.1%	52	26%	2,902
7	61.5%	52	22%	2,934
8	65.3%	52	19%	2,834
All	70.1%	394	<b>25.8</b>	18,335

## EVALUATION

The percentages of students at Level 3 or above enrolled in at least two years at Bronx Charter School for Excellence surpassed the aggregate district performance for all students in District 11 in 3<sup>rd</sup> through 8<sup>th</sup> grade by a difference of 44.3 percentage points. There was a 40.8 percentage point difference on the 3<sup>rd</sup> grade, 22.7 percentage point difference in 4<sup>th</sup> grade, 42.6 percentage point difference on the 5<sup>th</sup> grade, a 68.1 percentage difference on 6<sup>th</sup> grade, a 39.5 percentage difference on 7<sup>th</sup> grade, and a 46.3 percentage difference on 8<sup>th</sup> grade. Based on these results, the Bronx Charter School for Excellence met its objective for this outcome measure.

### Additional Evidence

During the 2013-2014 school year, 6<sup>th</sup> grade students performed at 54.4% compared to the District's 24.1%. During the 2014-2015 school year, 6<sup>th</sup> grade students performed at 72.7% compared to the District's 24.1%. During the 2015-2016 school year they performed at 94.1% compared to the District's 26%.

As outlined in the Evaluation portion above, our 3-8<sup>th</sup> graders continued to outperform the District even though the gap was narrowed. Overall, the Bronx Charter School for Excellence has outperformed the Local District for the last 3 years in all grades.

### 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					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	69.1	23.8	57.0%	27.8%	76.8%	30%
4	90.2	24.1	76.0%	27.9%	53.7%	31%
5	69.1%	55	59.5%	31.4%	69.6%	27%
6	54.4%	54	72.7%	26.2%	94.1%	26%

7	66.7%	54	38.2%	23.6%	61.5%	22%
8	55.1%	50	67.3%	15.3%	65.3%	19%
All	67.4%	319	61.8%	25.4%	70.1%	<b>25.8</b>

## 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 Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. 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 concentration of economically disadvantaged students. The difference between the school's 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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

## RESULTS

The 2014-2015 results demonstrate that Bronx Charter School for Excellence performed far above predicted levels with a difference of 40.3 percentage points. Additionally, 3<sup>rd</sup> grade had an effect size of 0.96, 4<sup>th</sup> grade had an effect size of 2.41, 5<sup>th</sup> grade had an effect size of 1.55, 6<sup>th</sup> grade had an effect size of 2.29, 7<sup>th</sup> grade had an effect size of 0.78, and 8<sup>th</sup> grade had an effect size of 2.77. Overall, grades 3 through 8 had an effect size of 1.78, highly exceeding the effect size of 0.3.

### 2014 15 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	<b>77.1</b>	<b>84</b>	<b>51</b>	<b>33.2</b>	<b>17.8</b>	<b>0.96</b>
4	<b>77.4</b>	<b>84</b>	<b>76</b>	<b>32.4</b>	<b>43.6</b>	<b>2.41</b>
5	<b>74.5</b>	<b>55</b>	<b>60</b>	<b>32.3</b>	<b>27.7</b>	<b>1.55</b>
6	<b>74.5</b>	<b>56</b>	<b>73</b>	<b>28.5</b>	<b>44.5</b>	<b>2.29</b>
7	<b>76.4</b>	<b>55</b>	<b>38</b>	<b>22.7</b>	<b>15.3</b>	<b>0.78</b>
8	<b>76.4</b>	<b>55</b>	<b>67</b>	<b>15.6</b>	<b>51.4</b>	<b>2.77</b>

All	76.2	389	61.3	28.2	33.0	1.78

<b>School's Overall Comparative Performance:</b>
<i>Higher than expected to a large degree</i>

### Evaluation

Since the attained Effect Size for Grades 3 through 8 was 1.73, the expected effect size was exceeded by 1.48. Bronx Charter School for Excellence met its objective for this outcome measure and was higher than the expected effect size to a large degree.

### Additional Evidence

Displayed in the table below are three years of available data. The Bronx Charter School for Excellence met and exceeded its objective during the 2012-2015 school years.

#### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	3-8	82.1	323	52.3	20.3	1.97
2013-14	3-8	75.5	389	61	40.3	2.07
2014-15	3-8	76.2	499	46.8	22.3	1.73

### Goal 2: Growth Measure<sup>9</sup>

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

### METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2014-15 and also have a state exam score in 2013-14 including students who were retained in the same grade. Students with the same 2013-14 scores are ranked by their 2014-15 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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.<sup>10</sup>

<sup>9</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

## 2014-15 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	61.2	50.0
5	48.4	50.0
6	57.1	50.0
7	48.8	50.0
8	50.9	50.0
All	54.0	50.0

## EVALUATION

Bronx Charter School for Excellence had an overall mean growth percentile of 54.0, meeting the measure with 4.0 percentage points above the statewide median.

## Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	Statewide Median
4	63.4	58.3	61.2	50.0
5	41.5	31.1	48.4	50.0
6	46.8	55.6	57.1	50.0
7	47.1	62.9	48.8	50.0
8	42.8	48.9	50.9	50.0
All	48.5	68.2	54.0	50.0

## Summary of the Mathematics Goal

As delineated in the following table, during the 2014-2015 school year, Bronx Charter School for Excellence did not meet all 5-outcome measures for Goal 2.

Based on the evidence, Bronx Charter School for Excellence has not met its goal of having 75 percent of its students perform at proficiency on the New York State mathematics exam. However, Bronx Charter School for Excellence has continued to outperform students tested in the same grades in the local school districts. The school's aggregate Performance Level Index (PLI) on the State mathematics exam met the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system. Bronx Charter School for Excellence exceeded the predicted level of performance on the NYS math exams by a large degree. The schools mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 was above the state's unadjusted median growth percentile.

<sup>10</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://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 mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

## Action Plan

Bronx Charter School for Excellence will undertake the following steps to improve particular areas the mathematics curriculum and instruction. These steps will allow us to meet Goal 2 in upcoming years, particularly at the middle school level:

1. Common core aligned benchmark assessment will be given to all students 4-6 times throughout the year to monitor students' progress on skills to be mastered at each grade level. Students who are underperforming will receive additional support during intervention blocks.
2. Teachers will identify students who need early intervention/prevention in grade level appropriate basic math skills the first two weeks of school. Students who receive early intervention will be monitored on a weekly basis for short-term goal improvement and attainment of performance indicators in mathematics.
3. For middle school, a comprehensive advisory program will be instituted to make sure that the developmental needs of students are met before the core instructional day begins.
4. We will prioritize our professional development for all teachers with a focus on unpacking and implementing the Common Core standards. More time will be devoted for development in addressing the needs of struggling middle school students. We will also focus on training teachers in effective and multiple strategies of differentiating instruction that will allow all students to be able learn content and process skills from multiple vantage points.
5. More professional development with the Math In Focus program and the Math Common Core learning Standards will be provided.
6. Classrooms will integrate Math Messages into their morning meetings and implement more math talk into their math periods, providing an additional hour of math exposure and instruction weekly.

In addition to the stated improvements, Bronx Charter School for Excellence will continue to maintain and implement important components of its overall Mathematics program such as:

- Differentiated curriculum, instruction, interim assessment and staff development
- Co-teaching and modeling cycles with master teachers and leadership team
- Collaborative unit and lesson planning
- Implementing Math Talk
- Weekly, Monthly and Quarterly analysis of assessments
- Monitoring of lesson plans
- Formal and informal lesson observation
- Project-based assessments
- Project-based learning
- Blended Learning



# SCIENCE

## Goal 3: Science

BCSE students will demonstrate proficiency relevant to science achievement.

### BACKGROUND

The Bronx Charter School for Excellence's science curriculum is based on the New York State standards, common core curriculum, and the next generation science standards which focus on three major strands- the physical environment, earth and space, and the living environment integrated with mathematics and technology. Under the direct guidance of the standards, key ideas and performance indicators, the science program has an inquiry-based approach to learning. It also provides students with opportunities to build connections that link science to technology and societal impacts. The content provides the foundational skills and knowledge our students need to ultimately become scientifically literate citizens of the 21<sup>st</sup> century.

Science instruction is differentiated for all learning styles and incorporates several methods of instructional delivery and assessment. Instruction emphasizes active, hands-on explorations in the early grades that help students build their own understandings of key concepts and invites students to develop and explain concepts in their own words orally through writing and drawing. Students are provided with options and projects that will allow them to demonstrate mastery of content. When young learners are actively engaged in the discovery process effectively, their natural curiosity leads them to explore, discover and learn about the natural world.

Professional development was offered consistently for the 2015-2016 school year. It provided the science cluster teacher with models of curriculum mapping and unit planning and opportunities to explore resources. Talented, certified teachers participated in professional workshops to enhance inquiry-based explorations and build on developing more hands-on experiences using more student-led experiments with teacher support. In turn, students built skills needed to investigate and then explain the world that surrounds them. Teacher professional development directly and indirectly affects students. Students learn to practice solving problems creatively, thinking critically, working cooperatively in teams, using technology effectively, and developing positive science attitudes.

The middle school science program is also governed by the New York State standards, common core standards, and the New Generation Standards. Key ideas and performance indicators are used to prepare our students to further develop and cultivate science abilities and understanding. The goal is for students to be able to explain, both accurately and with appropriate depth, the big ideas. Guided by teachers, students will continually develop and learn science knowledge to complete a scientific investigation. Moreover, they learn to communicate thoughts about science knowledge. With practice, trial and error, students will begin to recognize the relationship between explanations and evidence. Thus, students in grades 5-8 demonstrated their understanding of science process skills and procedures. At least four, award-winning trade books a year will be part of the High-interest books that can transform scientific concepts into fluid text are ideal. In all, varied opportunities allowed BCSE students to use appropriate scientific language and demonstrate proficiency toward the eighth-grade science exit project and other competitive examinations such as New York State Earth Science Regents.

### 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 4<sup>th</sup> and 8<sup>th</sup> 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

Of the 4<sup>th</sup> grade students at the Bronx Charter School for Excellence, 100% of the students achieved Levels 3 and 4. Of the 8<sup>th</sup> grade students, 66% of the students achieved Levels 3 or 4. The 2015-2016 scores have not yet been released. However, compared to the District in 2013-2014 grade 4 at 83% last year, the students exceeded the District average by 17 percentage points. Compared to the District in grade 8 at 43%, the students exceeded the District average by 23 percentage points.

Charter School Performance on 2015 16 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100	89	N/A	N/A
8	66	35	N/A	N/A
All	83	112	N/A	N/A

## EVALUATION

The grade 4<sup>th</sup> and 8<sup>th</sup> performance for 2015-2016 was at 83%. The measure was met with 100% of the students who were enrolled in at least their second year performing at or above a Level 3 for 4<sup>th</sup> grade and 66% for 8<sup>th</sup> grade. The notable science achievement of this 4<sup>th</sup> grade cohort is 25% above the measure of 75% performing at or above Level 3. The 8<sup>th</sup> grade cohort is 9% below the measure of 75% performing at or above Level 3. BCSE also had sixteen 8<sup>th</sup> grade students taking the Earth Science Regents. Of the sixteen students taking the Earth Science Regents, fifteen (94%) passed the Earth Science Regents exams.

## ADDITIONAL EVIDENCE

The trend during the current Accountability Period is that all 4<sup>th</sup> grade students for 2014-2015, and since 2007-2008 school year, have achieved a Level 3 or 4 on the New York State Science Performance exam. During the 2012-2013 school year, the 8<sup>th</sup> grade students took the New York State Science Performance exams for the first time, and 85% of the students achieved a Level 3 or 4. In 2013-2014, BCSE increased the number of 8<sup>th</sup> graders taking the New York State Earth Science regents, but the overall score dropped 7% below the 75% goal. In the 2014-2015 year, the 8<sup>th</sup> grade increased the number of students taking the NYS Regents exam. The NYS Science Performance increased to 96%, which is an improvement of 28%. In the 2015-2016 school year, BCSE had ten more students (total of 35) take the NYS Science exam compared to 2014-2015 and the overall score dropped 9% below the 75% goal. Overall, the number of students tested increased from 98 in 2014-2015 to 112 in 2015-2016. The school has continued to maintain a high level of overall performance at 83%, by providing students with differentiated instruction that provides learning opportunities for all learning styles.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency
-------	---

	2013-14		2014-15		2015-16	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	100	56	100	55	100	89
8	68	37	96	25	66	35
All	84	93	80	98	83	112

### 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

Of the 4<sup>th</sup> grade students at the Bronx Charter School for Excellence, 100% of the students achieved Levels 3 and 4. Of the 8<sup>th</sup> grade students, 66% of the students achieved Levels 3 or 4. The district scores have not yet been released.

### 2015-16 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100	89	N/A	N/A
8	66	35	N/A	N/A
All	83	112	N/A	N/A

## EVALUATION

The Bronx Charter School for Excellence 4<sup>th</sup> and 8<sup>th</sup> grade performed at 83%. District performance for 2014-2015 has not been released. Compared to the District averages from the previous year, 2013-2014, the measure was met and exceeded.

## ADDITIONAL EVIDENCE

The Bronx Charter School for Excellence 4<sup>th</sup> and 8<sup>th</sup> grade performed at 83% during the 2015-16 school year. For the 2014-15 school year, the school performed at 97%, exceeding the district's performance of 62.5% by 34.5%. For the 2013-14 school year, the school performed at 84%, exceeding the district's performance of 63% by 21%. Compared to the District averages from the previous years, Bronx Charter School for Excellence has exceeded in performance. The local district's performance for 2015-2016 has not been released.

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					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	100	83	100	81	100	N/A
8	68	43	95	44	66	N/A
All	84	63	97	62.5	83	N/A

## SUMMARY OF THE SCIENCE GOAL

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.	N/A

## ACTION PLAN

The following steps have enabled Bronx Charter School for Excellence to improve upon and maintain high science curriculum, instruction and academic performance which allows us to continue to annually meet Goal 3:

1. The Science program will continue to follow the New Generation Science standards to drive further rigor and instruction through the Science Curriculum. These standards will continue to be implemented into every aspect of the curriculum.
2. The elementary science teacher and middle school science team will continue to receive support and guidance from the Leadership team in identifying students who need early intervention, whether for remediation. Steady progression or extending concepts. Supplemental instruction materials will be given to support intervention to meet students' needs. Students who receive early intervention will be monitored on a weekly basis to assess short term goals and attainment of performance indicators in science.
3. We will prioritize our professional development for teachers to have on-going opportunities to plan with grade level teams and grade spans for curriculum mapping and unit planning, explore resources and strategies for differentiation in instructional delivery, materials, and assessment, enhance technology and question lesson planning skills to address the needs of the struggling, proficient and advanced students. We will also focus on training more teachers on pedagogical methods for quality instruction.
4. K-5 will begin to implement a new FOSS science program. They will receive ongoing professional development for the program and support on the integration of STEM instruction within the classroom.

Bronx Charter School for Excellence will continue to include the following for its overall Science Program:

- Differentiated curriculum, instruction, assessment and staff development
- Inquiry-based projects
- Co-teaching modeling cycles with master teachers and leadership team
- Collaborative unit and lesson planning
- Weekly, Monthly and Quarterly analysis of assessments
- Monitoring of lesson plans
- Formal and informal lesson observation
- Project-based assessments
- Field Trips

## NCLB

### Goal 4: NCLB

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

#### Goal 4: Absolute Measure

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

## METHOD

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

## RESULTS

Bronx Charter School for Excellence's NCLB status for 2015-16 school year is "Good Standing."

## EVALUATION

The NCLB status of Bronx charter School for Excellence is "Good Standing."

## ADDITIONAL EVIDENCE

Bronx Charter School for Excellence has maintained "Good Standing" since the 2005-2006 school year.

NCLB Status by Year

Year	Status
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing

## APPENDIX B: OPTIONAL GOALS

### APPENDIX B: OPTIONAL GOALS

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

#### Goal 5: Parent Satisfaction

Parents will express a high satisfaction rating with the school.

#### Goal 5: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey.

### METHOD

For the ninth consecutive year, Bronx Charter School for Excellence (BCSE) used the NYC Learning Environment Survey and Report, which is used for the NYC public schools. It serves as a resource to unveil and assess parents' views and values of their child's learning environment. School year 2007-2008 was the first year that all New York City charter schools participated in this citywide survey and we discovered over the past 6 years that it was confusing for many parents. More importantly, BCSE's use of the NYC survey and report as a public charter school offers a familiar and citywide evaluative measure for both the school and its parents. So, during the 2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015 and 2015-2016 school year, the parents used the same survey.

### RESULTS

Of the 639 families at BCSE, 639 families responded to the 2015-2016 The NYC Learning Environment Survey with a rate of 100%. Displayed in percentages, the family respondents were satisfied with respect to four highlighted categories: 1) Academic Expectations – 96%, 2) Communication – 97%, 3) Engagement - 94%, and 4) Safety and Respect – 97%.

#### 2015 16 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
639	639	100%

#### 2015 16 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Academic Expectations	96%
Communication	97%

Engagement	94%
Safety and Respect	97%

## EVALUATION

The above mentioned, with 100% of families completing the 2015-2016 The NYC Learning Environment Survey, reflect immense parent satisfaction. Within each category, a balanced range of questions allow parents to examine and express their level of satisfaction with the overall quality of their child's education and the learning environment of BCSE. In comparison to last year's results of the NYC Learning Environment Survey Report, family slightly stayed the same or increased. During school community gatherings, the BCSE staff likened survey completion to their support of school functions and events. Engaged parents will voice their needs and uphold their parental responsibilities. Indeed, this year's survey helped them to do so. With respect to the four highlighted categories: 1) Academic Expectations – decreased by 2% from 98% to 96% 2) Communication decreased by 1% from 98% to 97% 3) Engagement decreased by 2% from 96% to 94%) Safety and Respect decreased by 1% from 98% to 97%.

As illustrated above, the four categories of the NYC Learning Environment Survey Report highlight areas to help schools: set goals to improve response rates, providing details about how parents answered specific questions, evaluate specific learning conditions, and compare one's school to other schools. Overall parents has 100% parent response rate unlike the city's average response percentage of 51%. The measure was met in accordance to the goal to have two-thirds of parents demonstrate satisfaction based on parent satisfaction survey. The parent response increase was due to having parents complete the surveys during parent teacher conferences and sending out many reminders to families.

Bronx Charter School for Excellence will continue to conduct NYC Learning Environment Survey during Spring Parent-Teacher conferences to ensure, increase and encourage parent participation as well as continue to send reminders to the families. BCSE will continue to research different ways to increase parents to participate in the survey.

### Goal 6: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September.

## METHOD

Every student that is admitted or discharged from the school is entered into ATS. This system maintains the details of each child and we use the information in ATS to finalize our numbers. We count all children who are discharged after June 30<sup>th</sup> through early September. In the spring, we ask parents to complete an "Intent to Return" form to provide BCSE with a tentative commitment to reserve space.



## RESULTS

Over the summer of 2015, 24 students did not return to start the 2015-16 school year. Eleven students left because they moved out of the district or state and twelve for a range of parental choices including selecting other schools. Once the school year started, only 14 students were discharged before the end of the 2015-16 school year; five moved out of New York City and nine transferred to other schools. The retention rate for the 2014-2015 school year is 96%.

2015 16 Student Retention Rate

2014-15 Enrollment	Number of Students Who Graduated in 2014-15	Number of Students Who Returned in 2015-16	Retention Rate 2015-16 Re-enrollment ÷ (2014-15 Enrollment – Graduates)
644	55	562	96%

## EVALUATION

The number of students who returned for the 2015-2016 school year is based on the number of students initially returning in September. The retention rate for 2015-2016 school year was 96%. The goal was 90%; the measure was met.

## ADDITIONAL EVIDENCE

Year	Retention Rate
2013-14	97%
2014-15	98%
2015-16	96%

### Goal 6: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

## METHOD

Attendance is taken every morning and entered into NYCDOE's ATS system. Daily, monthly and annual attendance reports are calculated by child, class and school and can be requested in a variety of reports.

## RESULTS

In 2015-16, the school maintained a rate of 95% attendance and ended the year with an average of 97.6%. Goal 6 was met.

2015 16 Attendance

Grade	Average Daily Attendance Rate
K	96.9%
1	97.3%
2	97.7%
3	98.1%

4	97.8%
5	98.2%
6	97.9%
7	98.1%
8	96.5%
Overall	97.6%

## EVALUATION

Successfully, the measure was met. The school's daily attendance rate of at least 95 percent exceeded the school's target by 2.6%

## ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2013-14	94.4%
2014-15	97.3%
2015-16	97.6%



# Entry 4 Expenditures per Child

Last updated: 08/01/2016

## Page 1

### 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 2015-16 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

**Note:** The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: <http://www.p12.nysed.gov/psc/AuditGuide.html>

Line 1: Total Expenditures	8196849
Line 2: Year End FTE student enrollment	772
Line 3: Divide Line 1 by Line 2	10618

#### 2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2015-16 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year-end FTE enrollment. 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 officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. 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. Do not include the FTE of personnel whose role is to directly support the instructional program.

**Notes:**

***The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:***

**<http://www.p12.nysed.gov/psc/AuditGuide.html>**

**Employee benefit costs or expenditures should not be reported in the above calculations.**

Line 1: Relevant Personnel Services Cost (Row)	693624
Line 2: Management and General Cost (Column)	1026765
Line 3: Sum of Line 1 and Line 2	1720389
Line 5: Divide Line 3 by the Year End FTE student enrollment	2228

***Thank you.***



# Entry 6a Audited Statements

Last updated: 11/01/2016

Regents, NYCDOE and Buffalo BOE authorized schools should enter the financial contact information requested and upload the independent auditor's report and internal controls reports as one combined file.

## Page 1

### School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Charlene Reid		

### Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Eric Cruz			4

### If Applicable:

	Outsourced Financial Services Firm Name	Outsourced Financial Services Contact	Outsourced Financial Services Email	Outsourced Financial Services Phone	Years Working With This Firm
	Charter School Business Managment				4

Please upload as one combined file:

- a. the independent auditor's report on financial statements and notes; and
- b. reports on internal controls over financial reporting and compliance

<https://nysed-cso-reports.fluidreview.com/media/assets/survey-uploads/84001/7115486-F7wWrRhhE3/BCSE%20FY16%20Final%20Audit.pdf>

**BRONX CHARTER SCHOOL FOR EXCELLENCE AND  
EXCELLENCE COMMUNITY SCHOOLS, INC.**

**ADVISORY COMMENT LETTER**

**JUNE 30, 2016**



**MENGEL METZGER BARR & CO. LLP**

Certified Public Accountants



MENGEL METZGER BARR & CO. LLP  
Certified Public Accountants

October 27, 2016

To the Board of Trustees  
Bronx Charter School for Excellence  
Excellence Community Schools, Inc.

In planning and performing our audit of the combined financial statements of Bronx Charter School for Excellence and Excellence Community Schools, Inc. as of and for the year ended June 30, 2016, in accordance with auditing standards generally accepted in the United States of America, we considered Bronx Charter School for Excellence and Excellence Community Schools, Inc.'s internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the combined financial statements, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we do not express an opinion on the effectiveness of Bronx Charter School for Excellence and Excellence Community Schools, Inc.'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 entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses. 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.



\* \* \* \* \*

This communication is intended solely for the information and use of Management, Finance Committee Members, others within the organization, and governmental authorities and is not intended to be, and should not be, used by anyone other than these specified parties.

We appreciated the outstanding cooperation from your staff that our personnel received during the audit of Bronx Charter School for Excellence and Excellence Community Schools, Inc.'s financial statements. Should you have any question or comments, please contact Michelle Cain or Kate Welc.

Very truly yours,

*Mengel, Metzger, Barr & Co. LLP*

MENGEL, METZGER, BARR & CO. LLP

**BRONX CHARTER SCHOOL FOR EXCELLENCE AND  
EXCELLENCE COMMUNITY SCHOOLS, INC.**

**BRONX, NEW YORK**

**AUDITED COMBINED FINANCIAL STATEMENTS**

**OTHER COMBINING FINANCIAL INFORMATION**

**REPORT REQUIRED BY  
GOVERNMENT AUDITING STANDARDS**

**AND**

**INDEPENDENT AUDITOR'S REPORTS**

**JUNE 30, 2016**  
**(With Comparative Totals for 2015)**



**MENGEL METZGER BARR & CO. LLP**

Certified Public Accountants

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## MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

### INDEPENDENT AUDITOR'S REPORT

Board of Trustees  
Bronx Charter School for Excellence  
Excellence Community Schools, Inc.

#### **Report on the Combined Financial Statements**

We have audited the accompanying combined financial statements of Bronx Charter School for Excellence and Excellence Community Schools, Inc. which comprise the combined statement of financial position as of June 30, 2016, and the related combined statements of activities and changes in net assets, functional expenses and cash flows for the year then ended, and the related notes to the combined financial statements.

#### **Management's Responsibility for the Combined Financial Statements**

Management is responsible for the preparation and fair presentation of these combined 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 combined financial statements based on our audit. We conducted our audit 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 audit to obtain reasonable assurance about whether the combined financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the combined financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the combined 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 combined 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 combined 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 combined financial statements referred to above present fairly, in all material respects, the financial position of Bronx Charter School for Excellence and Excellence Community Schools, Inc. as of June 30, 2016, and the changes in its net assets and its cash flows for the year then ended, in accordance with accounting principles generally accepted in the United States of America.

**Report on Summarized Comparative Information**

We have previously audited Bronx Charter School for Excellence and Friends of Bronx Charter School for Excellence's (now known as Excellence Community Schools, Inc.) June 30, 2015 combined financial statements and we expressed an unmodified opinion on those combined statements in our report dated on October 28, 2015. In our opinion the summarized comparative information presented herein as of and for the year ended June 30, 2015 is consistent, in all material respects, with the audited combined financial statements from which it has been derived.

**Other Report Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated October 27, 2016 on our consideration of Bronx Charter School for Excellence and Excellence Community Schools, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, 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 control over financial reporting or compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Bronx Charter School for Excellence and Excellence Community Schools, Inc.'s internal control over financial reporting and compliance.

*Mengel, Metzger, Barw & Co. LLP*

Rochester, New York  
October 27, 2016

**BRONX CHARTER SCHOOL FOR EXCELLENCE AND  
EXCELLENCE COMMUNITY SCHOOLS, INC.**

**COMBINED STATEMENT OF FINANCIAL POSITION**

**JUNE 30, 2016**

**(With Comparative Totals for 2015)**

<u>ASSETS</u>	June 30,	
	<u>2016</u>	<u>2015</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ 3,111,119	\$ 4,040,679
Grants and other receivables	475,975	211,365
Prepaid expenses	156,724	126,635
Security deposits	19,195	19,195
<b>TOTAL CURRENT ASSETS</b>	<b>3,763,013</b>	<b>4,397,874</b>
<u>PROPERTY AND EQUIPMENT, net</u>	32,323,697	26,372,964
<u>OTHER ASSETS</u>		
Investments - restricted	2,510,119	4,613,312
Bond issuance costs and loan closing costs, net of accumulated amortization of \$345,746 and \$240,279, respectively	1,275,292	1,380,759
	<u>3,785,411</u>	<u>5,994,071</u>
<b>TOTAL ASSETS</b>	<b>\$ 39,872,121</b>	<b>\$ 36,764,909</b>
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Current portion of bonds payable	\$ 445,000	\$ 155,000
Accounts payable	518,840	950,001
Accrued expenses	355,347	335,167
Accrued payroll and benefits	999,176	849,362
Accrued construction retainage	460,114	1,055,256
Deferred revenue	1,792,734	344,897
Deferred lease incentive	10,747	14,907
Due to related party	284,800	274,800
<b>TOTAL CURRENT LIABILITIES</b>	<b>4,866,758</b>	<b>3,979,390</b>
<u>OTHER LIABILITIES</u>		
Bonds payable, net	25,247,158	25,778,980
Reserve for payment of debt service	1,540,000	1,540,000
<b>TOTAL OTHER LIABILITIES</b>	<b>26,787,158</b>	<b>27,318,980</b>
<u>NET ASSETS</u>		
Unrestricted	8,042,873	5,306,359
Temporarily restricted	175,332	160,180
<b>TOTAL NET ASSETS</b>	<b>8,218,205</b>	<b>5,466,539</b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>\$ 39,872,121</b>	<b>\$ 36,764,909</b>

The accompanying notes are an integral part of the combined financial statements.

**BRONX CHARTER SCHOOL FOR EXCELLENCE AND  
EXCELLENCE COMMUNITY SCHOOLS, INC.**

**COMBINED STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS**

**YEAR ENDED JUNE 30, 2016**  
**(With Comparative Totals for 2015)**

	Year ended June 30,			
	2016			2015
	Unrestricted	Temporarily restricted	Total	Total
Revenue, gains and other support:				
Public school district				
Resident student enrollment	\$ 10,866,309	\$ -	\$ 10,866,309	\$ 8,829,307
Students with disabilities	1,090,309	-	1,090,309	861,633
Grants and contracts:				
State and local	87,560	-	87,560	284,618
Federal - Title and IDEA	424,530	-	424,530	325,813
Federal - other	105,548	-	105,548	14,258
Other	-	-	-	32,591
Food service / Child nutrition program	6,358	-	6,358	2,424
TOTAL REVENUE, GAINS AND OTHER SUPPORT	12,580,614	-	12,580,614	10,350,644
Expenses:				
Program:				
Regular education	7,287,339	-	7,287,339	6,310,412
Special education	1,510,116	-	1,510,116	1,374,429
TOTAL PROGRAM EXPENSES	8,797,455	-	8,797,455	7,684,841
Management and general	1,899,767	-	1,899,767	1,582,193
Fundraising and special events	86,909	-	86,909	287,092
TOTAL OPERATING EXPENSES	10,784,131	-	10,784,131	9,554,126
SURPLUS FROM SCHOOL OPERATIONS	1,796,483	-	1,796,483	796,518
Support and other revenue:				
Contributions				
Foundations	789,897	25,000	814,897	1,054,095
Individuals	54,523	-	54,523	16,941
Corporations	1,160	-	1,160	10,000
Contributed services	71,995	-	71,995	59,805
Fundraising	-	-	-	551,389
Investment income	4,075	-	4,075	14,737
Miscellaneous income	8,533	-	8,533	300
Net assets released from restriction	9,848	(9,848)	-	-
TOTAL SUPPORT AND OTHER REVENUE	940,031	15,152	955,183	1,707,267
CHANGE IN NET ASSETS	2,736,514	15,152	2,751,666	2,503,785
Net assets at beginning of year	5,306,359	160,180	5,466,539	2,962,754
NET ASSETS AT END OF YEAR	\$ 8,042,873	\$ 175,332	\$ 8,218,205	\$ 5,466,539

The accompanying notes are an integral part of the combined financial statements.

YEAR ENDED JUNE 30, 2016  
 With Comparative Totals for 2015)

Year ended June 30, 2016

No. of Positions	Program Services			Supporting Services			Year ended June 30, 201
	Regular Education	Special Education	Sub-total	Management and general		Fundraising and special events	
				Sub-total	Total		
9	\$ 137,553	\$ 55,766	\$ 193,319	\$ 342,964	\$ 21,378	\$ 364,342	\$ 557,661
65	2,707,794	801,973	3,509,767	-	-	-	3,509,767
13	893,560	125,576	1,019,136	228,008	-	228,008	1,247,144
87	3,738,907	983,315	4,722,222	570,972	21,378	592,350	5,314,572
salaries and wages							
	1,136,543	262,997	1,399,540	152,712	5,718	158,430	1,557,970
	15,762	2,500	18,262	20,720	6,477	27,197	45,459
	-	-	-	8,872	-	8,872	8,872
	-	-	-	22,930	-	22,930	22,930
	311,574	72,793	384,367	168,968	-	168,968	168,968
	8,688	1,410	10,098	133,179	11,168	144,347	528,714
	276,704	11,880	288,584	11,081	3,452	14,533	24,631
	131,954	34,929	166,883	4,609	173	4,782	293,366
	253,402	20,107	273,509	20,487	2,214	22,701	189,584
	1,524	-	1,524	-	-	-	273,509
	264	-	264	144,064	1,524	145,588	147,112
	133,622	32,672	166,294	792	264	1,056	1,320
	103,779	27,675	131,454	56,046	12,262	68,308	234,602
	-	-	-	17,201	979	18,180	149,634
	149,760	40,083	189,843	-	-	-	-
	73,812	19,755	93,567	23,274	871	24,145	213,988
	-	-	-	281,347	429	281,776	375,343
	951,044	-	951,044	197,020	-	197,020	197,020
	-	-	-	-	-	-	951,044
	-	-	-	1,720	-	1,720	1,720
	-	-	-	63,773	20,000	83,773	83,773
	\$ 7,287,339	\$ 1,510,116	\$ 8,797,455	\$ 1,899,767	\$ 86,909	\$ 1,986,676	\$ 10,784,131
hings							\$ 9,554



BRONX CHARTER SCHOOL FOR EXCELLENCE AND  
EXCELLENCE COMMUNITY SCHOOLS, INC.

COMBINED STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2016  
(With Comparative Totals for 2015)

	Year ended June 30,	
	2016	2015
<u>CASH FLOWS - OPERATING ACTIVITIES</u>		
Change in net assets	\$ 2,751,666	\$ 2,503,785
Adjustments to reconcile change in net assets to net cash provided from operating activities:		
Depreciation and amortization	375,343	371,999
Net realized and unrealized losses	460	4,215
Bond premium amortization	(86,822)	(83,448)
Changes in certain assets and liabilities affecting operations:		
Grants and other receivables	(264,610)	372,553
Prepaid expenses	(30,089)	(20,617)
Security deposits	-	(10,010)
Accounts payable	(431,161)	701,697
Accrued expenses	20,180	(26,659)
Accrued payroll and benefits	149,814	105,340
Accrued construction retainage	(595,142)	-
Deferred revenue	1,447,837	65,225
Deferred lease incentive	(4,160)	(4,160)
Due to related party	10,000	274,800
NET CASH PROVIDED FROM OPERATING ACTIVITIES	3,343,316	4,254,720
<u>CASH FLOWS - INVESTING ACTIVITIES</u>		
Purchases of property and equipment	(6,220,609)	(8,696,309)
Proceeds from sale of investments	2,102,733	7,207,841
NET CASH USED FOR INVESTING ACTIVITIES	(4,117,876)	(1,488,468)
<u>CASH FLOWS - FINANCING ACTIVITIES</u>		
Repayments of bonds payable	(155,000)	-
NET CASH USED FOR FINANCING ACTIVITIES	(155,000)	-
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	(929,560)	2,766,252
Cash and cash equivalents at beginning of year	4,040,679	1,274,427
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 3,111,119	\$ 4,040,679

BRONX CHARTER SCHOOL FOR EXCELLENCE AND  
EXCELLENCE COMMUNITY SCHOOLS, INC.

COMBINED STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2016  
(With Comparative Totals for 2015)

	<u>Year ended June 30,</u>	
	<u>2016</u>	<u>2015</u>
<u>SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION</u>		
Cash paid during the year for interest, not including capitalized interest of \$944,343 in 2016 and \$957,817 in 2015	<u>\$ 198,957</u>	<u>\$ 188,858</u>
Incurrence of accrued construction retainage for construction in progress	<u>\$ -</u>	<u>\$ 482,382</u>

The accompanying notes are an integral part of the combined financial statements.

BRONX CHARTER SCHOOL FOR EXCELLENCE AND  
EXCELLENCE COMMUNITY SCHOOLS, INC.

NOTES TO COMBINED FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016  
(With Comparative Totals for 2015)

NOTE A: THE ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Principles of combination

The accompanying combined financial statements include the accounts of Bronx Charter School for Excellence, Inc. (the "Charter School") and Excellence Community Schools, Inc. ("Excellence"), (collectively referred to as the "Organization"). The Organizations are presenting combined financial statements because they have certain common Board of Trustees but no economic interest. All intercompany balances and transactions have been eliminated in the accompanying combined financial statements.

The Organization

The Charter School is an educational corporation operating as a charter school in the borough of the Bronx, New York. On April 29, 2003, the Board of Regents of the University of the State of New York granted Bronx Charter School for Excellence ("BCSE 1") a provisional charter valid for a term of five years and renewable upon expiration. In March 2009 and January 2014, BCSE 1 was awarded a full-term, five-year charter renewal. The current Charter renewal is through July 31, 2019. BCSE 1 was established to prepare young people from New York City to compete for admission to, and succeed in, top public, private and parochial schools by cultivating their intellectual, artistic, social, emotional and ethical development. BCSE 1 offers a challenging and rigorous academic curriculum which, at the earliest of grades, has an eye towards college preparation for grades first through eighth.

On November 2, 2015, the Board of Regents of the University of the State of New York amended the charter agreement permitting an additional school to be opened by the Charter School. During the 2016 fiscal year, the Charter School added Bronx Charter School for Excellence 2 ("BCSE 2") under its expanded charter. BCSE 2 has the authority to operate through July 31, 2021. BCSE 2 was established to provide its students with a solid foundation for academic success, through achievement that exceeds citywide averages and meets or exceeds New York State Standards and national norms in all curriculum areas tested, especially in mathematics and language arts.

The accompanying financial statements include the accounts of BCSE 1 and BCSE 2 (collectively referred to as the "Charter School"). All intercompany balances and transactions have been eliminated in the accompanying financial statements.

Excellence (formerly Friends of Bronx Charter School for Excellence, Inc.) was organized under the laws of the State of New York on July 9, 2001 as a not-for-profit corporation under subparagraph (a)(5) of Section 102 of the Not-for-Profit Corporation Law. Excellence was established to provide technical and financial assistance in the improvement of educational opportunities for school-aged children in the Parkchester area of the Bronx, New York. Prior to fiscal 2007, Excellence solely provided financial assistance to the School in connection with funding the option premium deposit to the landlord and entering into a lease agreement on behalf of the Charter School for a new building facility. From fiscal 2007 through fiscal 2016, Excellence was making new efforts to raise additional funds to support the Charter School. As of June 7, 2016 Excellence amended their certificate of incorporation to change the name of the Corporation from Friends of Bronx Charter School for Excellence, Inc. to Excellence Community Schools, Inc.

BRONX CHARTER SCHOOL FOR EXCELLENCE AND  
EXCELLENCE COMMUNITY SCHOOLS, INC.

NOTES TO COMBINED FINANCIAL STATEMENTS, Cont'd

YEAR ENDED JUNE 30, 2016  
(With Comparative Totals for 2015)

NOTE A: THE ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Educational Services Agreement

The Charter School is entering into an educational services agreement with Excellence effective July 1, 2016 through June 30, 2021 whereby Excellence will provide the Charter School with services related to education and instruction, business operations and human resources and employment. In turn Excellence shall be paid a service fee equal to 12% of all public revenues received by the Charter School during the fiscal year.

Financial Statement presentation

The combined financial statements of the Organization have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America (GAAP). The Organization reports information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets and permanently restricted net assets.

These classes of net assets are defined as follows:

*Permanently restricted* – Net assets resulting from contributions and other inflows of assets whose use by the Organization is limited by donor-imposed stipulations that neither expire by passage of time nor can be fulfilled or otherwise removed by actions of the Organization. The Organization had no permanently restricted net assets at June 30, 2016 or 2015.

*Temporarily restricted* – Net assets resulting from contributions and other inflows of assets whose use by the Organization is limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of the Organization pursuant to those stipulations. Temporarily restricted net assets at June 30, 2016 and 2015 are restricted for a library for the new facilities and replication of another Charter School as disclosed in Note B.

*Unrestricted* – The net assets over which the Governing Board has discretionary control to use in carrying on the Organization's operations in accordance with the guidelines established by the Organization. The Board may designate portions of the current unrestricted net assets for specific purposes, projects or investment.

Revenue and support recognition

Revenue from state and local governments resulting from the Charter School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement.

Revenue from federal, state and local government grants and contracts are recorded by the Charter School when qualifying expenditures are incurred and billable or requirements of the grant are met.

Contributions are recognized as revenue in the year the pledge is received and documented.

BRONX CHARTER SCHOOL FOR EXCELLENCE AND  
EXCELLENCE COMMUNITY SCHOOLS, INC.

NOTES TO COMBINED FINANCIAL STATEMENTS, Cont'd

YEAR ENDED JUNE 30, 2016  
(With Comparative Totals for 2015)

NOTE A: THE ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Contributions

Contributions and unconditional promises to give are recorded as unrestricted, temporarily or permanently restricted support depending on the existence of any donor restrictions. A contribution that is received and expended in the same year for a specific purpose is classified as unrestricted revenue.

Contributions are recorded as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities and changes in net assets as net assets released from restrictions.

Cash and cash equivalents

Cash and cash equivalent balances are maintained at financial institutions located in New York and are insured by the FDIC up to \$250,000 at each institution. The Organization considers all highly liquid instruments purchased with a maturity of three months or less to be cash equivalents. Cash equivalents consist of money market accounts. In the normal course of business, the cash account balances at any given time may exceed insured limits. However, the Organization has not experienced any losses in such accounts and does not believe it is exposed to significant risk in cash and cash equivalents.

Grants and other receivables

Grants and other receivables are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts based on its assessment of the current status of individual receivables from grants, agencies and others. Balances that are still outstanding after management has used reasonable collection efforts are written off against the allowance for doubtful accounts. There was no allowance for doubtful accounts at June 30, 2016 or 2015.

Property and equipment

Property and equipment are recorded at cost. The Organization capitalizes all purchases of fixed assets in excess of \$5,000. Depreciation and amortization are computed using the straight-line method on a basis considered adequate to depreciate the assets over their estimated useful lives, which range from 4 to 39 years. Construction in progress represents building, classroom and office improvements which have been performed on a new building that is not yet in service. Construction in progress is stated at cost. No provision for depreciation is made on construction in progress until such time as the relevant assets are completed and put into use. Prior to the bond issuance (Note G), leasehold improvements were amortized over the shorter of the estimated useful life of the asset or the remaining term of the related lease. These improvements are continuing to be amortized over the originally calculated life.

At June 30, 2016, the Charter School had additional commitments of approximately \$7,000,000 for construction in progress related to the completion of the building renovation project, all of which are expected to be incurred during year ending June 30, 2017.

BRONX CHARTER SCHOOL FOR EXCELLENCE AND  
EXCELLENCE COMMUNITY SCHOOLS, INC.

NOTES TO COMBINED FINANCIAL STATEMENTS, Cont'd

YEAR ENDED JUNE 30, 2016  
(With Comparative Totals for 2015)

NOTE A: THE ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Bond issuance costs and loan closing costs

Bond issuance costs and loan closing costs, which consist of deferred financing charges, are stated at cost and are amortized over the term of the bonds and loans which vary from 5 to 30 years through various dates up to April 2043.

Deferred lease incentive

The Charter School leases its office equipment. The lease escalated the original lease payments and caused a buy-out from the prior lease. In accordance with GAAP, the Charter School recognizes the related buy-out credit on a straight-line basis and records the difference between the recognized lease credit and the amounts receivable under the lease as a deferred lease incentive.

Deferred revenue

The Charter School records grant revenue as deferred revenue until it is expended for the purpose of the grant, at which time it is recognized as revenue.

Investments - restricted

Restricted investments consist of cash equivalents and U.S. government bond obligations held for debt service and capitalized interest.

Investment income includes interest, recorded on an accrual basis, dividends, net realized gains and losses, and net unrealized gains and losses, resulting from the change in prevailing market value of investments. Purchase and sales of investments are recorded on a trade-date basis.

Tax exempt status

The Charter School and Excellence are tax-exempt organizations under section 501(c)(3) of the Internal Revenue Code and applicable state regulations and, accordingly, are exempt from federal and state taxes on income. The Charter School and Excellence file Form 990 tax returns in the U.S. federal jurisdiction and Excellence files in New York State.

Contributed services

The Charter School receives contributed services from volunteers to develop its academic program and to serve on the Board of Trustees. In addition the Charter School received donated transportation services, metro cards, funding for free and reduced-cost breakfasts, lunches and snacks, special education services and physical, occupational, and speech therapy that was also provided for the students from the local district. These services are not valued in the combined financial statements.

The Charter School received contributed legal services which were valued at \$71,995 and \$59,805 and are included in contributed services in the accompanying combined statement of activities and changes in net assets for the years ended June 30, 2016 and 2015, respectively.

In-kind contributions

Gifts and donations other than cash are recorded at fair market value at the date of contribution.

BRONX CHARTER SCHOOL FOR EXCELLENCE AND  
EXCELLENCE COMMUNITY SCHOOLS, INC.

NOTES TO COMBINED FINANCIAL STATEMENTS, Cont'd

YEAR ENDED JUNE 30, 2016  
(With Comparative Totals for 2015)

NOTE A: THE ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Marketing and recruiting costs

The Organization expenses marketing and recruiting costs as they are incurred. Total marketing and recruiting costs approximated \$24,600 and \$28,200 for the years ended June 30, 2016 and 2015, respectively.

Use of estimates in the preparation of combined financial statements

The preparation of combined 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 disclosure of contingent assets and liabilities at the date of the combined financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Comparatives for year ended June 30, 2015

The combined financial statements include certain prior year summarized comparative information in total, but not by net asset class and functional classification. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Organization's combined financial statements for the year ended June 30, 2015, from which the summarized information was derived.

Reclassifications

Certain prior year balances have been reclassified to conform with current year presentation.

Subsequent events

The Organization has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 27, 2016, which is the date the combined financial statements are available to be issued. No subsequent events requiring disclosure were noted, except as described in Education Services Agreement section above.

NOTE B: RELATED PARTY TRANSACTIONS

The Charter School received grant and other funding to pay for expenses to complete school replication in Connecticut. The school paid for certain expenses relating to the opening of Stamford Charter School for Excellence ("Stamford"). Further, the School received funding which is to be paid to Stamford to fund operating expenses and is included in due to related party at June 30, 2016 and 2015 in the amounts of \$284,800 and \$274,800, respectively.

BRONX CHARTER SCHOOL FOR EXCELLENCE AND  
EXCELLENCE COMMUNITY SCHOOLS, INC.

NOTES TO COMBINED FINANCIAL STATEMENTS, Cont'd

YEAR ENDED JUNE 30, 2016  
(With Comparative Totals for 2015)

NOTE C: SCHOOL FACILITIES

The Charter School entered into a four-year operating lease agreement not cancelable for three years with an unrelated third party for a facility in the borough of Bronx, New York in August 2010. This facility is being used to operate classes for students in grades fifth through eighth. This lease provided a leasehold incentive (work credit) of \$78,173 for costs to be incurred by the Charter School to renovate the exterior of the building providing space for its middle school. The work credit is being amortized against the base rent on a monthly basis during the entire term of this lease. Rent expense totaled approximately \$235,000 and \$234,000 for the years ended June 30, 2016 and 2015, respectively.

The Charter School extended the lease through June 2016 when it converted to a month to month agreement. Monthly rental payments were \$14,000 through June 2016.

Excellence entered into a lease with monthly payments of \$4,750 through September 2016.

The future minimum payments on this agreement are as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2017	\$ 14,250

NOTE D: PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

	<u>June 30,</u>	
	<u>2016</u>	<u>2015</u>
Land	\$ 914,772	\$ 914,772
Buildings	6,748,465	6,748,465
Furniture and fixtures	240,938	202,859
Computers and software	403,909	343,139
Construction in progress	25,061,005	18,939,245
Leasehold improvements	911,325	911,325
	<u>34,280,414</u>	<u>28,059,805</u>
Less accumulated depreciation and amortization	<u>1,956,717</u>	<u>1,686,841</u>
	<u>\$ 32,323,697</u>	<u>\$ 26,372,964</u>

Total depreciation expense was \$269,876 and \$265,446 for the years ended June 30, 2016 and 2015, respectively.



BRONX CHARTER SCHOOL FOR EXCELLENCE AND  
EXCELLENCE COMMUNITY SCHOOLS, INC.

NOTES TO COMBINED FINANCIAL STATEMENTS, Cont'd

YEAR ENDED JUNE 30, 2016  
(With Comparative Totals for 2015)

NOTE E: OPERATING LEASES AND COMMITMENTS

During January 2014, the Charter School canceled its lease of office equipment under a lease agreement that would have expired March 2016. The Charter School entered into a new lease for office equipment under a non-cancelable lease agreement at a monthly cost of \$2,578 that will expire February 2019. Associated with this new lease the Charter School received a buy-out for the remaining payments for its prior lease totaling \$20,800. The Charter School recorded the total buy-out amount as a deferred lease incentive and will recognize approximately \$350 per month for the duration of the new lease as other income. The Charter School recognized approximately \$4,160 for each of the years ended June 30, 2016 and 2015.

The Charter School leases office equipment under non-cancelable lease agreements at a monthly cost of \$1,342 that will expire at various dates through October 2019.

The Charter School has an elevator service agreement at a monthly cost of \$400 through January 2018. This agreement will be automatically renewed every 5 years unless it is terminated by either party.

The future minimum payments on these agreements are approximately as follows:

<u>Year ending June 30.</u>	<u>Amount</u>
2017	\$ 52,000
2018	43,000
2019	29,000
2020	6,000
2021	5,000
	<u>\$ 135,000</u>

BRONX CHARTER SCHOOL FOR EXCELLENCE AND  
EXCELLENCE COMMUNITY SCHOOLS, INC.

NOTES TO COMBINED FINANCIAL STATEMENTS, Cont'd

YEAR ENDED JUNE 30, 2016  
(With Comparative Totals for 2015)

NOTE F: FAIR VALUE MEASUREMENTS

Accounting principles generally accepted in the United States of America establishes a framework for measuring fair value. The framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques to measure the fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). The three levels of the fair value hierarchy under FASB ASC 820-10 are described below:

Level 1 - Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets.

Level 2 - Inputs to the valuation methodology include:

- Quoted prices for similar assets or liabilities in active markets;
- Quoted prices for identical or similar assets or liabilities in inactive markets;
- Inputs other than quoted prices that are observable for the asset or liability;
- Inputs that are derived principally from or corroborated by observable market data by correlation or other means.

If the asset or liability has a specified (contractual) term, the Level 2 input must be observable for substantially the full term of the asset or liability.

Level 3 - Inputs to the valuation methodology are unobservable and significant to the fair value measurements.

The asset's or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs.

Following is a description of the valuation methodologies used for assets and liabilities measured at fair value. There have been no changes in the methodologies used at June 30, 2016 and 2015:

*Cash and cash equivalents, commercial paper, and money market funds:* Fair value equals cost.

*U.S. Government and Agency securities:* Valued by third-party brokers based on terms and conditions using trades, bid price or spread, two sided markets, quotes, benchmark curves, discount rates, TRACE trade reports, financial statements and trustee reports.

The preceding methods described may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair values. Furthermore, while the Organization believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

BRONX CHARTER SCHOOL FOR EXCELLENCE AND  
EXCELLENCE COMMUNITY SCHOOLS, INC.

NOTES TO COMBINED FINANCIAL STATEMENTS, Cont'd

YEAR ENDED JUNE 30, 2016  
(With Comparative Totals for 2015)

NOTE F: FAIR VALUE MEASUREMENTS, Cont'd

The following table sets forth by level, within the fair value hierarchy; the Charter School's restricted investment assets measured at fair value on a recurring basis as of June 30, 2016 and 2015:

Assets at Fair Value				
	Level 1	Level 2	Level 3	Total
<u>June 30, 2016:</u>				
Money market	\$ 2,431,789	\$ -	\$ -	\$ 2,431,789
Commercial paper	-	78,330	-	78,330
Total assets at fair value	<u>\$ 2,431,789</u>	<u>\$ 78,330</u>	<u>\$ -</u>	<u>\$ 2,510,119</u>

Assets at Fair Value				
	Level 1	Level 2	Level 3	Total
<u>June 30, 2015:</u>				
Money market	\$ 4,535,059	\$ -	\$ -	\$ 4,535,059
Commercial paper	-	8,209	-	8,209
U.S. government and agency securities	-	70,044	-	70,044
Total assets at fair value	<u>\$ 4,535,059</u>	<u>\$ 78,253</u>	<u>\$ -</u>	<u>\$ 4,613,312</u>

Investment securities are exposed to various risks, such as interest rate, market and credit risk. Due to the risk associated with investment securities, it is at least reasonably possible that changes in risk could materially affect the accompanying combined financial statements.

BRONX CHARTER SCHOOL FOR EXCELLENCE AND  
EXCELLENCE COMMUNITY SCHOOLS, INC.

NOTES TO COMBINED FINANCIAL STATEMENTS, Cont'd

YEAR ENDED JUNE 30, 2016  
(With Comparative Totals for 2015)

NOTE G: BONDS PAYABLE

During April 2013, Build NYC Resource Corporation issued \$23,310,000 in principal amount of Tax-Exempt Fixed Rate Revenue Bonds ("Series A") and \$690,000 in principal amount of Taxable Fixed Rate Revenue Bonds ("Series B"). Proceeds from the sale included a premium of \$2,111,744, which is being amortized over the life of the bond issue. The proceeds of the bonds were made available to the Charter School pursuant to a special agreement with Build NYC Resource Corporation. The remaining proceeds are to be used to construct additional buildings to consolidate all the school grades into one location and for renovation of the current school facilities.

Revenue bonds outstanding as of June 30, 2016 and 2015:

Year	Series A		Series B		Total
	Principal	Interest Rate	Principal	Interest Rate	
Bond payable	\$ 23,310,000	3% - 5.5%	\$ 690,000	5%	\$ 24,000,000
Unamortized bond premium	<u>1,933,980</u>		<u>-</u>		<u>1,933,980</u>
Balance at June 30, 2015	<u>\$ 25,243,980</u>		<u>\$ 690,000</u>		<u>\$ 25,933,980</u>
2017	\$ -		\$ 445,000	5%	\$ 445,000
2018	380,000	3%	90,000	5%	470,000
2019	485,000	3%	-		485,000
2020	505,000	4%	-		505,000
2021	525,000	4%	-		525,000
Thereafter	<u>21,415,000</u>	4% - 5.5%	<u>-</u>		<u>21,415,000</u>
Bond payable	23,310,000		535,000		23,845,000
Unamortized bond premium	<u>1,847,158</u>		<u>-</u>		<u>1,847,158</u>
Balance at June 30, 2016	<u>\$ 25,157,158</u>		<u>\$ 535,000</u>		<u>\$ 25,692,158</u>

Principal payments for the Series A and B bonds are due annually, as indicated, on April 1.

The Series A bonds are subject to optional redemption, in whole or in part, at the option of the Issuer at the request of the Charter School on April 1, 2023 or any business day thereafter. The bonds maturing in 2033 and 2043 are subject to mandatory sinking fund installments beginning in 2024 and 2034, respectively.

The Series B bonds have a stated rate and maturity of 5% and 2018, respectively. The bonds are subject to mandatory sinking fund installments beginning in 2016.

BRONX CHARTER SCHOOL FOR EXCELLENCE AND  
EXCELLENCE COMMUNITY SCHOOLS, INC.

NOTES TO COMBINED FINANCIAL STATEMENTS, Cont'd

YEAR ENDED JUNE 30, 2016  
(With Comparative Totals for 2015)

NOTE G: BONDS PAYABLE, Cont'd

The bonds are secured by the assets and certain revenue of the Charter School. Additionally, the Charter School Financing Partnership, an organization established to provide access to secondary market financing for charter schools that serve disadvantaged students and communities, has provided funds amounting to \$1,540,000 to be held by the trustee in a Debt Reserve account as additional security. This amount is included in restricted investments in the combined statement of financial position. The Charter School is obligated to pay an annual fee equal to 0.14% of the bonds outstanding principal amount as of March 31<sup>st</sup> each year, for the use of these funds as security. The funds are to be repaid to the Charter School Financing Partnership upon expiration of the bonds.

In accordance with the loan agreement, the proceeds from the sale of the revenue bonds were placed in a Project Fund, maintained by U.S. Bank. The trustee is to use the monies in this fund to make payments to or on behalf of the Charter School to pay for the costs of the project upon receipt of written requisitions. Any monies remaining in the Project Fund will be transferred to the Redemption Account of the Bond Fund, to be applied by the trustees towards the redemption of the bonds. At June 30, 2016 and 2015, the unexpended balance were \$78,330 and \$78,253, respectively, which is included in restricted investments.

The Charter School is subject to certain loan covenants which require the Charter School to maintain specified cash on hand, debt service coverage ratio and limitations on further indebtedness. The Charter School is in compliance with all loan covenants as of June 30, 2016 and 2015.

Total issuance costs of approximately \$1,621,000 are being amortized over the life of the bonds. Amortization expense of \$105,467 and \$106,553 were recorded for the years ended June 30, 2016 and 2015, respectively. The Charter School incurred net interest expense of approximately \$1,141,000 of which \$944,000 was capitalized and is included in construction-in-progress and approximately \$197,000 is recognized in the combined statement of activities and changes in net assets for the year ended June 30, 2016. The Charter School incurred net interest expense of approximately \$1,147,000 of which \$958,000 was capitalized and is included in construction-in-progress and approximately \$189,000 is recognized in the combined statement of activities and changes in net assets for the year ended June 30, 2015.

NOTE H: RETIREMENT PLAN

The Charter School sponsors a defined contribution 403(b) plan covering all eligible employees. The Charter School matches up to 5% of each employee's annual compensation not to exceed the employee's salary deferral amount. The Charter School may also elect to make additional contributions to the plan on a discretionary basis. For the years ended June 30, 2016 and 2015, the Charter School made contributions of approximately \$103,000 and \$104,000, respectively.

BRONX CHARTER SCHOOL FOR EXCELLENCE AND  
EXCELLENCE COMMUNITY SCHOOLS, INC.

NOTES TO COMBINED FINANCIAL STATEMENTS, Cont'd

YEAR ENDED JUNE 30, 2016  
(With Comparative Totals for 2015)

NOTE I: CONTINGENCY

Certain grants and contracts may be subject to audit by funding sources. Such audits might result in disallowance of costs submitted for reimbursement by the Organization. Management is of the opinion that such disallowances, if any, will not have a material effect on the accompanying combined financial statements. Accordingly, no amounts have been provided in the accompanying combined financial statements for such potential claims.

NOTE J: CONCENTRATIONS

At June 30, 2016, approximately 84% of grants and other receivables are due from New York State relating to certain grants.

At June 30, 2015, approximately 88% of grants and other receivables are due from New York State relating to certain grants.

For the years ended June 30, 2016 and 2015, 95% and 94%, respectively, of total operating revenue and support came from per-pupil funding provided by New York State. The per-pupil rate is set annually by the State based on the school district in which the Charter School's students are located.

**BRONX CHARTER SCHOOL FOR EXCELLENCE AND  
EXCELLENCE COMMUNITY SCHOOLS, INC.**

**OTHER COMBINING FINANCIAL INFORMATION**



## MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

### INDEPENDENT AUDITOR'S REPORT ON COMBINING FINANCIAL INFORMATION

Board of Trustees  
Bronx Charter School for Excellence  
Excellence Community Schools, Inc.

We have audited the combined financial statements of Bronx Charter School for Excellence and Excellence Community Schools, Inc. as of and for the year ended June 30, 2016, and have issued our report thereon dated October 27, 2016, which contained an unmodified opinion on those combined financial statements. Our audit was conducted for the purpose of forming an opinion on the combined financial statements as a whole. The 2016 combining information is presented for purposes of additional analysis and is not a required part of the combined financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the combining financial statements. The information has been subjected to the auditing procedures applied in the audit of the combined financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the combined financial statements or to the combined financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the combining financial statements for the year ended June 30, 2016, as a whole.

*Mengel, Metzger, Barr & Co. LLP*

Rochester, New York  
October 27, 2016



JUNE 30, 2016

(With Comparative Totals for 2015)

	June 30,			
	2016		2015	
	Bronx Charter School for Excellence	Excellence Community Schools, Inc.	Eliminations	Total
\$	487,139	\$ 2,623,980	\$ -	\$ 3,111,119
	475,975	-		475,975
	97,336	59,388	-	156,724
	9,185	10,010	-	19,195
	184,444	-	(184,444)	-
TOTAL CURRENT ASSETS	1,254,079	2,693,378	(184,444)	3,763,013
	32,318,147	5,550	-	32,323,697
	2,510,119	-	-	2,510,119
	1,275,292	-	-	1,275,292
	3,785,411	-	-	3,785,411
TOTAL ASSETS	\$ 37,357,637	\$ 2,698,928	\$ (184,444)	\$ 39,872,121
				\$ 36,764,909
ts, net of accumulated , respectively				4,613,312
				1,380,759
				5,994,071
NET ASSETS				\$ 36,764,909
	\$ 445,000	\$ -	\$ -	\$ 445,000
	486,803	32,037	-	518,840
	354,377	970	-	355,347
	999,176	-	-	999,176
	460,114	-	-	460,114
	2,734	1,790,000	-	1,792,734
	10,747	-	-	10,747
	55,075	414,169	(184,444)	284,800
OTAL CURRENT LIABILITIES	2,814,026	2,237,176	(184,444)	4,866,758
				3,979,390
	25,247,158	-	-	25,247,158
	1,540,000	-	-	1,540,000
	26,787,158	-	-	26,787,158
				27,318,980
	7,581,121	461,752	-	8,042,873
	175,332	-	-	175,332
				5,306,359
				160,180

**YEAR ENDED JUNE 30, 2016**  
**With Comparative Totals for 2015**

	Year ended June 30,				
	2016				2015
	Bronx Charter School for Excellence		Excellence Community Schools, Inc.	Eliminations	Total
	BCSE 1	BCSE 2			Total
\$	\$	\$	\$	\$	\$
	10,866,309	-	-	-	10,866,309
	1,090,309	-	-	-	1,090,309
	87,560	-	-	-	87,560
	424,530	-	-	-	424,530
	5,829	99,719	-	-	105,548
	-	-	-	-	-
	6,358	-	-	-	6,358
	12,480,895	99,719	-	-	12,580,614
GAINS AND OTHER SUPPORT					10,350,644
	6,137,991	53,906	1,095,442	-	7,287,339
	1,496,817	13,299	-	-	1,510,116
TOTAL PROGRAM EXPENSES	7,634,808	67,205	1,095,442	-	8,797,455
	1,755,236	28,009	116,522	-	1,899,767
	27,674	4,506	54,729	-	86,909
TOTAL OPERATING EXPENSES	9,417,719	99,719	1,266,693	-	10,784,131
FROM SCHOOL OPERATIONS	3,063,176	-	(1,266,693)	-	1,796,483
	59,897	-	755,000	-	814,897
	25,300	-	29,223	-	54,523
	130	-	1,030	-	1,160
	71,995	-	-	-	71,995
	-	-	-	-	-
	3,796	-	279	-	4,075
	400	-	8,133	-	8,533
REPORT AND OTHER REVENUE	161,518	-	793,665	-	955,183
CHANGE IN NET ASSETS	3,224,694	-	(473,028)	-	2,751,666
NET ASSETS AT END OF YEAR	4,531,759	-	934,780	-	5,466,539
	7,756,453	-	1,617,753	-	9,374,206
					2,962,754
					5,411,452

YEAR ENDED JUNE 30, 2016  
 With Comparative Totals for 2015)

Year ended June 30, 2016

	Program Services			Supporting Services			Year June 20
	Regular Education	Special Education	Sub-total	Management and general	Fundraising and special events	Sub-total	Total
\$	137,553	\$ 55,766	\$ 193,319	\$ 342,964	\$ 21,378	\$ 364,342	\$ 557,661
	2,707,794	801,973	3,509,767	-	-	-	3,509,767
	893,560	125,576	1,019,136	228,008	-	228,008	1,247,144
salaries and wages	3,738,907	983,315	4,722,222	570,972	21,378	592,350	5,314,572
	1,136,543	262,997	1,399,540	152,712	5,718	158,430	1,557,970
	9,341	2,500	11,841	1,452	54	1,506	13,347
	-	-	-	84	-	84	84
	-	-	-	22,930	-	22,930	22,930
	-	-	-	168,968	-	168,968	168,968
	301,862	72,793	374,655	104,041	1,455	105,496	480,151
	5,268	1,410	6,678	819	31	850	7,528
	233,120	11,880	245,000	4,609	173	4,782	249,782
	130,499	34,929	165,428	16,122	759	16,881	182,309
	177,465	20,107	197,572	-	-	-	197,572
	-	-	-	139,492	-	139,492	139,492
	-	-	-	-	-	-	-
	122,070	32,672	154,742	18,971	710	19,681	174,423
	103,402	27,675	131,077	16,070	602	16,672	147,749
	-	-	-	-	-	-	-
	149,760	40,083	189,843	23,274	871	24,145	213,988
	73,812	19,755	93,567	281,347	429	281,776	375,343
	-	-	-	197,020	-	197,020	197,020
	9,848	-	9,848	-	-	-	9,848
	-	-	-	1,720	-	1,720	1,720
	-	-	-	62,642	-	62,642	62,642
\$	6,191,897	\$ 1,510,116	\$ 7,702,013	\$ 1,783,245	\$ 32,180	\$ 1,815,425	\$ 9,517,438
							\$ 8,

hings

YEAR ENDED JUNE 30, 2016  
COMPARATIVE TOTALS FOR 2015)

Year ended June 30, 2016

Program Services		Supporting Services		Total	Year June 20
Regular Education	Special Education	Sub-total	Management and general	Fundraising and special events	
\$	\$	\$	\$	\$	\$
-	-	-	-	-	-
-	-	-	-	-	-
6,421	-	6,421	19,268	6,423	32,112
-	-	-	8,788	-	8,788
9,712	-	9,712	29,138	9,713	48,563
3,420	-	3,420	10,262	3,421	17,103
43,584	-	43,584	-	-	43,584
1,455	-	1,455	4,365	1,455	7,275
75,937	-	75,937	-	-	75,937
1,524	-	1,524	4,572	1,524	7,620
-	-	-	-	-	-
264	-	264	792	264	1,320
11,552	-	11,552	37,075	11,552	60,179
377	-	377	1,131	377	1,885
941,196	-	941,196	-	-	941,196
-	-	-	-	-	-
-	-	-	1,131	20,000	21,131
\$ 1,095,442	\$ -	\$ 1,095,442	\$ 116,522	\$ 54,729	\$ 1,266,693
salaries and wages					

**BRONX CHARTER SCHOOL FOR EXCELLENCE AND  
EXCELLENCE COMMUNITY SCHOOLS, INC.**

**REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS**



## MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

### INDEPENDENT AUDITOR'S 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

Board of Trustees  
Bronx Charter School for Excellence  
Excellence Community Schools, Inc.

We have audited, in accordance with the 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 combined financial statements of Bronx Charter School for Excellence and Excellence Community Schools Inc. which comprise the combined statement of financial position as of June 30, 2016 and the related combined statements of activities and changes in net assets, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 27, 2016.

#### **Internal Control over Financial Reporting**

In planning and performing our audit of the combined financial statements, we considered Bronx Charter School for Excellence and Excellence Community Schools Inc.'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 opinions on the combined financial statements, but not for the purpose of expressing an opinion on the effectiveness of Bronx Charter School for Excellence and Excellence Community Schools Inc.'s internal control. Accordingly, we do not express an opinion on the effectiveness of Bronx Charter School for Excellence and Excellence Community Schools Inc.'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 entity's combined 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 and therefore, material weaknesses or significant deficiencies may exist that were not identified. 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.

### **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether Bronx Charter School for Excellence and Excellence Community Schools Inc.'s combined 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*.

We noted certain matters that we have reported to management of Bronx Charter School for Excellence and Excellence Community Schools, Inc. in a separate letter dated October 27, 2016.

### **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 Bronx Charter School for Excellence and Excellence Community Schools, Inc.'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 Bronx Charter School for Excellence and Excellence Community Schools, Inc.'s internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*Mengel, Metzger, Barw & Co. LLP*

Rochester, New York  
October 27, 2016

**BRONX CHARTER SCHOOL FOR EXCELLENCE**

**AGREED UPON PROCEDURES**

**YEAR ENDED JUNE 30, 2016**



**MENGEL METZGER BARR & CO. LLP**

Certified Public Accountants





## MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

### INDEPENDENT ACCOUNTANT'S REPORT ON CSP FUNDING

Board of Trustees  
Bronx Charter School for Excellence

We have performed the procedures identified below, which were agreed to by the management of Bronx Charter School for Excellence (the "Charter School") and the New York State Education Department ("NYSED"), solely to assist the specified parties in evaluating the Charter School's assertion to NYSED that it has maintained compliance with the requirements of the CSP grant and Federal and NYSED guidelines in managing the CSP grant.

This agreed-upon procedures engagement was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. The sufficiency of these procedures is solely the responsibility of those parties specified in this report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The procedures we performed and our results are as follows:

**Procedure No. 1:** We will obtain the detail of expenditures incurred for the period under review relating to the CSP grant from the Charter School's accounting software and reconcile to the grant revenue recorded by the Charter School. If the CSP grant revenue does not equal the grant expenditures, we will investigate the differences.

**Result**

We obtained the detail of expenditures incurred for the period under review relating to the CSP grant from the Charter School's accounting software and the grant revenue recorded by the Charter School. We observed that the CSP grant revenue equaled the grant expenditures.

**Procedure No. 2:** We will obtain the NYSED approved CSP grant award information, including the budget and any amendments, to determine if the revenue and expenditures recorded for the period appear reasonable.

**Result**

We observed the Charter School's approved FS-10, FS-10F and final expenditure summary, and it appears that revenue and expenditures in the period are reasonable.

**Procedure No. 3:** We will select a sample of expenditures from the detail obtained in Procedure No. 1.

- a. Payroll – We will select 10 items or 10% of the total number of payroll items charged to the grant, whichever is less.
- b. Other expenses – We will select 10 items or 10% of the total number of other expense items charged to the grant, whichever is less.
- c. Using the above selected items, we will:
  - i. Determine if the expenditure is in accordance with the purpose of the grant and that pre-opening expenditures are charged to pre-opening periods.
  - ii. Determine if the expenditure falls into an approved budget category.
  - iii. Determine if the expenditure was charged to the appropriate fiscal period.

**Result**

We selected a sample two payroll items and two other expenditures. Based on our testing, we noted that the payroll items and expenditures fall into the appropriate budget category and that the payroll items and expenditures were charged to the appropriate fiscal period. For all selections, we observed that the payroll items and expenditures were in accordance with the purpose of the grant and that pre-opening payroll items and expenditures are charged to pre-opening periods.

**Procedure No. 4:** We will obtain FS-25 form(s) submitted to NYSED during the period under review and perform the following:

- a. Trace expenditures selected in Procedure No. 3 to requests for reimbursement. Determine that items requested for reimbursement had previously been expended or were expended within a month following the request for reimbursement. If items have not yet been requested for reimbursement, inquire of responsible charter school officials as to the plan for requesting reimbursement, and determine if a receivable is recorded, if appropriate.
- b. If FS-25 forms included amounts on Line 4 (Cash Expenditures Anticipated During Next Month), we will determine if funds were expended within 1 month following the date of the request and is at least the amount shown on Line 4.

**Result**

We obtained Bronx Charter School for Excellence 1's FS-25s and noted the selected items were appropriately included in the request for reimbursement. The requests for reimbursement appear to be in the appropriate period. The FS-25 forms did not include amounts on Line 4 (Cash Expenditures Anticipated During Next Month), therefore testing was not applicable.

There were no FS-25s filed during the year ended June 30, 2016 for Bronx Charter School for Excellence 2. We observed the FS-10F filed, noting all expenses appeared properly included. As there were no FS-25s filed in the period of testing, Line 4 (Cash Expenditures Anticipated During Next Month) testing was not applicable.

**Procedure No. 5:** For schools with a weighted lottery during the period under review we will:

- a. Obtain documentation that the school received permission from the NYSED Charter School Office for the weighted lottery.
- b. Obtain the results of the weighted lottery.

**Result**

We noted that the Charter School does not have a weighted lottery, therefore this testing was not applicable.

We were not engaged to, and did not, conduct an examination, the objective of which would be the expression of an opinion on the Charter School's compliance with the requirements of the CSP grant. Accordingly, we do not express such an opinion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

This report is intended solely for the use of Bronx Charter School for Excellence and the New York State Education Department, and it is not intended to be and should not be used by anyone other than the specified parties.

*Mengel, Metzger, Barw & Co. LLP*

Rochester, New York  
October 6, 2016



## GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

### TEMPLATE TABS


#### 1- GRAY tab contains the Instructions


<a href="#">Instructions</a>	Provides description of tabs and input requirements.
<a href="#">Funding by District</a>	Charter School Tuition Rates


#### 2- BLUE tabs require input of information

<a href="#">1.) Name of School</a>	>Select school name from list. >Enter contact information.
<a href="#">2.) Enrollment</a>	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
<a href="#">3.) Staffing Plan</a>	Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter
<a href="#">4.) Yearly Budget</a>	Enter Yearly Budget information. Includes: >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and <i>approved</i> by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
<a href="#">5.) Balance Sheet</a>	Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab. >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
<a href="#">6.) Quarterly Report</a>	Enter Actual Quarterly Report information . Includes: >Actual Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Actual FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses
<a href="#">7.) Annual Report Requirement</a>	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) -**

<b>District Code</b>	<b>School District Name</b>	<b>Final 2015-16 Basic Tuition*</b>	<b>Final 2016-17 Basic Tuition*</b>
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## ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

### Bronx Charter School for Excellence -

#### SCHOOL

<b>Name:</b>	Bronx Charter School for Excellence
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#### CONTACT INFORMATION -

<b>Contact Name:</b>	Charlene Reid
<b>Contact Title:</b>	Executive Director
<b>Contact Email:</b>	[REDACTED]
<b>Contact Phone:</b>	[REDACTED]

#### REPORT PERIOD -

<b>Current Academic Year:</b>	2016-17
<b>Prior Academic Year:</b>	Err:508

**BRONX CHARTER SCHOOL FOR EXCEL  
2016-17**

ENROLLMENT BY GRADES								
GRADES	K	1	2	3	4	5	6	7
INITIAL BUDGETED ENROLLMENT	90	90	90	90	90	90	90	90
TOTAL ENROLLMENT = 810								

**ENROLLMENT BY DISTRICT**

		<b>PRIOR YEAR</b> <b>ACTUAL</b>  1 771.85	<b>ANNUAL BUDGET</b> TOTAL DISTRICTS/ENROLLMENT BY QUARTER						
			<b>QUARTER 1</b>		<b>QUARTER 2</b>		<b>QUARTER 3</b>		<b>QUAR</b>
			Original	Revised	Original	Revised	Original	Revised	Original
NUMBER OF SCHOOL DISTRICTS ENROLLED:		1	1	0	1	0	1	0	1
NUMBER OF STUDENTS ENROLLED:		771.85	810	0	810	0	810	0	810
			<b>*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns affected quarter(s) must be completed on tabs 2, 3 and 4.</b>						
		<b>PRIOR YEAR</b> Err:508  Actual Enrollment 771.85	<b>ENROLLMENT BY QUARTER</b>						
			<b>QUARTER 1</b>		<b>QUARTER 2</b>		<b>QUARTER 3</b>		<b>QUAR</b>
			Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment
PRIMARY/OTHER		DISTRICT NAME(S)	810		810		810		810
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) →							

.LENCE

8	9	10	11	12
90				

	<b>ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT</b>			
<b>TER 4</b>	<b>QUARTER 1</b>	<b>QUARTER 2</b>	<b>QUARTER 3</b>	<b>QUARTER 4</b>
<i><b>Revised</b></i>	Actual	Actual	Actual	Actual
0	0	0	0	0
0	0	0	0	0
<i>Column(s) for the</i>				
	<b>ACTUAL ENROLLMENT BY QUARTER</b>			
<b>TER 4</b>	<b>QUARTER 1</b>	<b>QUARTER 2</b>	<b>QUARTER 3</b>	<b>QUARTER 4</b>
<i><b>Revised Budgeted Enrollment</b></i>	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment



## STAFFING PLAN F

**\*NOTE:** Enter the number of FTE positions in the "blue" cells.

**\*NOTE:** If there are NO budget revisions at the time of quarterly submittal leave the "REVISED" column blank. If budget revisions ARE made, the entire "REVISED" budget columns for the affected

ADMINISTRATIVE PERSONNEL FTE		ANNUAL BUDGETED FTE				
PRIOR YEAR		Q1		Q2		Q3
Err:508						
ACTUAL		Original	Revised	Original	Revised	Original
Executive Management						
Instructional Management		4.0		4.0		4.0
Deans, Directors & Coordinators		1.0		1.0		1.0
CFO / Director of Finance						
Operation / Business Manager						
Administrative Staff		4.0		4.0		4.0
TOTAL ADMINISTRATIVE STAFF		9.0	0.0	9.0	0.0	9.0
0.0						

INSTRUCTIONAL PERSONNEL FTE		ANNUAL BUDGETED FTE				
PRIOR YEAR		Q1		Q2		Q3
Err:508						
ACTUAL		Original	Revised	Original	Revised	Original
Teachers - Regular		34.0		34.0		34.0
Teachers - SPED		10.0		10.0		10.0
Substitute Teachers						
Teaching Assistants		19.0		19.0		19.0
Specialty Teachers		8.0		8.0		8.0
Aides						
Therapists & Counselors		2.0		2.0		2.0
Other						
TOTAL INSTRUCTIONAL		73.0	0.0	73.0	0.0	73.0
0.0						

NON INSTRUCTIONAL PERSONNEL FTE		ANNUAL BUDGETED FTE				
PRIOR YEAR		Q1		Q2		Q3
Err:508						
ACTUAL		Original	Revised	Original	Revised	Original
Nurse						
Librarian						
Custodian		2.0		2.0		2.0
Security						
Other						
TOTAL NON-INSTRUCTIONAL		2.0	0.0	2.0	0.0	2.0
0.0						

TOTAL PERSONNEL SERVICE FTE						
		84.0	0.0	84.0	0.0	84.0
0.0						

**3 SCHOOL FOR EXCELLENCE  
2016-17**

**FULL TIME EQUIVALENT ("FTE")**

**\*NOTE:** Enter the number of FTE positions in the "blue" cells.

he 'REVISED' Column(s) COMPLETELY BLANK. ;ted quarter(s) must be completed on tabs 2, 3

**\*NOTE:** Each quarter, the actual FTE should be input.

ADMINISTRATIVE PERSONNEL FTE				ACTUAL QUARTERLY FTE			
	3	Q4		Q1	Q2	Q3	Q4
	Revised	Original	Revised	Actual	Actual	Actual	Actual
Executive Management							
Instructional Management		4.0					
Deans, Directors & Coordinators		1.0					
CFO / Director of Finance							
Operation / Business Manager							
Administrative Staff		4.0					
TOTAL ADMINISTRATIVE STAFF	0.0	9.0	0.0	0.0	0.0	0.0	0.0

INSTRUCTIONAL PERSONNEL FTE				ACTUAL QUARTERLY FTE			
	3	Q4		Q1	Q2	Q3	Q4
	Revised	Original	Revised	Actual	Actual	Actual	Actual
Teachers - Regular		34.0					
Teachers - SPED		10.0					
Substitute Teachers							
Teaching Assistants		19.0					
Specialty Teachers		8.0					
Aides							
Therapists & Counselors		2.0					
Other							
TOTAL INSTRUCTIONAL	0.0	73.0	0.0	0.0	0.0	0.0	0.0

NON INSTRUCTIONAL PERSONNEL FTE				ACTUAL QUARTERLY FTE			
	3	Q4		Q1	Q2	Q3	Q4
	Revised	Original	Revised	Actual	Actual	Actual	Actual
Nurse							
Librarian							
Custodian		2.0					
Security							
Other							
TOTAL NON-INSTRUCTIONAL	0.0	2.0	0.0	0.0	0.0	0.0	0.0

TOTAL PERSONNEL SERVICE FTE	0.0	84.0	0.0	0.0	0.0	0.0	0.0
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<p><b>*NOTE:</b> Enter the number of FTE positions in the "blue" cells.</p>		<p><b>*NOTE:</b> State the assumptions that are being made for personnel FTE levels.</p>	
<p><b>ADMINISTRATIVE PERSONNEL FTE</b></p>		<p><b>Description of Assumptions</b></p>	
Executive Management			
Instructional Management		Principles & Assistant Principals	
Deans, Directors & Coordinators		Director of Placement	
CFO / Director of Finance			
Operation / Business Manager			
Administrative Staff		Office & Academic Assitants	
TOTAL ADMINISTRATIVE STAFF			
<p><b>INSTRUCTIONAL PERSONNEL FTE</b></p>		<p><b>Description of Assumptions</b></p>	
Teachers - Regular			
Teachers - SPED			
Substitute Teachers			
Teaching Assistants			
Specialty Teachers			
Aides			
Therapists & Counselors		Social Workers	
Other			
TOTAL INSTRUCTIONAL			
<p><b>NON INSTRUCTIONAL PERSONNEL FTE</b></p>		<p><b>Description of Assumptions</b></p>	
Nurse			
Librarian			
Custodian			
Security			
Other			
TOTAL NON-INSTRUCTIONAL			
<p><b>TOTAL PERSONNEL SERVICE FTE</b></p>			



**BRONX CHARTER SCHOOL FOR EXCELL**  
**Budget / Operating Plan -**  
**2016-17 -**

Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Total Expenses	-	2,310,976	#NAME?	#NAME?	2,615,065	#NAME?	#NAME?	2,597,710	
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Actual Student Enrollment	772	810	-	-	810	-	-	810	
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 10/1 - 12/31	
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	
	Err:508								
EXPENSES									
ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions								
Executive Management	-			#NAME?			#NAME?		
Instructional Management	4.00	129,682		#NAME?	129,682		#NAME?	129,682	
Deans, Directors & Coordinators	1.00	21,876		#NAME?	21,876		#NAME?	21,876	
CFO / Director of Finance	-			#NAME?			#NAME?		
Operation / Business Manager	-			#NAME?			#NAME?		
Administrative Staff	4.00	45,883		#NAME?	45,883		#NAME?	45,883	
TOTAL ADMINISTRATIVE STAFF	9.00	-	197,441	-	#NAME?	197,441	-	#NAME?	197,441
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular	34.00	449,191		#NAME?	561,489		#NAME?	561,489	
Teachers - SPED	10.00	134,370		#NAME?	167,963		#NAME?	167,963	
Substitute Teachers	-			#NAME?			#NAME?		
Teaching Assistants	19.00	175,260		#NAME?	219,076		#NAME?	219,076	
Specialty Teachers	8.00	118,250		#NAME?	147,812		#NAME?	147,812	
Aides	-			#NAME?			#NAME?		
Therapists & Counselors	2.00	35,085		#NAME?	43,857		#NAME?	43,857	
Other	-			#NAME?			#NAME?		
TOTAL INSTRUCTIONAL	73.00	-	912,157	-	#NAME?	1,140,196	-	#NAME?	1,140,196
NON-INSTRUCTIONAL PERSONNEL COSTS									
Nurse	-			#NAME?			#NAME?		
Librarian	-			#NAME?			#NAME?		
Custodian	2.00	20,981		#NAME?	20,981		#NAME?	20,981	
Security	-			#NAME?			#NAME?		
Other	-			#NAME?			#NAME?		
TOTAL NON-INSTRUCTIONAL	2.00	-	20,981	-	#NAME?	20,981	-	#NAME?	20,981
SUBTOTAL PERSONNEL SERVICE COSTS									
	84.00	-	1,130,579	-	#NAME?	1,358,618	-	#NAME?	1,358,618
PAYROLL TAXES AND BENEFITS									
Payroll Taxes		94,337		#NAME?	117,922		#NAME?	117,922	
Fringe / Employee Benefits		155,035		#NAME?	155,035		#NAME?	155,035	
Retirement / Pension		-		#NAME?	-		#NAME?	-	
TOTAL PAYROLL TAXES AND BENEFITS		-	249,373	-	#NAME?	272,957	-	#NAME?	272,957
TOTAL PERSONNEL SERVICE COSTS									
	84.00	-	1,379,952	-	#NAME?	1,631,575	-	#NAME?	1,631,575
CONTRACTED SERVICES									
Accounting / Audit		34,167		#NAME?	34,167		#NAME?	34,167	
Legal		1,326		#NAME?	1,326		#NAME?	1,326	
Management Company Fee		399,652		#NAME?	399,652		#NAME?	399,652	
Nurse Services				#NAME?			#NAME?		
Food Service / School Lunch				#NAME?			#NAME?		
Payroll Services		3,716		#NAME?	3,716		#NAME?	3,716	
Special Ed Services				#NAME?			#NAME?		
Titlement Services (i.e. Title I)				#NAME?			#NAME?		
Other Purchased / Professional / Consulting		133,476		#NAME?	133,476		#NAME?	133,476	
TOTAL CONTRACTED SERVICES		-	572,337	-	#NAME?	572,337	-	#NAME?	572,337



	BRONX CHARTER SCHOOL FOR EXCELL Budget / Operating Plan - 2016-17 -							
Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	-	2,310,976	#NAME?	#NAME?	2,615,065	#NAME?	#NAME?	2,597,710
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	772	810	-	-	810	-	-	810
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	Err:508	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
ENROLLMENT - *School Districts Are Linked To Above Entries*								
Number of Districts:	1	1	-	-	1	-	-	1
NYC CHANCELLOR'S OFFICE	772	810	-	-	810	-	-	810
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: ( Weighted Avg )	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	772	810	-	-	810	-	-	810
REVENUE PER PUPIL	-	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
EXPENSES PER PUPIL	-	2,853	-	#NAME?	3,228	-	#NAME?	3,207

		LENCE				
Total Revenue		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		#NAME?	#NAME?	3,107,209	#NAME?	#NAME?
Net Income		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment		-	-	810	-	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
		Revised Budget	Variance	Original Budget	Revised Budget	Variance
REVENUE		e the 'REVISED' Column(s) COMPLETELY BLANK. ected quarter(s) must be completed on tabs 2, 3 and 4.				
REVENUES FROM STATE SOURCES						
Per Pupil Revenue	2016-17					
NYC CHANCELLOR'S OFFICE	Per Pupil Rate	25.0%	25.0%	25.0%		
-	#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?
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?	233,782		#NAME?
Grants						
Stimulus			#NAME?			#NAME?
DYCD (Department of Youth and Community Development)			#NAME?			#NAME?
Other			#NAME?	87,075		#NAME?
Other			#NAME?			#NAME?
TOTAL REVENUE FROM STATE SOURCES		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs			#NAME?	46,475		#NAME?
Title I			#NAME?	63,220		#NAME?
Title Funding - Other			#NAME?	2,546		#NAME?
School Food Service (Free Lunch)			#NAME?			#NAME?
Grants						
Charter School Program (CSP) Planning & Implementation			#NAME?			#NAME?
Other			#NAME?			#NAME?
Other			#NAME?			#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES		-	#NAME?	112,241	-	#NAME?
LOCAL and OTHER REVENUE						
Contributions and Donations			#NAME?	60,000		#NAME?
Fundraising			#NAME?			#NAME?
Erate Reimbursement			#NAME?	4,074		#NAME?
Earnings on Investments			#NAME?			#NAME?
Interest Income			#NAME?			#NAME?
Food Service (Income from meals)			#NAME?	9,254		#NAME?
Text Book			#NAME?	64,379		#NAME?
OTHER			#NAME?			#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	#NAME?	137,707	-	#NAME?
TOTAL REVENUE		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?



		EXPENSE				
Total Revenue		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		#NAME?	#NAME?	3,107,209	#NAME?	#NAME?
Net Income		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment		-	-	810	-	-
		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	4.00		#NAME?	129,682		#NAME?
Deans, Directors & Coordinators	1.00		#NAME?	21,876		#NAME?
CFO / Director of Finance	-		#NAME?			#NAME?
Operation / Business Manager	-		#NAME?			#NAME?
Administrative Staff	4.00		#NAME?	45,883		#NAME?
TOTAL ADMINISTRATIVE STAFF	9.00	-	#NAME?	197,441	-	#NAME?
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	34.00		#NAME?	673,787		#NAME?
Teachers - SPED	10.00		#NAME?	201,555		#NAME?
Substitute Teachers	-		#NAME?			#NAME?
Teaching Assistants	19.00		#NAME?	262,891		#NAME?
Specialty Teachers	8.00		#NAME?	177,374		#NAME?
Aides	-		#NAME?			#NAME?
Therapists & Counselors	2.00		#NAME?	52,628		#NAME?
Other	-		#NAME?			#NAME?
TOTAL INSTRUCTIONAL	73.00	-	#NAME?	1,368,235	-	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-		#NAME?			#NAME?
Librarian	-		#NAME?			#NAME?
Custodian	2.00		#NAME?	20,981		#NAME?
Security	-		#NAME?			#NAME?
Other	-		#NAME?			#NAME?
TOTAL NON-INSTRUCTIONAL	2.00	-	#NAME?	20,981	-	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	84.00	-	#NAME?	1,586,658	-	#NAME?
PAYROLL TAXES AND BENEFITS						
Payroll Taxes			#NAME?	141,506		#NAME?
Fringe / Employee Benefits			#NAME?	155,035		#NAME?
Retirement / Pension			#NAME?	162,439		#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		-	#NAME?	458,980	-	#NAME?
TOTAL PERSONNEL SERVICE COSTS	84.00	-	#NAME?	2,045,638	-	#NAME?
CONTRACTED SERVICES						
Accounting / Audit			#NAME?	63,872		#NAME?
Legal			#NAME?	1,326		#NAME?
Management Company Fee			#NAME?	399,652		#NAME?
Nurse Services			#NAME?			#NAME?
Food Service / School Lunch			#NAME?			#NAME?
Payroll Services			#NAME?	3,716		#NAME?
Special Ed Services			#NAME?			#NAME?
Titlement Services (i.e. Title I)			#NAME?			#NAME?
Other Purchased / Professional / Consulting			#NAME?	133,476		#NAME?
TOTAL CONTRACTED SERVICES		-	#NAME?	602,042	-	#NAME?

	ENCE				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	3,107,209	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	-	810	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
<b>SCHOOL OPERATIONS</b>					
Board Expenses		#NAME?			#NAME?
Classroom / Teaching Supplies & Materials		#NAME?	29,089		#NAME?
Special Ed Supplies & Materials		#NAME?			#NAME?
Textbooks / Workbooks		#NAME?	64,379		#NAME?
Supplies & Materials other		#NAME?			#NAME?
Equipment / Furniture		#NAME?	37,529		#NAME?
Telephone		#NAME?	8,391		#NAME?
Technology		#NAME?	6,498		#NAME?
Student Testing & Assessment		#NAME?	9,333		#NAME?
Field Trips		#NAME?	7,400		#NAME?
Transportation (student)		#NAME?			#NAME?
Student Services - other		#NAME?	42,983		#NAME?
Office Expense		#NAME?	13,904		#NAME?
Staff Development		#NAME?	12,942		#NAME?
Staff Recruitment		#NAME?			#NAME?
Student Recruitment / Marketing		#NAME?	530		#NAME?
School Meals / Lunch		#NAME?	11,551		#NAME?
Travel (Staff)		#NAME?	4,219		#NAME?
Fundraising		#NAME?			#NAME?
Other		#NAME?	43,581		#NAME?
TOTAL SCHOOL OPERATIONS	-	#NAME?	292,329	-	#NAME?
<b>FACILITY OPERATION &amp; MAINTENANCE</b>					
Insurance		#NAME?	17,337		#NAME?
Janitorial		#NAME?	8,867		#NAME?
Building and Land Rent / Lease / Facility Finance Interest		#NAME?			#NAME?
Repairs & Maintenance		#NAME?	46,782		#NAME?
Equipment / Furniture		#NAME?			#NAME?
Security		#NAME?	15,369		#NAME?
Utilities		#NAME?	78,844		#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	-	#NAME?	167,200	-	#NAME?
<b>DEPRECIATION &amp; AMORTIZATION</b>		#NAME?			#NAME?
<b>RESERVES / CONTINGENCY</b>		#NAME?			#NAME?
<b>TOTAL EXPENSES</b>	-	#NAME?	3,107,209	-	#NAME?
<b>NET INCOME</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

	ENCE				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	3,107,209	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	-	810	-	-
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	-	-	810	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: ( Weighted Avg )	-	-	-	-	-
TOTAL ENROLLMENT	-	-	810	-	-
REVENUE PER PUPIL					
	-	#NAME?	#NAME?	-	#NAME?
EXPENSES PER PUPIL					
	-	#NAME?	3,836	-	#NAME?

		BRONX CHARTER SCHOOL FUNDING Budget / Operating Plan 2016-17				
Total Revenue		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		10,630,960	#NAME?	#NAME?	(10,630,960)	#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	2016-17 Per Pupil Rate					
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
ALL OTHER School Districts: ( Weighted Avg )	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue		935,128	#NAME?	#NAME?	935,128	#NAME?
Grants						
Stimulus		-	#NAME?	#NAME?	-	#NAME?
DYCD (Department of Youth and Community Development)		-	#NAME?	#NAME?	-	#NAME?
Other		348,300	#NAME?	#NAME?	348,300	#NAME?
Other		-	#NAME?	#NAME?	-	#NAME?
TOTAL REVENUE FROM STATE SOURCES		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		46,475	#NAME?	#NAME?	46,475	#NAME?
Title I		237,076	#NAME?	#NAME?	237,076	#NAME?
Title Funding - Other		9,546	#NAME?	#NAME?	9,546	#NAME?
School Food Service (Free Lunch)		-	#NAME?	#NAME?	-	#NAME?
Grants						
Charter School Program (CSP) Planning & Implementation		-	#NAME?	#NAME?	-	#NAME?
Other		-	#NAME?	#NAME?	-	#NAME?
Other		-	#NAME?	#NAME?	-	#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES		293,097	#NAME?	#NAME?	293,097	#NAME?
LOCAL and OTHER REVENUE						
Contributions and Donations		200,000	#NAME?	#NAME?	200,000	#NAME?
Fundraising		-	#NAME?	#NAME?	-	#NAME?
Erate Reimbursement		16,297	#NAME?	#NAME?	16,297	#NAME?
Earnings on Investments		-	#NAME?	#NAME?	-	#NAME?
Interest Income		-	#NAME?	#NAME?	-	#NAME?
Food Service (Income from meals)		34,704	#NAME?	#NAME?	34,704	#NAME?
Text Book		64,379	#NAME?	#NAME?	64,379	#NAME?
OTHER		-	#NAME?	#NAME?	-	#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		315,380	#NAME?	#NAME?	315,380	#NAME?
TOTAL REVENUE		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

BRONX CHARTER SCHOOL F				
Budget / Operating Plan - 2016-17 -				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	10,630,960	#NAME?	#NAME?	(10,630,960)
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment				
Total Year			VARIANCE	
Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
<b>EXPENSES</b>				
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	Avg. No. of Positions			
Executive Management	-	-	#NAME?	#NAME?
Instructional Management	4.00	518,726	#NAME?	#NAME?
Deans, Directors & Coordinators	1.00	87,505	#NAME?	#NAME?
CFO / Director of Finance	-	-	#NAME?	#NAME?
Operation / Business Manager	-	-	#NAME?	#NAME?
Administrative Staff	4.00	183,532	#NAME?	#NAME?
TOTAL ADMINISTRATIVE STAFF	9.00	789,763	#NAME?	#NAME?
<b>INSTRUCTIONAL PERSONNEL COSTS</b>				
Teachers - Regular	34.00	2,245,957	#NAME?	#NAME?
Teachers - SPED	10.00	671,851	#NAME?	#NAME?
Substitute Teachers	-	-	#NAME?	#NAME?
Teaching Assistants	19.00	876,302	#NAME?	#NAME?
Specialty Teachers	8.00	591,248	#NAME?	#NAME?
Aides	-	-	#NAME?	#NAME?
Therapists & Counselors	2.00	175,426	#NAME?	#NAME?
Other	-	-	#NAME?	#NAME?
TOTAL INSTRUCTIONAL	73.00	4,560,785	#NAME?	#NAME?
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>				
Nurse	-	-	#NAME?	#NAME?
Librarian	-	-	#NAME?	#NAME?
Custodian	2.00	83,925	#NAME?	#NAME?
Security	-	-	#NAME?	#NAME?
Other	-	-	#NAME?	#NAME?
TOTAL NON-INSTRUCTIONAL	2.00	83,925	#NAME?	#NAME?
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	84.00	5,434,473	#NAME?	#NAME?
<b>PAYROLL TAXES AND BENEFITS</b>				
Payroll Taxes		471,686	#NAME?	#NAME?
Fringe / Employee Benefits		620,141	#NAME?	#NAME?
Retirement / Pension		162,439	#NAME?	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		1,254,267	#NAME?	#NAME?
<b>TOTAL PERSONNEL SERVICE COSTS</b>	84.00	6,688,740	#NAME?	#NAME?
<b>CONTRACTED SERVICES</b>				
Accounting / Audit		166,371	#NAME?	#NAME?
Legal		5,305	#NAME?	#NAME?
Management Company Fee		1,598,610	#NAME?	#NAME?
Nurse Services		-	#NAME?	#NAME?
Food Service / School Lunch		-	#NAME?	#NAME?
Payroll Services		14,863	#NAME?	#NAME?
Special Ed Services		-	#NAME?	#NAME?
Titlement Services (i.e. Title I)		-	#NAME?	#NAME?
Other Purchased / Professional / Consulting		533,905	#NAME?	#NAME?
TOTAL CONTRACTED SERVICES		2,319,054	#NAME?	#NAME?

BRONX CHARTER SCHOOL F					
Budget / Operating Plan					
2016-17					
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	10,630,960	#NAME?	#NAME?	(10,630,960)	#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	
<b>SCHOOL OPERATIONS</b>					
Board Expenses	-	#NAME?	#NAME?	-	#NAME?
Classroom / Teaching Supplies & Materials	145,443	#NAME?	#NAME?	(145,443)	#NAME?
Special Ed Supplies & Materials	-	#NAME?	#NAME?	-	#NAME?
Textbooks / Workbooks	64,379	#NAME?	#NAME?	(64,379)	#NAME?
Supplies & Materials other	-	#NAME?	#NAME?	-	#NAME?
Equipment / Furniture	162,469	#NAME?	#NAME?	(162,469)	#NAME?
Telephone	33,566	#NAME?	#NAME?	(33,566)	#NAME?
Technology	25,993	#NAME?	#NAME?	(25,993)	#NAME?
Student Testing & Assessment	35,000	#NAME?	#NAME?	(35,000)	#NAME?
Field Trips	21,143	#NAME?	#NAME?	(21,143)	#NAME?
Transportation (student)	-	#NAME?	#NAME?	-	#NAME?
Student Services - other	148,095	#NAME?	#NAME?	(148,095)	#NAME?
Office Expense	69,520	#NAME?	#NAME?	(69,520)	#NAME?
Staff Development	48,533	#NAME?	#NAME?	(48,533)	#NAME?
Staff Recruitment	-	#NAME?	#NAME?	-	#NAME?
Student Recruitment / Marketing	5,305	#NAME?	#NAME?	(5,305)	#NAME?
School Meals / Lunch	43,314	#NAME?	#NAME?	(43,314)	#NAME?
Travel (Staff)	14,891	#NAME?	#NAME?	(14,891)	#NAME?
Fundraising	-	#NAME?	#NAME?	-	#NAME?
Other	150,439	#NAME?	#NAME?	(150,439)	#NAME?
TOTAL SCHOOL OPERATIONS	968,088	#NAME?	#NAME?	(968,088)	#NAME?
<b>FACILITY OPERATION &amp; MAINTENANCE</b>					
Insurance	69,349	#NAME?	#NAME?	(69,349)	#NAME?
Janitorial	35,470	#NAME?	#NAME?	(35,470)	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	-	#NAME?	#NAME?	-	#NAME?
Repairs & Maintenance	193,115	#NAME?	#NAME?	(193,115)	#NAME?
Equipment / Furniture	-	#NAME?	#NAME?	-	#NAME?
Security	61,478	#NAME?	#NAME?	(61,478)	#NAME?
Utilities	295,667	#NAME?	#NAME?	(295,667)	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	655,078	#NAME?	#NAME?	(655,078)	#NAME?
<b>DEPRECIATION &amp; AMORTIZATION</b>					
	-	#NAME?	#NAME?	-	#NAME?
<b>RESERVES / CONTINGENCY</b>					
	-	#NAME?	#NAME?	-	#NAME?
<b>TOTAL EXPENSES</b>					
	10,630,960	#NAME?	#NAME?	(10,630,960)	#NAME?
<b>NET INCOME</b>					
	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

		BRONX CHARTER SCHOOL F				
		Budget / Operating Plan				
		2016-17				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Total Expenses	10,630,960	#NAME?	#NAME?	(10,630,960)	#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
ENROLLMENT - *School Districts Are Linked To Above Entries*						
Number of Districts:						
NYC CHANCELLOR'S OFFICE						
-						
-						
-						
-						
-						
-						
-						
-						
-						
-						
-						
ALL OTHER School Districts: ( Weighted Avg )						
TOTAL ENROLLMENT						
REVENUE PER PUPIL						
EXPENSES PER PUPIL						

		FOR EXCELLENCE
<b>Total Revenue</b> <b>Total Expenses</b> <b>Net Income</b> <b>Actual Student Enrollment</b>		DESCRIPTION OF ASSUMPTIONS
REVENUE		
REVENUES FROM STATE SOURCES		2016-17
Per Pupil Revenue		Per Pupil Rate
NYC CHANCELLOR'S OFFICE		#NAME?
-		#N/A
-		#N/A
-		#N/A
-		#N/A
-		#N/A
-		#N/A
-		#N/A
-		#N/A
-		#N/A
-		#N/A
-		#N/A
-		#N/A
-		#N/A
-		#N/A
ALL OTHER School Districts: ( Weighted Avg )		#N/A
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)		#NAME?
Special Education Revenue		
Grants		
Stimulus		
DYCD (Department of Youth and Community Development)		
Other		
Other		Per Pupil Supplemental
TOTAL REVENUE FROM STATE SOURCES		
REVENUE FROM FEDERAL FUNDING		
IDEA Special Needs		
Title I		
Title Funding - Other		Title II
School Food Service (Free Lunch)		
Grants		
Charter School Program (CSP) Planning & Implementation		
Other		
Other		
TOTAL REVENUE FROM FEDERAL SOURCES		
LOCAL and OTHER REVENUE		
Contributions and Donations		
Fundraising		
Erate Reimbursement		
Earnings on Investments		
Interest Income		
Food Service (Income from meals)		School Lunch Fees
Text Book		NYSTL
OTHER		
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		
TOTAL REVENUE		



		FOR EXCELLENCE
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	4.00	
Deans, Directors & Coordinators	1.00	
CFO / Director of Finance	-	
Operation / Business Manager	-	
Administrative Staff	4.00	
TOTAL ADMINISTRATIVE STAFF	9.00	
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	34.00	
Teachers - SPED	10.00	
Substitute Teachers	-	
Teaching Assistants	19.00	
Specialty Teachers	8.00	
Aides	-	
Therapists & Counselors	2.00	
Other	-	
TOTAL INSTRUCTIONAL	73.00	
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	
Librarian	-	
Custodian	2.00	
Security	-	
Other	-	
TOTAL NON-INSTRUCTIONAL	2.00	
SUBTOTAL PERSONNEL SERVICE COSTS	84.00	
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		FICA + SUI
Fringe / Employee Benefits		
Retirement / Pension		
TOTAL PAYROLL TAXES AND BENEFITS		
TOTAL PERSONNEL SERVICE COSTS	84.00	
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		

	FOR EXCELLENCE
<b>Total Revenue</b> <b>Total Expenses</b> <b>Net Income</b> <b>Actual Student Enrollment</b>	
	DESCRIPTION OF ASSUMPTIONS
<b>SCHOOL OPERATIONS</b> 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	
<b>FACILITY OPERATION &amp; MAINTENANCE</b> Insurance Janitorial Building and Land Rent / Lease / Facility Finance Interest Repairs & Maintenance Equipment / Furniture Security Utilities TOTAL FACILITY OPERATION & MAINTENANCE	
<b>DEPRECIATION &amp; AMORTIZATION -</b> <b>RESERVES / CONTINGENCY -</b>	
<b>TOTAL EXPENSES</b>	
<b>NET INCOME</b>	

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

**BRONX CHARTER SCHOOL FOR EXCELLENCE**  
**BALANCE SHEET**  
**2016-17**

	<u>Prior Year</u>	Q1	Q2	Q3	Q4
	<u>Err:508</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>
<b><u>ASSETS</u></b>					
<b><u>CURRENT ASSETS</u></b>					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
<b>TOTAL CURRENT ASSETS</b>	-	-	-	-	-
<b><u>PROPERTY, BUILDING AND EQUIPMENT, net</u></b>	-	-	-	-	-
<b><u>OTHER ASSETS</u></b>	-	-	-	-	-
<b>TOTAL ASSETS</b>	-	-	-	-	-
<b><u>LIABILITIES AND NET ASSETS</u></b>					
<b><u>CURRENT LIABILITIES</u></b>					
Accounts payable and accrued expenses	-	-	-	-	-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>TOTAL CURRENT LIABILITIES</b>	-	-	-	-	-
<b><u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u></b>	-	-	-	-	-
<b>TOTAL LIABILITIES</b>	-	-	-	-	-
<b><u>NET ASSETS</u></b>					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
<b>TOTAL NET ASSETS</b>	-	-	-	-	-
<b>TOTAL LIABILITIES AND NET ASSETS</b>	-	-	-	-	-

### Budget / Operating Plan

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

3rd (

Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
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### CY Per Pupil Rate

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

#NAME?

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

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

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

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

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

	#NAME?	-		#NAME?	-	
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	#NAME?	-		#NAME?	-	
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	#NAME?	-		#NAME?	-	
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	#NAME?	-		#NAME?	-	
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	#NAME?	-		#NAME?	-	
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	#NAME?	-		#NAME?	-	
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	#NAME?	-		#NAME?	-	
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-	#NAME?	-	-	#NAME?	-	-
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TOTAL REVENUE	-	#NAME?	-	-	#NAME?	-	-
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2016-17

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

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

**EXPENSES****ADMINISTRATIVE STAFF PERSONNEL COSTS**Quarter 0  
No. of Positions

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

**INSTRUCTIONAL PERSONNEL COSTS**

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

**NON-INSTRUCTIONAL PERSONNEL COSTS**

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

**SUBTOTAL PERSONNEL SERVICE COSTS**

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

2016-17

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

\*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

1st Quarter - 7/1 - 9/30

2nd Quarter - 10/1 - 12/31

3rd Quarter

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

BRONX CHARTER SCHOOL FOR E  
Budget / Operating Plan

2016-17							
Total Revenue	-	#NAME?	-	-	#NAME?	-	-
Total Expenses	-	#NAME?	-	-	#NAME?	-	-
Net Income	-	#NAME?	-	-	#NAME?	-	-
Actual Student Enrollment	-	#NAME?	-	-	#NAME?	-	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
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?	-	-
ALL OTHER School Districts: ( Count = 0 )	-	#NAME?	-	-	#NAME?	-	-
TOTAL ENROLLMENT	-	#NAME?	-	-	#NAME?	-	-
REVENUE PER PUPIL	-	#NAME?	-	-	#NAME?	-	-
EXPENSES PER PUPIL	-	#NAME?	-	-	#NAME?	-	-



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

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

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

XCELLENCE n					
Total Revenue	#NAME?	-	-	#NAME?	-
Total Expenses	#NAME?	-	-	#NAME?	-
Net Income	#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		Actual	
		Variance		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?	-
ALL OTHER School Districts: ( Count = 0 )	#NAME?	-	-	#NAME?	-
TOTAL ENROLLMENT	#NAME?	-	-	#NAME?	-
REVENUE PER PUPIL	#NAME?	-	-	#NAME?	-
EXPENSES PER PUPIL	#NAME?	-	-	#NAME?	-

				BRONX CHARTER SCHOOL FOR EXC			
				Budget / Operating Plan			
				2016-17			
Total Revenue	-	-	-	#NAME?	#NAME?	-	-
Total Expenses	-	-	-	#NAME?	#NAME?	-	-
Net Income	-	-	-	#NAME?	#NAME?	-	-
Actual Student Enrollment	-	-	-			-	-
				TOTALS AND VARIANCE ANALYSIS			
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Original Budget (Current Quarter)
				Actual	Current Budget	Current Budget - TY	Actual vs. Current Budget TY
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	CY Per Pupil Rate						
NYC CHANCELLOR'S OFFICE	#NAME?			-	-	-	-
-	#N/A			-	-	-	-
-	#N/A			-	-	-	-
-	#N/A			-	-	-	-
-	#N/A			-	-	-	-
-	#N/A			-	-	-	-
-	#N/A			-	-	-	-
-	#N/A			-	-	-	-
-	#N/A			-	-	-	-
-	#N/A			-	-	-	-
-	#N/A			-	-	-	-
-	#N/A			-	-	-	-
-	#N/A			-	-	-	-
-	#N/A			-	-	-	-
-	#N/A			-	-	-	-
-	#N/A			-	-	-	-
ALL OTHER School Districts: ( Count = 0 )	#N/A			-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?			-	-	-	-
Special Education Revenue				-	-	-	-
Grants							
Stimulus				-	-	-	-
DYCD (Department of Youth and Community Development)				-	-	-	-
Other				-	-	-	-
Other				-	-	-	-
TOTAL REVENUE FROM STATE SOURCES				-	-	-	-
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs				-	-	-	-
Title I				-	-	-	-
Title Funding - Other				-	-	-	-
School Food Service (Free Lunch)				-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation				-	-	-	-
Other				-	-	-	-
Other				-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES				-	-	-	-
LOCAL and OTHER REVENUE							
Contributions and Donations				-	-	-	-
Fundraising				-	-	-	-
Erate Reimbursement				-	-	-	-
Earnings on Investments				-	-	-	-
Interest Income				-	-	-	-
Food Service (Income from meals)				-	-	-	-
Text Book				-	-	-	-
OTHER				-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES				-	-	-	-
TOTAL REVENUE				-	-	-	-

				BRONX CHARTER SCHOOL FOR EXC				
				Budget / Operating Plan				
				2016-17				
Total Revenue	-	-	-	#NAME?	#NAME?	-	-	
Total Expenses	-	-	-	#NAME?	#NAME?	-	-	
Net Income	-	-	-	#NAME?	#NAME?	-	-	
Actual Student Enrollment	-	-	-			-	-	
				TOTALS AND VARIANCE ANALYSIS				
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY
				Actual	Current Budget	Original Budget (Current Quarter)	Actual vs. Original Budget	
EXPENSES	Quarter 0							
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions							
Executive Management	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Instructional Management	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Deans, Directors & Coordinators	#NAME?	-	-	-	#NAME?	#NAME?	-	-
CFO / Director of Finance	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Operation / Business Manager	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Administrative Staff	#NAME?	-	-	-	#NAME?	#NAME?	-	-
TOTAL ADMINISTRATIVE STAFF	#NAME?	-	-	-	#NAME?	#NAME?	-	-
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Teachers - SPED	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Substitute Teachers	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Teaching Assistants	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Specialty Teachers	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Aides	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Therapists & Counselors	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Other	#NAME?	-	-	-	#NAME?	#NAME?	-	-
TOTAL INSTRUCTIONAL	#NAME?	-	-	-	#NAME?	#NAME?	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Librarian	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Custodian	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Security	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Other	#NAME?	-	-	-	#NAME?	#NAME?	-	-
TOTAL NON-INSTRUCTIONAL	#NAME?	-	-	-	#NAME?	#NAME?	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	#NAME?	-	-	-	#NAME?	#NAME?	-	-
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		-	-	-	#NAME?	#NAME?	-	-
Fringe / Employee Benefits		-	-	-	#NAME?	#NAME?	-	-
Retirement / Pension		-	-	-	#NAME?	#NAME?	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	#NAME?	#NAME?	-	-
TOTAL PERSONNEL SERVICE COSTS	#NAME?	-	-	-	#NAME?	#NAME?	-	-
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	#NAME?	#NAME?	-	-
Legal		-	-	-	#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?	-	-
Titlement Services (i.e. Title I)		-	-	-	#NAME?	#NAME?	-	-
Other Purchased / Professional / Consulting		-	-	-	#NAME?	#NAME?	-	-
TOTAL CONTRACTED SERVICES		-	-	-	#NAME?	#NAME?	-	-

				BRONX CHARTER SCHOOL FOR EXC			
				Budget / Operating Plan			
				2016-17			
Total Revenue	-	-	-	#NAME?	#NAME?	-	-
Total Expenses	-	-	-	#NAME?	#NAME?	-	-
Net Income	-	-	-	#NAME?	#NAME?	-	-
Actual Student Enrollment	-	-	-			-	-
				TOTALS AND VARIANCE ANALYSIS			
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY
				Actual	Current Budget	Actual vs. Current Budget TY	Original Budget (Current Quarter)
				Actual	Current Budget	Actual vs. Current Budget	Original Budget
<b>SCHOOL OPERATIONS</b>							
Board Expenses	-	-	-	#NAME?	#NAME?	-	-
Classroom / Teaching Supplies & Materials	-	-	-	#NAME?	#NAME?	-	-
Special Ed Supplies & Materials	-	-	-	#NAME?	#NAME?	-	-
Textbooks / Workbooks	-	-	-	#NAME?	#NAME?	-	-
Supplies & Materials other	-	-	-	#NAME?	#NAME?	-	-
Equipment / Furniture	-	-	-	#NAME?	#NAME?	-	-
Telephone	-	-	-	#NAME?	#NAME?	-	-
Technology	-	-	-	#NAME?	#NAME?	-	-
Student Testing & Assessment	-	-	-	#NAME?	#NAME?	-	-
Field Trips	-	-	-	#NAME?	#NAME?	-	-
Transportation (student)	-	-	-	#NAME?	#NAME?	-	-
Student Services - other	-	-	-	#NAME?	#NAME?	-	-
Office Expense	-	-	-	#NAME?	#NAME?	-	-
Staff Development	-	-	-	#NAME?	#NAME?	-	-
Staff Recruitment	-	-	-	#NAME?	#NAME?	-	-
Student Recruitment / Marketing	-	-	-	#NAME?	#NAME?	-	-
School Meals / Lunch	-	-	-	#NAME?	#NAME?	-	-
Travel (Staff)	-	-	-	#NAME?	#NAME?	-	-
Fundraising	-	-	-	#NAME?	#NAME?	-	-
Other	-	-	-	#NAME?	#NAME?	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	#NAME?	#NAME?	-	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>							
Insurance	-	-	-	#NAME?	#NAME?	-	-
Janitorial	-	-	-	#NAME?	#NAME?	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	#NAME?	#NAME?	-	-
Repairs & Maintenance	-	-	-	#NAME?	#NAME?	-	-
Equipment / Furniture	-	-	-	#NAME?	#NAME?	-	-
Security	-	-	-	#NAME?	#NAME?	-	-
Utilities	-	-	-	#NAME?	#NAME?	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	#NAME?	#NAME?	-	-
<b>DEPRECIATION &amp; AMORTIZATION</b>				-	-	-	-
<b>RESERVES / CONTINGENCY</b>				-	-	-	-
TOTAL EXPENSES	-	-	-	#NAME?	#NAME?	-	-
NET INCOME	-	-	-	#NAME?	#NAME?	-	-

				BRONX CHARTER SCHOOL FOR EXC			
				Budget / Operating Plan			
				2016-17			
Total Revenue	-	-	-	#NAME?	#NAME?	-	-
Total Expenses	-	-	-	#NAME?	#NAME?	-	-
Net Income	-	-	-	#NAME?	#NAME?	-	-
Actual Student Enrollment	-	-	-			-	-
				TOTALS AND VARIANCE ANALYSIS			
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Original Budget (Current Quarter)
				Actual	Current Budget	Current Budget - TY	Actual vs. Original Budget
ENROLLMENT - *School Districts Are Linked To Above Entries*				* Enrollment Data Based on Last Actual Quarter Completed			
NYC CHANCELLOR'S OFFICE				-	-	-	-
-				-	-	-	-
-				-	-	-	-
-				-	-	-	-
-				-	-	-	-
-				-	-	-	-
-				-	-	-	-
-				-	-	-	-
-				-	-	-	-
-				-	-	-	-
-				-	-	-	-
-				-	-	-	-
-				-	-	-	-
-				-	-	-	-
ALL OTHER School Districts: ( Count = 0 )				-	-	-	-
TOTAL ENROLLMENT				-	-	-	-
REVENUE PER PUPIL				-	-	-	-
EXPENSES PER PUPIL				-	-	-	-



ELLECE

Total Revenue	#NAME?	#NAME?	-	-
Total Expenses	10,630,960	10,630,960	-	-
Net Income	#NAME?	#NAME?	-	-
Actual Student Enrollment			-	
		5		
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
<b>REVENUE</b>				
<b>REVENUES FROM STATE SOURCES</b>				
Per Pupil Revenue	CY Per Pupil Rate			
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	-	-
-	#N/A	#N/A	-	-
-	#N/A	#N/A	-	-
-	#N/A	#N/A	-	-
-	#N/A	#N/A	-	-
-	#N/A	#N/A	-	-
-	#N/A	#N/A	-	-
-	#N/A	#N/A	-	-
-	#N/A	#N/A	-	-
-	#N/A	#N/A	-	-
-	#N/A	#N/A	-	-
-	#N/A	#N/A	-	-
-	#N/A	#N/A	-	-
-	#N/A	#N/A	-	-
-	#N/A	#N/A	-	-
-	#N/A	#N/A	-	-
ALL OTHER School Districts: ( Count = 0 )	#N/A	#N/A	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	-	-
Special Education Revenue	935,128	(935,128)	-	-
Grants				
Stimulus	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-
Other	348,300	(348,300)	-	-
Other	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	#NAME?	#NAME?	-	-
<b>REVENUE FROM FEDERAL FUNDING</b>				
IDEA Special Needs	46,475	(46,475)	-	-
Title I	237,076	(237,076)	-	-
Title Funding - Other	9,546	(9,546)	-	-
School Food Service (Free Lunch)	-	-	-	-
Grants				
Charter School Program (CSP) Planning & Implementation	-	-	-	-
Other	-	-	-	-
Other	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	293,097	(293,097)	-	-
<b>LOCAL and OTHER REVENUE</b>				
Contributions and Donations	200,000	(200,000)	-	-
Fundraising	-	-	-	-
Erate Reimbursement	16,297	(16,297)	-	-
Earnings on Investments	-	-	-	-
Interest Income	-	-	-	-
Food Service (Income from meals)	34,704	(34,704)	-	-
Text Book	64,379	(64,379)	-	-
OTHER	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	315,380	(315,380)	-	-
<b>TOTAL REVENUE</b>	#NAME?	#NAME?	-	-

ELLEENCE				
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Total Revenue	#NAME?	#NAME?	-	-
Total Expenses	10,630,960	10,630,960	-	-
Net Income	#NAME?	#NAME?	-	-
Actual Student Enrollment			-	
		5		
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		Actual vs. Original Budget TY	P Y Actual (P Y TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
		Original Budget - TY		

<b>EXPENSES</b>		Quarter 0		
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>		No. of Positions		
Executive Management	#NAME?	-	-	-
Instructional Management	#NAME?	518,726	518,726	-
Deans, Directors & Coordinators	#NAME?	87,505	87,505	-
CFO / Director of Finance	#NAME?	-	-	-
Operation / Business Manager	#NAME?	-	-	-
Administrative Staff	#NAME?	183,532	183,532	-
TOTAL ADMINISTRATIVE STAFF	#NAME?	789,763	789,763	-
<b>INSTRUCTIONAL PERSONNEL COSTS</b>				
Teachers - Regular	#NAME?	2,245,957	2,245,957	-
Teachers - SPED	#NAME?	671,851	671,851	-
Substitute Teachers	#NAME?	-	-	-
Teaching Assistants	#NAME?	876,302	876,302	-
Specialty Teachers	#NAME?	591,248	591,248	-
Aides	#NAME?	-	-	-
Therapists & Counselors	#NAME?	175,426	175,426	-
Other	#NAME?	-	-	-
TOTAL INSTRUCTIONAL	#NAME?	4,560,785	4,560,785	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>				
Nurse	#NAME?	-	-	-
Librarian	#NAME?	-	-	-
Custodian	#NAME?	83,925	83,925	-
Security	#NAME?	-	-	-
Other	#NAME?	-	-	-
TOTAL NON-INSTRUCTIONAL	#NAME?	83,925	83,925	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>		#NAME?	5,434,473	5,434,473
<b>PAYROLL TAXES AND BENEFITS</b>				
Payroll Taxes		471,686	471,686	-
Fringe / Employee Benefits		620,141	620,141	-
Retirement / Pension		162,439	162,439	-
TOTAL PAYROLL TAXES AND BENEFITS		1,254,267	1,254,267	-
<b>TOTAL PERSONNEL SERVICE COSTS</b>		#NAME?	6,688,740	6,688,740
<b>CONTRACTED SERVICES</b>				
Accounting / Audit		166,371	166,371	-
Legal		5,305	5,305	-
Management Company Fee		1,598,610	1,598,610	-
Nurse Services		-	-	-
Food Service / School Lunch		-	-	-
Payroll Services		14,863	14,863	-
Special Ed Services		-	-	-
Titlement Services (i.e. Title I)		-	-	-
Other Purchased / Professional / Consulting		533,905	533,905	-
TOTAL CONTRACTED SERVICES		2,319,054	2,319,054	-

ELLECE

Total Revenue	#NAME?	#NAME?	-	-
Total Expenses	10,630,960	10,630,960	-	-
Net Income	#NAME?	#NAME?	-	-
Actual Student Enrollment			-	
5				
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				
	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
<b>SCHOOL OPERATIONS</b>				
Board Expenses	-	-	-	-
Classroom / Teaching Supplies & Materials	145,443	145,443	-	-
Special Ed Supplies & Materials	-	-	-	-
Textbooks / Workbooks	64,379	64,379	-	-
Supplies & Materials other	-	-	-	-
Equipment / Furniture	162,469	162,469	-	-
Telephone	33,566	33,566	-	-
Technology	25,993	25,993	-	-
Student Testing & Assessment	35,000	35,000	-	-
Field Trips	21,143	21,143	-	-
Transportation (student)	-	-	-	-
Student Services - other	148,095	148,095	-	-
Office Expense	69,520	69,520	-	-
Staff Development	48,533	48,533	-	-
Staff Recruitment	-	-	-	-
Student Recruitment / Marketing	5,305	5,305	-	-
School Meals / Lunch	43,314	43,314	-	-
Travel (Staff)	14,891	14,891	-	-
Fundraising	-	-	-	-
Other	150,439	150,439	-	-
TOTAL SCHOOL OPERATIONS	968,088	968,088	-	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>				
Insurance	69,349	69,349	-	-
Janitorial	35,470	35,470	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-
Repairs & Maintenance	193,115	193,115	-	-
Equipment / Furniture	-	-	-	-
Security	61,478	61,478	-	-
Utilities	295,667	295,667	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	655,078	655,078	-	-
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-	-	-
<b>RESERVES / CONTINGENCY</b>	-	-	-	-
<b>TOTAL EXPENSES</b>	10,630,960	10,630,960	-	-
<b>NET INCOME</b>	#NAME?	#NAME?	-	-

ELLENCE
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Total Revenue	#NAME?	#NAME?	-	-
Total Expenses	10,630,960	10,630,960	-	-
Net Income	#NAME?	#NAME?	-	-
Actual Student Enrollment			-	
		5		
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
		Original Budget - TY		

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



**Charter Schools Institute**  
The State University of New York

**Annual Report Requirement**  
*for SUNY Authorized Charter Schools*  
**BRONX CHARTER SCHOOL FOR EXCELLENCE**  
**2016-17**

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**

**DISCLOSURE OF FINANCIAL INTEREST  
BY A CHARTER SCHOOL TRUSTEE<sup>1</sup>**

FOR INSTITUTE USE ONLY

FILING FOR SCHOOL YEAR: \_\_\_\_\_

DATE RECEIVED: \_\_\_\_\_

1. Name of charter school: Bronx Charter School for Excellence
2. Trustee's name (print): Deirdre Flynn
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): Treasurer
4. Home address: \_\_\_\_\_
5. Business Address: \_\_\_\_\_
6. Daytime phone: \_\_\_\_\_
7. E-mail: \_\_\_\_\_
8. Is Trustee an employee of the school? \_\_\_\_ Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

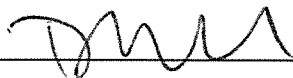
Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
Please write "None" if applicable. Do not leave this space blank.			
	<u>None</u>		

<sup>1</sup> Form Revised May 24, 2006

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

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank.				
		None		

Signature



Date

6/2/15

**DISCLOSURE OF FINANCIAL INTEREST  
BY A CHARTER SCHOOL TRUSTEE<sup>1</sup>**

**FOR INSTITUTE USE ONLY**

**FILING FOR SCHOOL YEAR:** \_\_\_\_\_

**DATE RECEIVED:** \_\_\_\_\_

1. Name of charter school: BRONX CHARTER SCHOOL FOR EXCELLENCE
2. Trustee's name (print): STACEY LAUREN
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): CHAIR
4. Home address: \_\_\_\_\_
5. Business Address: \_\_\_\_\_
6. Daytime phone: \_\_\_\_\_
7. E-mail: \_\_\_\_\_
8. Is Trustee an employee of the school? \_\_\_ Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
Please write "None" if applicable. Do not leave this space blank.			

<sup>1</sup> Form Revised May 24, 2006



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

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

Stacey Cauer  
Signature

6/2/2015  
Date

**DISCLOSURE OF FINANCIAL INTEREST  
BY A CHARTER SCHOOL TRUSTEE<sup>1</sup>**

FOR INSTITUTE USE ONLY

FILING FOR SCHOOL YEAR: \_\_\_\_\_

DATE RECEIVED: \_\_\_\_\_

1. Name of charter school: Bronx Charter School for Excellence

2. Trustee's name (print): Mardi Schecter

3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): Vice Chair

4. Home address: \_\_\_\_\_

5. Business Address: \_\_\_\_\_

6. Daytime phone: \_\_\_\_\_

7. E-mail: \_\_\_\_\_

8. Is Trustee an employee of the school? \_\_\_\_ Yes. ☒ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

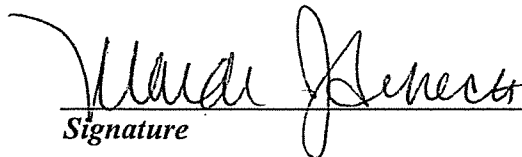
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
Please write "None" if applicable. Do not leave this space blank.			

<sup>1</sup> Form Revised May 24, 2006

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

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
Yankins & Schechter LLP <i>Please write "None" if applicable.</i>	law firm- legal services	Pro bono	Mardi Schechter <i>Do not leave this space blank.</i>	Pro bono-

  
Signature

6/13/15  
Date

**DISCLOSURE OF FINANCIAL INTEREST  
BY A CHARTER SCHOOL TRUSTEE<sup>1</sup>**

**FOR INSTITUTE USE ONLY**

**FILING FOR SCHOOL YEAR:** \_\_\_\_\_

**DATE RECEIVED:** \_\_\_\_\_

1. Name of charter school: Bronx Charter School for Excellence
2. Trustee's name (print): Joyce Frost
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): V.P.
4. Home address: \_\_\_\_\_
5. Business Address: \_\_\_\_\_
6. Daytime phone: \_\_\_\_\_
7. E-mail: \_\_\_\_\_
8. Is Trustee an employee of the school? \_\_\_\_ Yes. ☒ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
Please write "None" if applicable. Do not leave this space blank.			

<sup>1</sup> Form Revised May 24, 2006

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

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank.				

Jaye Frank  
Signature

6/2/15  
Date



# Entry 9 BOT Table

Last updated: 08/01/2016

## Page 1

### 1. Current Board Member Information

	Trustee Name	Email Address	Position on the Board	Committee Affiliations	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role at School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Stacey Lauren		Chair/Board President	Finance, Education and Accountability, Executive	Yes		1 served of 2 year term, expires 6/2/17
2	Mardi Schechter		Vice Chair/Vice President	Executive	Yes	Legal Background	1 served of 2 year term, expires 6/2/17
3	Deirdre Flynn		Treasurer	Finance, Executive	Yes		1 served of 2 year term, expires 6/2/17
4	Joyce Frost		Vice Chair/Vice President	Finance, Executive	Yes		1 served of 2 year term, expires 6/2/17
5	Tanya Osborne		Parent Representative		No		N/A
6							

7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							

## 2. Total Number of Members on June 30, 2015

5

## 3. Total Number of Members Joining the Board 2015-16 School Year

2

## 4. Total Number of Members Departing the Board during the 2015-16 School Year

0

## 5. Number of Voting Members 2015-16, as set by the by-laws, resolution or minutes

4

## 6. Number of Board Meetings Conducted in the 2015-16 School Year

5

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**7. Number of Board Meetings Scheduled for the 2016-17 School Year**

5

**Thank you.**



## **Bronx Charter School for Excellence 2015-2016 Enrollment and Retention Efforts**

The mission of the Bronx Charter School for Excellence is to prepare young people to compete for admission to and succeed in top public, private and parochial high schools by cultivating their intellectual, artistic, social, emotional and ethical development. The school accomplishes this by constantly striving to create a supportive and caring environment that at all times has high expectations of its students and offers a challenging and rigorous academic curriculum.

As part of our admission/lottery process every year, we advertise in City News, Bronx Times and Parkchester News. During this time, bilingual staff members from BCSE visit various early childhood education centers to distribute applications and share knowledge about what the school has to offer for students who are English Language Learners (ELL). In addition to the above, our applications are translated in both Spanish and Bengali to reach out to those families who may not completely read, write or speak English. We also plan on translating our applications in other languages as the need arises.

One major concern for parents who are interested in applying for their child, who has a disability, is whether or not we can accommodate their child at BCSE. BCSE mainstreams students with special needs. Additionally, BCSE serves students who have special learning needs and provides services including: Integrated Co-Teaching (ICT), Special Education Teacher Support Services (SETSS), Counseling, Speech, Occupational Therapy and Physical Therapy. There has been small fluctuation in the percentages of ELL and SPED enrollment. SPED has increased over the past three years, while ELL tends to fluctuate year to year. Please see our comparison of the last three academic years below.

	2015-2016 School Year	2014-2015 School Year	2013-2014 School Year	2012-2013 School Year
English Language Learners	8%	6%	7%	8%
Special Education	10%	10.7%	11.8%	11.4%

Initially, once we have enrolled students into BCSE, we find that about 10-15% of the kindergarten population have to be tested through the NYSELAT to determine their level of English proficiency. Through immersion and high quality assistance from the teachers, students are tested out by the time they are in first or second grade.

Our district preference helps us maintain the same families because they live in or around the area. Meanwhile, our sibling preference helps us retain the same families because they do not have to worry about having to find another school to enroll their child in. It is automatic enrollment for existing families. Below, you will see our retention rate for the 2015-2016 school year compared to previous school years.

### **2015-16 Student Retention Rate**

2014-15 Enrollment	Number of Students Who Graduated in 2014-15	Number of Students Who Returned in 2015-16	Retention Rate 2015-16 Re-enrollment ÷ (2014-15 Enrollment – Graduates)
644	55	562	96%

Additional Evidence:

Year	Retention Rate
2010-11	95%
2011-12	94%
2012-13	97%
2013-14	97%
2014-15	98%
2015-16	96%

We are going to request an amendment to our charter that will add a preference for low income families and families who receive government assistance. This will allow us to reach out to those families who qualify for free and reduced priced lunch.



# Entry 12 Teacher and Administrator Attrition

Last updated: 08/01/2016

Report changes in teacher and administrator staffing.

## Page 1

### Instructions for completing the Teacher and Administrator Attrition Tables

The following tables reflect formatting in the online portal required for Regents authorized charter schools. Schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2015; the FTE for added staff from July 1, 2015 through June 30, 2016; and the FTE for any departed staff from July 1, 2015 through June 30, 2016 using the two tables provided.

#### 2015-16 Teacher Attrition Table

	FTE Teachers on June 30, 2015	FTE Teachers Departed 7/1/15 - 6/30/16	FTE Teachers Filling Vacant Positions 7/1/15 - 6/30/16	FTE Teachers Added in New Positions 7/1/15-6/30/16	FTE of Teachers on June 30, 2016
	55	17	19	0	56

#### 2015-16 Administrator Position Attrition Table

	FTE Administrative Positions on June 30, 2015	FTE Administrators Departed 7/1/15 - 6/30/16	FTE Administrators Filling Vacant Positions 7/1/15 - 6/30/16	FTE Administrators Added in New Positions 7/1/15-6/30/16	FTE Administrative Positions on June 30, 2016
	6	1	0	0	5

Thank you

# BRONX CHARTER SCHOOL FOR EXCELLENCE | 2016-2017 CALENDAR

22 – Teacher's Return

AUGUST 2016						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY 2017						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

20 Presidents' Day  
21-24 – Mid-Winter Recess

15 Days of School

5 Labor Day - Closed  
6 – FIRST DAY OF SCHOOL  
12 – Eid Al-Adha – Closed

SEPTEMBER 2016						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

18 Days of school

MARCH 2017						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

23 Days of School

3-4 – Rosh Hashanah - Closed  
10 Columbus Day  
31 Halloween

OCTOBER 2016						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

18 Days of School

APRIL 2017						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

10-18 – Spring Recess  
14 Good Friday

13 Days of School

8 – Election Day - Closed  
11 Veterans Day  
24 Thanksgiving Day

NOVEMBER 2016						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

18 Days of School

MAY 2017						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

29 Memorial Day

22 Days of School

25-30 Christmas Recess

DECEMBER 2016						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

17 Days of School

JUNE 2017						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

12 – Clerical Day – Closed  
23 – Last day of school

16 Days of School

2 – No School  
16 M.L. King Day

JANUARY 2017						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

20 Days of School

180 Total School Days