

**Brownsville Collegiate Charter
School**

**2023-24 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Matt Scheiblin, Manager, Data Reporting and Analysis prepared this 2023-24 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Linton Mann III	Chair	Executive, Academic
Brett Peiser	Other	N/A
Chrystal Stokes Williams	Trustee/Member	Advocacy, Audit
Ekwutozia U. Nwabuzor	Vice Chair	Executive, Academic
John Greenstein	Secretary	Finance, Advocacy
John Kim	Trustee/Member	Finance
Joseph F. Wayland	Treasurer	Executive, Finance
Shakima Jones	Parent Rep	Academic, Advocacy, Finance
Eric Woolway	Trustee/Member	Academic
Jabali Sawiki	Trustee/Member	Academic
Ann Mathews	Trustee/Member	Academic
Crystal McQueen-Taylor	Parent	Academic, Advocacy

Mallorie Bocachica has served as the Principal of the school since 2023.

Hannah Herbert has served as Director of Operations of the school since 2023.

SCHOOL OVERVIEW

Brownsville Collegiate Charter School is a rigorous, college prep public school whose mission is to prepare all students to enter and succeed in college through effort, achievement, and the content of their character. In pursuit of its mission, the school successfully completed its 15th year of operation in June 2024. Brownsville Collegiate Charter School is also commonly known as Uncommon Williamsburg Elementary School.

Brownsville Collegiate Charter School design includes seven core components.

Focus on Literacy. Many of our students begin their school career reading substantially below grade level. If a school does not address this dramatic and central issue immediately, students will be at a huge disadvantage in all subjects in high school and college. The ultimate academic success of Brownsville Collegiate Charter School students, therefore, is tied to mastering this fundamental skill. In 2023-24, Brownsville Collegiate Charter School provided explicit instruction in literacy skills and inculcated the reading habit respective to grade span.

Grades K-4

- Scholars have nearly three hours of daily reading instruction, which includes a systematic decoding program (Reading Mastery), a teacher-designed reading comprehension curriculum, the use of the STEP Assessment, and daily read alouds.
- All classrooms are staffed with two teachers to ensure that the student-to-teacher ratio never exceeds 15:1.
- Students are expected to read for at least 15-20 minutes at home each night in Kindergarten and 1st grade, and for at least 30 minutes each night starting in 2nd grade.
- Students write in every class and use the Writer's Workshop method to cultivate creativity and voice.

Grades 5-8

- Scholars have two and a half hours of daily reading instruction.
- Scholars are required to read reading level-appropriate books during the summer.
- There is required, graded, written work in every class.
- Scholars are required to carry an independent reading book, checked out from our library, to make better use of transition time in the hallways and other periods of downtime throughout the school day.
- STAR tested every student 3 times during the year to monitor progress and ensure that students were being challenged by independent reading books on their reading level

In the elementary and middle academies alike, K-8 families and scholars are expected to read together for 20 minutes each night as well.

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Target Curriculum Focused on Basic Skills. Brownsville Collegiate Charter School does not use an off-the-shelf curriculum. Rather, Brownsville Collegiate Charter School uses curriculum developed by our Curriculum Assessment Team (CAT) and Lead Lesson Planners (LLP). Our CAT and LLP develop curriculum directly from the New York State Learning Standards that ensures students master a core set of basic academic skills before they can master higher-level, abstract material.

Our Curriculum Assessment Team (CAT) and Lead Lesson Planners (LLP) pay particularly close attention to the topics, sequence, and performance standards outlined in the New York State standards. This ensures that students are mastering the same material as their peers throughout New York State.

At the same time, both teams adapt the subject topics and performance standards according to their professional expertise and from data-driven feedback from our teachers. CAT and our LLP create a comprehensive curriculum for their subject, saved on our network's shared drive, with a year-long scope and sequence, individual unit plans, daily lesson plans, and assessment materials. Brownsville Collegiate Charter School teachers will then save their lessons to our school's shared drive with any edits they have adapted for their classroom. Not only does this provide the school with a record of individual course instruction but this also serves as a valuable curricular planning resource for returning and future teachers.

Assess Early and Often to Drive the Instructional Program. The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of continuous reflection and improvement. Prior to the scheduled New York State Social Studies, Mathematics, English Language Arts, and Science exams, Brownsville Collegiate Charter School administered two internally aligned Interim Assessments (2 in ELA for grades 3 and 4 and 3 in ELA for grades 5-8, as well as 3 in Math for all grades). These tests assessed ongoing student mastery of Math, Reading/Writing, Science and History skills and standards throughout the year and provided immediate data on individual student and class growth. These assessments were also administered during the COVID-19 closure, virtually. Brownsville Collegiate Charter School teachers, with the support of the Principal, used this data to identify standards mastered and standards in need of re-teaching so that lesson plans could be continuously adjusted. Brownsville Collegiate Charter School also utilized the information to target content and skills-driven tutoring and small-group instruction.

Our CAT team also began the use of weekly data collection through small assessments in both ELA and math. The data from these assessments was used by CAT and our LLPs to address gaps in content or skill that they could see trend across our schools.

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Make More Time. In order to provide students with a comprehensive, college preparatory education, Brownsville Collegiate Charter School has an extended school day and school year. For most students, the regular school day began at 7:15 A.M. and ended at 4:00 P.M. Brownsville Collegiate Charter School provides its students with every possible opportunity to learn.

Brownsville Collegiate Charter School students extend their learning beyond the school day completing, on average, one-and-a-half to two hours of homework every night. Each student, beginning in kindergarten, takes home at least 20 minutes of homework, every evening – including weekends and holidays. Parents/guardians review and sign each evening’s assignment upon completion. Families and scholars are expected to read together for 20 minutes each night as well.

Emphasis on College. For too many at-risk students, college only exists in the abstract. For Brownsville Collegiate Charter School students, freshman year of college will be a natural extension of their educational experience at Brownsville Collegiate Charter School.

Brownsville Collegiate Charter School students began talking about college on the first day of school as their advisories are named after the alma maters of their teachers. Through informal conversations in advisory and in classes, students learned about the college application process, financial aid, dorm-life, selecting a major, and other important aspects of college survival.

Provide Structure and Order. Students need a safe and orderly environment to be productive. In 2023-24, Brownsville Collegiate Charter School created a calm, composed, and disciplined environment to maximize the amount of time on-task.

Insist on Family Involvement. Brownsville Collegiate Charter School’s educational program is structured so that families must be involved in their child’s academic pursuits. In 2023-24, Brownsville Collegiate Charter School families:

- met with teachers and staff on multiple occasions to formally and informally discuss their child’s academic and behavioral performance;
- maintained an open line of communication with their child’s teachers through in-person meetings, weekly dashboards, semi-monthly progress reports, advisory calls and e-mails;
- were asked to offer input on the school on mid-year and year-end surveys, grading the school;
- were invited to multiple virtual social events with scholars, teachers and families focused on strengthening the involvement of parents in the school community

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2021-22	N/A	N/A	N/A	N/A	N/A	16	24	49	58	N/A	N/A	N/A	N/A	147
2022-23	N/A	N/A	N/A	N/A	N/A	N/A	23	21	49	N/A	N/A	N/A	N/A	92
2023-24	27	11	11	16	15	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	80

GOAL 1: ENGLISH LANGUAGE ARTS

All students will become proficient in reading and writing of the English language.

BACKGROUND

Brownsville Collegiate Charter School’s curriculum is developed with the goal of maximizing student academic achievement through intentional standards-driven teaching and the systematic use of objective performance data to continually inform decision making. To this end, Brownsville Collegiate Charter School created a scope and sequence for reading and writing and divided the year into units, each culminating in a formal assessment. The school continues to refine its scopes, sequences, and assessments in alignment with Common Core Learning Standards each school year based on student assessment data.

Brownsville Collegiate Charter School’s ELA program emphasizes both strong reading and strong writing. In reading, the program emphasizes four key aspects of literacy: decoding, fluency, vocabulary, and comprehension. In the elementary school grades (K-4) there are three 50-minute long literacy blocks each day and students are broken up into groups based on STEP (Strategic Teaching and Evaluation of Progress) levels. In the literacy blocks, students focus on reading mastery, guided reading, and reading comprehension. Students spend 45 minutes writing daily, in addition to the three literacy blocks.

In the middle grades (5-8) rather than separating reading and writing, students have a 2-hour English class. This aligns more closely to the Common Core Learning Standards, whereby students’ written work must be based on a text they have read.

Every year the school provides teachers with an intensive training program whereby we instruct teaching, student behavior management techniques, and strategies to employ in the classrooms and throughout the school. We achieve and maintain complete consistency in messaging, expectations, and responses to student behavior and academic standards throughout the school. Additionally, all staff meet one day each week to review the past week’s progress and to finalize preparations for the coming week. Teachers are regularly observed teaching by the school leadership and receive constant feedback for improvement.

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ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2023-24 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	13	0	6	0	0	0	0	19
4	11	0	3	0	0	0	0	14
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All	24	0	9	0	0	0	0	33

Performance on 2023-24 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year¹

The school transitioned from serving middle school grades to elementary school grades for the 23-24 school year. As such, all students enrolled in 23-24 were in their first year of enrollment at the school.

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

ELA Measure 2 - Absolute

¹ Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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Each year, the school’s aggregate Performance Index (“PI”) on the State English language arts exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2023-24 English language arts MIP for all students of **113**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.²

English Language Arts 2023-24 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
24	4	25	38	33

$$\begin{array}{rclclclcl}
 \text{PI} & = & 25 & + & 38 & + & 33 & = & 96 \\
 & & & & 38 & + & 33 & = & 71 \\
 & & & & & + & (.5)*33 & = & 16.5 \\
 & & & & & & \text{PI} & = & \mathbf{183.5}
 \end{array}$$

RESULTS AND EVALUATION

ELA Measure 3 - 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 all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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.³

² You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

³ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

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2023-24 State English Language Arts Exam Charter School and District Performance by Grade Level

The school transitioned from serving middle school grades to elementary school grades for the 23-24 school year. As such, all students enrolled in 23-24 were in their first year of enrollment at the school.

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A

ELA Measure 4 - 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

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 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 target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.⁴

⁴ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	90.9	435.0	439.2	-0.49
7	92.0	439.0	442.5	-0.40
8	71.4	440.0	449.4	-0.96
All	81.3	438.5	445.2	-0.71

ELA Measure 5 - 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 target of 50.

METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.⁵

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 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 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 target for this measure, it must have a mean growth percentile greater than 50.

2022-23 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	N/A	50.0
5	N/A	50.0
6	40.6	50.0
7	43.8	50.0
8	48.9	50.0
All	45.8	50.0

⁵ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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ELA INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: **Internally developed**

Based on data from the Interim Assessments administered in 2023-2024, we are making progress towards our goals. We will continue to work towards a higher percentage of students meeting this metric for School Year 2024-2025. Students in Grades 3-4 took 2 interim assessments and students in grades 5-8 took 3 interim assessment during the 2023-2024 school year. All students, regardless if they were attending in-person hybrid or remote learning took these assessments. Those students who were remote only learning for the 2020-2021 school year, were administered these assessments remotely. The chart below represents the percentage of students who are advanced or proficient on their interim assessments. These numbers are consistent with those assessments that were completed during the 19-20 school year, where they attended more in-person learning.

		3	4	5	6	7	8
ELA	Assessment #1	29%	34%	N/A	N/A	N/A	N/A
ELA	Assessment #2	63%	61%	N/A	N/A	N/A	N/A
ELA	Assessment #3	N/A	N/A	N/A	N/A	N/A	N/A

SUMMARY OF THE ELA GOAL

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.	N/A
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	N/A
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	No

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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 target of 50.	No
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EVALUATION OF ELA GOAL

Elementary School students at Brownsville Collegiate Charter School met the eligible ELA goals for school year 2023-2024. Performance in the 2022-2023 goals from the Accountability Summary report was not met.

Given the internal assessments provided to students, Brownsville Collegiate Charter School did meet the ELA goal for the 2023-2024 school year based on the interim assessments that were administered. While there is continued work to do to close the remote learning gap, we are confident in being able to execute our action plan below for the 2024-25 school year.

ADDITIONAL CONTEXT AND EVIDENCE

ELA ACTION PLAN

Brownsville Collegiate Charter School is continuing to improve ELA performance for its students. Our action steps relate to Remediation and Observation & Feedback.

Remediation: We will continue to have a tutoring block in the students’ schedule. Daily, teachers will pull out a small group of their students for tutoring, using data from previous year’s NYS ELA exam (as available), internal interim assessments, and daily classroom assessments (called “Exit Tickets”).

Observation & Feedback: ELA teachers will continue to receive increased feedback around their action plans and student performance throughout the year. The leadership team has intentionally planned out observations and feedback sessions so master teachers can effectively and consistently give more feedback on new teachers’ teaching methods and strategies.

GOAL 2: MATHEMATICS

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

BACKGROUND

We believe our students should be able to compute numbers quickly and accurately, apply appropriate math procedures in single- and multi-step problems, and speak and write fluently and clearly about math problem solving and procedures, using accurate mathematical vocabulary. For this reason, our students take at least 90 minutes of math per day, during which students review concepts for procedural fluency, explore conceptual understanding of old and new content through guided instruction and partner work, and engage in rigorous problem solving requiring the application of skills and the extension of learned content. Basically, we double the time dedicated to math instruction each day to ensure that students can compute and problem solve.

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ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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 Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2023-24 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	13	0	6	0	0	0	0	0	19
4	10	0	4	0	0	0	0	0	14
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All	23	0	10	0	0	0	0	0	33

Performance on 2023-24 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

The school transitioned from serving middle school grades to elementary school grades for the 23-24 school year. As such, all students enrolled in 23-24 were in their first year of enrollment at the school.

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

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Math Measure 2 - Absolute

Each year, the school’s aggregate Performance Index (“PI”) on the state mathematics exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2023-24 mathematics MIP for all students of **115.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
23	0	0	9	91

$$\begin{array}{rclclclcl}
 \text{PI} & = & 0 & + & 9 & + & 91 & = & 100 \\
 & & & & 9 & + & 91 & = & 100 \\
 & & & & & + & (.5)*91 & = & 45.5 \\
 & & & & & & \text{PI} & = & \mathbf{245.5}
 \end{array}$$

RESULTS AND EVALUATION

Math Measure 3 - 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 all students in the same tested grades in the school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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.

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2023-24 State Mathematics Exam Charter School and District Performance by Grade Level

The school transitioned from serving middle school grades to elementary school grades for the 23-24 school year. As such, all students enrolled in 23-24 were in their first year of enrollment at the school.

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A

Math Measure 4 - 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 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 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 target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.⁶

⁶ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

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2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	90.9	443.0	440.8	0.17
7	92.0	447.0	443.3	0.31
8	71.4	436.0	441.9	-0.42
All	81.4	440.5	442.0	-0.09

Math Measure 5 - 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 target of 50.

METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.⁷

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 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 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 meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	N/A	50.0
5	N/A	50.0
6	62.6	50.0
7	58.9	50.0
8	53.7	50.0
All	57.2	50.0

⁷ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

MATHEMATICS INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: **Internally developed**

Brownsville Collegiate Charter School typically uses data from the following assessments to ensure student proficiency in Mathematics:

- Criterion-referenced New York State exams in Mathematics
- Internally developed Interim Assessments in Mathematics
- Internally developed Final Examination in Mathematics

During the 20-21 academic year Brownsville Collegiate Charter School was only able to use Internally developed Interim Assessments in Mathematics due to the COVID pandemic and shift to remote learning in mid-March of 2020, and shifted to optional hybrid learning in 20-21. Brownsville Collegiate Charter School administered 2 internally developed and aligned Interim Assessments to both Elementary School students and Middle School students. These assessments were created to reflect the school's scope and sequence in Math, and to mirror the style and scope of the New York State Math exams. The assessments focused primarily on the most recently covered standards, with a smaller focus on cumulative skills and standards covered in previous units.

After the tests were administered, teachers graded each exam and entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes whether the students were in-person during hybrid learning or entirely remote.

During remote learning that continued through the beginning of January 2021, Brownsville Collegiate Charter School continued to have consistent Math instruction where scholars in Grades K-8 completed asynchronous learning by watching a video pre-recorded by one of our veteran Math teachers and completing a written task generating a work product at least 2 days per week. Teachers provided weekly feedback on submitted written assignments. Scholars also were able to attend optional live remote instruction. Live remote instruction was data driven based on trends from the previous week's lesson. Teachers determined the objective and tailored the lesson based on trends from the written assignments submitted.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

		3	4	5	6	7	8
MATH	Assessment #1	48%	57%	N/A	N/A	N/A	N/A
MATH	Assessment #2	87%	83%	N/A	N/A	N/A	N/A
MATH	Assessment #3	91%	85%	N/A	N/A	N/A	N/A

SUMMARY OF THE MATHEMATICS GOAL

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.	N/A
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
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 school district of comparison.	N/A
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	No
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 target of 50.	Yes

EVALUATION OF THE MATHEMATICS GOAL

Elementary School students at Brownsville Collegiate Charter School met the eligible Math goals for school year 2023-2024. Performance in the 2022-2023 goals from the Accountability Summary report was met for 1 of the 2 goals.

Given the internal assessments provided to students, Brownsville Collegiate Charter School did meet the ELA goal for the 2023-2024 school year based on the interim assessments that were administered. While there is continued work to do to close the remote learning gap, we are confident in being able to execute our action plan below for the 2024-25 school year.

ADDITIONAL CONTEXT AND EVIDENCE

MATHEMATICS ACTION PLAN

Over the course of the past school year, Uncommon Schools has made continuous changes to its program in order to ensure that the curriculum, schedule, and instruction best support student learning in math, while accommodating and shifting to Remote Learning. Changes include: revising math lessons so that student activities more closely align to the objective; revising scope and sequences to ensure that math meetings in grades K-3 and fact practices in grades 5-7 are focused solely on reviewing difficult-to-master material throughout the school year; revising quarterly Interim Assessments to ensure that each NYS Learning Standard is taught, assessed and ultimately mastered; and, finally, prioritizing differentiated teacher development.

As mentioned before, we continue to strive for our students to get individualized feedback in both Math and ELA. We know with real-time feedback and continued independent practice, students will be able to refine their skills in both Math and ELA. As a network, we plan to continue to implement a small group instruction into the day in the 2024-25 school year. In small group instruction, students and staff emphasize the importance of preparation and practice with alternating blocks of ELA & Math Monday – Thursday, giving real-time feedback to students on their work throughout the block. Our Curriculum Assessment Team collect this data and work with our principals and Assistant Superintendents to implement data-driven worksheets based on where our students needed the most practice.

We will continue to make these changes, revising scope and sequences as well as provide real-time feedback in-person as we continue in-person learning during the 2024-25 school year. We feel that our students will continue to benefit from in-person learning and resuming the small group instruction for our students.

GOAL 3: SCIENCE

Students will demonstrate proficiency in the understanding and application of scientific principles.

BACKGROUND

The science curriculum at Brownsville Collegiate Charter School has been designed to provide a solid foundation for students in the essential understandings of elementary and middle science as outlined in the New York State standards.

Brownsville Collegiate Charter School continues to partner with Uncommon Schools to procure externally-developed, Common Core-aligned curriculum and assessments, which are based on the successful outcomes of the highest performing schools in the network.

Science instruction consistently reinforced both math and reading skills, and our science teachers frequently worked closely with both our Math and English Language Arts teachers to ensure that common approaches and language were used to reinforce cross-curricular content. For example, during

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

the Scientific Method and Measurement unit, students worked with units of measurement, tools of measurement, and conversions between units of measure, reinforcing important math skills.

In terms of supporting literacy, professional development time is dedicated to determining how to best expose students to nonfiction texts during science class each week and how to encourage them to access and use scientific texts for their own learning and study. This exposure to nonfiction provided an important opportunity for students to practice and continue to develop their reading comprehension and vocabulary skills.

Brownsville Collegiate Charter School students continue to incorporate Science instruction into Reading and Math instruction which consists of students watching a video and completing a task 2 days a week and completing passage practice or problem-solving tasks 3 days a week. Teachers assigned Science based books through the EPIC! Website that aligned to the Science materials that were presented in the videos and packets.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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 science examination.

The school administered the New York State Testing Program science assessment to students in 5th and 8th grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2023-24 State Science Exam By Students Enrolled in At Least Their Second Year

The school transitioned from serving middle school grades to elementary school grades for the 23-24 school year. As such, all students enrolled in 23-24 were in grades K-4 at the school.

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	N/A	N/A	N/A
8	N/A	N/A	N/A
All	N/A	N/A	N/A

Science Measure 2 - Comparative

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 school district of comparison.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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 school district of comparison.

2023-24 State Science Exam Charter School and District Performance by Grade Level

The school transitioned from serving middle school grades to elementary school grades for the 23-24 school year. As such, all students enrolled in 23-24 were in grades K-4 at the school.

Grade	Charter School Students in at Least 2 nd Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

SUMMARY OF THE ELEMENTARY/MIDDLE 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.	N/A
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 school district of comparison.	N/A

EVALUATION OF THE SCIENCE GOAL

The school transitioned from serving middle school grades to elementary school grades for the 23-24 school year. As such, all students enrolled in 23-24 were in grades K-4 at the school and did not participate in any Science tests.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL CONTEXT AND EVIDENCE

Performance on a Regents Science Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22	N/A	N/A	N/A	N/A
8	2022-23	N/A	N/A	N/A	N/A
8	2023-24	N/A	N/A	N/A	N/A

ACTION PLAN

In 2024-25, Brownsville Collegiate Charter School will continue to employ our internally created science programs and extensive hands-on experiments to move students towards competency in the understanding and application of Science.

Brownsville Collegiate Charter School remains strongly committed to ensuring that our scholars develop the core knowledge that will allow them to become critical thinkers in all areas and will support their development in reading comprehension. We are equally committed to meeting our Accountability Plan goals in Science.

GOAL 4: ESSA

ESSA Measure 1

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2021-22	Good Standing
2022-23	Good Standing
2023-24	Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

Brownsville Collegiate Charter School received a “Good Standing” status under ESSA. The school has diligently worked to meet each ESSA requirement and comply with all stated guidelines for testing and we will maintain this going forward.

Application: Brownsville Collegiate Charter School

Matt Scheiblin - matthew.scheiblin@uncommonschoools.org
2023-2024 Annual Report

Summary

ID: 0000000164

Status: Annual Report Submission

Entry 1 – School Information and Cover Page

Completed - Jul 31 2024

Instructions

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within the Annual Report Portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 – School Information and Cover Page

(New schools that were not open for instruction for the 2023-2024 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer (**as of June 30, 2024**) or you may not be assigned the correct tasks.

BASIC INFORMATION

a. LEGAL SCHOOL NAME (as chartered)

(Select name from the drop down menu)

BROWNSVILLE COLLEGIATE CHARTER SCHOOL 800000063979

b. Unofficial or Popular School Name

Uncommon Williamsburg Elementary School

c. CHARTER AUTHORIZER (As of June 30th, 2024)

Please select the correct authorizer as of June 30, 2024 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. School Unionized

Is your charter school unionized?

No

d. District/CSD of Location

CSD #14 - BROOKLYN

e. Date of Approved Initial Charter

Feb 23 2009

f. Date School First Opened for Instruction

Aug 1 2009

g. Approved School Mission and Key Design Elements

(Regents, NYCDOE and Buffalo BOE authorized schools only)

N/A – authorized by SUNY

h. School Website Address

<https://nyc.uncommonschoools.org/williamsburg-elementary/>

i. Total Approved Charter Enrollment for 2023-2024 School Year

115

j. Total Enrollment on June 30, 2024 - excluding Pre-K program enrollment

90

k. Grades Served

Grades served during the 2023-2024 school year (exclude Pre-K program students):

Responses Selected:

Kindergarten

1

2

3

4

I. Charter Management Organization/Educational Management Organization

Do you have a [Charter Management Organization](#)?

Yes

I1. Charter Management Organization Name

Include contact information (name, email address, telephone number)

Uncommon Schools

I2. Charter Management Organization Email Address

info@uncommonschoools.org

I3. Charter Management Organization Phone Number

212-844-3584

FACILITIES INFORMATION

m. FACILITIES: Owned, rented, leased to educate students

Will the school maintain or operate multiple sites in 2024-2025?

No, just one site.

School Site 1 (Primary)

m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site for 2023-2024 School Year (K-5, 6-9, etc.)	Grades to be Served at Site for 2024-2025 school year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	140 Montrose Ave	718-489-0940	NYC CSD 14	K-4	K-4	No

m1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Mallorie Bocachica	Principal	718-489-0940		mbocachica@uncommonschoo.org
Operational Leader	Hannah Herbert	DOO	718-489-0940		hherbert@uncommonschoo.org
Compliance Contact	Brittany Dolan	RSO	718-489-0940		brittany.dolan@uncommonschoo.org
Complaint Contact	Brittany Dolan	RSO	718-489-0940		brittany.dolan@uncommonschoo.org
DASA Coordinator	Sophia Perlmutter	Social Worker	718-489-0940		sophia.perlmutter@uncommonschoo.org
Phone Contact for After Hours Emergencies	Brittany Dolan	RSO	718-489-0940		brittany.dolan@uncommonschoo.org

m1b. Is site 1 in public space or in private space?

Private Space

m1c. Is site 1 in a co-located or not in a co-located facility?

Responses Selected:

Not Co-Located

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1e. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC.

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2024.

Fire inspection certificates must be updated annually. For the upcoming school year 2024-2025, please submit a current fire inspection certificate.

If the fire inspection certificate will expire between the August 1, 2024, submission of the Annual Report and the November 1 Annual Report submission please submit the new certificate with the Annual Report entries due no later than 11:59 PM on November 1, 2024.

Site 1 Certificate of Occupancy (COO)

[WES-LNO 140 Montrose Avenue BK - Revised 08-24-2023tmv.pdf](#)

Filename: WES-LNO 140 Montrose Avenue BK - Revised 08-24-2023tmv.pdf **Size:** 55.7 kB

Site 1 Fire Inspection Report

This is required, marked optional for administrative purposes.

[Uncommon Excellence Boys Charter FACP Log Book 2024.pdf](#)

Filename: Uncommon Excellence Boys Charter FACP Log Book 2024.pdf **Size:** 7.4 MB

n. List of owned, rented, leased facilities not used to educate students and the purpose of each.

Separate by semi-colon (;)

N/A

o1. Total Number of School Calendar Days

185

o2. Total Number of Instructional Hours by Month (Entries are required for all months. Enter a zero for months with no instructional hours.)

January 2024	119
February 2024	105
March 2024	140
April 2024	112
May 2024	154
June 2024	70
July 2023	0
August 2023	63
September 2023	140
October 2023	147
November 2023	133
December 2023	112

CHARTER REVISIONS DURING THE 2023-2024 SCHOOL YEAR

p. Summary of Material and Non-Material Charter Revisions approved or pending in 2023-2024, including updates to the school’s board of trustees’ bylaws, enrollment policy, discipline policy, or complaint policy.

Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.

Does the school have any material or non-material revisions approved or pending?

Yes

p2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in student/family handbook	The school completed its annual revision of its student and family handbook in order to ensure compliance, clarify language for parents and students, and to reflect practice in schools.	June 18, 2024	N/A - Only non-material revisions were made
2	Change in teacher/staff handbook	The school completed its annual revision of its employee handbook in order to ensure compliance and to best support all staff.	June 18, 2024	N/A - Only non-material revisions were made
3				
4				
5				

More revisions to add?

No

ATTESTATIONS

q. Name/Position of Person Completing/Submitting the 2023-2024 Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).

Name	Matt Scheiblin
Position	Manager, Data Reporting and Analysis
Phone/Extension	973-943-7665
Email	matthew.scheiblin@uncommonschoools.org

q. Our signatures (Executive Director/School Leader/Head of School and Board President) 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. Click **YES** to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).

Responses Selected:

Yes

As outlined in ENTRY 7 (Employee Fingerprint Requirements Attestation):

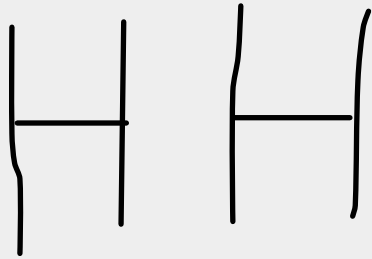
Our E-Signatures (not digital signatures) (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 7 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click YES to agree.

Responses Selected:

Yes

Signature, Head of Charter School

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)

Handwritten signature consisting of two capital 'H' characters.

Signature, President of the Board of Trustees

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)

Handwritten signature consisting of the letters 'L', 'M', and 'I'.

Date

Jul 31 2024



Thank you.

Entry 2 – Links to Critical Documents on School Website

Completed - Jul 31 2024

Instructions

Required of ALL Charter Schools (Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (DASA) policy and NYSED-Approved School Discipline Policy)

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the [link from the school's website](#) for each of the items. All links must be readily found on the school's website.

1. Current Annual Report (i.e., 2023-2024 Annual Report);[\[1\]](#)
2. Board meeting notices, agendas and documents;
3. New York State School Report Card. This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law;[\[2\]](#) (Even if there is no school data yet reported, provide a direct web link to the most recent [New York State School Report Card](#) for the charter school.
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building level safety plan (as per the July 2023 [Emergency Response Plan Memo](#) – Charter Schools Only);
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records. (Example: See [NYSED Subject Matter List](#))

[\[1\]](#) Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., Report when financials have been submitted in November.)

[\[2\]](#) SRC data is included in the reporting requirements for New York charter schools in 8 NYCRR 119.3.

Entry 2 – Links to Critical Documents on School Website

School Name: **Brownsville Collegiate Charter School**

Required of ALL Charter Schools (Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (DASA) policy and NYSED-Approved School Discipline Policy)

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the [link from the school's website](#) for each of the items. All links must be readily found on the school's website.

[New York State Report Card](#)

[Emergency Response Plan Memo](#)

[NYSED Subject Matter List](#)

	Link to Documents
1. Current Annual Report (i.e., 2023-2024 Annual Report)	<u>https://nyc.uncommonschools.org/williamsburg-elementary/#parent-resources</u>
2. Board meeting notices, agendas and documents	<u>https://nyc.uncommonschools.org/board-of-trustees/</u>
3. New York State School Report Card. This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law; (Even if there is no school data yet reported, provide a direct web link to the most recent New York State School Report Card for the charter school.	<u>https://data.nysed.gov/essa.php?year=2023&instid=800000063979</u>
4a. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
4b. Authorizer-approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo	<u>https://nyc.uncommonschools.org/family-resources/</u>
6. Authorizer-approved FOIL Policy	<u>https://nyc.uncommonschools.org/family-resources/</u>
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	<u>https://nyc.uncommonschools.org/family-resources/</u>

Thank you.



Entry 3 – Board of Trustees Disclosure of Financial Interest Form

Completed - Jul 31 2024

Required of ALL Charter Schools

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2023-2024 school year must complete and sign a Trustee [Disclosure of Financial Interest Form](#) due **no later than 11:59 PM on August 1, 2024**. Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2023-2024 school year completes the form.**

Charter schools **must** submit the latest version of the form. Forms completed from past years will not be accepted.

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Trustee Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

[23-24 Financial Disclosures-07252024101638-0001](#)

Filename: 23-24_Financial_Disclosures-072520_kj56SnW.pdf Size: 945.6 kB

Entry 4 – Board of Trustees Membership Table

Completed - Jul 31 2024

Instructions

Required of ALL charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 4 – Board of Trustees Membership Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2023-2024 Board Member Information (Enter info for each BOT member)

	Voting Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliation (s)	Voting Member Per By-Laws (Y/N)	Number of Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2023-2024
1	Linton Mann III	llmann@stblaw.com	Chair	Executive, Academic	Yes	5	07/01/2022	06/30/2025	5 or less
2	Brett Peiser	bpeiser@uncomschools.org	Other	N/A	No	5	07/01/2022	06/30/2025	5 or less
3	Chrystal Stokes Williams	chrystalstokes@yahoo.com	Trustee/Member	Advocacy, Audit	Yes	3	07/01/2023	06/30/2026	5 or less
4	Ekwutozia U. Nwabuzor	eunwabuzor@gmail.com	Vice Chair	Executive, Academic	Yes	3	07/01/2022	06/30/2025	5 or less
5	John Greenstein	John.greenstein@bluescape.com	Secretary	Finance, Advocacy	Yes	5	07/01/2023	06/30/2026	5 or less
6	John Kim	jkim@generalcatalyst.com	Trustee/Member	Finance	Yes	3	07/01/2023	06/30/2026	5 or less
7	Joseph F. Wayland	Joseph.Wayland@Chubb.com	Treasurer	Executive, Finance	Yes	4	07/01/2023	06/30/2026	5 or less
8	Shakima Jones	shakimajones@yahoo.com	Parent Rep	Academic, Advocacy	Yes	4	07/01/2022	06/30/2025	5 or less

				y, Finance					
9	Eric Woolway	ewoolway@teachlikeachampion.org	Trustee/Member	Academic	Yes		09/27/2023	06/30/2027	5 or less

1a. Are there more than 9 members of the Board of Trustees?

Yes

1b. Board Member Information

	Voting Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliation (s)	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2023-2024
10	Jabali Sawiki	jabalisawicki@gmail.com	Trustee/Member	Academic	Yes	1	07/01/2023	06/30/2026	5 or less
11	Ann Mathews	Ann.mathews.pera@gmail.com	Trustee/Member	Academic	Yes	3	07/01/2024	06/30/2027	5 or less
12	Crystal McQueen-Taylor	cmcqueen@studentsfirstny.org	Parent Rep	Academic, Advocacy	Yes	1	03/08/2023	06/30/2026	5 or less
13									
14									
15									

1c. Are there more than 15 members of the Board of Trustees?

No

2. Number of board meetings conducted in 2023-2024

4

3. Number of board meetings scheduled for the 2024-2025 school year

4

4. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

- SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
- REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total number of Voting Members on June 30, 2024	11
b. Total number of Voting Members added during the 2023-2024 school year	1
c. Total number of Voting Members who left the board during 2023-2024 school year	1
d. Total Maximum Number of Voting Members in 2023-2024; as set by the board in bylaws, resolution, or minutes	25

Thank you.

Entry 6 – Enrollment & Retention

Completed - Jul 31 2024

Instructions for submitting Enrollment and Retention Efforts

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2023-2024 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWD), English Language Learner(s) (ELL), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2024-2025.

***SUNY-authorized charter schools**

The education corporation must include a plan for the charter to meet or exceed enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program. See the [enrollment and retention target calculator](#) to find specific targets.

Entry 6 – Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets (Attract)

	Describe Recruitment Efforts in 2023-2024	Describe Recruitment Plans in 2024-2025
Students with Disabilities	<p>See the response to “economically disadvantaged students” below. In addition, the school:</p> <ul style="list-style-type: none"> • Identified and targeted all preschools that are certified to offer services to students with disabilities in our school communities. Head Starts will be included in this search, as they are mandated to serve a student body with at least 10% students with disabilities. • Identified a list of preschools, Pre-K programs, and early childhood development centers that are high priority for our schools due to their location and student population. These high priority sites received calls, visits, and recruitment materials for both elementary and middle school. • Worked to build strong connections with our Committee on Special Education to ensure they know we are an option for students, should they wish to recommend students to join us. • Reached out to related service agencies that we work with/have worked with in the past, to talk about the supports we offer students and asked if they had any students who could be recommended to apply. • Confirmed that application materials clearly stated that all students, including those with disabilities, are eligible to apply. This language appeared on our enrollment websites, Kindergarten and 5th grade lottery applications, 	<p>The school will continue the efforts at left to recruit students with disabilities, and will also:</p> <ul style="list-style-type: none"> • Implement a more robust community canvassing plan that involves current families. • Expand digital advertising efforts to reach a broader population

	<p>waitlist applications for all grades, the brochures that were distributed to organizations and mail to 24,000 Brooklyn families, as well as in the presentations given at our information sessions.</p> <ul style="list-style-type: none"> • Our admissions office and school-based staff will continue to be trained on this question so that they could answer the concerns of any families of potential applicants with special needs who called in. • Revised our admissions brochure to explicitly mention our high-quality intervention programs that our schools offer of tutoring and small group instruction. • We created a one-page overview of Special Education Services at Uncommon to share with prospective families. 	
<p>English Language Learners</p>	<p>See the response to “economically disadvantaged students” below. In addition, the school:</p> <ul style="list-style-type: none"> • Used Census tract data to create maps showing the distributions of the populations of the top five most spoken languages after English. • Using these maps, we created community canvassing walks for the School to take to travel through those neighborhoods. On the walks, school staff and families visited local stores, organizations, shelters, and apartment buildings and hung flyers and left brochures and applications in English and Spanish at each location. In addition, school staff spoke to residents along the way (in English and in Spanish) to spread the word about our schools. • We will continue to translate all our outreach materials that are distributed by our schools. Materials 	<p>The school will continue the efforts at left to recruit ELL students, and will also:</p> <ul style="list-style-type: none"> • Implement a more robust community canvassing plan that involves current families. • Expand digital advertising efforts to reach a broader population. • Implement Spanish-Language transit advertisements.

were produced and disseminated in English and Spanish will include our enrollment website and online lottery and waitlist applications, paper lottery applications, full color brochures and flyers, posters, informational packets, and tear away information sheets.

- We utilized the New York City Charter School Center's Common Application, which is available to families in six different languages.
- We identified high priority local community organizations to reach out to, based on factors including location, age group served, and proximity to high non- English-speaking populations. Each organization received a call from the regional admissions office by a fluent Spanish speaking staff member and a mailing including brochures, flyers and applications in all relevant languages.
- We met with the Committee for Hispanic Children, a non-profit referral service which helps Hispanic families find daycares, schools and enrichment programs for their students, to ensure that they were aware of our schools as an option for their families and provided them with outreach materials that they could share with the families that they serve.
- A Spanish speaking staff member was available at our admissions office by phone and email 40 hours a week during student recruitment season.
- We took advantage of the DOE's Over-the-phone Interpretation Services, which allowed our school staff members to communicate with a parent with the assistance of an interpreter on the phone. This

service increased our capacity to connect with families who speak a wider range of languages.

- We also know that families of our current ELL students are our best resource to reach new ELL students. All families at our schools will continue to receive applications to distribute to family and friends in English and Spanish. Families of ELL students will continue to receive extra applications. In addition, we worked to identify ELL families interested in volunteering to support student admissions efforts. These families met with a school staff member to learn about a variety of ways that they could get the word out about our schools and distribute applications to others. These families were encouraged to speak at their churches, or other local organizations to spread the word about our schools.

- We ran Spanish language ads with El Diario – a Spanish publication with the largest readership increase than any other daily newspaper in New York. Uncommon Schools will also place bilingual advertisements in the NYCHA Journal and several neighborhood weekly publications throughout the student recruitment cycle.

- Uncommon Schools NYC ran Google and additional digital ads in Spanish so that families searching for information about schools in New York City in Spanish see ads for our school and be directed to our Spanish webpages and applications.

- Each applicant, whether they are selected in the lottery or placed on the waitlist, will receive a letter in both Spanish and English telling

	<p>them the results of the lottery and the next steps to enrolling in the school.</p>	
<p>Economically Disadvantaged</p>	<ul style="list-style-type: none"> • All Uncommon Schools in New York City worked together on community outreach and enrollment efforts. By combining our efforts and sharing information about all of our schools at one time, we were able to reach far more students in New York City than if our schools worked independently. • Uncommon Schools NYC hosted a network-wide Community Day, in which all Uncommon Schools have come together to canvass across Brooklyn, while simultaneously partnering with community organizations to host events in some of our biggest Community School Districts. • The School used a combined Uncommon Schools application that allowed families to apply to multiple Uncommon Schools with just one application. This made it easier for a family to learn about and access all of our schools and allows our schools to reach a broader population of students. • In addition to the combined Uncommon Schools application, the School participated in the New York City Charter School Center's Common Application for all charter schools in NYC. By continuing to offer our application as part of the common application for all charter schools, we are able to reach an even broader population of students. • The School sent out multiple mailings to prospective students throughout the year through Vanguard Direct, Inc., focusing on 	<p>The school will continue the efforts at left to recruit economically disadvantaged students, and will also:</p> <ul style="list-style-type: none"> • Implement a more robust community canvassing plan that involves current families. • Expand digital advertising efforts to reach a broader population.

the zip codes near our schools that have the highest number of FRPL and ELL students. Materials were sent out in English and Spanish, and included a self-addressed, stamped envelope to limit the barrier to return the completed application.

- The School ran both English and Spanish language ads in the New York City Housing Authority Journal. On their website, the NYCHA Journal says they are “hand-delivered to each of the 178,000 apartments in NYCHA’s 334 public housing developments throughout the five boroughs.” It was also be distributed to more than 10,000 NYCHA employees, and mailed to elected officials and community leaders. It was also available through email subscription.
- The School ran both online and in-print Spanish language ads in El Diario – a Spanish language daily newspaper with high circulation throughout Brooklyn.
- The School partnered with El Diario to send a direct Spanish-language email to families that live within our school zip-codes and have school-aged children.
- The School ran advertisements for enrollment on buses with strategic routes throughout the CSDs we serve in Brooklyn.
- Additionally, we implemented an MTA bus shelter advertisement in high pedestrian traffic areas of the neighborhoods in which our schools are located to reach families from within our community school district. The bus shelter advertisements included school-specific information as well as information about our schools, programs, and populations served.

- The School visited the NYCHA sites within our neighborhood on multiple occasions to hang flyers, leave applications and speak with residents to ensure that residents of these locations were aware of our school and have the necessary information and materials needed to apply.
- The School ran a digital advertisement campaign that targeted families that live in zip codes near our schools and that have a high number of FRPL eligible and ELL students.
- The School participated in education, health, and career fairs in our school neighborhoods to share information about individual schools and our admissions and application process.
- In order to continue efforts to widely disseminate information about our School to prospective families, this year, the School worked with broadcasting agency, Entercom to run advertisements on two popular NYC radio stations.

Good Faith Efforts To Meet Retention Targets

	Describe Retention Efforts in 2023-2024	Describe Retention Plans in 2024-2025
Students with Disabilities	See response for retention of “economically disadvantaged students”.	We will continue the efforts described at left in 2024-25 to ensure that high numbers of students with disabilities are given the supports they need to persist in the School.
English Language Learners	See response for retention of “economically disadvantaged students”. In addition, each school has an English as a New Language teacher in its school, to more directly and completely ensure that students learning English are supported in the school and are provided with direct English instruction by a qualified teacher as needed.	We will continue the efforts described at left in 2024-25 to ensure that high numbers of ELL students are given the supports they need to persist in the School.
Economically Disadvantaged	In accordance with our mission to prepare students for college, we want all of our students, including FRPL, ELL and students with disabilities, to stay with us through high school graduation. The School has had historically high levels of persistence for these sub-populations. We believe that creating high- quality educational program, hiring and training highly qualified teachers, and communicating regularly with families of all students has helped us to achieve high rates of persistence across our student body. We will continue to analyze our data to ensure that we are serving students from these populations as effectively as all other students and keeping them in our schools in the same numbers.	We will continue the efforts described at left in 2024-25 to ensure that high numbers of economically disadvantaged students are given the supports they need to persist in the School.

Entry 7 – Employee Fingerprint Requirements Attestation

Completed - Jul 31 2024

Entry 7 – Employee Fingerprint Requirements Attestation

A. TEACH System – Employee Clearance

Required of ALL Charter Schools

Charter schools must ensure that all prospective employees^[1] receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel who are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

^[1] Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at [NYSED CSO Employee Clearance and Fingerprint Memo](#) or visit the NYSED website at [Who Must Be Fingerprinted Charts](#) for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo](#).

Attestation

Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

Entry 9 – School Calendar

Completed - Jul 31 2024

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit it **no later than 11:59 PM on August 1, 2024**. Charter schools must upload a final school calendar into the portal and may do so at any time but **no later than 11:59 PM on September 16, 2024**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools "... *unless the school's charter requires more instructional time than is required under the regulations.*"

Board of Regents-authorized charter schools also are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month (also used to align to schools with extended days/years referenced in their mission statements/key design elements). See an example of a calendar showing the requested information. Schools **must** use a calendar format and ensure there is a monthly tally of instructional days.

Sample Calendar:

12 Month Calendar 2021-2022
184 Instructional Days

July

Mon	Tues	Wed	Thurs	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

January (20)

Mon	Tues	Wed	Thurs	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

August

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

February (15)

Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

September (18)

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

March (23)

Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

October (20)

Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

April (15)

Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

November (18)

Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

May (21)

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

December (17)

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

June (17)

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Staff Report - August 23rd
 Early Dismissal Days
 Holiday/Recess (No Students or Staff)

Superintendent's Conference Day (No School for Students)
 Regents and School-level Exams

September 8, 2021 All Grade Levels Report
 June 24, 2022 - Last Day of School

[Uncommon Schools NYSED Annual Report 2024-25 Calendar](#)

Filename: Uncommon_Schools_NYSED_Annual_Repo_r7xL2fc.pdf Size: 207.4 kB

Entry 11 – Progress Toward Goals

Incomplete

Instructions

SUNY-Authorized Charter Schools ONLY- Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal, and into the SUNY Epicenter document management system **no later than 11:59 PM on September 16, 2024**.

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters **no later than 11:59 PM on November 1, 2024**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 11 – Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 1, 2024.

1. ACADEMIC STUDENT PERFORMANCE GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2024**.

2023-2024 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1				
Academic Goal 2				
Academic Goal 3				
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. Do have more academic goals to add?

(No response)

2023-2024 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
Academic Goal 33				
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				
Academic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40				
Academic Goal 41				

Academic Goal 42				
Academic Goal 43				
Academic Goal 44				
Academic Goal 45				
Academic Goal 46				
Academic Goal 47				
Academic Goal 48				
Academic Goal 49				
Academic Goal 50				
Academic Goal 51				
Academic Goal 52				
Academic Goal 53				
Academic Goal 54				
Academic Goal 55				
Academic Goal 56				
Academic Goal 57				
Academic Goal 58				
Academic Goal 59				
Academic Goal 60				
Academic Goal 61				
Academic Goal 62				
Academic Goal 63				
Academic Goal 64				
Academic Goal 65				
Academic Goal 66				
Academic Goal 67				
Academic Goal 59				

Academic Goal 60				
Academic Goal 61				
Academic Goal 62				

4. ORGANIZATION GOALS

For the 2022-2023 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2022-2023 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

(No response)

6. FINANCIAL GOALS

2022-2023 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

(No response)

2021-2022 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 6				
Financial Goal 7				
Financial Goal 8				
Financial Goal 9				
Financial Goal 10				

Thank you.

Entry 11 – Progress Toward Goals (SUNY-Authorized Charter Schools Only)

Incomplete

Instructions

SUNY-Authorized Charter Schools ONLY- Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal, and into the SUNY Epicenter document management system by September 15, 2024.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 12 – Audited Financial Statements

Incomplete

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements and related documents in PDF format into the Annual Report Portal and into the SUNY Epicenter document management system **no later than 11:59 PM on November 1, 2024**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

ALL Regents, NYCDOE, and Buffalo BOE-authorized charter schools must upload final, audited financial statements to the Annual Report Portal **no later than 11:59 PM on November 1, 2024**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a PDF file, ensuring that security features such as password protections are removed from all school uploaded documents.

PLEASE NOTE: This task appears as visible and optional task in the online portal until August 1 2024 but will be identified as a required task thereafter and due on November 1, 2024. This is a required task, and it is marked optional for administrative purposes only.

Entry 12a – Audited Financial Report Template (SUNY)

Incomplete

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Statement Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the [Annual Report Portal](#) and into the SUNY Epicenter document management system **no later than 11:59 PM on November 1, 2024**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 13 – Fiscal Year 2024-2025 Budget

Incomplete

SUNY-authorized charter schools should download the [2024-2025 Budget and Quarterly Report Template and the 2024-2025 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed templates into the Annual Report Portal and into the Epicenter document management system. **Due no later than 11:59 PM on November 1, 2024**.

Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY25 Budget using the [2024-2025 Budget Template](#) into the Annual Report Portal or from the Annual Report website. **Due no later than 11:59 PM on November 1, 2024**.

The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Optional Additional Documents to Upload (BOR)

Incomplete

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Ann Mathews-Pereira

Name of Charter School Education Corporation:

Uncommon Schools - New York City

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

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

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

512-362-7584

Business Address:

401 Congress Ave, Suite 3100, Austin, TX 78701

E-mail Address:

annmathewspereira@gmail.com

Home Telephone:

7189022058

Home Address:

160 Front St. Apt 701, Brooklyn, NY 11201

ann.mathews Digitally signed by ann.mathews
Date: 2024.06.27 22:01:32
-05'00' 06/27/2024

Signature

Date

Acceptable signature formats include:

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last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Chrystal Stokes Williams

Name of Charter School Education Corporation:

Uncommon Schools NYC

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).
Audit Committee Chair

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

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

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

646-619-1815

Business Address:

85 Broad Street, 6th Floor, New York, NY 10004

E-mail Address:

cstokes@mba2001.hbs.edu

Home Telephone:

917-586-7591

Home Address:

388 Stuyvesant Avenue, Brooklyn, NY 11233



7/2/24

Signature

Date

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last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

CRYSTAL MCQUEEN-TAYLOR

Name of Charter School Education Corporation:

UNCOMMON SCHOOLS NYC

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

CHAIR OF ADVOCACY COMMITTEE

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If Yes, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If Yes, please describe the nature of your relationship and if the student could benefit from your participation.

MY SON ATTENDS KINGS COLLEGIATE. HE DOESN'T HAVE ANY SPECIAL BENEFIT FROM MY PARTICIPATION ON THE BOARD.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If Yes, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

PAST EMPLOYEE OF UNCOMMON SCHOOLS NYC & UNCOMMON SCHOOLS, INC FROM AUGUST 2016 - NOVEMBER 2020.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

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

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

(347)328-4022

Business Address:

228 PARK AVE S, PMB 24331, NEW YORK, NY 10003-1502

E-mail Address:


CMCQUEEN@STUDENTSFIRSTNY.ORG

Home Telephone:

(347)328-4022

Home Address:

1560 FULTON ST, APT 207, BROOKLYN, NY 11213



Signature

06.18.2024

Date

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1. Introduction

2. Theoretical Framework

3. Methodology

4. Results

5. Discussion

6. Conclusion

7. References

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

EKWOTOZIA UWABUZOR

Name of Charter School Education Corporation:

Uncommon New York City

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Vice Chair

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If Yes, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

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

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

212-419-5842

Business Address:

1251 Avenue of the Americas 17th Floor, NY, NY 10020

E-mail Address:

enwbuzor@lowenstein.com

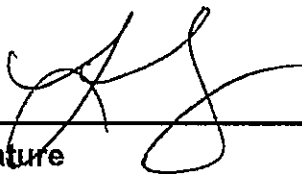
Home Telephone:

908-248-2784

Home Address:

324 Centre Street, South Orange, NJ 07079

Signature



Date

6/18/24

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last revised 04/2022



**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Erica Woolway

Name of Charter School Education Corporation:

Uncommon Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

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

Former employee of Uncommon Schools as a Dean of Students and then as CAO of the Teach Like a Champion Team.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

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

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

3478601824

Business Address:

E-mail Address:

ewoolway@teachlikeachampion.org

Home Telephone:

3478601824

Home Address:

134 West 78th Street, Apt 1

6/27/24

Signature

Date

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last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name: JABALI SANICKI

Name of Charter School Education Corporation:

UNCOMMON SCHOOLS

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

ACADEMIC COMMITTEE MEMBER

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

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

PREVIOUS SCHOOL LEADER of EXCELLENCE BOYS
CHARTER SCHOOL. 2003-2012.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

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

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

347-628-8141

Business Address:

E-mail Address:

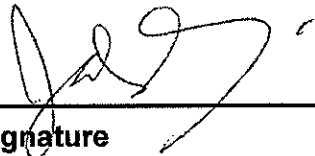
jabalisawicki@gmail.com

Home Telephone:

347-628-8141

Home Address:

2601 HENRY HUDSON PKWY APT. 3F
BLMx, NY 10463


Signature

6/27/24
Date

Acceptable signature formats include:

- Digitally certified PDF signature
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last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Joseph Wayland

Name of Charter School Education Corporation:

Uncimmon New York

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Treasurer

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

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

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

212 827 4410

Business Address:

550 Madison Avenue, New York, NY 10128

E-mail Address:

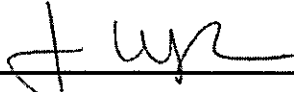
Joseph.Wayland@chubb.com

Home Telephone:

212 289-3860

Home Address:

1070 Park Avenue, New York NY 10128

 6/18/2024
Signature **Date**

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last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

John Greenstein

Name of Charter School Education Corporation:

Uncommon NYC

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Executive Committee Member

Advocacy Committee member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If Yes, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If Yes, please describe the nature of your relationship and if the student could benefit from your participation.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

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

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

(347) 564-9519

Business Address:

247A Windsor Place, Brooklyn NY 11215

E-mail Address:

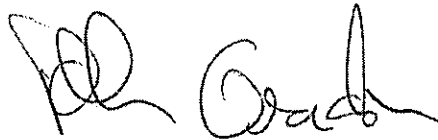
jgreenst@yahoo.com

Home Telephone:

<< Above >>

Home Address:

<< Above >>



6/15/2024

Signature

Date

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last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

John Kim

Name of Charter School Education Corporation:

Uncommon Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).
member of the finance and the audit committees

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

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

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

917 922 9132

Business Address:

434 Broadway, New York, NY 10013

E-mail Address:

jkim@generalcatalyst.com

Home Telephone:

917 922 9132

Home Address:

39 Joralemon Street, Brooklyn , NY 11201

John K. Kim

June 26, 2024

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
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last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Linton Mann III

Name of Charter School Education Corporation:

Uncommon Charter Schools New York City

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Chair of Board

Chair of Executive Committee

Chair of Academic Committee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If Yes, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If Yes, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

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

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

212-455-2654

Business Address:

425 Lexington Avenue, New York, NY 10017

E-mail Address:

LMann@stblaw.com

Home Telephone:

212-600-4294

Home Address:

217 East 96th St., Apt. 338, New York, New York 10128



6-18-24

Signature

Date

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last revised 04/2022

1948

1949

1950

1951

1952

1953

1954

1955

1956

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Shakima Williams-Jones

Name of Charter School Education Corporation:

Uncommon Charter Schools NYC

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Member of the Academic, Advocacy and Finance Committees

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

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

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

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Business Telephone:

917-774-2454

Business Address:

370 Electronics Pkwy, Apt A, Liverpool, NY 13088

E-mail Address:

shakimajones@yahoo.com

Home Telephone:

917-774-2454

Home Address:

370 Electronics Pkwy, Apt A, Liverpool, NY 13088



7/17/2024

Signature

Date

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last revised 04/2022

FIRST DAY OF SCHOOL	8/26/2024
LAST DAY OF SCHOOL	6/13/2025

MONTH	INSTRUCTIONAL DAYS	INSTRUCTIONAL HOURS
8	5	35
9	20	140
10	22	154
11	18	126
12	15	105
1	19	133
2	15	105
3	21	147
4	17	119
5	21	147
6	10	70
TOTAL	183	1281

DATE	MONTH	DAY OF THE WEEK	INSTRUCTIONAL DAY?
8/26/2024	8	Monday	Yes
8/27/2024	8	Tuesday	Yes
8/28/2024	8	Wednesday	Yes
8/29/2024	8	Thursday	Yes
8/30/2024	8	Friday	Yes
8/31/2024	8	Saturday	No
9/1/2024	9	Sunday	No
9/2/2024	9	Monday	No
9/3/2024	9	Tuesday	Yes
9/4/2024	9	Wednesday	Yes
9/5/2024	9	Thursday	Yes
9/6/2024	9	Friday	Yes
9/7/2024	9	Saturday	No
9/8/2024	9	Sunday	No
9/9/2024	9	Monday	Yes
9/10/2024	9	Tuesday	Yes
9/11/2024	9	Wednesday	Yes
9/12/2024	9	Thursday	Yes
9/13/2024	9	Friday	Yes
9/14/2024	9	Saturday	No
9/15/2024	9	Sunday	No
9/16/2024	9	Monday	Yes
9/17/2024	9	Tuesday	Yes
9/18/2024	9	Wednesday	Yes
9/19/2024	9	Thursday	Yes
9/20/2024	9	Friday	Yes
9/21/2024	9	Saturday	No
9/22/2024	9	Sunday	No
9/23/2024	9	Monday	Yes

9/24/2024	9	Tuesday	Yes
9/25/2024	9	Wednesday	Yes
9/26/2024	9	Thursday	Yes
9/27/2024	9	Friday	Yes
9/28/2024	9	Saturday	No
9/29/2024	9	Sunday	No
9/30/2024	9	Monday	Yes
10/1/2024	10	Tuesday	Yes
10/2/2024	10	Wednesday	Yes
10/3/2024	10	Thursday	Yes
10/4/2024	10	Friday	Yes
10/5/2024	10	Saturday	No
10/6/2024	10	Sunday	No
10/7/2024	10	Monday	Yes
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10/9/2024	10	Wednesday	Yes
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10/11/2024	10	Friday	Yes
10/12/2024	10	Saturday	No
10/13/2024	10	Sunday	No
10/14/2024	10	Monday	No
10/15/2024	10	Tuesday	Yes
10/16/2024	10	Wednesday	Yes
10/17/2024	10	Thursday	Yes
10/18/2024	10	Friday	Yes
10/19/2024	10	Saturday	No
10/20/2024	10	Sunday	No
10/21/2024	10	Monday	Yes
10/22/2024	10	Tuesday	Yes
10/23/2024	10	Wednesday	Yes
10/24/2024	10	Thursday	Yes
10/25/2024	10	Friday	Yes
10/26/2024	10	Saturday	No
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11/2/2024	11	Saturday	No
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11/4/2024	11	Monday	Yes
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11/6/2024	11	Wednesday	Yes
11/7/2024	11	Thursday	Yes
11/8/2024	11	Friday	Yes
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11/16/2024	11	Saturday	No
11/17/2024	11	Sunday	No
11/18/2024	11	Monday	Yes
11/19/2024	11	Tuesday	Yes
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11/28/2024	11	Thursday	No
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12/2/2024	12	Monday	Yes
12/3/2024	12	Tuesday	Yes
12/4/2024	12	Wednesday	Yes
12/5/2024	12	Thursday	Yes
12/6/2024	12	Friday	Yes
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12/8/2024	12	Sunday	No
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2/6/2025	2	Thursday	Yes
2/7/2025	2	Friday	Yes
2/8/2025	2	Saturday	No
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2/11/2025	2	Tuesday	Yes

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2/18/2025	2	Tuesday	No
2/19/2025	2	Wednesday	No
2/20/2025	2	Thursday	No
2/21/2025	2	Friday	No
2/22/2025	2	Saturday	No
2/23/2025	2	Sunday	No
2/24/2025	2	Monday	Yes
2/25/2025	2	Tuesday	Yes
2/26/2025	2	Wednesday	Yes
2/27/2025	2	Thursday	Yes
2/28/2025	2	Friday	Yes
3/1/2025	3	Saturday	No
3/2/2025	3	Sunday	No
3/3/2025	3	Monday	Yes
3/4/2025	3	Tuesday	Yes
3/5/2025	3	Wednesday	Yes
3/6/2025	3	Thursday	Yes
3/7/2025	3	Friday	Yes
3/8/2025	3	Saturday	No
3/9/2025	3	Sunday	No
3/10/2025	3	Monday	Yes
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3/12/2025	3	Wednesday	Yes
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3/14/2025	3	Friday	Yes
3/15/2025	3	Saturday	No
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3/30/2025	3	Sunday	No

3/31/2025	3	Monday	Yes
4/1/2025	4	Tuesday	Yes
4/2/2025	4	Wednesday	Yes
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4/4/2025	4	Friday	Yes
4/5/2025	4	Saturday	No
4/6/2025	4	Sunday	No
4/7/2025	4	Monday	Yes
4/8/2025	4	Tuesday	Yes
4/9/2025	4	Wednesday	Yes
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4/25/2025	4	Friday	Yes
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4/27/2025	4	Sunday	No
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5/1/2025	5	Thursday	Yes
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5/3/2025	5	Saturday	No
5/4/2025	5	Sunday	No
5/5/2025	5	Monday	Yes
5/6/2025	5	Tuesday	Yes
5/7/2025	5	Wednesday	Yes
5/8/2025	5	Thursday	Yes
5/9/2025	5	Friday	Yes
5/10/2025	5	Saturday	No
5/11/2025	5	Sunday	No
5/12/2025	5	Monday	Yes
5/13/2025	5	Tuesday	Yes
5/14/2025	5	Wednesday	Yes
5/15/2025	5	Thursday	Yes
5/16/2025	5	Friday	Yes

5/17/2025	5	Saturday	No
5/18/2025	5	Sunday	No
5/19/2025	5	Monday	Yes
5/20/2025	5	Tuesday	Yes
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5/22/2025	5	Thursday	Yes
5/23/2025	5	Friday	Yes
5/24/2025	5	Saturday	No
5/25/2025	5	Sunday	No
5/26/2025	5	Monday	No
5/27/2025	5	Tuesday	Yes
5/28/2025	5	Wednesday	Yes
5/29/2025	5	Thursday	Yes
5/30/2025	5	Friday	Yes
5/31/2025	5	Saturday	No
6/1/2025	6	Sunday	No
6/2/2025	6	Monday	Yes
6/3/2025	6	Tuesday	Yes
6/4/2025	6	Wednesday	Yes
6/5/2025	6	Thursday	Yes
6/6/2025	6	Friday	Yes
6/7/2025	6	Saturday	No
6/8/2025	6	Sunday	No
6/9/2025	6	Monday	Yes
6/10/2025	6	Tuesday	Yes
6/11/2025	6	Wednesday	Yes
6/12/2025	6	Thursday	Yes
6/13/2025	6	Friday	Yes



BEST SYSTEM SALES

18-20 130TH Street. College Point, NY 11356

P: 917.938.0920 | F: 917.938.0940

E: Service@bestsystemsales.com

Fire Alarm and Life Safety System Inspection Certificate

For

Excellence Boys Charter
225 Patchen Avenue.
Brooklyn, NY

Tested to NFPA 72 Standards

This Inspection was performed in accordance with applicable NFPA Standards. The subsequent pages of this report provide performance measurements, listed ranges of acceptable results, and complete documentation of the inspection. Whenever discrepancies exist between acceptable performance standards and actual test results, notes and/or recommended solutions have been proposed or provided for immediate review and approval.

2024 ANNUAL FIRE ALARM MAINTENANCE LOG BOOK

INTEGRATED SYSTEMS SOLUTIONS

FIRE ALARM / ARCS • SOUND • SECURITY • CCTV • SMOKE DETECTION

N.Y.S LICENSE ID# 120000369710

FIRE ALARM MAINTENANCE LOG BOOK

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- I. Section 1.....
Service Record

- II. Section 2.....
Maintenance Checklist

- III. Section 3.....
Annual Maintenance

- IV. Section 4.....
Additional Devices

- V. Section 5.....
Comments

SECTION 1

**SERVICE
RECORD**

SECTION 2

**MAINTENANCE
CHECKLIST**

SECTION 3

**ANNUAL
MAINTENANCE**

**EXCELLENCE BOYS
CHARTER SCHOOL**

**225 PATCHEN AVENUE
BROOKLYN, NY**

STROBES



BEST SYSTEM SALES

18-20 130th Street College Point, N.Y. 11356
 Phone: 917. 938.0920
 E-mail: Service@BestSystemSales.com

EXCELLENCE BOYS CHARTER SCHOOL

225 Patchen Ave
 Brooklyn, NY

**STROBES
 INSPECTION & TESTING**

NFPA 72, 2010 _14.4.5

REQUIRED FREQUENCY
 Annual Maintenance X
 Semi-Annual Visual Inspection

Technician: Ryan Salvatore
 Technician: Ryan (RJ) Shields

NYS (lic.) Unique ID # 12000369710

Floor	Device	Location	Circuit	Manufacturer	Model	Test Date	Tested	Barcode	Repair Date	Retested	Comments
BASEMENT	STROBE	WOMENS RESTROOM		WHEELock	RS5-2YMCW	2/23/2024	P	39515361			
BASEMENT	STROBE	MENS RESTROOM		WHEELock	RS5-2YMCW	2/23/2024	P	39515362			
BASEMENT	STROBE	RESTROOM BY STAIR A		WHEELock	RS5-2YMCW	2/23/2024	P	39515370			
1ST	STROBE	RESTROOM BY STAIR C		WHEELock	RS5-2YMCW	2/23/2024	P	39515346			
1ST	STROBE	RESTROOM STAIR B		WHEELock	RS5-2YMCW	2/23/2024	P	39515354			
1ST	STROBE	RESTROOM BY STAIR A		WHEELock	RS5-2YMCW	2/23/2024	P	39515359			
2ND	STROBE	RESTROOM BY STAIR A		WHEELock	RS5-2YMCW	2/23/2024	P	39515344			
2ND	STROBE	RESTROOM BY STAIR C		WHEELock	RS5-2YMCW	2/23/2024	P	39515345			
2ND	STROBE	RESTROOM IN CLASS 200		WHEELock	RS5-2YMCW	2/23/2024	P	40060992			
2ND	STROBE	RESTROOM INSIDE CLASS 224		WHEELock	RS5-2YMCW	2/23/2024	P	40060994			
3RD	STROBE	CORR BY 312		WHEELock	HS4-2YMCW	2/23/2024	P	39515324			
3RD	STROBE	RESTROOM BY STAIR B		WHEELock	HS4-2YMCW	2/23/2024	P	39515335			
3RD	STROBE	RESTROOM BY STAIR C		WHEELock	RS5-2YMCW	2/23/2024	P	39515336			
3RD	STROBE	RESTROOM BY STAIR B		WHEELock	RS5-2YMCW	2/23/2024	P	40060989			
3RD	STROBE	RESTROOM BY STAIR C		WHEELock	RS5-2YMCW	2/23/2024	P	40060990			
4TH	STROBE	BATHROOM BY STAIR C		WHEELock	RS5-2YMCW	2/23/2024	P	39515299			
4TH	STROBE	CORR BY RM 402		WHEELock	HS4-2YMCW	2/23/2024	P	39515308			
4TH	STROBE	BATHROOM BY STAIR B		WHEELock	RS5-2YMCW	2/23/2024	F	39515309			

**HORN/
STROBES**



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EXCELLENCE BOYS CHARTER SCHOOL

225 Patchen Ave
 Brooklyn, NY
HORN/STROBES
INSPECTION & TESTING

NFPA 72, 2010_14.4.5

NYS (lic.) Unique ID # 12000369710

REQUIRED FREQUENCY
 Annual Maintenance X
 Semi-Annual Visual Inspection

Technician: Ryan Salvatore
 Technician: Ryan (RJ) Shields

Floor	Device	Location	Circuit	Manufacturer	Model	Test Date	Tested	Barcode	Repair Date	Retested	Comments
BASEMENT	HORN/STROBE	BY MR. DAVIS OFFICE		WHEELock	HS4-2YMCW	2/23/2024	P	39515363			
BASEMENT	HORN/STROBE	ELECTRICAL RM IN MER		WHEELock	HS4-2YMCW	2/23/2024	P	29515366			
BASEMENT	HORN/STROBE	CORR BY MER		WHEELock	HS4-2YMCW	2/23/2024	P	39515367			
BASEMENT	HORN/STROBE	CORR BY RM 002		WHEELock	HS4-2YMCW	2/23/2024	P	39515368			
BASEMENT	HORN/STROBE	ROOM 002		WHEELock	HS4-2YMCW	2/23/2024	P	39515369			
BASEMENT	HORN/STROBE	CORR BY RM0 18		WHEELock	HS4-2YMCW	2/23/2024	P	39515371			
BASEMENT	HORN/STROBE	ROOM 020B		WHEELock	HS4-2YMCW	2/23/2024	P	39515372			
BASEMENT	HORN/STROBE	CORR BY RM 022		WHEELock	HS4-2YMCW	2/23/2024	P	39515373			
BASEMENT	HORN/STROBE	RM 022		WHEELock	HS4-2YMCW	2/23/2024	P	39515374			
BASEMENT	HORN/STROBE	CORR BY AUDITORIUM C		WHEELock	HS4-2YMCW	2/23/2024	P	39515375			
1ST	HORN/STROBE	CORR BY STAIR C EXIT		WHEELock	HS4-2YMCW	2/23/2024	P	39515347			
1ST	HORN/STROBE	CORR BY RM 105		WHEELock	HS4-2YMCW	2/23/2024	P	39515348			
1ST	HORN/STROBE	CORR BY ROOM 124		WHEELock	HS4-2YMCW	2/23/2024	P	39515349			
1ST	HORN/STROBE	CORR BY STAIR A		WHEELock	HS4-2YMCW	2/23/2024	P	35515350			
1ST	HORN/STROBE	CORR BY ROOM 104		WHEELock	HS4-2YMCW	2/23/2024	P	39515351			
1ST	HORN/STROBE	CORR BY ROOM 102		WHEELock	HS4-2YMCW	2/23/2024	P	39515352			
1ST	HORN/STROBE	CORR BY STAIR B EXIT		WHEELock	HS4-2YMCW	2/23/2024	P	39515353			
1ST	HORN/STROBE	KITCHEN		WHEELock	HS4-2YMCW	2/23/2024	P	39515355			
1ST	HORN/STROBE	CAFETERIA NORTH		WHEELock	HS4-2YMCW	2/23/2024	P	39515356			
1ST	HORN/STROBE	CAFETERIA MIDDLE		WHEELock	HS4-2YMCW	2/23/2024	P	39515357			
1ST	HORN/STROBE	CAFETERIA SOUTH		WHEELock	HS4-2YMCW	2/23/2024	P	39515358			
1ST	HORN/STROBE	CORR BY STAIR A		WHEELock	HS4-2YMCW	2/23/2024	P	39515360			
2ND	HORN/STROBE	IN ROOM 224		WHEELock	HS4-2YMCW	2/23/2024	P	40060995			
2ND	HORN/STROBE	RESTROOM BY STAIR B		WHEELock	HS4-2YMCW	2/23/2024	P	39515337			
2ND	HORN/STROBE	CORR BY ROOM 200		WHEELock	HS4-2YMCW	2/23/2024	P	39515338			
2ND	HORN/STROBE	CORR Y ROOM 232		WHEELock	HS4-2YMCW	2/23/2024	P	39515339			
2ND	HORN/STROBE	RESTROOM IN ROOM 232		WHEELock	HS4-2YMCW	2/23/2024	P	39515340			
2ND	HORN/STROBE	LIBRARY		WHEELock	HS4-2YMCW	2/23/2024	P	39515341			
2ND	HORN/STROBE	CORR B ROOM 224		WHEELock	HS4-2YMCW	2/23/2024	P	39515342			
2ND	HORN/STROBE	CORR BY ROOM 220		WHEELock	HS4-2YMCW	2/23/2024	P	39515343			
2ND	HORN/STROBE	IN CLASS 200		WHEELock	HS4-2YMCW	2/23/2024	P	40060991			



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HORN/STROBES
INSPECTION & TESTING

NFPA 72, 2010_14.4.5

REQUIRED FREQUENCY
 Annual Maintenance X
 Semi-Annual Visual Inspection _____

Technician: Ryan Salvatore
 Technician: Ryan (Rj) Shields

NYS (lic.) Unique ID # 12000369710

Floor	Device	Location	Circuit	Manufacturer	Model	Test Date	Tested	Barcode	Repair Date	Retested	Comments
2ND	HORN/STROBE	CUSTODIAL CLOSET RM 214		WHEELock	HS4-2YMCW	2/23/2024	P	40060993			
3RD	HORN/STROBE	BATHROOM BY STAIR A		WHEELock	RS5-2YMCW	2/23/2024	P	39515325			
3RD	HORN/STROBE	CORR BY CLASS 324		WHEELock	HS4-2YMCW	2/23/2024	P	39515326			
3RD	HORN/STROBE	CORR BY STAIR C EXIT		WHEELock	HS4-2YMCW	2/23/2024	P	39515327			
3RD	HORN/STROBE	CLASSROOM328		WHEELock	HS4-2YMCW	2/23/2024	P	39515328			
3RD	HORN/STROBE	CORR BY STAIR B		WHEELock	HS4-2YMCW	2/23/2024	P	39515329			
3RD	HORN/STROBE	CORR BY ROOM 304		WHEELock	HS4-2YMCW	2/23/2024	P	39515330			
3RD	HORN/STROBE	GYMNASIUM 5		WHEELock	HS4-2YMCW	2/23/2024	P	40060985			
3RD	HORN/STROBE	GYMNASIUM SOUTHWEST		WHEELock	HS4-2YMCW	2/23/2024	P	40060986			
3RD	HORN/STROBE	GYMNASIUM NORTHWEST		WHEELock	HS4-2YMCW	2/23/2024	P	40060987			
3RD	HORN/STROBE	GYMNASIUM NORTHWEST		WHEELock	HS4-2YMCW	2/23/2024	P	40060988			
4TH	HORN/STROBE	CORR BY STAIR C IN RM 424		WHEELock	HS4-2YMCW	2/23/2024	P	39515300			
4TH	HORN/STROBE	IN RM 424		WHEELock	HS4-2YMCW	2/23/2024	P	39515301			
4TH	HORN/STROBE	BY SOUTH MECH ATTIC 416		WHEELock	HS4-2YMCW	2/23/2024	P	39515304			
4TH	HORN/STROBE	CORR BY STAIR A		WHEELock	HS4-2YMCW	2/23/2024	P	39515305			
4TH	HORN/STROBE	BY NORTH MECH ATTIC 410		WHEELock	HS4-2YMCW	2/23/2024	P	39515306			
4TH	HORN/STROBE	IN RM 404		WHEELock	HS4-2YMCW	2/23/2024	P	39515307			
5TH	HORN/STROBE	IN RM 512		WHEELock	HS4-2YMCW	2/23/2024	P	39515292			
5TH	HORN/STROBE	IN RM 500		WHEELock	HS4-2YMCW	2/23/2024	P	39515323			
ROOF	HORN/STROBE	BY ELEVATOR MACHINE ROOM		WHEELock	MTWP-2Y57W	2/23/2024	P	39515289			
ROOF	HORN/STROBE	BY STAIR B EXIT		WHEELock	MTWP-2Y57W	2/23/2024	P	39515290			
ROOF	HORN/STROBE	BY STAIR C EXIT		WHEELock	MTWP-2Y57W	2/23/2024	P	39515291			

DUCT DETECTORS



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**DUCT DETECTORS
INSPECTION & TESTING**

NFPA 72, 2010_14.4.5
EC.02.03.05:EP3

NYS (lic.) Unique ID # 12000369710

REQUIRED FREQUENCY
Annual Maintenance X
Semi-Annual Inspection _____

Technician: Ryan (RJ) Shields

Floor	Device	Location	Address	Manufacturer	Model	Test Date	Tested	Barcode	Repair Date	Retested	Comments
3rd	DUCT DETECTOR	Corr By Custodial Closet RTU-6	L2D130	NOTIFIER	FSD-751PL	2/20/2024	P	55287371			
3rd	DUCT DETECTOR	Corr RTU-4	L2D128	NOTIFIER	FSD-751PL	2/20/2024	P	55287372			
3rd	DUCT DETECTOR	Corr RTU-5	L2D124	NOTIFIER	FSD-751PL	2/20/2024	P	55287378			
3rd	DUCT DETECTOR	In Class 326 RTU-1	L2D117	NOTIFIER	FSD-751PL	2/20/2024	P	55287379			
3rd	DUCT DETECTOR	Corr RTU-11	L2D113	NOTIFIER	FSD-751PL	2/20/2024	P	55286918			
3rd	DUCT DETECTOR	In Class 302 RTU-12	L2D115	NOTIFIER	FSD-751PL	2/20/2024	P	55286919			
3rd	DUCT DETECTOR	Corr RTU-8	L2D106	NOTIFIER	FSD-751PL	2/20/2024	P	55286863			
3rd	DUCT DETECTOR	Corr RTU-7	L2D104	NOTIFIER	FSD-751PL	2/20/2024	P	55286864			
4th	DUCT DETECTOR	South Storage Rm RTU-2	L1D68	NOTIFIER	FSD-751PL	2/20/2024	P	55287138			
5th	DUCT DETECTOR	Counselor Rm RTU-13	L2D146	NOTIFIER	FSD-751PL	2/20/2024	P	55287139			
5th	DUCT DETECTOR	Counselor Rm RTU-10	L2D143	NOTIFIER	FSD-751PL	2/20/2024	P	55286756			
5th	DUCT DETECTOR	Athletic Rm RTU-14	L2D138	NOTIFIER	FSD-751PL	2/20/2024	P	55286754			

SMOKE DETECTORS



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SMOKE DETECTORS INSPECTION & TESTING

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NYS (lic.) Unique ID # 12000369710

Technician: Ryan (RJ) Shields

REQUIRED FREQUENCY
Annual Maintenance X
Semi-Annual Inspection

Floor	Device	Location	Address	Manufacturer	Model	Test Date	Tested	Barcode	Repair Date	Retested	Comments
Basement	SMOKE DETECTOR	Mechanical Room	L1D86	NOTIFIER	FSP-851	2/22/2024	P	39515237			
Basement	SMOKE DETECTOR	Mechanical Room	L1D85	NOTIFIER	FSP-851	2/22/2024	P	39515238			
Basement	SMOKE DETECTOR	Corr North	L1D82	NOTIFIER	FSP-851	2/22/2024	P	39515241			
Basement	SMOKE DETECTOR	By Classroom 002	L1D81	NOTIFIER	FSP-851	2/22/2024	P	39515242			
Basement	SMOKE DETECTOR	Storage Rm 001B	L1D80	NOTIFIER	FSP-851	2/22/2024	P	39515243			
Basement	SMOKE DETECTOR	Corr South	L1D78	NOTIFIER	FSP-851	2/22/2024	P	39515244			
Basement	SMOKE DETECTOR	Corr By Room 0018	L1D77	NOTIFIER	FSP-851	2/22/2024	P	39515245			
Basement	SMOKE DETECTOR	Storage Rm #005	L1D76	NOTIFIER	FSP-851	2/22/2024	P	39515246			
Basement	SMOKE DETECTOR	Corr By Custodial Closet	L1D75	NOTIFIER	FSP-851	2/22/2024	P	39515247			
Basement	SMOKE DETECTOR	IT Closet #0188	L1D74	NOTIFIER	FSP-851	2/22/2024	P	39515248			
Basement	SMOKE DETECTOR	Dry Storage West Rm #012A	L1D73	NOTIFIER	FSP-851	2/22/2024	P	39515249			
Basement	SMOKE DETECTOR	Foyer	L1D72	NOTIFIER	FSP-851	2/22/2024	P	39515250			
Basement	SMOKE DETECTOR	Elevator Lobby	L1D71	NOTIFIER	FSP-851	2/22/2024	P	39515251			
Basement	SMOKE DETECTOR	By Classroom South #022	L1D79	NOTIFIER	FSP-851	2/22/2024	P	39515252			
Basement	SMOKE DETECTOR	Laundry Rm	L1D91	NOTIFIER	FSP-851	2/22/2024	P	39515253			
Basement	SMOKE DETECTOR	Corr By Bathrooms	L1D90	NOTIFIER	FSP-851	2/22/2024	P	39515254			
Basement	SMOKE DETECTOR	Facility Managers Office	L1D89	NOTIFIER	FSP-851	2/22/2024	P	39515255			
Basement	SMOKE DETECTOR	Corr By Boiler Room	L1D88	NOTIFIER	FSP-851	2/22/2024	P	39515256			
Basement	SMOKE DETECTOR	Electrical Room NW	L1D87	NOTIFIER	FSP-851	2/22/2024	P	39515257			
1st	SMOKE DETECTOR	Corr By Rm 104	L2D21	NOTIFIER	FSP-851	2/20/2024	P	39515193			
1st	SMOKE DETECTOR	Corr by Rm 106	L2D20	NOTIFIER	FSP-851	2/20/2024	P	39515194			
1st	SMOKE DETECTOR	Corr by Rm 102	L2D19	NOTIFIER	FSP-851	2/20/2024	P	39515195			
1st	SMOKE DETECTOR	Corr by Rm 101	L2D18	NOTIFIER	FSP-851	2/20/2024	P	39515196			
1st	SMOKE DETECTOR	Cafeteria	L2D14	NOTIFIER	FSP-851	2/20/2024	P	39515200			
1st	SMOKE DETECTOR	Cafeteria	L2D13	NOTIFIER	FSP-851	2/20/2024	P	39515201			
1st	SMOKE DETECTOR	Cafeteria	L2D12	NOTIFIER	FSP-851	2/20/2024	P	39515202			
1st	SMOKE DETECTOR	Cafeteria	L2D11	NOTIFIER	FSP-851	2/20/2024	P	39515203			
1st	SMOKE DETECTOR	Cafeteria	L2D10	NOTIFIER	FSP-851	2/20/2024	P	39515204			
1st	SMOKE DETECTOR	Cafeteria	L2D9	NOTIFIER	FSP-851	2/20/2024	P	39515205			
1st	SMOKE DETECTOR	Corr by Rm 126	L2D8	NOTIFIER	FSP-851	2/20/2024	P	39515206			



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SMOKE DETECTORS INSPECTION & TESTING

NFPA 72, 2010_14.4.5
EC.02.03.05.EP3

NYS (lic.) Unique ID # 1200369710

REQUIRED FREQUENCY
Annual Maintenance X
Semi-Annual Inspection

Technician: Ryan (R) Shields

Floor	Device	Location	Address	Manufacturer	Model	Test Date	Tested	Barcode	Repair Date	Retested	Comments
1st	SMOKE DETECTOR	Corr by Rm 124	L2D7	NOTIFIER	FSP-851	2/20/2024	P	39515207			
1st	SMOKE DETECTOR	Corr by Rm 122	L2D6	NOTIFIER	FSP-851	2/20/2024	P	39515208			
1st	SMOKE DETECTOR	Corr by Rm 124	L2D5	NOTIFIER	FSP-851	2/20/2024	P	39515209			
1st	SMOKE DETECTOR	Corr by Rm 118 Custodial Closet	L2D4	NOTIFIER	FSP-851	2/20/2024	P	39515210			
1st	SMOKE DETECTOR	Electrical Closet	L2D3	NOTIFIER	FSP-851	2/20/2024	P	39515211			
1st	SMOKE DETECTOR	Entry Foyer	L2D2	NOTIFIER	FSP-851	2/20/2024	P	39515212			
1st	SMOKE DETECTOR	Elevator Lobby	L2D1	NOTIFIER	FSP-851	2/20/2024	P	39515213			
2nd	SMOKE DETECTOR	Corr by Rm 208	L1D38	NOTIFIER	FSP-851	2/20/2024	P	39515170			
2nd	SMOKE DETECTOR	Corr by Rm 206	L1D37	NOTIFIER	FSP-851	2/20/2024	P	39515171			
2nd	SMOKE DETECTOR	Corr north by Rm 202	L1D36	NOTIFIER	FSP-851	2/20/2024	P	29515172			
2nd	SMOKE DETECTOR	Corr by Rm 200	L1D35	NOTIFIER	FSP-851	2/20/2024	P	29515173			
2nd	SMOKE DETECTOR	Corr by Rm 209	L1D32	NOTIFIER	FSP-851	2/20/2024	P	39515174			
2nd	SMOKE DETECTOR	Corr by Rm 209A	L1D33	NOTIFIER	FSP-851	2/20/2024	P	39515175			
2nd	SMOKE DETECTOR	Library	L1D32	NOTIFIER	FSP-851	2/20/2024	P	39515175			
2nd	SMOKE DETECTOR	Corr by Rm 203	L1D31	NOTIFIER	FSP-851	2/20/2024	P	39515177			
2nd	SMOKE DETECTOR	Corr by Rm 338/207	L1D30	NOTIFIER	FSP-851	2/20/2024	P	39515178			
2nd	SMOKE DETECTOR	Corr by Rm 207	L1D29	NOTIFIER	FSP-851	2/20/2024	P	39515179			
2nd	SMOKE DETECTOR	Corr by Rm 224	L1D28	NOTIFIER	FSP-851	2/20/2024	P	39515180			
2nd	SMOKE DETECTOR	Corr South	L1D27	NOTIFIER	FSP-851	2/20/2024	P	39515181			
2nd	SMOKE DETECTOR	Corr by Rm 218	L1D26	NOTIFIER	FSP-851	2/20/2024	P	39515182			
2nd	SMOKE DETECTOR	Corr by Rm 216	L1D25	NOTIFIER	FSP-851	2/20/2024	P	39515183			
2nd	SMOKE DETECTOR	Corr by Rm 216	L1D24	NOTIFIER	FSP-851	2/20/2024	P	39515184			
2nd	SMOKE DETECTOR	Corr by Rm 203	L1D23	NOTIFIER	FSP-851	2/20/2024	P	39515185			
2nd	SMOKE DETECTOR	Elect Closet Rm 210	L1D22	NOTIFIER	FSP-851	2/20/2024	P	39515186			
2nd	SMOKE DETECTOR	Elevator Lobby	L1D21	NOTIFIER	FSP-851	2/20/2024	P	39515187			
3rd	SMOKE DETECTOR	Gymnasium	L1D112	NOTIFIER	FSP-851	2/21/2024	P	39515129			
3rd	SMOKE DETECTOR	Gymnasium	L1D111	NOTIFIER	FSP-851	2/21/2024	P	39515130			
3rd	SMOKE DETECTOR	Gymnasium	L1D110	NOTIFIER	FSP-851	2/21/2024	P	39515131			
3rd	SMOKE DETECTOR	Gymnasium	L1D109	NOTIFIER	FSP-851	2/21/2024	P	39515132			
3rd	SMOKE DETECTOR	Gymnasium	L1D108	NOTIFIER	FSP-851	2/21/2024	P	39515133			



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SMOKE DETECTORS INSPECTION & TESTING

NFPA 72, 2010_14.4.5

EC.02.03.05.EP3

Technician: Ryan (R) Shields

NYS (lic.) Unique ID # 1200369710

REQUIRED FREQUENCY
Annual Maintenance X
Semi-Annual Inspection

Floor	Device	Location	Address	Manufacturer	Model	Test Date	Tested	Barcode	Repair Date	Retested	Comments
3rd	SMOKE DETECTOR	Gymnasium	L1D107	NOTIFIER	FSP-851	2/21/2024	P	39515134			
3rd	SMOKE DETECTOR	Gymnasium	L1D106	NOTIFIER	FSP-851	2/21/2024	P	39515135			
3rd	SMOKE DETECTOR	Gymnasium	L1D105	NOTIFIER	FSP-851	2/21/2024	P	39515136			
3rd	SMOKE DETECTOR	Gymnasium	L1D104	NOTIFIER	FSP-851	2/21/2024	P	39515137			
3rd	SMOKE DETECTOR	Gymnasium	L1D103	NOTIFIER	FSP-851	2/21/2024	P	39515138			
3rd	SMOKE DETECTOR	Gymnasium	L1D102	NOTIFIER	FSP-851	2/21/2024	P	39515139			
3rd	SMOKE DETECTOR	Gymnasium	L1D101	NOTIFIER	FSP-851	2/21/2024	P	39515140			
3rd	SMOKE DETECTOR	Gymnasium	L1D61	NOTIFIER	FSP-851	2/21/2024	P	39515141			
3rd	SMOKE DETECTOR	Gymnasium	L1D60	NOTIFIER	FSP-851	2/21/2024	P	39515142			
3rd	SMOKE DETECTOR	Gymnasium	L1D59	NOTIFIER	FSP-851	2/21/2024	P	39515143			
3rd	SMOKE DETECTOR	Gymnasium	L1D58	NOTIFIER	FSP-851	2/21/2024	P	39515144			
3rd	SMOKE DETECTOR	Gymnasium	L1D57	NOTIFIER	FSP-851	2/21/2024	P	39515145			
3rd	SMOKE DETECTOR	Gymnasium	L1D56	NOTIFIER	FSP-851	2/21/2024	P	39515146			
3rd	SMOKE DETECTOR	Gymnasium	L1D55	NOTIFIER	FSP-851	2/21/2024	P	39515147			
3rd	SMOKE DETECTOR	Gymnasium	L1D54	NOTIFIER	FSP-851	2/21/2024	P	39515148			
3rd	SMOKE DETECTOR	Gymnasium	L1D53	NOTIFIER	FSP-851	2/21/2024	P	39515149			
3rd	SMOKE DETECTOR	Gymnasium	L1D52	NOTIFIER	FSP-851	2/21/2024	P	39515150			
3rd	SMOKE DETECTOR	Gymnasium	L1D51	NOTIFIER	FSP-851	2/21/2024	P	39515151			
3rd	SMOKE DETECTOR	Gymnasium	L1D50	NOTIFIER	FSP-851	2/21/2024	P	39515152			
3rd	SMOKE DETECTOR	Corr by Rm 304	L2D42	NOTIFIER	FSP-851	2/20/2024	P	39515153			
3rd	SMOKE DETECTOR	Corr by Rm 306	L2D41	NOTIFIER	FSP-851	2/20/2024	P	39515154			
3rd	SMOKE DETECTOR	Corr North by Rm 302	L2D40	NOTIFIER	FSP-851	2/20/2024	P	39515155			
3rd	SMOKE DETECTOR	Corr by Rm 328	L2D38	NOTIFIER	FSP-851	2/20/2024	P	39515157			
3rd	SMOKE DETECTOR	Corr by Rm 324/326	L2D37	NOTIFIER	FSP-851	2/20/2024	P	39515158			
3rd	SMOKE DETECTOR	Cor by Rm 322	L2D36	NOTIFIER	FSP-851	2/20/2024	P	39515159			
3rd	SMOKE DETECTOR	Corr by Rm 324	L2D35	NOTIFIER	FSP-851	2/20/2024	P	39515160			
3rd	SMOKE DETECTOR	Corr by Custodial Rm 318	L2D34	NOTIFIER	FSP-851	2/20/2024	P	39515161			
3rd	SMOKE DETECTOR	Elec Closet W.	L2D33	NOTIFIER	FSP-851	2/20/2024	P	39515162			
3rd	SMOKE DETECTOR	Foyer	L2D32	NOTIFIER	FSP-851	2/20/2024	P	39515163			
3rd	SMOKE DETECTOR	Elevator Lobby	L2D31	NOTIFIER	FSI-851	2/20/2024	P	39515164			



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EXCELLENCE BOYS CHARTER SCHOOL

225 Patchen Ave
Brooklyn, NY

SMOKE DETECTORS INSPECTION & TESTING

NFPA 72, 2010_14.4.5
EC.02.03.05.EP3

NYS (lic.) Unique ID # 1200369710

Technician: Ryan (R) Shields

REQUIRED FREQUENCY
Annual Maintenance X
Semi-Annual Inspection

Floor	Device	Location	Address	Manufacturer	Model	Test Date	Tested	Barcode	Repair Date	Retested	Comments
3rd	SMOKE DETECTOR	Corr by Rm 300	L2D39	NOTIFIER	FSP-851	2/20/2024	P	39515153			
4th	SMOKE DETECTOR	Corr NW	L1D67	NOTIFIER	FSP-851	2/20/2024	P	39515101			
4th	SMOKE DETECTOR	Electrical Rm North	L1D66	NOTIFIER	FSP-851	2/20/2024	P	39515102			
4th	SMOKE DETECTOR	North Storage Room	L1D65	NOTIFIER	FSP-851	2/20/2024	P	39515103			
4th	SMOKE DETECTOR	Electrical Rm North	L1D64	NOTIFIER	FSP-851	2/20/2024	P	39515104			
4th	SMOKE DETECTOR	Corr by Rm 400	L1D63	NOTIFIER	FSP-851	2/20/2024	P	39515105			
4th	SMOKE DETECTOR	Corr by Rm 400	L1D62	NOTIFIER	FSP-851	2/20/2024	P	39515106			
4th	SMOKE DETECTOR	Corr by Rm 407	L1D48	NOTIFIER	FSP-851	2/20/2024	P	39515107			
4th	SMOKE DETECTOR	Corr by Rm 424	L1D49	NOTIFIER	FSP-851	2/20/2024	P	39515108			
4th	SMOKE DETECTOR	Electrical Rm South	L1D47	NOTIFIER	FSP-851	2/20/2024	P	39515109			
4th	SMOKE DETECTOR	Electrical Rm South	L1D46	NOTIFIER	FSP-851	2/20/2024	P	39515110			
4th	SMOKE DETECTOR	South Storage Rm	L1D45	NOTIFIER	FSP-851	2/20/2024	P	39515111			
4th	SMOKE DETECTOR	Corr SW	L1D44	NOTIFIER	FSP-851	2/20/2024	P	39515112			TOO CLOSE TO AIR VENT
4th	SMOKE DETECTOR	Corr SW	L1D43	NOTIFIER	FSP-851	2/20/2024	P	39515113			
4th	SMOKE DETECTOR	By Teachers Rm 414	L1D42	NOTIFIER	FSP-851	2/20/2024	P	39515114			
4th	SMOKE DETECTOR	Elevator Lobby	L1D41	NOTIFIER	FSI-851	2/20/2024	P	39515115			
5th	SMOKE DETECTOR	Top of Elevator Shaft	L2D51	NOTIFIER	FSP-851	2/20/2024	P	39515092			
5th	SMOKE DETECTOR	Top of Stair B	L2D54	NOTIFIER	FSP-851	2/20/2024	P	39515089			
5th	SMOKE DETECTOR	Top of Stair C	L2D53	NOTIFIER	FSP-851	2/20/2024	P	39515090			
5th	SMOKE DETECTOR	Elevator Machine Room	L2D52	NOTIFIER	FSP-851	2/20/2024	P	39515091			

HEAT DETECTORS



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**HEAT DETECTORS
INSPECTION & TESTING**

REQUIRED FREQUENCY
Annual Maintenance X
Semi-Annual Visual Inspection _____

Technician: Ryan Salvatore
Technician: Ryan (RJ) Shields

NFPA 72, 2010, 14.4.5
EC.02.03.05-EP3

NYS (lic.) Unique ID # 12000369710

Floor	Device	Location	Address	Manufacturer	Model	Test Date	Tested	Barcode	Repair Date	Retested	Comments
Basement	HEAT DETECTOR	Boiler Room	L1D84	NOTIFIER	FST-851R	2/22/2024	P	39515239			
Basement	HEAT DETECTOR	Boiler Room	L1D83	NOTIFIER	FST-851R	2/22/2024	P	39515240			
Basement	HEAT DETECTOR	Stage South(Deluge)	L1D24	NOTIFIER	FST-851R	2/22/2024	P	39515258			
Basement	HEAT DETECTOR	Stage South(Deluge)	L1D23	NOTIFIER	FST-851R	2/22/2024	P	39515259			
Basement	HEAT DETECTOR	Stage South(Deluge)	L1D22	NOTIFIER	FST-851R	2/22/2024	P	39515260			
Basement	HEAT DETECTOR	Center Stage(Deluge)	L1D21	NOTIFIER	FST-851R	2/22/2024	P	39515261			
Basement	HEAT DETECTOR	North Stage(Deluge)	L1D20	NOTIFIER	FST-851R	2/22/2024	P	39515262			
Basement	HEAT DETECTOR	North Stage(Deluge)	L1D19	NOTIFIER	FST-851R	2/22/2024	P	39515263			
Basement	HEAT DETECTOR	North Stage(Deluge)	L1D18	NOTIFIER	FST-851R	2/22/2024	P	39515264			
Basement	HEAT DETECTOR	Stage Ramp(Deluge)	L1D17	NOTIFIER	FST-851R	2/22/2024	P	39515265			
Basement	HEAT DETECTOR	Stage Prep North(Deluge)	L1D16	NOTIFIER	FST-851R	2/22/2024	P	39515266			
Basement	HEAT DETECTOR	Stage Prep North(Deluge)	L1D15	NOTIFIER	FST-851R	2/22/2024	P	39515267			
Basement	HEAT DETECTOR	Stage Ramp(Deluge)	L1D14	NOTIFIER	FST-851R	2/22/2024	P	39515268			
Basement	HEAT DETECTOR	North Stage(Deluge)	L1D13	NOTIFIER	FST-851R	2/22/2024	P	39515369			
Basement	HEAT DETECTOR	North Stage(Deluge)	L1D12	NOTIFIER	FST-851R	2/22/2024	P	39515270			
Basement	HEAT DETECTOR	North Stage(Deluge)	L1D11	NOTIFIER	FST-851R	2/22/2024	P	39515271			
Basement	HEAT DETECTOR	Center Stage(Deluge)	L1D10	NOTIFIER	FST-851R	2/22/2024	P	39515272			
Basement	HEAT DETECTOR	Stage South(Deluge)	L1D9	NOTIFIER	FST-851R	2/22/2024	P	39515273			
Basement	HEAT DETECTOR	Stage South(Deluge)	L1D8	NOTIFIER	FST-851R	2/22/2024	P	39515274			
Basement	HEAT DETECTOR	Stage South(Deluge)	L1D7	NOTIFIER	FST-851R	2/22/2024	P	39515275			
Basement	HEAT DETECTOR	Stage Prep South(Deluge)	L1D5	NOTIFIER	FST-851R	2/22/2024	P	39515276			
Basement	HEAT DETECTOR	Stage Prep South(Deluge)	L1D4	NOTIFIER	FST-851R	2/22/2024	P	39515277			
Basement	HEAT DETECTOR	Stage Prep South(Deluge)	L1D2	NOTIFIER	FST-851R	2/22/2024	P	39515278			
Basement	HEAT DETECTOR	Stage Prep South(Deluge)	L1D1	NOTIFIER	FST-851R	2/22/2024	P	39515279			
1st	HEAT DETECTOR	Kitchen Prep Severy	L2D17	NOTIFIER	FST-851R	2/20/2024	P	39515197			
1st	HEAT DETECTOR	Kitchen Prep Severy	L2D16	NOTIFIER	FST-851R	2/20/2024	P	39515198			
1st	HEAT DETECTOR	Kitchen Dishwasher	L2D15	NOTIFIER	FST-851R	2/20/2024	P	39515199			

MANUAL PULL STATION



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PULL STATIONS

INSPECTION & TESTING

NFPA 72, 2010 _ 14.4.5

EC.02.03.05.EP3

REQUIRED FREQUENCY
Annual Maintenance X
Semi-Annual Inspection

Technician: Ryan (RJ) Shields

Floor	Device	Location	Address	Manufacturer	Model	Test Date	Tested	Barcode	Repair Date	Retested	Comments
Basement	MANUAL STATION	Laundry Rm Storage Rm #010B	L1M86	RSG INC	RMS-1T-LP	2/22/2024	P	39515217			
Basement	MANUAL STATION	Storage Rm #007	L1M77	RSG INC	RMS-1T-LP	2/22/2024	P	39515226			
Basement	MANUAL STATION	Auditorium Rear	L1M74	RSG INC	RMS-1T-LP	2/22/2024	P	39515227			
Basement	MANUAL STATION	Stair C	L1M73	RSG INC	RMS-1T-LP	2/22/2024	P	39515228			
Basement	MANUAL STATION	Stair B	L1M72	RSG INC	RMS-1T-LP	2/22/2024	P	39515229			
Basement	MANUAL STATION	Stair A	L1M71	RSG INC	RMS-1T-LP	2/22/2024	P	39515230			
Basement	MANUAL STATION	North Stage(Deluge)	L1M2	RSG INC	RMS-1T-LP	2/22/2024	P	39515235			
Basement	MANUAL STATION	South Stage(Deluge)	L1M1	RSG INC	RMS-1T-LP	2/22/2024	P	39515236			
1st	MANUAL STATION	Stair C	L2M3	RSG INC	RMS-1T-LP	2/22/2024	P	39515190			
1st	MANUAL STATION	Stair B	L2M2	RSG INC	RMS-1T-LP	2/22/2024	P	39515191			
1st	MANUAL STATION	Stair A	L2M1	RSG INC	RMS-1T-LP	2/22/2024	P	39515192			
2nd	MANUAL STATION	Stair C	L1M23	RSG INC	RMS-1T-LP	2/22/2024	P	39515167			
2nd	MANUAL STATION	Stair B	L1M22	RSG INC	RMS-1T-LP	2/22/2024	P	39515168			
2nd	MANUAL STATION	Stair A	L1M21	RSG INC	RMS-1T-LP	2/22/2024	P	39515169			
3rd	MANUAL STATION	Stair C	L1M33	RSG INC	RMS-1T-LP	2/22/2024	P	39515118			
3rd	MANUAL STATION	Stair B	L1M32	RSG INC	RMS-1T-LP	2/22/2024	P	39515119			
3rd	MANUAL STATION	Stair A	L1M31	RSG INC	RMS-1T-LP	2/22/2024	P	39515120			
4th	MANUAL STATION	Stair C	L1M43	RSG INC	RMS-1T-LP	2/22/2024	P	39515097			
4th	MANUAL STATION	Stair B	L1M42	RSG INC	RMS-1T-LP	2/22/2024	P	39515098			
4th	MANUAL STATION	Stair A	L1M41	RSG INC	RMS-1T-LP	2/22/2024	P	39515099			
5th	MANUAL STATION	Top of Stair C	L1M53	RSG INC	RMS-1T-LP	2/22/2024	P	39515084			
5th	MANUAL STATION	Top of Stair B	L1M52	RSG INC	RMS-1T-LP	2/22/2024	P	39515085			

**ELEVATOR
RECALL**



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ELEVATOR RECALL

INSPECTION & TESTING

NFPA 72, 2010_14.4.5

EC.02.03.05.EP3

Technician: Ryan (RJ) Shields

REQUIRED FREQUENCY
Annual Maintenance X
Semi-Annual Inspection

Floor	Device	Location	Address	Manufacturer	Model	Test Date	Tested	Barcode	Repair Date	Retested	Comments
Roof	ELEVATOR RECALL	Elevator Machine Room	L2M56	NOTIFIER	FRM-1	2/22/2024	P	39515284			
Roof	ALT ELEVATOR RECALL	Elevator Machine Room	L2M57	NOTIFIER	FRM-1	2/22/2024	P	39515285			

SMOKE PURGE



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EXCELLENCE BOYS CHARTER SCHOOL

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SMOKE PURGE INSPECTION & TESTING

NFPA 72-2010; 14.4.5

REQUIRED FREQUENCY
Annual Maintenance X
Semi-Annual Visual Inspection

NYS (lic.) Unique ID # 12000369710

Technician: Ryan (RJ) Shields

Floor	Device	Location	Address	Manufacturer	Model	Test Date	Tested	Barcode	Repair Date	Retested	Comments
Basement	PROGRAMMABLE RELAY	RTU-10 Facility Manager office	L1M104	NOTIFIER	FRM-1	2/23/2024	P	59515389			
Basement	PROGRAMMABLE RELAY	RTU-9 Facility Manager office	L1M105	NOTIFIER	FRM-1	2/23/2024	P	59515391			
Basement	PROGRAMMABLE RELAY	RTU-5 Storage Room	L1M112	NOTIFIER	FRM-1	2/23/2024	P	40060997			
Basement	PROGRAMMABLE RELAY	RTU-5 Storage Room	L1M106	NOTIFIER	FRM-1	2/23/2024	P	40061001			
4th	PROGRAMMABLE RELAY	SMPF-1 Status	L2M101	NOTIFIER	FRM-1	2/23/2024	P	59515303			
5th	PROGRAMMABLE RELAY	Rm 500 RTU-10 Purge	L2M145	NOTIFIER	FRM-1	2/23/2024	P	59515311			
5th	PROGRAMMABLE RELAY	Rm 500 RTU-16 Purge	L2M150	NOTIFIER	FRM-1	2/23/2024	P	59515316			
5th	PROGRAMMABLE RELAY	Rm 500 RTU-13 FSD	L2M97	NOTIFIER	FRM-1	2/23/2024	P	59515318			
5th	PROGRAMMABLE RELAY	Rm 500 RTU-10 FSD Supply	L2M93	NOTIFIER	FRM-1	2/23/2024	P	59515319			
5th	PROGRAMMABLE RELAY	Rm 500 RTU-10 FSD Return	L2M95	NOTIFIER	FRM-1	2/23/2024	P	59515320			
5th	PROGRAMMABLE RELAY	Rm 500 RTU-10 FSD Purge	L2M96	NOTIFIER	FRM-1	2/23/2024	P	59515321			
5th	PROGRAMMABLE RELAY	Rm 500 RTU-10 FSD Status	L2M94	NOTIFIER	FRM-1	2/23/2024	P	59515322			
5th	PROGRAMMABLE RELAY	Rm 512 RTU-14 FSD	L2M98	NOTIFIER	FRM-1	2/23/2024	P	59515293			
5th	PROGRAMMABLE RELAY	Rm 512 RTU-17 Purge	L2M142	NOTIFIER	FRM-1	2/23/2024	P	59515297			
Roof	PROGRAMMABLE RELAY	EMR	L2M99	NOTIFIER	FRM-1	2/23/2024	P	59515286			

FANS



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FANS

INSPECTION & TESTING

NFPA 72, 2010_14.4.5

EC.02.03.05.EP3

REQUIRED FREQUENCY
Annual Maintenance X
Semi-Annual Inspection

Technician: Ryan (RU) Shields

Floor	Device	Location	Address	Manufacturer	Model	Test Date	Tested	Barcode	Repair Date	Retested	Comments
Basement	FAN SHUTDOWN	RTU-10 Return	L1M87	NOTIFIER	FRM-1	2/23/2024	P	39515386			
Basement	FAN SHUTDOWN	RTU-10 Supply	L1M89	NOTIFIER	FRM-1	2/23/2024	P	39515388			
Basement	FAN STATUS	RTU-10	L1M88	NOTIFIER	FMM-1	2/23/2024	P	39515312			
Basement	FAN SHUTDOWN	RTU-9 Return	L1M90	NOTIFIER	FRM-1	2/23/2024	P	39515392			
Basement	FAN SHUTDOWN	RTU-9 Supply	L1M92	NOTIFIER	FRM-1	2/23/2024	P	39515393			
Basement	FAN STATUS	RTU-9	L1M91	NOTIFIER	FMM-1	2/23/2024	P	39515390			
Basement	FAN SHUTDOWN	RTU-5 Return	L1M99	NOTIFIER	FRM-1	2/23/2024	P	40060998			
Basement	FAN SHUTDOWN	RTU-5 Supply	L1M98	NOTIFIER	FRM-1	2/23/2024	P	40061003			
Basement	FAN STATUS	RTU-5	L1M87	NOTIFIER	FRM-1	2/23/2024	P	40060996			
Basement	FAN SHUTDOWN	RTU-3 Return	L1M93	NOTIFIER	FRM-1	2/23/2024	P	40061000			
Basement	FAN SHUTDOWN	RTU-3 Supply	L1M94	NOTIFIER	FRM-1	2/23/2024	P	40060999			
Basement	FAN STATUS	RTU-3	L1M95	NOTIFIER	FMM-1	2/23/2024	P	40061002			
4th	FAN STATUS	SMPF-1	L2M100	NOTIFIER	FRM-1	2/23/2023	P	39515302			
5th	FAN SHUTDOWN	RTU-14	L2M138	NOTIFIER	FRM-1	2/23/2024	P	39515294			
5th	FAN STATUS	RTU-14	L2M139	NOTIFIER	FMM-1	2/23/2025	P	39515295			
5th	FAN SHUTDOWN	RTU-17	L2M140	NOTIFIER	FRM-1	2/23/2024	P	39515298			
5th	FAN STATUS	RTU-17	L2M141	NOTIFIER	FMM-1	2/23/2024	P	39515296			
5th	FAN SHUTDOWN	RTU-10	L2M143	NOTIFIER	FRM-1	2/23/2024	P	39515310			
5th	FAN STATUS	RTU-10	L2M144	NOTIFIER	FMM-1	2/23/2024	P	39515312			
5th	FAN SHUTDOWN	RTU-13	L2M146	NOTIFIER	FRM-1	2/23/2024	P	39515313			
5th	FAN STATUS	RTU-13	L2M147	NOTIFIER	FMM-1	2/23/2024	P	39515314			
5th	FAN SHUTDOWN	RTU-16	L2M148	NOTIFIER	FRM-1	2/23/2024	P	39515315			
5th	FAN STATUS	RTU-16	L2M149	NOTIFIER	FMM-1	2/23/2024	P	39515317			
Roof	FAN SHUTDOWN	RTU-18	L2M134	NOTIFIER	FRM-1	2/23/2024	P	39515288			
Roof	FAN STATUS	RTU-18	L2M135	NOTIFIER	FMM-1	2/23/2024	P	39515287			

WATERFLOW SWITCHES



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EXCELLENCE BOYS CHARTER SCHOOL

225 Patchen Ave
Brooklyn, NY

WATERFLOW SWITCH INSPECTION & TESTING

NFPA 72, 2010_14.4.5
EC.02.03.05.EP3

Technician: Ryan (R) Shields

REQUIRED FREQUENCY
Annual Maintenance X
Semi-Annual Inspection

Floor	Device	Location	Address	Manufacturer	Model	Test Date	Tested	Barcode	Repair Date	Retested	Comments
BASEMENT	WATERFLOW SWITCH	STAIR B	L1M80	POTTER	VRS-F	2/23/2024	P	39515225			
BASEMENT	WATERFLOW SWITCH	BOILER ROOM	L1M4	POTTER	VRS-F	2/23/2024	P	39515234			
1ST	WATERFLOW SWITCH	STAIR B	L2M8	POTTER	VRS-F	2/23/2024	P	39515189			
2ND	WATERFLOW SWITCH	STAIR B	L1M26	POTTER	VRS-F	2/23/2024	P	39515166			
3RD	WATERFLOW SWITCH	STAIR B	L2M36	POTTER	VRS-F	2/23/2024	P	39515117			
4TH	WATERFLOW SWITCH	STAIR B	L1M46	POTTER	VRS-F	2/23/2024	P	39515096			
5TH	WATERFLOW SWITCH	STAIR B	L2M152	POTTER	VRS-F	2/23/2024	P	39515094			
ROOF	WATERFLOW SWITCH	TOP OF STAIR C	L2M154	POTTER	VRS-F	2/23/2024	P	39515083			

TAMPER SWITCHES



BEST SYSTEM SALES

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EXCELLENCE BOYS CHARTER SCHOOL

225 Patchen Ave

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SUPERVISORY

INSPECTION & TESTING

NFPA 72, 2010_14.4.5

EC.02.03.05.EP3

REQUIRED FREQUENCY
Annual Maintenance X
Semi-Annual Inspection

Technician: Ryan (RU) Shields

Floor	Device	Location	Address	Manufacturer	Model	Test Date	Tested	Barcode	Repair Date	Retested	Comments
BASEMENT	TAMPER SWITCH	SPRINKLER/BOILER RM TS#3	L1M110	POTTER	OSYSU-2	2/23/2024	P	39515214			
BASEMENT	TAMPER SWITCH	SPRINKLER/BOILER RM TS#2	L1M110	POTTER	OSYSU-2	2/23/2024	P	39515215			
BASEMENT	TAMPER SWITCH	SPRINKLER/BOILER RM TS#1	L1M110	POTTER	OSYSU-2	2/23/2024	P	39515216			
BASEMENT	TAMPER SWITCH	FIRE PUMP RM TS#1	L1M85	MILWAUKEE	BB-SC5	2/23/2024	P	39515218			
BASEMENT	TAMPER SWITCH	FIRE PUMP RM TS#2	L1M85	NIBCO	GD-4765-8N	2/23/2024	P	39515219			
BASEMENT	TAMPER SWITCH	FIRE PUMP RM TS#3	L1M85	NIBCO	GD-4765-8N	2/23/2024	P	39515220			
BASEMENT	TAMPER SWITCH	FIRE PUMP RM TS #2	L1M84	MILWAUKEE	BB-SC5	2/23/2024	P	39515221			
BASEMENT	TAMPER SWITCH	FIRE PUMP RM TS #3	L1M84	POTTER	OSYSU-2	2/23/2024	P	38515222			
BASEMENT	TAMPER SWITCH	FIRE PUMP RM TS #1	L1M84	NIBCO	GD-4765-8N	2/23/2024	P	39515223			
BASEMENT	TAMPER SWITCH	STAIR B	L1M81	NIBCO	GD-4765-8N	2/23/2024	P	39515224			
BASEMENT	TAMPER SWITCH	VIKING PANEL (DELUGE)	L1M7	VICTAULIC	705W	2/23/2024	P	39515231			
BASEMENT	TAMPER SWITCH	BOILER RM WATER TANK	L1M5	NIBCO	VFD-05	2/23/2024	P	39515233			
1ST	TAMPER SWITCH	STAIR B	L2M9	NIBCO	GD-4765-8N	2/23/2024	P	39515188			
2ND	TAMPER SWITCH	STAIR B	L1M27	NIBCO	GD-4765-8N	2/23/2024	P	39515165			
3RD	TAMPER SWITCH	STAIR B	L2M37	NIBCO	GD-4765-8N	2/23/2024	P	39515116			
4TH	TAMPER SWITCH	STAIR B	L1M47	NIBCO	GD-4765-8N	2/23/2024	P	39515095			
5TH	TAMPER SWITCH	STAIR B	L2M153	MILWAUKEE	BB-SC5	2/23/2024	P	39515093			
ROOF	TAMPER SWITCH	STAIR C	L2M155	MILWAUKEE	BB-SC5	2/23/2024	P	39515082			

**WARDEN
PHONES**



BEST SYSTEM SALES

18-20 130th Street College Point, N.Y. 11356
Phone: 917.938.0920
E-mail: Service@BestSystemSales.com

EXCELLENCE BOYS CHARTER SCHOOL

225 Patchen Ave
Brooklyn, NY
**WARDEN PHONES
INSPECTION & TESTING**

REQUIRED FREQUENCY
Annual Maintenance X
Semi-Annual Inspection

Technician: Ryan (RJ) Shields

NFPA 72, 2010_14.4.5
EC.02.03.05.EP3

NYS (lic.) Unique ID # 12000369710

Floor	Device	Location	Address	Manufacturer	Model	Test Date	Tested	Barcode	Repair Date	Retested	Comments
Basement	WARDEN PHONE	Facility Manager Office	L1M102	NOTIFIER	AFAWS-TELA	2/23/2024	P	39515280			
Basement	WARDEN PHONE	Stage Control Panel	L1M100	NOTIFIER	AFAWS-TELA	2/23/2024	P	39515281			
Basement	WARDEN PHONE	Green Room	L1M101	NOTIFIER	AFAWS-TELA	2/23/2024	P	39515282			

SECTION 4

**ADDITIONAL
DEVICES**

SECTION 5

COMMENTS

Certificates of Fitness

This Fire Alarm System and Devices have been inspected, cleaned, and tested by Best System Sales Technician(s):





James Oddo
Commissioner

Reda Shehata, RA
Borough Commissioner
rshehata@buildings.nyc.gov

Tina M. Vultaggio
Deputy Borough Commissioner
vultaggio@buildings.nyc.gov

345 Adams Street
3rd Floor
Brooklyn, NY 11201
nyc.gov/buildings

718-802-3676 tell
718-802-4098 fax

August 24, 2023

Michael E. Mallia
499 Jericho Turnpike, Suite 202
Mineola, NY 11501

RE: 140 Montrose Avenue
Block: 3061, Lot: 10
BIN# 3398497
Zoning District: R6 and C2-3
Brooklyn, NY 11206

To Whom It May Concern:

This is in response to your request received on August 18, 2023, for a **Letter of No Objection (LNO) for a Kindergarten through 4th grade Elementary School at the above referenced premises**. No Certificate of Occupancy (CO) exists for this property in the Department of Buildings (DOB) records. The Department of Finance (DOF) classifies the building as M1 "Church, Synagogue." The 1903 E. Belcher Hyde Atlas of Brooklyn [map] indicates the building as a three-story brick school. There is no application on record to change the use from a school since 1903.

There are 7 open work applications, all of which are related to school upgrades. Given that 7 open work applications support the proposed school use, **DOB has no objection to the issuance of an LNO for a Kindergarten through 4th grade Elementary School** at the above referenced premises.

If this building is hereafter altered, an application must be filed pursuant to Section 28-105.1 of the Administrative Code of the City of New York. If the use of this building is changed from one occupancy group to another or from one zoning use group to another, either in whole or in part, a new Certificate of Occupancy shall be obtained pursuant to section 28-188.3 of the Administrative Code of the City of New York.

Please contact me if you have any additional questions or concerns regarding this matter.

Sincerely,

Tina M. Vultaggio, RA
Deputy Borough Commissioner

LNO FILE
Chole' Gray, Assistant Plan Examiner