



BROWNSVILLE COLLEGIATE

**Brownsville Collegiate Charter
School**

**2025-26 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

Enter Name(s) and Title(s) prepared this 2025-26 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)
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Brett Peiser	Other	N/A
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Eric Woolway	Trustee/Member	Academic
Jabali Sawiki	Trustee/Member	Academic
Ann Mathews	Trustee/Member	Academic, Finance
Crystal McQueen-Taylor	Parent Rep	Academic, Advocacy

Mallorie Bocachica has served as the Principal of the school since 2018.

Sanjana Dalmiya has served as Director of Operations of the school since 2025.

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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 17th year of operation in June 2026. Brownsville Collegiate Charter School is organized into two academies: the Elementary Academy, serving students in grades K-4 and the Middle Academy, which serves students in grades 5-8.

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 2025-26, 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 (UFLI/Reading Mastery program), a teacher-designed reading comprehension curriculum, the use of the DIBELS 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 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.

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- DIBELS 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.

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 Teaching and Learning Team (T&L) and Lead Lesson Planners (LLP). Our T&L 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 Teaching and Learning Team (T&L) 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. T&L 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 (3 in ELA, 4 in Math). 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.

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.[MS2] . Brownsville Collegiate Charter School provides its students with every possible opportunity to learn.

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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 2025-26, 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 2025-26, 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.

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ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Un-graded	Total
2023-24	27	11	11	16	15	N/A	N/A	N/A	N/A	N/A	80
2024-25	52	41	20	36	32	N/A	N/A	N/A	N/A	N/A	181
2025-26	42	58	59	47	47	N/A	N/A	N/A	N/A	N/A	253

GOAL 1: ENGLISH LANGUAGE ARTS

Enter the school's English Language Arts goal here from the Accountability Plan.

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 Next Generation 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 40-minute long literacy blocks each day and students are broken up into groups based on DIBELS levels. In the literacy blocks, students focus on explicit foundational reading instruction, small-group reading of grade-level chapter books, and reading comprehension. Students spend 45 minutes writing daily, in addition to the three literacy blocks.

In the middle grades (5-8), students have a 2-hour English class that includes extensive time on discourse, whole-class novel work, close reading, knowledge building, and writing in response to text. Vocabulary, grammar, and composition are also taught during this time.

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

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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.

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.

2025-26 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Total Enrolled	Percent Tested
3	42	46	91%
4	44	49	90%
5	0	0	#DIV/0!
6	0	0	#DIV/0!
7	0	0	#DIV/0!
8	0	17	0%
All	86	112	77%

Performance on 2025-26 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	42	42	100%	14	14	100%
4	44	44	100%	23	23	100%
5	0	0	#DIV/0!	0	0	#DIV/0!
6	0	0	#DIV/0!	0	0	#DIV/0!
7	0	0	#DIV/0!	0	0	#DIV/0!
8	0	0	#DIV/0!	0	0	#DIV/0!
All	86	86	100%	37	37	100%

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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ELA Measure 2 - Absolute

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 2025-26 English language arts MIP for all students of **126.5**. 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 2025-26 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	0%	0%	1%	99%

$$PI = (0 * [? \%]_{Level\ 1} + 1 * [? \%]_{Level\ 2} + 2 * [? \%]_{Level\ 3} + 2.5 * [? \%]_{Level\ 4}) * 100 = \mathbf{249.5}$$

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

² You can find the statewide MIP goals for 2022-23 to 2028-29 [here](#). Note: 2023-24 and 2022-23 MIP goals were retroactively updated and increased in the new guidance before the 2025-26 school year.

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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

2025-26 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Number Tested	Percent Proficient	Number Tested	Percent Proficient
3	14	100%	48185	44.2
4	23	100%	50128	51.1
5	0	#DIV/0!	50790	46.6
6	0	#DIV/0!	50857	50.7
7	0	#DIV/0!	51614	53.3
8	0	#DIV/0!	52876	55.2
All	37	100%	304450	50.3

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.

METHOD

Given the timing of the state's release of economically disadvantaged data, the 2025-26 Comparative Performance analysis is not yet available. This report contains 2024-25 results.⁴

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.

³ Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2024-25 results as a placeholder for the district's 2025-26 results. Schools can access these data at data.nysed.gov.

⁴ These data can be found in the school's Accountability Summary provided by the Institute in spring 2026.

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2024-25 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	86.1	478	446.4	2.81
4	90.6	470	446.1	2.15
5				
6				
7				
8				
All	88.2	474.2	446.3	2.5

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 2025-26 analysis is not yet available. This report contains 2024-25 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 2024-25 and also have a state exam score from 2023-24 including students who were retained in the same grade. Students with the same 2023-24 score are ranked by their 2024-25 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.

2024-25 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	70	50.0
5	0	50.0
6	0	50.0
7	0	50.0

⁵ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2026.

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8	0	50.0
All	70	50.0

ELA INTERNAL EXAM RESULTS

During 2025-26, 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 2025-2026, we are making progress towards our goals. We will continue to work towards a higher percentage of students meeting this metric for School Year 2026-2027. Students in Grades 3-4 took 2 interim assessments and students in Grades 5-8 took 3 interim assessments during the 2025-2026 school year. The chart below represents the percentage of students who are advanced or proficient on their interim assessments.

	GRADE	3	4	5	6	7	8
ELA	Assessment #1	52%	75%	N/A	N/A	N/A	N/A
ELA	Assessment #2	67%	81%	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

Brownsville Collegiate Charter School achieved 5 of 5 available Accountability Plan goals.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Met
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.	Met
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.	Met
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.	Met

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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.	Met
TOTAL	Of the required measures, the school met:	5/5

EVALUATION OF ELA GOAL

Brownsville Collegiate Charter School met the ELA state test goal for the 2025-2026 school year.

Brownsville Collegiate Charter School achieved the performance proficiency when compared to the school district of comparison as well as the ELA economically disadvantaged goal. We continue to perform above the public school district level of proficiency and always push our students to increase their ELA aptitude despite their economic conditions.

ADDITIONAL CONTEXT AND EVIDENCE

Performance on the Regents Exam in ELA
Of 8th Grade Students Enrolled in At Least Their Second Year⁶

We did not administer the Regents ELA exam to our 8th grade students.

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, DIBELS, unit tests, 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. In addition professional development sessions are designed and offered multiple times per year to respond to trends and teachers' instructional needs.

⁶ Schools can access these data when the NYSED releases its database containing grade level regents results for all schools and districts statewide at data.nysed.gov. If 2025-26 district data is not available, schools should compare to 2024-25 district data.

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GOAL 2: MATHEMATICS

Write the school's mathematics goal here from the Accountability Plan.

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.

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.

METHOD

2025-26 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Total Enrolled	Percent Tested
3	43	46	93%
4	44	49	90%
5	0	0	#DIV/0!
6	0	0	#DIV/0!
7	0	0	#DIV/0!
8	0	17	0%
All	87	112	78%

Performance on 2025-26 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

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Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	43	42	98%	14	14	100%
4	44	44	100%	23	23	100%
5	0	0	#DIV/0!	0	0	#DIV/0!
6	0	0	#DIV/0!	0	0	#DIV/0!
7	0	0	#DIV/0!	0	0	#DIV/0!
8	0	0	#DIV/0!	0	0	#DIV/0!
All	87	86	99%	37	37	100%

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 2025-26 mathematics MIP for all students of **130.4**. 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 2025-26 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	0%	1%	6%	93%

$$PI = (0 * [\%]_{\text{Level 1}} + 1 * [\%]_{\text{Level 2}} + 2 * [\%]_{\text{Level 3}} + 2.5 * [\%]_{\text{Level 4}}) * 100 = \mathbf{245.5}$$

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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.⁷

2025-26 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Number Tested	Percent Proficient	Number Tested	Percent Proficient
3	14	100%	49215	61.2
4	23	100%	50864	61.9
5	0	#DIV/0!	51368	57.0
6	0	#DIV/0!	50927	51.2
7	0	#DIV/0!	51300	60.2
8	0	#DIV/0!	32495	47.6
All	37	100%	286169	57.0

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.

⁷Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide at data.nysed.gov. If 2025-26 district data is not available, schools should compare to 2024-25 district data.

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METHOD

Given the timing of the state's release of economically disadvantaged data, the 2025-26 Comparative Performance analysis is not yet available. This report contains 2024-25 results.⁸

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.

2024-25 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	86.1	500	450.7	3.07
4	90.6	506	450.1	3.52
5				
6				
7				
8				
All	88.2	502.8	450.4	3.28

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 2025-26 analysis is not yet available. This report contains 2024-25 results, the most recent Growth Model data available.⁹

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 2024-25 and also have a

⁸ These data can be found in the school's Accountability Summary provided by the Institute in spring 2026.

⁹ These data can be found in the school's Accountability Summary provided by the Institute in spring 2026.

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state exam score in 2023-24 including students who were retained in the same grade. Students with the same 2023-24 scores are ranked by their 2024-25 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.

2024-25 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	77.6	50.0
5	0	50.0
6	0	50.0
7	0	50.0
8	0	50.0
All	77.6	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During 2025-26, 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**

Based on data from the Interim Assessments administered in 2025-2026, we are making progress towards our goals. We will continue to work towards a higher percentage of students meeting this metric for School Year 2026-2027. Students in all grades, including those prior to 3rd grade, took 3 interim assessments during the 2025-2026 school year. The chart below represents the percentage of students who are advanced or proficient on their interim assessments.

	GRADE	3	4	5	6	7	8
Math	Assessment #1	77%	85%	N/A	N/A	N/A	N/A
Math	Assessment #2	83%	91%	N/A	N/A	N/A	N/A
Math	Assessment #3	78%	87%	N/A	N/A	N/A	N/A

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SUMMARY OF THE MATHEMATICS GOAL

Brownsville Collegiate Charter School achieved 5 of 5 Accountability Plan goals.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Met
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.	Met
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.	Met
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.	Met
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.	Met
TOTAL	Of the required measures, the school met:	5/5

EVALUATION OF THE MATHEMATICS GOAL

Brownsville Collegiate Charter School fell short of the Math state test goal for the 2025-26 school year. We believe this is due in large part to COVID learning loss and are focusing our efforts on training staff to improve these metrics for the 2026-27 school year through a variety of different professional development opportunities. See the action plan below for additional information.

Brownsville Collegiate Charter School achieved the performance proficiency when compared to the school district of comparison as well as the Math economically disadvantaged goal. We continue to perform above the public school district level of proficiency and always push our students to increase their Math aptitude despite their economic conditions.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

ADDITIONAL CONTEXT AND EVIDENCE

Performance on the Regents Algebra I Exam
Of 8th Grade Students Enrolled in At Least Their Second Year¹⁰

Year	Charter School		School District	
	Number Tested	Percent Passing	Number Tested	Percent Passing
2023-24	N/A	N/A	81860	51
2024-25	N/A	N/A	106146	48
2025-26	N/A	N/A	Not Released	Not Released

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 2025-26 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 2025-2026 school year. We feel that our students will continue to benefit from in-person learning and resuming the small group instruction for our students.

¹⁰Schools can access these data when the NYSED releases its database containing grade level regents results for all schools and districts statewide at data.nysed.gov. If 2025-26 district data is not available, schools should compare to 2024-25 district data.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

GOAL 3: SCIENCE

Write the school's science goal here from the Accountability Plan.

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, Next Generation Science Standards (NGSS)-aligned curriculum and assessments, which are based on the successful outcomes of the highest performing schools in the network.

Science instruction consistently reinforces both math and reading skills, and our science teachers frequently work closely with both our Math and English Language Arts teachers to ensure that common approaches and language are used to reinforce cross-curricular content. For example, in the first two weeks of 8th grade science students learn about density, and apply the formulas for calculating density they learned in math class while investigating the density of different materials. In terms of supporting literacy, each grade includes a research project that scaffolds skills. In 5th grade students are given a set of articles and social media posts from which they both need to synthesize arguments as well as determine whether a source is reliable. In 8th grade, students work in groups to create a presentation to teach the class about a specific ecosystem, for which they need to complete their own research, including finding sources.

Additionally, science instruction builds student capacity to use the scientific method and engineering design cycle to complete investigations and develop prototypes to solve problems. Professional development time is dedicated to training teachers on planning for and facilitating complex activities that involve labs and engineering challenges. This exposure provides an important opportunity for students to do “real science” in elementary and middle school.

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 2026. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2025-26 State Science Exam

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

By Students Enrolled in At Least Their Second Year

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.

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.¹¹

2025-26 State Science Exam

Charter School and District Performance by Grade Level

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	49964	21643	43.3
8	N/A	N/A	N/A	29506	13940	47.2
All	N/A	N/A	N/A	79470	35583	44.8

¹¹ Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2024-25 results as a placeholder for the district's 2025-26 results. District results can be found at data.nysed.gov.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Brownsville Collegiate Charter School does not have students in grades 5 or 8.

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
TOTAL	Of the required measures, the school met:	N/A

EVALUATION OF THE SCIENCE GOAL

ADDITIONAL CONTEXT AND EVIDENCE

Performance on Regents Exam in Any Science Subject
Of 8th Grade Students Enrolled in At Least Their Second Year¹²

Year	Charter School		School District	
	Number Tested	Percent Passing	Number Tested	Percent Passing
2023-24	N/A	N/A	79382	53
2024-25	N/A	N/A	63530	52
2025-26	N/A	N/A	Not Released	Not Released

ACTION PLAN

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.

¹² Schools can access these data when the NYSED releases its database containing grade level regents results for all schools and districts statewide at data.nysed.gov. If 2025-26 district data is not available, schools should compare to 2024-25 district data.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

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 Every Student Succeeds Act (“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](#).

Schools can find their 2025-26 Preliminary Accountability Status in the [Information and Reporting Services Portal \(IRSP\)](#), in the download titled “2025-26 Preliminary Accountability Determinations ROS”. All schools, including schools in their first year of operating, should have a 2025-26 Preliminary Accountability Status by the time this report is being compiled.

Accountability Status by Year

Year	Status
2023-24	Good Standing
2024-25	Good Standing
2025-26	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 CS

Matt Scheiblin - matthew.scheiblin@uncommonschools.org
2025-2026 Annual Report

Entry 1 – School Information and Cover Page

Completed - Jul 30 2026

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 2025-2026 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, 2026) 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

b. Unofficial or Popular School Name

Uncommon Williamsburg Elementary School

c. CHARTER AUTHORIZER (As of June 30th, 2026)

Please select the correct authorizer as of June 30, 2026 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

New York City Community School District #14

e. Date of Approved Initial Charter

Feb 23 2009

f. Date School First Opened for Instruction

Aug 1 2009

g. Approved School Mission

(Regents, NYCDOE, and Buffalo BOE-authorized schools only)

N/A - SUNY Authorized school

h. Approved Key Design Elements

(Regents, NYCDOE, and Buffalo BOE-authorized schools only)

N/A - SUNY Authorized school

i. School Website Address

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

j. Authorized Charter Enrollment for 2025-2026 School Year

220

k. Actual Enrollment on June 30, 2026, Excluding Pre-K Program Enrollment

252

l. Grades Served

Grades served during the 2025-2026 school year (exclude Pre-K program students):

Responses Selected:

Kindergarten
1
2
3
4

m. Charter Management Organization/Educational Management Organization

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

Yes

m1. Charter Management Organization Name

Include required contact information (email address and telephone number) below.

Uncommon Schools

m2. Charter Management Organization Email Address

info@uncommonschoools.org

m3. Charter Management Organization Phone Number

212-844-3584

FACILITIES INFORMATION

n. FACILITIES: Owned, rented, or leased **to educate students**

Will the school maintain or operate multiple sites in 2026-2027?

No, just one site.

School Site 1 (Primary)

n1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site for 2025-2026 School Year (K-5, 6-9, etc.)	Grades to be Served at Site for 2026-2027 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 MontroseAve BrooklynNY 11206	718-489-0940	New York City Community School District #14	K-4	K-4	No

n1a. 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@uncommonnyc.org
Operational Leader	Sanjana Dalmiya	DOO	718-489-0940		sanjana.dalmiya@uncommonnyc.org
Compliance Contact	Alejandro Montoya	RSO	718-489-0940		alejandro.montoya@uncommonschoools.org
Complaint Contact	Alejandro Montoya	RSO	718-489-0940		alejandro.montoya@uncommonschoools.org
DASA Coordinator	Alicia Wilson	Social Worker	718-489-0940		alicia.wilson@uncommonnyc.org
Phone Contact for After Hours Emergencies	Alejandro Montoya	RSO	718-489-0940		alejandro.montoya@uncommonschoools.org

n1b. Is site 1 in a public space or in a private space?

Private Space

n1c. 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

n1e. 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, 2025.

Fire inspection certificates must be updated annually. For the upcoming school year 2026-2027, please submit a current fire inspection certificate.

If the fire inspection certificate will expire between the August 3, 2026 submission of the Annual Report and the November 2 Annual Report submission, please submit the new certificate with the Annual Report entries due no later than 11:59 PM on November 2, 2026.

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.pdf **Size:** 55.7 kB

Site 1 Fire Inspection Report

This is required, marked optional for administrative purposes.

[140 Montrose Ave -2-19-25-cof.pdf](#)

Filename: 140 Montrose Ave -2-19-25-cof.pdf.pdf **Size:** 87.8 kB

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

Separate by semi-colon (;)

N/A

p1. Total Number of School Calendar Days

180

p2. Total Number of Anticipated Hours of Instruction by Month (Entries are required for all months. Enter a zero for months with no instructional hours.)

July 2026	0
August 2026	35
September 2026	147
October 2026	154
November 2026	119
December 2026	105
January 2027	133
February 2027	98
March 2027	147
April 2027	112
May 2027	140
June 2027	70

CHARTER REVISIONS DURING THE 2025-2026 SCHOOL YEAR

q. Summary of Material and Non-Material Charter Revisions submitted or approved since August 1, 2025, including updates to the school's board of trustees' by-laws, 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 revision requests that have been submitted or approved since August 1, 2025?

Yes

q2. 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, 2026	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.	March 11, 2026	N/A - Only non-material revisions were made
3	Change in admissions/enrollment policy	Waitlist clearing language	March 11, 2026	N/A - Only non-material revisions were made
4				
5				

More revisions to add?

No

ATTESTATIONS

r. Name/Position of Person Completing/Submitting the 2025-2026 Annual Report. (To 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	718-489-0940
Email	matthew.scheiblin@uncommonnyc.org

s. 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, this 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.)

MB

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.)

LM III

Date

Jul 30 2026

Thank you.



Entry 2 – Links to Critical Documents on School Website

Completed - Jul 30 2026

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 Authorizer-approved School Discipline Policy.

By law, each charter school is required to maintain certain notices and policies listed on its website. All documents must be readily found on the school's website and publicly accessible. Please insert a [link to the page on the school's website](#) where each document can be accessed. **DO NOT provide a direct link to a Google document or PDF.**

1. Current Annual Report (i.e., 2025-2026 Annual Report);^[1] Please note: schools are responsible for redacting their own annual reports for posting.
2. All Board of Trustees documents, including calendar, meeting notices, agendas, and board meeting minutes;
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, a direct web link to the most recent [New York State School Report Card](#) for the charter school must be provided;
4. Authorizer-approved DASA Policy and 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 [2024 Emergency Response Plan Memo – Charter Schools Only](#));
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records.

^[1] Each charter school is required to make the Annual Report publicly available by August 1 and to post it 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., repost when financials have been submitted in November.)

^[2] School Report Card 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 CS

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 Authorizer-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 to the page on the school's website](#) where each document can be accessed.

	Link to Documents
1. Current Annual Report (i.e., 2025-2026 Annual Report)	https://nyc.uncommonschools.org/wp-content/uploads/sites/7/2026/07/Brownsville-Collegiate-Charter-School_2024-25-Accountability-Plan-Progress-Report-merged-compressed.pdf
2. Board meeting notices, agendas, and documents, including board meeting minutes	https://nyc.uncommonschools.org/board-of-trustees/
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, a direct web link to the most recent New York State School Report Card for the charter school must be provided.	https://data.nysed.gov/profile.php?instid=800000063979
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 2024 Emergency Response Plan Memo)	https://nyc.uncommonschools.org/family-resources/
6. Authorizer-approved FOIL Policy	https://nyc.uncommonschools.org/family-resources/
7. Subject matter list of FOIL records (e.g., see NYSED Subject Matter List)	https://nyc.uncommonschools.org/family-resources/

It is the school's responsibility to ensure that if a policy appears in more than one place on the website, including as part of the family handbook, that the policy versions are consistent and up to date.

Responses Selected:

Yes, the website has been reviewed to ensure that policies are consistent and up to date.



Thank you.

Entry 3 – Board of Trustees Membership Table

Completed - Jul 31 2026

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 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 3 – 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.
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. 2025-2026 Board Member Information (Enter information for each Board of Trustees 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 2025- 2026
1	Linton Mann III	llmann@stblaw.com	Chair	Executive, Academic	Yes	5	07/01/2025	06/30/2028	5 or less
2	Brett Peiser	bpeiser@uncomschools.org	Other	N/A	No	5	07/01/2025	06/30/2028	5 or less
3	Chrystal Stokes Williams	chrystalstokes@yahoo.com	Trustee/ Member	Advocacy, Audit	Yes	4	07/01/2026	06/30/2029	5 or less
4	Ekwutozi a U. Nwabuzor	eunwabuzor@gmail.com	Vice Chair	Executive, Academic, Audit	Yes	3	07/01/2025	06/30/2028	5 or less
5	John Greenstein	John.greenstein@bluescape.com	Trustee/ Member	Finance, Advocacy	Yes	6	07/01/2026	06/30/2029	5 or less
6	John Kim	jkim@generalcatalyst.com	Trustee/ Member	Finance, Audit	Yes	3	07/01/2026	06/30/2028	5 or less
7	Joseph F. Wayland	Joseph.Wayland@Chubb.com	Treasurer	Executive, Finance	Yes	6	07/01/2025	06/30/2028	5 or less
8	Shakima Jones	shakimajones@yahoo.com	Parent Rep	Academic, Advocacy	Yes	4	07/01/2025	06/30/2028	5 or less

				y, Finance					
9	Eric Woolway	ewoolway@teachlikeachampion.org	Trustee/ Member	Academic	Yes	0	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 2025-2026
10	Jabali Sawiki	jabalisawicki@gmail.com	Trustee/ Member	Academic	Yes	2	07/01/2026	06/30/2029	5 or less
11	Ann Mathews	Ann.mathews.pera@gmail.com	Trustee/ Member	Academic, Finance	Yes	3	07/01/2024	06/30/2027	5 or less
12	Crystal McQueen-Taylor	cmcqueen@studentsfirstny.org	Parent Rep	Academic, Advocacy	Yes	2	03/08/2026	06/30/2029	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 2025-2026

5

3. Number of board meetings scheduled for the 2026-2027 school year

4

4. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total number of Voting Members on June 30, 2026	11
b. Total number of Voting Members added during the 2025-2026 school year	0
c. Total number of Voting Members who left the board during 2025-2026 school year	1
d. Maximum number of Voting Members in 2025-2026, as set by the board in by-laws, resolution, or minutes	25
e. Board members attending 8 or fewer meetings during 2025-2026	11

Thank you.

Instructions

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 2025-2026 school year must complete and sign the most up-to-date version of the Trustee [Disclosure of Financial Interest Form](#) **no later than 11:59 PM on August 3, 2026**. 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 2025-2026 school year completes the form.**

Trustees serving 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.

[2025-26-ar-current-former-trustee-financial-disclosure-form CSW Uncommon](#)

Filename: 2025-26-ar-current-former-trustee-financial-disclosure-form_CSW Uncommon.pdf **Size:** 374.1 kB

[2025-26-ar-current-former-trustee-financial-disclosure-form Woolway](#)

Filename: 2025-26-ar-current-former-trustee-financial-disclosure-form_Woolway.pdf **Size:** 346.1 kB

[2026](#)

Filename: 2026.pdf **Size:** 466.7 kB

[Disclosure of Financial Interest Form - Shakima Williams-Jones - Signed](#)

Filename: Disclosure of Financial Interest Form - Shakima Williams-Jones - Signed.pdf **Size:** 528.4 kB

[Financial Disclosure Form - Kim, J](#)

Filename: Financial Disclosure Form - Kim, J.pdf **Size:** 426.5 kB

[NWABUZOR - 2021-22-ar-current-former-trustee-financial-disclosure-form](#)

Filename: NWABUZOR - 2021-22-ar-current-former-trustee-financial-disclosure-form.pdf **Size:** 480.3 kB

[JGreenstein Disclosure Form](#)

Filename: JGreenstein Disclosure Form.pdf **Size:** 719.5 kB

[Uncommon - Ann Mathews-Pereira](#)

Filename: Uncommon - Ann Mathews-Pereira.pdf **Size:** 404.5 kB

[Crystal McQueen-Taylor 2025-26-ar-current-former-trustee-financial-disclosure-form](#)

Filename: Crystal McQueen-Taylor_2025-26-ar-current-former-trustee-financial-disclosure-form.pdf **Size:** 1.2 MB

[Jabali Sawicki Financial Disclosure Form](#)

Filename: Jabali Sawicki Financial Disclosure Form.pdf **Size:** 2.1 MB

Entry 6 – Enrollment & Retention of Special Populations

Completed - Jul 31 2026

Instructions

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2025-2026 toward meeting targets to attract and retain the enrollment of students with disabilities (SWD), English language learners (ELL), and students who are economically disadvantaged (ED). In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2026-2027.

Entry 6 – Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets

	Describe Recruitment Efforts in 2025-2026	Describe Recruitment Plans for 2026-2027
Students with Disabilities	See the response to “economically disadvantaged students” below. In addition, the school: 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, waitlist	The school will continue the efforts at left to recruit students with disabilities, and will also: Implement a more robust community canvassing plan that involves current families. Expand digital advertising efforts to reach a broader population

	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. 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.	
English Language Learners	See the response to “economically disadvantaged students” below. In addition, the school: 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 brmaterials that are distributed by our schools. Materials 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	The school will continue the efforts at left to recruit ELL students, and will also: 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.

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 them the results of the lottery and the next steps to enrolling in the school. Outreach 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	
Economically Disadvantaged	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	The school will continue the efforts at left to recruit economically disadvantaged students, and will also: 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 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 2025-2026	Describe Retention Plans for 2026-2027
Students with Disabilities	See response for retention of “economically disadvantaged students”.	We will continue the efforts described at left in 2026-27 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 2026-27 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	We will continue the efforts described at left in 2026-27 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 2026

Instructions

Required of ALL Charter Schools

Review and complete the Employee Fingerprint Requirements Attestation.

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 making an offer of 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.

Please note that all schools should maintain an electronic or hard copy of the clearance certification pulled from TEACH and dated **PRIOR** to the employee's start date. Clearance certifications pulled from TEACH at a later date will show that the staff member was cleared as of that date and may result in a finding of clearance violations against 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 Calendars

Completed - Jul 31 2026

Instructions

Required of ALL Charter Schools

Charter schools must upload final **2025-2026 and 2026-2027** calendars into the portal **no later than 11:59 PM on August 3, 2026**. The calendars must be separate files.

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 are also 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. Schools must use a calendar format and ensure there is a monthly tally of instructional days.**

Charter schools serving elementary and secondary levels may submit one combined calendar showing instructional hours and days for all building levels OR separate calendars uploaded as one PDF. *Note that school calendars will also provide evidence of alignment for schools with extended days/years referenced in their mission statements or key design elements.*

See below for an example of a calendar showing the requested information.

Sample Calendar:

12 Month Calendar 2021-2022				
184 Instructional Days				
July				
Mon	Tues	Wed	Thurs	Fri
			1	2
3	4	5	6	7
8	9	10	11	12
13	14	15	16	17
18	19	20	21	22
23	24	25	26	27
28	29	30		
August				
Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31				
September (18)				
Mon	Tues	Wed	Thurs	Fri
		1	2	3
4	5	6	7	8
9	10	11	12	13
14	15	16	17	18
19	20	21	22	23
24	25	26	27	28
29	30			
October (20)				
Mon	Tues	Wed	Thurs	Fri
				1
2	3	4	5	6
7	8	9	10	11
12	13	14	15	16
17	18	19	20	21
22	23	24	25	26
27	28	29	30	
November (18)				
Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31				
December (17)				
Mon	Tues	Wed	Thurs	Fri
		1	2	3
4	5	6	7	8
9	10	11	12	13
14	15	16	17	18
19	20	21	22	23
24	25	26	27	28
29	30	31		
January (20)				
Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31				
February (15)				
Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
5	6	7	8	9
10	11	12	13	14
15	16	17	18	19
20	21	22	23	24
25	26	27	28	29
30				
March (23)				
Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
5	6	7	8	9
10	11	12	13	14
15	16	17	18	19
20	21	22	23	24
25	26	27	28	29
30	31			
April (15)				
Mon	Tues	Wed	Thurs	Fri
				1
2	3	4	5	6
7	8	9	10	11
12	13	14	15	16
17	18	19	20	21
22	23	24	25	26
27	28	29	30	
May (21)				
Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31				
June (17)				
Mon	Tues	Wed	Thurs	Fri
		1	2	3
4	5	6	7	8
9	10	11	12	13
14	15	16	17	18
19	20	21	22	23
24	25	26	27	28
29	30	31		

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 2026-27 Calendar](#)

Filename: Uncommon Schools_NYSED Annual Report 2026-27 Calendar.pdf Size: 295.1 kB

[Uncommon Schools NYSED Annual Report 2025-26 Calendar FINAL](#)

Filename: Uncommon Schools_NYSED Annual Report 2025-26 Calendar_FINAL.pdf Size: 295.4 kB

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](#). Schools serving high school grades must also submit an accompanying High School Data Submission spreadsheet. 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 15, 2026**.

PLEASE NOTE: This is a required task for SUNY-authorized charter schools. It is marked optional for administrative purposes only.

Entry 11 – Progress Toward Goals (Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Incomplete

Instructions

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

Board of Regents, NYCDOE, and Buffalo BOE-authorized schools must report all Progress Toward Charter Goals as per their currently approved charters **no later than 11:59 PM on November 3, 2026**.

Schools must complete the "Goals" tables as provided in the tables below **OR** upload the most current action plan that includes progress made during the 2025-2026 school year toward achieving or maintaining a "Meets" rating on the 10 Performance Framework benchmarks.

PLEASE NOTE: This is a required task for Regents, NYCDOE, and Buffalo BOE-authorized charter schools. It is marked optional for administrative purposes only.

Entry 11 – Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Board of Regents, NYCDOE, and Buffalo BOE-authorized schools may complete the "Goals" tables as provided in the portal **OR** upload the most current action plan that includes progress made during the 2025-2026 school year toward achieving or maintaining a "Meets" rating on the 10 Performance Framework benchmarks.

Please select the method by which you will provide your school's information:

No Responses Selected

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 3, 2025.

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 3, 2025**.

2. ORGANIZATION GOALS

2025-2026 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)

3. FINANCIAL GOALS

2025-2026 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				

Thank you.

Entry 12 – Audited Financial Statements

Incomplete

Required of ALL Charter Schools

ALL charter schools must upload the financial statements and related documents in PDF format into the portal **no later than 11:59 PM on November 2, 2026**. The statements, the independent auditor's report, any advisory and/or management letter, and the internal controls report must be combined into a PDF file with security features such as password protection removed.

ALL SUNY-authorized charter schools must also submit the documents to the SUNY Compass system **no later than 11:59 PM on November 2, 2026**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

PLEASE NOTE: This task appears as optional until August 3, 2026. Thereafter, it will be identified as a required task due on November 2, 2026.

Entry 13 – Fiscal Year 2026-2027 Budget

Incomplete

Regents, NYCDOE, and Buffalo BOE-authorized charter schools are required to download the budget template from the portal or the [Annual Reports](#) webpage and complete it. Upload the completed template **no later than 11:59 PM on November 2, 2026**. The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory.

PLEASE NOTE: This task appears as optional until August 3, 2026. Thereafter, it will be identified as a required task due on November 2, 2026.

Optional Additional Documents to Upload (BOR)

Incomplete